

Evangel University

Department of Humanities

Academic Programs Review

Fall 2016

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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 Humanities, and the Commission on Accreditation, Council on Social Work Education. It is a candidate for accreditation with Accreditation Council for Education Schools and Programs, and is endorsed by the Assemblies of God Commission of Higher Education.

II. DEPARTMENT MISSION AND OBJECTIVES

The mission of the Humanities Department is to educate students to think and perform creatively within the context of a Christ-centered liberal arts education. The department seeks to encourage the integration of a systematic study of the humanities with the Biblical truths of Christianity. The goals and objectives of the department relate directly to the stated purposes and philosophy of Evangel University, in keeping with the theme "Christ is Lord." Under this broad mission, the department strives to create an appreciation for the values inherent in the study of the humanities, and to provide professional training in the fields of art, drama, English, and foreign language.

The intellectual, aesthetic, and educational goals of the Humanities Department stem from a main function and several corollary functions:

1. The main function of the department is to create awareness of and appreciation for the values inherent in the study of the humanities. Students acquire knowledge for its inherent value, enriching the total person. The first emphasis is not on what the student can do with this knowledge but on what this knowledge can do for and in the student to make him or her an ethically upright, philosophically balanced, independently thoughtful citizen in society.
2. The department also functions to provide professional training in fields such as art, theatre, English, and foreign languages. Students are prepared for careers such as elementary and secondary education, higher education, graphic design, foreign service, the performing arts, writing, translating, editing, and many others.
3. By means of its course offerings, the Humanities Department provides a significant segment of the student's general-education component of his or her overall academic program. Humanities electives are offered in Art, English, Foreign Language, and Theatre. Frameworks, the new Core Curriculum implemented in Fall 2010, is also currently housed in the department.
4. In its four main areas (Art, English, Foreign Language, and Theatre), the department serves as a consulting agency on humanities topics for students, faculty, administrators, the parent denomination, and the community.
5. The department recommends, fosters, and attempts to model excellence in all facets of the person's life: spiritual, aesthetic, academic, social, and physical. We desire that our graduates go on to present effective witness as educated, contributing Christian members of the world community in its various local and national configurations.

III. PROGRAM CAPACITY AND DESCRIPTIONS

A. Programs of Study

The Humanities Department provides programs of study in four academic areas: Art, English, Foreign Language, and Theatre. The department offers three undergraduate degrees for traditional students: the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Fine Arts; and it is currently developing a master's program in TESOL in collaboration with the Education Department and the Adult & Graduate Studies (AGS) Office. The Humanities Department works in conjunction with the Education Department to train teachers for state certification at the middle-school and high-school levels in Art, English, French, Spanish, and Theatre/Speech. For the Theatre/Speech program and the newly approved Language Arts Education program, the Humanities Department collaborates with the Communication Department, as well.

Students in Humanities may obtain a Bachelor of Arts or a Bachelor of Science degree in eleven programs: Art, Art Education, English, English Education, French Education, Spanish, Spanish Education, Theatre, Theatre/Music, Theatre/Speech Education, and Language Arts Education—the last of which is a new comprehensive major by which a student may acquire dual certification in English and Journalism. The Bachelor of Fine Arts degree, based upon a comprehensive major, is available to students in the Art program.

Concentrations and minors are available in Art, English, French, Spanish, and Theatre. Minors are also offered in TESOL, Writing. In its English area, the department also offers a 14-credit program in Teaching English as a Foreign language (TEFL) for students who are not seeking traditional certification to teach ESL in U.S. public schools from the Missouri Department of Secondary Education (DESE).

The department provides necessary general-education courses for non-traditional students in the AGS program and the James River Leadership College (JRLC), respectively—particularly courses in English composition and literature. The department also staffs and manages the campus writing lab (the Write Place), which serves the entire traditional student body as well as AGTS, AGS, and JRLC students by offering one-on-one tutoring services on a wide schedule of operation; and the on-campus Barnett Art Gallery, which mounts exhibitions of traveling national shows as well as those of faculty, senior students, and noted regional artists.

The Humanities Department funds, sponsors, and provides both faculty leadership and workspace for the student staff of the university's literary magazine, *Epiphany*, which publishes print representations of visual and musical art as well as works of prose and poetry by students, faculty, staff, and occasionally, alumni. Students from any department are welcome on the magazine staff, which also produces approximately monthly coffeehouse-style readings for the public during the fall and spring semesters, a tradition that began in 1991. Members of the magazine staff typically range from creative writers to business students, all of whom are encouraged to participate in the making and the marketing of the magazine. Humanities Department students make up a significant percentage of the *Epiphany* staff, and they are also important contributors to the campus newspaper (*The Lance*) and yearbook (*The Excalibur*), both of which publications are housed in the Communication Department.

The Humanities Department also funds, promotes, and produces live academic theatre for the public each semester. Fall productions are usually the senior projects of graduating Theatre majors; the mainstage spring production is, in alternating sequence year by year, a classic play or a

major musical directed by Theatre faculty. During a spring-musical year, the Humanities Department collaborates closely with the Music Department to develop a well-blended presentation of visual, musical, and literary arts for the production's audiences.

The Humanities Department provides the most commonly subscribed modern foreign-language courses (French and Spanish) for students of any major who are earning a Bachelor of Arts degree. Recently, however, a consortium agreement with Missouri State University, Drury University, Southwest Baptist University, and Ozarks Technical Community College has allowed the department to offer a much wider variety of foreign-language options, including Arabic, Chinese, German, Italian, Japanese, Korean, Portuguese, and Russian. Traditional Evangel students are now able to register at Evangel for such Foreign Language Institute (FLI) courses at the Beginning and Intermediate levels. Since Fall 2013, our students have been able to attend classes at another consortium school without going through an admissions or transfer process there. Courses offered at another institution are listed in our *Course Schedule* with EU titles, and course grades reported by the other school's instructors will be posted for the respective Evangel courses.

Humanities Department students are encouraged to participate in extracurricular and co-curricular organizations. Many English students become members of Evangel's chapter of Sigma Tau Delta, an international English honors society. Others serve as tutors in the Write Place; some volunteer in Parkview High School's Book Buzz program to heighten literacy and literary appreciation in secondary-school students. Volunteer-tutoring opportunities in the Springfield Public Schools are in place for our TESOL and TEFL students to help Springfield community individuals who need instruction in English. Art Club students have organized and led formal Chapel services using art in worship; they have also been involved in outreaches to local churches and in Bellwether Gallery outreaches to the community of Springfield. Humanities students also seek and accept roles in student government, CrossWalk, resident life, and other organizations and teams across the campus.

Degree Program Outcomes, Degree Plans, and Curriculum Maps are provided in Appendix A.

B. Faculty

The Humanities Department employs **eleven** full-time faculty members. In the fall of 2015, six adjunct faculty members were employed. Faculty vitae are attached as Appendix B.

Name	Highest Degree	Year Degree Obtained	Degree Area Specialization	Faculty Rank	Year Hired
Brenda Adcock	Ph.D.	2012	Spanish	Associate	2015
Diane Awbrey	Ph.D.	1995	Renaissance Literature	Professor	2005
Dara Brannan	MS	1995	Educational Administration	Assistant	2013
Michael Buesking	M.F.A.	2002	Painting and Drawing	Associate	1991
LaDonna Friesen	M.A.	2001	English	Assistant	2005
Luke Gibbs	Ph.D.	2013	British Romanticism	Associate	2004
Barbara Howard	M.A.	1975	English Education	Associate	1997
Stanley Maples	M.F.A.	1978	Sculpture	Professor	1988
Jennifer Morrison	M.A.	2000	English (emphasis TESOL)	Assistant	2011
Nathan Nelson	PhD	1989	English Language and Literature	Professor	1988
Vickie Wisdom	PhD	2007	Educational Leadership & Policy Analysis	Associate	2016

C. Enrollment History

The last five years have shown a decline in enrollment in the Humanities Department as reflected in the chart below. An article published by *Inside Higher Ed*, March 14, 2016, cites a study from the American Academy of Arts and Sciences that documents the number of traditional humanities bachelor's degrees conferred nationwide had dropped 8.7 percent between 2012 and 2014. At Evangel, the decline is nearly double the national average (from 113 in 2012 to 96 in 2014). In our case, however, two (Theatre and Foreign Language) of the four primary areas represented in Humanities at Evangel were understaffed (only one full-time faculty if any) in the time span described, and these programs were undergoing major changes in leadership that resulted in loss of continuity, institutional memory, and marketing momentum.

Humanities Majors	2011		2012		2013	Dept. %	2014	Dept. %	2015	Dept. %
Art	46	35%	36	32%	29	28%	29	30%	23	18%
Art Education	10	8%	12	11%	17	16%	10	10%	13	10%
Theatre (08) Drama	6	5%	6	5%	4	4%	6	6%	2	2
Theatre/Music	4	3%	1	1%	2	2%	0	0%	0	0
Theatre/Speech Education	2	2%	2	2%	1	1%	1	1%	3	2
English	32	24%	26	23%	22	21%	22	23%	20	16
English Education	18	14%	15	13%	16	15%	18	19%	18	14
Spanish	11	8%	9	8%	11	10%	6	6%	6	5
Spanish Education	3	2%	6	5%	3	3%	4	45%	2	2
Humanities Total	132		113		105		96		87	
EU Traditional Undergraduate Total	1547		1530		1746		1486		1422	
Humanities Percent of EU		8%		7%		6%		6%		6%

In spite of these losses and changes, it is interesting to note that enrollment in the Humanities Department has only dropped one point as a percentage of the University's enrollment between 2012 and 2014. It may suggest that the declining enrollment in the humanities is not necessarily only related to the degrees offered but also to the overall enrollment trends of the University.

D. Graduate Placement

A summary of the highlights of our graduates from 2012 to 2016 appears here. A chart with more complete information known about each graduate appears in Appendix C.

2012 Graduates: In the Art Program in 2012, one of the graduating Art majors pursued an M.A. in arts administration and now works for the City of Philadelphia an exhibits and programs assistant. The same year among English graduates, one English Ed major teaches ELL in the Springfield Public Schools. Of the nine English majors, two have overseas teaching experience, three have completed

master's degrees, one at Yale Divinity School, one is in an M.Div. program at Evangel's embedded seminary, one is a materials planner for a company in Denver, and five work for various church-related organizations. The one Spanish Ed major from 2012 is teaching 1st grade. A 2012 graduate in Theatre completed an M.A. and teaches theatre in a private school.

2013 Graduates: One of the 2013 graduates in Spanish is in Ghana doing Human Relief Work. Another is a 3rd grade teacher in a predominantly Spanish school district. One English Education graduate is teaching ELA to 7th graders. Of the nine English graduates, one is at the University of Chicago pursuing a Ph.D.; another is at the University of Missouri-Columbia in medical school. Three are in master's degree programs, two work overseas teaching ESL, and one is working as a journalist. Three 2013 Art graduates have worked in art-related fields; one of those is also pursuing a B.F.A. in interior design, and another is in overseas compassion ministry.

2014 Graduates: One 2014 Spanish graduate works for the State of Missouri in Children's Services; another completed an M.A. in Second Language Acquisition and works at MSU in the English Language Institute. Of the six 2014 English Ed majors, one completed an M.A. in Second Language Acquisition, four are teaching English in public schools. One of those won the 2016 Kansas Horizon Award for teaching excellence. Another English Ed major directs children's ministries in a church. Both Art Ed majors are now teaching in schools. Of the six 2014 Art majors, one owns his own art gallery and high-end tattoo business and two others work in compassion ministries.

2015 Graduates: Both of the 2015 Spanish Ed majors are working in schools; another Spanish major is working in an elementary school as a secretary, and one has begun a Ph.D. program in philosophy at the University of Missouri-Columbia. The one English Ed grad from this year is teaching. Two of the seven English majors are in graduate school; one teaches as an ESL instructor; one is a freelance editor; one entered the air force; and one is a journalist with a print newspaper. Both of the 2015 Art Ed majors work in schools; Two Art majors work in art-related jobs, and a third is supported full-time by a gallery in Alaska, while 5 are working in compassion ministry-related fields.

2016 Graduates: One of our 2016 Spanish majors is working in a hospital using his double major in pre-med. Another Spanish/English double major has started a non-profit business and is applying for law school. Both 2016 English Ed majors have jobs in schools; one English major is in graduate school, and two are working as editors. One Art Education graduate is working in a school. The lone 2016 Theatre graduate is finishing cosmetology school to become a certified make-up artist and plans to apply to grad school in theatre in the spring.

This quick survey of our graduates suggests several points of interest.

- a. Many of our Art majors are not transitioning quickly into art-related jobs. This difficulty was highlighted in some anecdotal responses to the SNAAP survey conducted in 2011. Several respondents suggested in their comments that the program could be more intentional about guiding graduates through the "business" side of the art professions. Although we do have at least one recent grad who is supported by a gallery so that he may paint full time, many of our graduates have taken positions in non-art-related fields and practice their discipline on the side.
- b. Another interesting note, however, is the number of our graduates not only in Art but also in English and Spanish, who choose cross-cultural teaching or compassion ministries overseas. This tendency might be an important element to keep an eye on and to conduct further research into our graduates' placement and interests as a means of partnering with Intercultural Studies, Theology and Church Ministries, or Business.

- c. More English majors than other majors tend to seek advanced degrees. Maybe within the department, we should talk about how graduate study is introduced as an option and encouraged before graduation. Maybe the English program model could be replicated within other programs.

E. Department Resources and Facilities

Humanities Department faculty and facilities are spread out across campus. Art and Theatre faculty are housed in the Barnett Fine Arts Building; English and Foreign Language faculty are housed in Trask Hall. One administrative assistant serves the entire Humanities faculty in both buildings from her office in Trask Hall.

Resources and Facilities for Art/Art Ed Programs Housed in the Barnett Fine Arts Building

In 2002, the **Art Program** moved into the second floor of the new Barnett Fine Arts Building, where it has a variety of studio, lab, workshop, classroom, and office spaces as well as display cases for small-format art-works. The second-floor location allows for proper venting of the photography darkroom and our large, professional kiln for ceramics work. It also provides relatively unobstructed natural northern lighting for the painting studio. The Art Program manages the university Art Gallery situated on the west side of the first floor of Spence Chapel where it adjoins the Barnett Fine Arts Building. The professionally lighted Gallery space is sufficient to accept large exhibitions of work by students, faculty, and outside artists, and it is an excellent location in which our Art students can be taught gallery-management principles.

Type of Equipment (office or student)	Number	Adequate? Yes/No	Need	Cost
Computers				
Lab 1 (2-d design)	16			
Lab 2 (graphic design)	18	No	18	\$45,000*
Epson large format printer	1	Yes		
Epson Pro scanner	1	No	1	\$3,000*
Lab Equipment				
Film cameras	7	Yes		
enlargers	10	Yes		
Lighting systems	4	Yes		
Large format cameras	3	Yes		
Space				
Faculty Offices	4	Yes		
Art Program Reception Office	1	Yes		
Gallery main floor with track lighting	1	No	Refurbished trade lighting	?
Other spaces and needs as detailed in separate list below				
Other Equipment				
Other equipment and needs as detailed in separate list below				

*Dollar amounts are approximate where indicated

Art Area Equipment Inventory, Fall 2016

66 Student Hallway Lockers

3 Display Cases

5 Display Boards, 4x8 ft.

1 Display Board, 4x6 ft.

2 Display Boards, Glass Front, 4x7 ft.

2 Display Boards, Glass Front, 4x4 ft.

30 Studio Stools

10 Studio Spaces (dedicated)

- Ceramics
- Sculpture & 3-D
- Painting
- Drawing
- Printmaking
- Weaving/Other
- Photography Darkroom
- Photography Studio
- 2-D Design
- Graphics Computer Lab

1 Traditional Classroom

- 24 chairs
- Computer projection

1 Shop, Woodworking

- Dust Collector, 4 HP
- Oscillating Spindle Sander
- Double Disc Sander
- 6/10 Belt Sander
- 10" Table Saw
- 15" Band Saw
- 12" Compound Miter Saw
- Table Router
- ¾ HP Drill Press
- 16" Direct Drive Scroll Saw
- Tool Room

NEED: New fluorescent lighting
to replace existing
COST: ?

Printmaking Equipment

- 1 Etching Press [Polymetaal]
- Vented Laboratory Hood [Etching]
- 2 Hotplates/Heating Tables
- 1 Polymetaal Rosin Box
- 13 Work Stations/Tables

Ceramics

- 18 Cu. Ft. Geil Natural Gas Kiln (Max 2500 Deg. F.) 400,000 BTU
- L&L Easy Fire Electric Kiln, Bisque
- 12 Throwing Wheels
- 3 Work Tables, 4x8 ft.
- 5 Rolling Shelf Stands
- Spray Booth

Painting

- 23 Easels
- 12 Taborets
- 14 Stands
- 40 Painting Storage Units, Vertical

NEED: Screen and computer projection
COST: ?
NEED: Five new easels
COST: ?

Drawing

- 14 Drawing Stands, Stackable
- 8 Drawing Horses
- 5 Storage Shelves

NEED: Screen and computer projection
COST: ?

Sculpture

- 4 Work Tables, 4x8 ft.
- Casting Room with Work Space
- 3 Storage Shelves

NEED: New fluorescent lighting
to replace existing
COST: ?

Art Lounge

- 1 table
- 4 Chairs
- 5 Lounge Chairs
- 1 Coffee Table

NEED: Extra table, four chairs, replace
aging lounge furniture, cabinet/counter
construction, shelves for books in lounge
COST: ?

2-D Design

- 12 Drafting Work Tables
- 16 Computer Stations
- 12 Chairs
- 10 Office Chairs
- Light Table

Weaving

- No Looms, No Equipment

NEED: 1 floor loom COST: \$3500

Graphics Computer Lab

- 9 Dell Computer Stations; 9 Mac Stations
- 18 Office Chairs

NEED: See needs in chart above

Resources and Facilities for Theatre, Theatre/Speech Education and Theatre Music Housed in the Barnett Fine Arts Building

In 2002, the **Theatre (formerly Drama) Program** moved into new quarters in the center of the first floor of the Barnett Fine Arts Building, where it has a 242-seat proscenium theatre space with optional thrust-stage sections and removable seating for provision of an orchestra pit. With the thrust-stage sections installed, theatre-in-the-round productions can be mounted in the space, whose stage is approximately 35 feet wide at the proscenium arch by 32 feet deep from the front edge of the stage, which projects 8 feet beyond the arch. Wing spaces behind the arch are approximately 13 feet wide by 20 feet deep. A 40-foot fly loft contains a seven-batten, counterweighted fly system with 1 electro-mechanical (motorized) line and 6 manual lines operated from the stage-left wing. A three-deck catwalk system with safety railings and battens for lighting and sound fixtures runs above the wings and the sloped seating space. A sound and lighting production room accessible from the catwalk and from the Art Area on the second floor of the building is located in the upper rear of the auditorium, behind the seating space and the furthest catwalk deck.

A theatre workshop with a wide assortment of power and hand tools is situated immediately behind the stage area, and a storage loft for durable (re-usable) set pieces, props, costumes, and sewing machines rises beyond the workshop as an L-shaped second-floor balcony or mezzanine. Below the loft are dressing-and-makeup rooms for male and female actors, respectively, as well as a green room. The catwalk system is accessible from the loft.

A Theatre Archives room is located off the stage-left wing of the theatre just outside the proscenium arch, and a storage room runs in similar fashion from a door off the stage-right wing behind the stage-right wall of the auditorium's seating space.

The Theatre Program Offices (one for a full-time professor and one for adjunct instructors) are located across a hallway to the west of the theatre's seating space (auditorium), where they are attached to a central reception area. Large, glass-fronted display cases are mounted on the north outside wall of the theatre, which is along an internal hallway in the Barnett Fine Arts Building.

Evangel University Theatre Spaces Inventory

Type of Equipment (office or student)	#	Adequate? Yes/No	Need	Cost
Office Computers				
Faculty office	2	No	Laptop for faculty	?
			Desktop for adjunct office	?
Theatre Workshop				
Electrical power tools	28	yes		
Common hand tools	59	yes		
See details in separate list below.				
Misc. Durables				
Costumes		yes		
Can lights	30	yes		
Light board	1	no	Completely out of date/still using floppy disk	\$13-15K
24-channel sound board (mixer)	1	No	We need a 23 channel board to handle complex musicals	\$2500 – 3000
Rack-mountable sound-recording-and-playback units	2	No	Current units are of the cassette-tape era. We need CD and MP3 capability as well as USB ports for external storage devices	\$800 – 1000 for 2
“Follow” spotlight	1	No	We need a second “follow” spot just to enhance production values, but we also need one as a backup for the ancient, battered spot we now have	\$1800
Spaces				
Description of performance, workshop, and storage spaces in paragraphs above.				
Green Room				
Sofas	2	Yes		
Lamps	3	Yes		
32” flat screen TV	1	No	50 – 55” for feed	
DVD player	1	Yes		
Refrigerator	1	Yes		
Microwave	1	Yes		
Keurig coffeemaker	1	Yes		
Table w/2 chairs	1	Yes		
End tables	2	Yes		

Evangel University Theatre Workshop
Tool List*

Tool	Brand, if known	Electric	Number on Hand
Table Saw		X	1
Standing Drill Press	Grizzly	X	1
Band Saw	Craftsman	X	1
Miter Box Saw	DeWALT	X	1
Miter Box Saw		X	1
Hand Planer		X	1
6-inch Bench Grinder	Black & Decker	X	1
Sazall		X	1
Belt Sander		X	1
Router		X	1
Hand Saber saw		X	4
Hand Circular Saw		X	2
Hand Drill		X	1
Hand Battery Drills	See kinds below		6
	Milwaukee		2 & 2 Chargers __V
	Bosch		1 & Charger 18V
	Makita		1 & Charger 18V
	Porter		1 & Charger 20V
Sander		X	2
Sander—Round		X	3
Hammer			4(?)
Files			8
Tape Measures			10
Chalk Line			4
Block Plane			2
Wood Chisel			5
Builder's Levels			2-foot (2) 4-foot (1)
Hand Saw			10
Framing Square			1
Compressor	Campbell Hausfeld (old)		1
100-Foot tape measure			1
T-square			2
Hand square			4

*List supplied by M. Krans, 5 October 2016

Humanities Departmental Resources, and English/English Ed Program Resources and Facilities

The English faculty are housed in Trask 312 in individual faculty offices with desks, computers, filing cabinets, and visitor chairs. These faculty members share a lobby, conference room, study lounge, and work room with the Foreign Language faculty, the department administrative assistant and the department chair.

Resources and Facilities for the Department Office and the English Program

Type of Equipment (office or student)	#	Adequate? Yes/No	Need	Cost
Computers				
Faculty computers in TR 312	10	Yes		
Non-faculty computers in TR 312	2	Yes		
Conference room computer	1	Yes		
Conference room smart board	1	Yes		
Conference room overhead	1	Yes		
Conference room VHS/DVD player	1	Yes		
Magazine-layout computers in <i>Epiphany</i> Office, TR 312Q	2	Yes		
Other Equipment	#	Adequate? Yes/No	Need	Cost
Copier		Yes		
Scanner		Yes		
Assorted file cabinets		Yes		
Space	#	Adequate? Yes/No	Need	Cost
TR 312 Offices for English and Foreign Language Faculty and Department Staff	12	Yes		
TR 312J Student Study Room	1	Yes		
TR 312L Conference Room	1	Yes		
TR 312 Administrative Area	2 desks	Yes		
TR 312Q <i>Epiphany</i> Office	1	Yes		
TR 311 Composition Fellows Office	1	Yes		
TR 312 Work Room	1	Yes		
TR 312 Storage Closets	2	Yes		

Resources and Facilities in the Write Place, Trask 202

Situated at a high-traffic, easy-to-find location on the second floor of Trask Hall, the Write Place has expanded its services in several ways since the Humanities Department moved into the building in 2005. The central location required that the Write Place increase the number of trained tutors; it has diversified its tutorial services by hiring excellent writers from disciplines other than English so that students from other departments can find content-knowledgeable tutors in their disciplines; it has increased its availability by scheduling tutors into evening and weekend hours; and it has begun to provide more convenient tutorial services for nontraditional students such as those in the Adult & Graduate Studies program, AGTS, and the James River Leadership College. Two recently added conveniences are (a) online tutoring (by Skype connection) and (b) website and LMS postings of standard tutoring documents, Writing Proficiency exam information, and other helpful materials. All of these service expansions increase the need for top-notch resources and facilities. The current holdings and needs are outlined below:

Resources and Facilities in the Write Place, Trask 202

Type of Equipment (office or student)	Number	Adequate? Yes/No	Need	Cost
Computers				
Student Computers	3	No	We need larger monitors. The monitors are small for the work we do with grammar and reviewing papers.	?
Office computer (Brannan)	1	Yes		
Lab Equipment				
None	0	No	We need a video projector or a wall monitor for group instruction	?
Microphone/headphone	1	No	The one we have is shorting-out We need at least 2 new ones to accommodate the increased demand for Skype appointments	?
Tablet	0	No	Tablets would allow the tutors to work with the students interactively. We could use 5-10 tablets.	?
Space				
Work station	No	4	Each station needs holes drilled in the tabletop to accommodate the computer cables.	?

Resources and Facilities for Foreign Language Programs: Spanish, Spanish Ed., French Ed.

Faculty offices for these programs are housed in Trask 312. Each faculty member has an individual office space with desk, computer, filing cabinets, and visitor chairs. The faculty share the lobby, conference room, study lounge, and work room with other members of the Humanities Department, primarily the English faculty, department administrative assistant, and department chair. The computer lab in Trask 212 has been dedicated to Foreign Language instruction since it opened in 2005.

Resources and Facilities for Foreign Language Programs: Spanish, Spanish Ed., French Ed.

Type of Equipment (office or student)	Number	Adequate? Yes/No	Need	Cost
Computers				
TR 212 Dell	24	Yes		
Lab Equipment				
Microsoft Office 2013		Yes		
Speakers		Yes		
Recording devices		Yes		
Space				
Trask 212 (Language Lab)		Yes		
TR 312 Offices for Foreign Language Faculty	4	Yes		

F. Advisory committees

The curriculum advisory committees advise faculty regarding instructional programs in occupational and technical areas. Committees meet at least annually, or as needed to review curricula and church needs. As of Fall 2016, only Theatre and Spanish have established an advisory committee. Other areas are working on the concept and will formally reach out to advisors who have been giving input into the programs informally in the past.

Theatre Advisory Committee

Name and Position	Area of Expertise	Service Dates
Lori Lawley	Theatre	March 2016
Erin Scheibe	Theatre Ed	March 2016
Jordan Thomas	Theatre	July 2016
Matthew King	Theatre Music	July 2016
Amber Gathright	Theatre Music	July 2016
Michael Bates	Theatre	July 2016
Angeline Bradford	Theatre Music	July 2016

Foreign Language Advisory Committee

Name and Position	Area of Expertise	Service Dates
Cole Trent	Spanish Education	October 2016
Rachel Nordquist	Spanish Education	October 2016

IV. ASSESSMENT DATA

Nationally Standardized Test Scores and Surveys

The Humanities Department participates in several nationally-normed tests and has been involved with one national survey process recently. For all Secondary Education programs, the Education department administers the assessments outlined in the chart below. In addition, both the English program and the Art program require seniors to take the *Area Concentration Achievement Test (ACAT)* each year to track our performance against other universities. The results of these tests are included below. Finally, in 2012, Evangel's Art and Theatre programs joined other entities on campus to administer the *Strategic National Arts Alumni Project (SNAAP)* to track "the lives and careers of arts graduates." A summary of ALL Evangel results (not just the Humanities portion) is included below.

Evangel University Humanities Department Assessment System					
Assessment	What is evaluated? (Connection to Student Learning Outcomes)	When administered?	Analysis of fairness, consistency and accuracy	Criteria	Schedule for Review
Programs: Art Education, English Education, French Education, Spanish Education, Theatre/Speech Education					
MoGEA-Missouri General Education Assessment	-Demonstrate academic preparation in the appropriate content area	Entry level. Required for entry into education program; EDUC 219	Instrument reliability and validity insured by Pearson.	Currently set at -1 for EU; panel based cut score of 220 will be implemented upon statewide decision by DESE	Teacher Education Committee-September
MEP-Missouri Educator Profile	-Exhibit appropriate professional dispositions	Entry level Required for entry into education program	Instrument reliability and validity insured by Pearson	No set criteria-used for informational purpose and advising	By advisor- when needed
Clinical Experience (Formative)	-Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies -Exhibit appropriate professional dispositions -Demonstrate culturally responsive teaching	At the completion of each practicum experience. Level I-entry Level II-mid program Level III-pre-student teaching	Reliability and fairness assured by standard use of evaluation rubric by cooperating teacher and university supervisor	Candidates must receive a grade of A or B on all clinical experience evaluations.	Director of Clinical Experience/Course Instructor-each semester Teacher Education Committee-January
MEES-Missouri Educator Evaluation System (Summative)	-Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies -Exhibit appropriate professional dispositions -Demonstrate culturally responsive teaching	Exit level- Student Teaching	Instrument reliability and validity assured by DESE	Currently at 1; final criteria still being determined by DESE	Not yet determined-waiting for final forms from DESE

MOCA-Missouri Content Assessment	-Demonstrate academic preparation in the appropriate content area	Exit/Licensure levels	Instrument reliability and validity assured by Pearson	State passing score on appropriate specialty area test.	Teacher Education Committee-April and November
MoPTA-Missouri Preservice Teacher Assessment	Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies -Exhibit appropriate professional dispositions -Demonstrate culturally responsive teaching	Exit Level Student teaching	Instrument reliability and validity assured by ETS	Score of 1 on each element-total score of 11: Standard setting scheduled for June 2016	Teacher Education Committee-October
Program: Art					
Area Concentration Achievement Test (ACAT): ART	See list of outcomes below.	Middle of Program	Instrument reliability and validity assured by ACAT	Score between 400 and 600	Art Faculty in January
<ol style="list-style-type: none"> 1. To help the student to integrate their faith and the arts. Help the student to understand how the Christian faith is relevant to the area of art. 2. To develop an understanding of the basic elements and principles in works of art and design and to demonstrate an understanding through the use of these elements and principles in works of art in any discipline. 3. To develop an understanding of art history and how the history of art relates to the individual's work, the Christian faith, and to contemporary society. 					
Program: English					
Area Concentration Achievement Test (ACAT): ENGLISH	See list of outcomes below.	Middle of Program	Instrument reliability and validity assured by ACAT	Score between 400 and 600	English Faculty in January
<ol style="list-style-type: none"> 1. Demonstrate familiarity with literary periods and traditions in the broad sweep of British and American history, including knowledge of prominent authors, genres, topics, philosophical issues, literary movements, and artistic styles. 2. Analyze a text competently for its structural elements and interpretive potentials—particularly in the categories of diction, imagery, figurative language, irony, setting, character, plot, narrative point of view, and genre characteristics. 3. Apply knowledge of history, culture, human nature, and a variety of literary-theoretical perspectives to analyze texts competently for their philosophical potentials and to discuss those findings in coherent interpretive discourse. 					

Summary Results for English ACAT

Our first administration of the **ACAT Literature in English** exam occurred in April 2013. We did not use Senior Seminar on that occasion, but we wanted to get a measure for seniors in the 2012-13 academic year. We contacted those seniors and requested that they take the exam at the very end of the term (on April 22 or 23). Five volunteered to do so. The following end-of-year report dated 6/10/2013 refers to that first administration of the exam to a volunteer subset of senior English majors.



Institution: Evangel University
Discipline: Literature in English
Testing Year: 2012-13 (Final)
Date Prepared: 6/10/2013
Report Type: FINAL - Senior - Profile 1

ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviations (50 points) below average. Nationally, 68% of the scores in any given year should fall between approximately 400 and 600. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile shown on the table is the percent of students in the national reference group expected to obtain a score equal to or less than the one shown. The reference groups are composed of the examinees during the most recent 6-year period.

Area	Standard Score	%ile	Reference Group Size
American to 1865	608	86	513
American Modern (1860's to present)	538	65	513
British Medieval Period	595	83	513
British Renaissance	631	90	513
British Romantic	646	93	513
British Victorian	625	89	513
Shakespeare	596	83	513
Linguistics	633	91	513
Restoration/18th Cent./PreRomantic	647	93	513
OVERALL PERFORMANCE	666	95	513

The individual student scores follow:

Individual Examinee Standard Scores Sorted Alphabetically by Last Name

These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas, is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account. Where students provided 8 or 9 digit ID numbers, only the last 4 digits are reported below. This is to provide protection in cases where social security numbers may have been provided.

Student ID	1	2	3	4	5	6	7	8	9	Overall Score	% 'ile
19713	726	406	573	627	706	583	560	648	580	653	94
11176	577	572	455	428	548	697	577	582	697	598	84
9469	484	657	699	618	620	656	692	619	589	686	97
110445	726	542	699	775	710	574	488	582	715	716	98
8187	526	512	547	710	645	615	662	730	655	677	96

1 = American to 1865
 2 = American Modern (1860's to present)
 3 = British Medieval Period
 4 = British Renaissance
 5 = British Romantic

6 = British Victorian
 7 = Shakespeare
 8 = Linguistics
 9 = Restoration/18th Cent./PreRomantic

After the initial administration of the **ACAT Literature in English** exam on 22-23 April 2013, we have been giving it as the final exam in ENGL 497 Senior Seminar, a fall-semester course. We have done so partly to catch English Education majors who may be scheduled to student-teach in the spring and partly to take advantage of a course having, theoretically, all senior English majors intending to graduate at the end of the term (in December) or at the end of the academic year (in May). Note: at the beginning of our use of the ACAT, the provost's (Academic Affairs) office covered the cost of the student licenses for the tests in English and in Art, but since then the Humanities Department has been doing so.

The following year-end report dated 4/28/2014 refers to the **ACAT Literature in English** exam given at the end of ENGL 497 in December 2013:

ACAT

Departmental Score Report

Institution: Evangel University

Discipline: Literature in English

Testing Year: 2013-14 (48)

Date Prepared: 4/28/2014

Report Type: Interim - Senior - Profile 2

ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviations (50 points) below average. Nationally, 68% of the scores in any given year should fall between approximately 400 and 600. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile shown on the table is the percent of students in the national reference group expected to obtain a score equal to or less than the one shown. The reference groups are composed of the examinees during the most recent 6-year period.

Area	Standard Score	%ile	Reference Group Size
American to 1865	496	48	518
American Modern (1860's to present)	545	67	518
British Medieval Period	484	44	518
British Renaissance	529	61	518
British Romantic	490	46	518
British Victorian	527	61	518
Shakespeare	510	54	518
Linguistics	573	77	518
Restoration/18th Cent./PreRomantic	505	52	518
OVERALL PERFORMANCE	523	59	518

Based on a reference group of 518 graduating students taking an ACAT in Literature in English with 9 areas, 59% would be expected to achieve at or below your overall performance score of 523, 41% would be expected to achieve a higher score.

The individual student scores follow:

Individual Examinee Standard Scores Sorted Alphabetically by Last Name

These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas, is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account. Where students provided 8 or 9 digit ID numbers, only the last 4 digits are reported below. This is to provide protection in cases where social security numbers may have been provided.

Student ID	1	2	3	4	5	6	7	8	9	Overall Score	%ile
110656	492	398	352	516	402	467	394	485	569	426	23
10725	510	554	554	404	434	603	482	589	434	510	54
...0932	573	562	477	548	466	467	444	439	351	473	35
11304	501	693	587	579	562	489	625	627	583	619	88
11442	397	517	470	548	562	485	595	501	425	501	50
10848	501	546	462	579	516	653	520	798	666	611	87

1 = American to 1865

2 = American Modern (1860's to present)

3 = British Medieval Period

4 = British Renaissance

5 = British Romantic

6 = British Victorian

7 = Shakespeare

8 = Linguistics

9 = Restoration/18th Cent./PreRomantic

The following year-end report dated 6/4/2015 refers to the **ACAT Literature in English** exam given at the end of ENGL 497 in December 2014:



Institution: Evangel University
 Discipline: Literature in English
 Testing Year: 2014-15 (Final)
 Date Prepared: 6/4/2015
 Report Type: FINAL - Senior - Profile 2

ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviations (50 points) below average. Nationally, 68% of the scores in any given year should fall between approximately 400 and 600. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile shown on the table is the percent of students in the national reference group expected to obtain a score equal to or less than the one shown. The reference groups are composed of the examinees during the most recent 6-year period.

Area	Standard Score	%ile	Reference Group Size
American to 1865	534	63	546
American Modern (1860's to present)	581	79	546
British Medieval Period	641	92	546
British Renaissance	564	74	546
British Romantic	582	79	546
British Victorian	603	85	546
Shakespeare	563	74	546
Linguistics	563	74	546
Restoration/18th Cent./PreRomantic	608	86	546
OVERALL PERFORMANCE	622	89	546

Based on a reference group of 546 graduating students taking an ACAT in Literature in English with 9 areas, 89% would be expected to achieve at or below your overall performance score of 622, 11% would be expected to achieve a higher score.

The individual student scores follow:

Individual Examinee Standard Scores Sorted Alphabetically by Last Name

These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas, is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account.

Student ID	1	2	3	4	5	6	7	8	9	Overall Score	%ile
112762	521	681	690	505	709	639	470	622	675	669	95
14399	414	637	672	556	601	612	514	594	605	616	88
1698541	589	600	697	759	485	738	642	630	605	699	98
16471	500	495	625	496	584	562	678	549	516	587	81
13806	444	506	542	535	476	491	442	438	636	500	50
12879	636	546	694	573	696	655	618	622	800	722	99
12842	636	600	564	526	524	524	578	483	415	560	73

1 = American to 1865
 2 = American Modern (1860's to present)
 3 = British Medieval Period
 4 = British Renaissance
 5 = British Romantic

6 = British Victorian
 7 = Shakespeare
 8 = Linguistics
 9 = Restoration/18th Cent./PreRomantic

The following year-end report dated 6/13/2016 refers to the **ACAT Literature in English** exam given at the end of ENGL 497 in December 2015:



Institution: Evangel University
 Discipline: Literature in English
 Testing Year: 2015-16 (Final)
 Date Prepared: 6/13/2016
 Report Type: FINAL - Senior - Profile 2

ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviations (50 points) below average. Nationally, 68% of the scores in any given year should fall between approximately 400 and 600. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile shown on the table is the percent of students in the national reference group expected to obtain a score equal to or less than the one shown. The reference groups are composed of the examinees during the most recent 6-year period.

Area	Standard Score	%ile	Reference Group Size
American to 1865	533	63	534
American Modern (1860's to present)	573	77	534
British Medieval Period	585	80	534
British Renaissance	599	84	534
British Romantic	560	73	534
British Victorian	493	47	534
Shakespeare	500	50	534
Linguistics	528	61	534
Restoration/18th Cent./PreRomantic	597	83	534
OVERALL PERFORMANCE	576	78	534

The individual student scores follow:

Individual Examinee Standard Scores Sorted Alphabetically by Last Name

These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas, is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account.

Student ID	1	2	3	4	5	6	7	8	9	Overall Score	%ile
14611	670	681	626	674	623	572	532	703	728	710	98
11699315	486	418	388	418	467	440	369	440	465	400	16
11698200	486	368	544	505	428	429	345	486	577	446	29
14763	503	632	527	565	415	551	488	515	537	533	63
14959	632	643	658	674	671	381	552	628	648	663	95
14978	636	713	726	618	614	535	544	503	657	673	96
14699	418	540	623	605	475	588	488	478	577	546	68
1698062	542	610	544	696	701	466	620	574	652	648	93
1699502	473	495	527	426	397	440	444	449	394	427	23
1698330	602	648	698	722	779	551	580	478	688	709	98
15686	418	551	569	683	584	466	536	553	639	580	79

1 = American to 1865
 2 = American Modern (1860's to present)
 3 = British Medieval Period
 4 = British Renaissance
 5 = British Romantic

6 = British Victorian
 7 = Shakespeare
 8 = Linguistics
 9 = Restoration/18th Cent./PreRomantic

Summary Results for Art ACAT

Our first administration of the **ACAT in Art** exam occurred in April 2013. The following end-of-year report dated 6/10/2013 refers to that first administration of the exam to senior Art majors.



Institution: Evangel University

Discipline: Art

Testing Year: 2012-13 (Final)

Date Prepared: 6/10/2013

Report Type: FINAL - Senior - Profile 1

ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviations (50 points) below average. Nationally, 68% of the scores in any given year should fall between approximately 400 and 600. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile shown on the table is the percent of students in the national reference group expected to obtain a score equal to or less than the one shown. The reference groups are composed of the examinees during the most recent 6-year period.

Area	Standard Score	%ile	Reference Group Size
History of Arts	516	56	783
Design: General	474	40	783
Studio Art (A)	488	45	783
OVERALL PERFORMANCE	488	45	783

Based on a reference group of 783 graduating students taking an ACAT in Art with 3 areas, 45% would be expected to achieve at or below your overall performance score of 488, 55% would be expected to achieve a higher score.

Unlike a classroom examination, the ACAT content areas are calibrated so the average student will receive an un-weighted score of approximately 49% correct. ACAT standard scores include a graduated weight for item difficulty and deductions for incorrect responses. Neither of these corrections have been applied to the un-weighted averages shown here. Items which fail to meet PACAT's psychometric standards are excluded from scoring. The values in the table to the right should be interpreted with caution. Note: Standard deviations are not calculated for samples smaller than 5.

Area	Un-weighted Average	Standard Deviation
History of Arts	68	11
Design: General	81	11
Studio Art (A)	70	6
OVERALL PERFORMANCE	71	7

The individual student scores follow:

Individual Examinee Standard Scores Sorted Alphabetically by Last Name

These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas, is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account. Where students provided 8 or 9 digit ID numbers, only the last 4 digits are reported below. This is to provide protection in cases where social security numbers may have been provided.

Student ID	1	2	3	Overall Score	%ile
19052	545	526	459	515	56
9392	614	610	534	610	86
10902	592	356	468	450	31
9010	505	441	529	482	43
9624	386	489	432	428	24
9913	456	405	441	414	19
110299	513	489	552	518	57

1 = History of Arts
2 = Design: General

3 = Studio Art (A)

Our second administration of the **ACAT in Art** exam occurred in April 2014. The following end-of-year report dated 4/28/2014 refers to that administration of the exam to senior Art majors.



Institution: Evangel University
Discipline: Art
Testing Year: 2013-14 (48)
Date Prepared: 4/28/2014
Report Type: Interim - Senior - Profile 2

ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviations (50 points) below average. Nationally, 68% of the scores in any given year should fall between approximately 400 and 600. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile shown on the table is the percent of students in the national reference group expected to obtain a score equal to or less than the one shown. The reference groups are composed of the examinees during the most recent 6-year period.

Area	Standard Score	%ile	Reference Group Size
History of Arts	455	33	791
Design: General	526	60	791
Studio Art (A)	422	22	791
OVERALL PERFORMANCE	469	38	791

Based on a reference group of 791 graduating students taking an ACAT in Art with 3 areas, 38% would be expected to achieve at or below your overall performance score of 469, 62% would be expected to achieve a higher score.

Unlike a classroom examination, the ACAT content areas are calibrated so the average student will receive an un-weighted score of approximately 49% correct. ACAT standard scores include a graduated weight for item difficulty and deductions for incorrect responses. Neither of these corrections have been applied to the un-weighted averages shown here. Items which fail to meet PACAT's psychometric standards are excluded from scoring. The values in the table to the right should be interpreted with caution. Note: Standard deviations are not calculated for samples smaller than 5.

Area	Un-weighted Average	Standard Deviation
History of Arts	56	19
Design: General	85	18
Studio Art (A)	58	23
OVERALL PERFORMANCE	60	20

The individual student scores follow:

Individual Examinee Standard Scores Sorted Alphabetically by Last Name

These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas, is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account. Where students provided 8 or 9 digit ID numbers, only the last 4 digits are reported below. This is to provide protection in cases where social security numbers may have been provided.

Student ID	1	2	3	Overall Score	%ile
9777	405	488	300	388	13
12151	306	463	327	349	7
9617	554	610	634	622	89
111148	348	377	257	297	2
TENN15123	522	610	430	538	65
6830	593	610	586	620	88

1 = History of Arts
2 = Design: General

3 = Studio Art (A)

Our third administration of the **ACAT in Art** exam occurred in April 2016 after a one-year hiatus. The following end-of-year report dated 6/13/2016 refers to the third administration of the exam to senior Art majors.

ACAT

Departmental Score Report

Institution: Evangel University
 Discipline: Art
 Testing Year: 2015-16 (Final)
 Date Prepared: 6/13/2016
 Report Type: FINAL - Senior - Profile 2

ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100. A score of 600 would be 1 standard deviation above average. A score of 450 would be .5 standard deviations (50 points) below average. Nationally, 68% of the scores in any given year should fall between approximately 400 and 600. Year-to-year variations in the size of the reference groups will cause scores to fall outside these limits. The content area scores are compared with a reference group of other examinees taking the same content area. The overall performance score is compared with other examinees taking the ACAT in this discipline with the same number of content areas. The overall score is a separately determined performance appraisal rather than a numerical average of the area scores. The percentile shown on the table is the percent of students in the national reference group expected to obtain a score equal to or less than the one shown. The reference groups are composed of the examinees during the most recent 6-year period.

Area	Standard Score	%ile	Reference Group Size
History of Arts	512	55	820
Design: General	457	33	820
Studio Art (A)	490	46	820
OVERALL PERFORMANCE	480	42	820

Based on a reference group of 820 graduating students taking an ACAT in Art with 3 areas, 42% would be expected to achieve at or below your overall performance score of 480, 58% would be expected to achieve a higher score.

Unlike a classroom examination, the ACAT content areas are calibrated so the average student will receive an un-weighted score of approximately 49% correct. ACAT standard scores include a graduated weight for item difficulty and deductions for incorrect responses. Neither of these corrections have been applied to the un-weighted averages shown here. Items which fail to meet PACAT's psychometric standards are excluded from scoring. The values in the table to the right should be interpreted with caution. Note: Standard deviations are not calculated for samples smaller than 5.

Area	Un-weighted Average	Standard Deviation
History of Arts	68	13
Design: General	80	19
Studio Art (A)	69	17
OVERALL PERFORMANCE	70	14

The individual student scores follow:

Individual Examinee Standard Scores Sorted Alphabetically by Last Name

These scores should be interpreted with caution. The ACAT is intended to evaluate an entire group of graduating seniors. The accuracy of scores for individual students, particularly in the separate content areas, is limited. The overall performance score is illustrative of the general performance of each student. Individual student performance can be expected to vary across administrations of the same test and can be affected by numerous factors, including motivation and the circumstances under which the test is administered. PACAT Incorporated does not recommend the use of these scores for making decisions about the academic achievement of individual students. Institutions using the scores for individual evaluation should take these limitations into account.

Student ID	1	2	3	Overall Score	% ile
1699301	557	352	575	474	40
15225	649	609	681	672	96
4507	436	365	390	371	10
5094	426	609	433	504	52
13240	493	352	372	380	12

1 = History of Arts
2 = Design: General

3 = Studio Art (A)

The results of the 2012 Strategic National Arts Alumni Project (SNAAP) follow:

SNAAP 2012 Data Highlights

Evangel University
Undergraduate Level



This Data Highlights Report features key findings based on your institutional data, including some information about different subgroups of your alumni. More extensive information, including comparisons to other SNAAP institutions, can be found in the Frequency Report. Throughout the Data Highlights, "n" refers to the number of alumni responding to a particular question. Schools that participated in both 2011 and 2012 have combined data for the two years.

Institutional Experiences

How alumni (n = 75) rated their overall experience at Evangel:

- Excellent - 49%
- Good - 40%
- Fair - 8%
- Poor - 3%

Alumni (n = 75) who would attend Evangel if they could start over again:

- Definitely yes - 37%
- Probably yes - 32%
- Uncertain - 13%
- Probably no - 12%
- Definitely no - 5%

How well Evangel prepared alumni (n = 75) for further education:

- Very well - 25%
- Fairly well - 27%
- Not too well - 8%
- Not well at all - 3%
- Did not pursue further education - 37%

Alumni (n = 75) reporting their level of satisfaction as **very satisfied** with these aspects of their time at Evangel:

	% Very Satisfied
Opportunities to perform, exhibit, or present your work	47%
Opportunities to work in different artistic disciplines from your own	21%
Opportunities to take non-arts classes	60%
Instructors in classrooms, labs, and studios	55%
Academic advising	26%
Advising about career or further education	17%
Opportunities for degree-related internships or work	19%
Opportunities to network with alumni and others	15%
Sense of belonging and attachment	56%
Freedom and encouragement to take risks	33%

Institutional Experiences (cont.)

Alumni (n = 73) reporting Evangel helped them develop the following skills and abilities:

	% Very Much	% Not at All
Critical thinking and analysis of arguments and information	45%	1%
Broad knowledge and education	58%	1%
Improved work based on feedback from others	47%	3%
Creative thinking and problem solving	43%	1%
Research skills	39%	0%
Clear writing	49%	0%
Persuasive speaking	28%	7%
Project management skills	35%	3%
Technological skills	25%	3%
Artistic technique	58%	0%
Financial and business management skills	3%	27%
Entrepreneurial skills	3%	25%
Interpersonal relations and working collaboratively	41%	3%
Leadership skills	41%	4%
Networking and relationship building	34%	8%
Teaching skills	27%	14%

While enrolled at Evangel, alumni (n = 74) participated^a in the following activities:

- Participated in community service - 86%
- Participated in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, sports) - 93%
- Had serious conversations with students who are different from themselves in terms of their ethnicity, religious beliefs, political opinions, or personal values - 95%
- Worked with a faculty member on a project - 89%
- Worked with an artist in the community - 47%

Alumni (n = 74) who did the following activities while at Evangel:

- Study abroad - 12%
- Internship - 49%
- Complete a portfolio - 58%

^a Participated refers to those who responded "often", "sometimes", or "rarely" in question 15.

Career

Those who have ever worked (n = 72) said the following skills and abilities were important in their profession or work life:

	% Selected as Important ^b
Critical thinking and analysis of arguments and information	90%
Broad knowledge and education	90%
Improved work based on feedback from others	94%
Creative thinking and problem solving	97%
Research skills	82%
Clear writing	89%
Persuasive speaking	79%
Project management skills	96%
Technological skills	89%
Artistic technique	74%
Financial and business management skills	78%
Entrepreneurial skills	57%
Interpersonal relations and working collaboratively	94%
Leadership skills	96%
Networking and relationship building	94%
Teaching skills	75%

Alumni (n = 74) who:

- Currently work as a professional artist - 39%
- Previously worked as a professional artist (but not currently) - 16%
- Never worked as a professional artist - 45%

Alumni (n = 74) who:

- Currently work as a teacher of the arts - 23%
- Previously worked as a teacher of the arts (but not currently) - 27%
- Never worked as a teacher of the arts - 50%

Alumni (n = 74) who:

- Currently are self-employed - 36%
- Previously have been self-employed (but not currently) - 26%
- Never have been self-employed - 38%

Current professional artists (n = 29) who:

- Currently are self-employed as a professional artist - 59%
- Previously have been self-employed as a professional artist (but not currently) - 28%
- Never have been self-employed as a professional artist - 3%
- Never have been self-employed at all - 10%

Career (cont.)

Alumni who have ever been a(n):

- Founder of a nonprofit or for-profit organization (n = 67) - 7%
- Paid intern (n = 66) - 21%
- Unpaid intern (n = 73) - 42%

The top non-arts occupational fields^c for alumni currently or in the past:

	# of Alumni ^d
Office and administrative support	28
Education, training, and library	27
Food preparation related	24

Those who currently spend a majority of their time in non-arts fields^c (n = 33) and find their arts training at Evangel:

- Very relevant - 12%
- Relevant - 15%
- Somewhat relevant - 30%
- Not at all relevant - 42%

Alumni who are **very satisfied** with certain aspects of the current job in which they spend the majority of their work time:

	Arts Fields ^e (n = 27)	Non-arts Fields ^e (n = 33)
Job security	48%	55%
Opportunity to be creative	78%	33%
Income	26%	27%
Balance between work and non-work life	26%	31%
Opportunity to contribute to the greater good	67%	61%
Opportunity for career advancement	33%	34%
Work reflects their values, personality, and interests	70%	42%
Overall job satisfaction	56%	45%

Alumni who have worked directly after leaving Evangel (n = 62) reporting how closely related their first job was to their arts training:

- Closely related - 48%
- Somewhat related - 13%
- Not related - 39%

^b *Important* refers to those who responded "very important" or "somewhat important" in question 39.

^c *Non-arts fields* refers to occupational fields 24-44 listed in Appendix C of the Codebook.

^d Respondents could select more than one response option.

^e *Arts fields* refers to occupational fields 1-23 listed in Appendix C of the Codebook.

Career (cont.)

Those who are past artists, or intended to be artists and never were (n = 29), and gave the following reasons:

	% Selected Reason ^d
Artistic work not available	59%
Higher pay or steadier income in other fields	38%
Current location not conducive to artistic career	17%
Change in interests	24%
Family-related reasons	31%
Lack of access to important networks and people	14%
Debt (including student loans)	28%
Lack of social support from family and friends	0%

Current professional artists (n = 28) who currently hold:

- 1 job - 57%
- 2 jobs - 32%
- 3 jobs - 4%
- 4 jobs - 7%
- More than 4 jobs - 0%

Current or past professional artists (n = 41) who indicated that the following resources and opportunities were very important for success in their artistic career:

	% Reported Resource Important ^d
Loans, investment capital	12%
Prizes, grants, or commissions	39%
Strong network of peers and colleagues	68%
Publicity or acknowledgement of work	56%
Material resources	56%
Mentors and teachers	54%
Additional training	61%
Opportunity to live in an artistically vital location	34%

Current or past professional artists (n = 40) who indicated that the following resources and opportunities were insufficient to achieving success in their artistic career:

	% Reported Resource Lacking ^d
Loans, investment capital	15%
Prizes, grants, or commissions	28%
Strong network of peers and colleagues	28%
Publicity or acknowledgement of work	25%
Material resources	40%
Mentors and teachers	28%
Additional training	20%
Opportunity to live in an artistically vital location	15%

^d Respondents could select more than one response option.

^f *Not currently professional artists* are identified as those who did not select "yes, I do this currently" in question 25.

Arts Engagement

How current professional artists (n = 26) rated the area where they currently live and/or work as a place to pursue their artistic career:

- Very good - 23%
- Good - 38%
- Fair - 31%
- Poor - 4%
- Very poor - 4%

Alumni (n = 61) who participated in these types of arts training during their lifetime:

	% Reported Participating ^d
Summer arts program	25%
Arts high school	23%
Arts courses offered at high school	82%
After-school program	16%
Private lessons	57%
Community sponsored classes, workshops, or events	34%

Ways^d those who are currently professional artists (n = 26) supported the arts in the past 12 months:

- Volunteering at an arts organization - 27%
- Serving on the board of an arts organization - 8%
- Volunteering to teach the arts - 23%
- Donating money to an arts organization or artist - 15%
- Attending an arts event - 85%

Ways^d those who are not currently professional artists^f (n = 41) supported the arts in the past 12 months:

- Volunteering at an arts organization - 15%
- Serving on the board of an arts organization - 5%
- Volunteering to teach the arts - 5%
- Donating money to an arts organization or artist - 2%
- Attending an arts event - 80%

Those not currently professional artists^f who make or perform art in their personal (not work-related) time:

- 1982 cohort and earlier (n = 0) - 0%
- 1983-1992 cohorts (n = 0) - 0%
- 1993-1997 cohorts (n = 7) - 71%
- 1998-2002 cohorts (n = 10) - 60%
- 2003-2007 cohorts (n = 10) - 60%
- 2008-2012 cohorts (n = 16) - 75%

Arts Engagement (cont.)

Those who make or perform art in their personal (not work-related) time (n = 53), practiced the following art forms:

	% Reported Practicing ^d
Craft Arts	53%
Creative Writing	38%
Culinary Arts	30%
Dance	6%
Design	32%
Film/Media Arts	23%
Fine Arts (painting, sculpting, drawing)	45%
Music	57%
Photography	36%
Theater	11%

For those who make or perform art in their personal (not work-related) time (n = 53), how frequently they do so:

- Daily - 23%
- Several times a week - 30%
- Several times a month - 40%
- A few times a year or less - 8%

All alumni who make or perform art in their personal (not work-related) time (n = 53) who indicated that it was:

- Very important - 66%
- Important - 13%
- Somewhat important - 19%
- Not at all important - 2%

For those who make or perform art in their personal (not work-related) time (n = 53), how often they publicly perform or exhibit:

- Continuously in public or online - 13%
- 3 or more times a year - 28%
- 1 or 2 times a year - 19%
- Less than once a year - 13%
- Do not perform or exhibit in public - 26%

^d Respondents could select more than one response option.

^e Median income values are calculated using the midpoints of income ranges as values.

Income and Debt

Median individual income^e in 2011:

- 1982 cohort and earlier (n = 0) - \$0
- 1983-1992 cohorts (n = 0) - \$0
- 1993-1997 cohorts (n = 7) - \$35,000
- 1998-2002 cohorts (n = 12) - \$45,000
- 2003-2007 cohorts (n = 20) - \$35,000
- 2008-2012 cohorts (n = 23) - \$15,000

Median household income^e in 2011:

- 1982 cohort and earlier (n = 0) - \$0
- 1983-1992 cohorts (n = 0) - \$0
- 1993-1997 cohorts (n = 6) - \$70,000
- 1998-2002 cohorts (n = 12) - \$75,000
- 2003-2007 cohorts (n = 20) - \$50,000
- 2008-2012 cohorts (n = 21) - \$25,000

For professional artists in 2011, the percentage of work time or income from work as a professional artist:

	% of Time (n = 33)	% of Income (n = 33)
Less than 20%	15%	33%
21% to 40%	15%	12%
41% to 60%	15%	12%
61% to 80%	12%	12%
81% to 100%	42%	30%

For those who acquired debt (n = 56), the impact of student loan debt on career or educational decisions:

- Major impact - 50%
- Some impact - 23%
- No impact - 27%

Current or past professional artists (n = 39), who have financial support from these sources^d:

- Family and friends - 26%
- Private patron, foundation, or government grant - 13%

V. PEER INSTITUTIONS/BENCHMARKING

For perhaps its first thirty years of existence as the national liberal-arts college for the Assemblies of God, Evangel had some advantage in the competition to enroll AG students who did not intend to go into professional ministry. Its geographically central location in the United States was helpful, and of course its various liberal-arts degrees and professional certifications were unusual enough in AG higher education to attract such students. Within the last thirty years, however, competition for those students has become exponentially more intense as several AG schools have come to offer liberal-arts degrees of various (and especially of common) sorts. Several schools have moved from Bible-school status to university status by that means, and in their distribution around the country they have provided regional liberal-arts options for AG students. The breadth of their programs generally does not match Evangel's, but their savvy marketing of regionally desirable degrees has definitely reduced Evangel's market share of AG liberal-arts students.

We also have strong competition in all Humanities Department areas from mid-country, non-AG schools of Pentecostal persuasion such as Oral Roberts University and Lee University; but our primary church-school competition must be perceived as coming from AG colleges and universities. Evangel's English and Theatre programs, in particular, face strong competition from all five of these sister AG schools: North Central University, Northwest University, Southeastern University, Southwestern AG University, and Vanguard University. All of them offer a traditional English major, and all but one offer a traditional Theatre or Drama major. Vanguard, ideally located in the Los Angeles area, has a thriving Theatre program with five professors to drive it. We have a fine new theatre but just *one* Theatre professor. The following table provides a general overview of our "competition map" regarding AG universities.

Competition Map: Humanities Programs at Other AG Schools

X = "major" x = "minor" or other supporting program	"Humanities" Majors and Minors at Other AG Universities				
	North Central	Northwest	Southeastern	Southwestern	Vanguard
Art				x	
English	X	X	X	X	X
Foreign Language	X		x	x	x
Theatre	X	x	X	X	X
Content-Area Secondary Education	X	X		X	

Obviously, our best opportunities for increasing enrollment within the AG competitive context are in the Art and Education areas, but strengthening our Foreign Language program would almost certainly increase our advantage as well. Judging by the past competitive upgrades of the other schools, we must assume that the windows for raising enrollments in those areas without much competition will not remain open forever. We must try to find ways to partner with the administration and with the Admissions Office to make our programs in Art and in Content-Area Education irresistibly attractive to AG students. Now that we have opened the Foreign Language Institute era with Missouri State University and three other Springfield schools (Fall 2013), we can begin to advertise courses (but not programs) in as many as a dozen foreign languages. Adding a French major on campus would also strengthen our competitive advantage among AG schools.

With six Content-Area Education degree programs, we are still a major player on the AG field of Humanities in higher education, and we need to keep it that way, partly by more-aggressive marketing.

The following table offers a quick glimpse at the comparison of programs across our sister institutions including the comparative number of credits and costs associated with each.

Institution	Competing Degree Programs	Number of Credits Required	Tuition (8 Semesters)
Evangel	Art English Fine Arts Spanish Theatre	124	\$81,064
Southwestern	Theatre English* Spanish AA	127	\$81,220
Southeastern	Graphic Design English	126	\$87,360
North Central	English Graphic Design Visual Arts	124	\$84,520
Valley Forge	Digital Media-Graphic Design Digital Media – Photography	126	\$74,576
Vanguard	English Liberal Studies-Theatre Arts Spanish (Major suspended 2015-2016)	124	\$41,540
Northwest	English	125	\$110,800

*Denotes degree program offered fully online.

A Curriculum Comparison of Evangel's Humanities programs with other Assemblies of God schools appears in Appendix D.

VI. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

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

ART Programs SWOT Analyses: Art and Art Education

Program Strengths; Internal positives

- Excellent facilities – studio and graphics
- All full-time faculty and all adjunct faculty (with the exception of Photography) have terminal degrees (M.F.A.) in their disciplines
- Opportunity to travel with the Art Program (Italy) to meet the Global Connections requirement

Response:

- ☐ **Identify equipment that is lacking, needing to be upgraded or replaced to continue to keep this a strong area**
- ☐ **Seek full-time status for certain adjunct faculty; identify potential new hires**
- ☐ **Seek to keep the travel experience as unencumbered with ICST requirements as possible; actively seek more scholarship funds to defray costs of the travel experience**

Program Weaknesses; Internal negatives

- Inability to attract AG students into the visual arts
- Graphics program suffers a lack of input from the Industry
- Only two full-time faculty members to handle the number of advisees and the number of courses/sections required in the Art Program

Response:

- ☐ **Work with Marketing for greater visibility in EU publications**
- ☐ **Partner with the Assemblies of God and the rest of the University to put on a Faith and the Arts conference in 2017**
- ☐ **Intentionally expand student experience by regularizing scheduled field trips; build a list of willing speakers from local companies/visiting lectures/presentations**
- ☐ **Establish an advisory committee to provide input into industry trends**
- ☐ **Identify and prioritize the areas that would benefit most from full-time faculty support and prioritize**

Program Opportunities; External positives

- Evangel University is the only AG liberal arts college offering a BA or BFA in the visual arts (see Peer Institutions/Benchmarking)
- The Art Program has an advantage in that area schools' art programs may offer courses our students can benefit from (for example, life drawing is an issue at Evangel University, but advanced students benefit from the experience; Art Education students may pick up a required course like Fibers if they find their schedules out of sequence with our offering of the course)
- Arts activities in the Springfield area are numerous

Response:

- ☐ **Emphasize our uniqueness in marketing; recruit input from Art graduates who have been successful in their careers**
- ☐ **Maintain a list of potential courses provided locally with contact persons**
- ☐ **Develop student-led Art groups that make local Art activities a focus**

Program Threats; External negatives

- The Protestant view (and specifically the AG view) of the visual arts is generally less than positive – it is certainly not promoted or encouraged as a valid activity or calling
- Local Art programs compete for students – Drury, MSU, OTC
- Economic conditions turn students away from the liberal arts; the visual arts are not seen as a viable avenue for a successful career

Response:

- ☐ **Interface with churches through speaking engagements, shows, or through conferences that speak to the issue directly – as with the Faith and the Arts Conference tentatively planned for September of 2017; intentionally speak to this topic in Chapels and in non-Art courses, as well as in the Art Appreciation course**
- ☐ **Emphasize uniqueness in the Pentecostal heritage and in the recognition of life calling or vocation in the visual arts**
- ☐ **Emphasize service to the church locally and nationally**
- ☐ **Identify internships for studio artists in addition to graphics students and shadowing or volunteer opportunities in the Art field locally: museum, gallery, producing artists**

English Program SWOT Analysis, 2016

Program Strengths; Internal positives

- Some strong ACAT scores
- Clear survey offering of American/Brit Lits
- Integration with other programs (e.g. ENGL 212, COMM 205, ENGL 344, and ENGL 341)
- Calvin trip and others trips: Bolivar, Art museum, Laura Ingalls Wilder Home, Austen's England
- *Epiphany* magazine
- Sigma Tau Delta

Response: Continue these trends

Program Weaknesses; Internal negatives

- Missing an American Lit specialist
- Missing a Humanities professor
- Student tracking after graduation

Response:

- ☐ **Stalled by budget for hiring**
- ☐ **Start a database or table for tracking system, stored on the G-drive or someplace where all can enter data as they learn it (already started for this assessment report)**

Program Opportunities; External positives

- Fine tuning of ACAT analysis process
- Construction of promotional materials to highlight the degree program
- Increased interest in writing among students

Response:

- ☐ **Start meetings among English-only faculty for analysis of strengths and weakness of programs based on data from ACAT**
- ☐ **Keep updating video by Chris Rudolph posted on the Web**
- ☐ **Promotional ideas developed by LaDonna Friesen**
- ☐ **Consider developing the writing program beyond a writing minor**

Program Threats; External negatives

- Declining interest in liberal arts education (especially literature) leads to declining enrollments
- Careerism on the part of students' parents
- Decline in reading among younger people

Response:

- ☐ **Demonstrate flexibility of English as a foundation for other programs**
- ☐ **Increase emphasis on "soft skills" gained by English degree**
- ☐ **Consider the decline in reading in light of the increased interest in writing as an opportunity to expand the program offerings**
- ☐ **Continue to build the "book of Hope" project in Senior Seminar**

English Education SWOT Analysis, 2016

Program Strengths; Internal positives

- 100% pass rate on Praxis and MoCA for the past 3 years
- Strong curriculum that prepares students for professional testing

Response: Continue these trends

Program Weaknesses; Internal negatives

- Not enough opportunities to meet with other professors to compare curriculum alignment
- No program in place for students to meet other students majoring in education

Response:

- ☐ **Meet at least once a year with other professors to discuss curriculum alignment**
- ☐ **See if there is interest in forming an organization for secondary ed majors in multiple disciplines**

Program Opportunities; External positives

- Strong University Education department and program
- Evangel English Ed majors are in high demand at area schools

Response: Continue to be current in DESE requirements

Program Threats; External negatives

- Changes in program requirements from DESE
- 2-year OTC education certificate

Response:

- ☐ **Keep up with changes by continuing to attend the Ed Dept. meetings**
- ☐ **Serve on advising committees to communicate with potential OTC/EU students**

Spanish Program SWOT Analysis, 2016

Program Strengths; Internal positives

- Advanced Placement for students who have 1-5 years of HS Spanish
- Longest standing AG Spanish Education Program

Response:

- ☐ **In the past, the Advanced Placement process has been an informal interview with the professor. The program recommends, instead, that students take the CLEP exam prior to enrolling for placement in Spanish courses. The CLEP can also be taken at OTC once a student arrives in Springfield. However, having CLEP available to students on campus would make placement at the beginning of the year less stressful for the students.**

Program Weaknesses; Internal negatives

- Low enrollment
- Program is not current enough. It needs to be reviewed.
- Admissions is not talking to students about the program
- Admissions is not talking to students about the advanced placement option
- Course objectives do not meet ACTFL and DESE standards for proficiency level

Response:

- ☐ **Review the program to update the curriculum**
- ☐ **Work with admissions to promote the requirements for advanced placement.**
- ☐ **Update the course objectives with the ACTFL and DESE proficiency standards**

Program Opportunities; External positives

- Partner with other programs (Criminal Justice, Nursing, Counseling)
- Partner with AGWM to provide continuing education
- Career opportunities for bilingual students is increasing
- Global Connections and Missions trips

Response:

- ☐ **Outline possible courses needed for other programs**
- ☐ **Find intensive study abroad programs to help students achieve advanced level of proficiency.**

Program Threats; External negatives

- Budget limitations
- Many HSs moving to computerized language instruction
- Over emphasis upon STEM fields so that B. A. degrees are fewer

SWOT Analysis Spanish Education Program 2016

Program Strengths; Internal positives

- Advanced Placement for students who have 1-5 years of HS Spanish
- Longest Standing AG Spanish Education Program

Response:

- ☐ **In the past, the Advanced Placement has been an informal interview with the professor. The program recommends that students take the CLEP exam prior to enrolling for placement in Spanish courses. The CLEP can also be taken at OTC once a student arrives in Springfield. However, having CLEP available to students on campus would make placement at the beginning of the year less stressful for the students.**

Program Weaknesses; Internal negatives

- Low enrollment
- Program is not current enough. It needs to be reviewed.
- Admissions is not talking to students about the program
- Admissions is not talking to students about the Advanced Placement
- Course objectives do not meet ACTFL and DESE standards for proficiency level

Response:

- ☐ **Review the program to update the program**
- ☐ **Work with admissions to promote the requirements for advanced placement**
- ☐ **Update the course objectives with the ACTFL and DESE proficiency standards**

Program Opportunities; External positives

- The program could partner with other programs (Criminal Justice, Nursing, Counseling)
- Partner with AGWM to provide continuing education
- Career opportunities
- Global Connections and Missions trips

Response:

- ☐ **Outline possible courses needed for other programs.**
- ☐ **Find intensive study abroad programs to help students achieve advanced level of proficiency.**

Program Threats; External negatives

- Budget limitations
- Many HSs moving to computerized language instruction

**SWOT Analysis for Theatre Programs
including Theatre, Theatre-Speech Education, and Theatre/Music programs**

Program Strengths; Internal positives

- Strong adjunct faculty
- Accessible Faculty
- Engaged students
- Facilities
- Rich legacy of outstanding shows
- Program has several outstanding alumni including founder of BlueMan Group
- Program has interdisciplinary focus with Music, Communications and Education Depts.
- Graduates are prepared with skill sets that facilitate success beyond the career field of theatre in business, politics, leadership, and entertainment
- Advisory Committee of Alumni established in late Spring 2016

Response: Continue these trends

Program Weaknesses; Internal negatives

- Infrastructure updates are needed
- Safety improvements to comply with OSHA and USITT requirements
- Small number of majors/minors
- Outdated curriculum with poor alignment to outcome goals
- Lack of specialized course in Musical Theatre
- Financial constraints
- Underdeveloped strategy for recruiting majors and minors
- Only one full-time faculty member to cover all coursework and specialties within the field, scheduling, advising, directing, supervising theatre education majors, recruitment, promotion of financial support, building donor and alumni base

Response:

- ☐ **Comply with OSHA and USITT requirements and institute regular inspections of the area**
- ☐ **Begin plan for updating out-dated infrastructure**
- ☐ **Redesign curriculum with current faculty and resources in mind, with help of advisory committee**
- ☐ **Develop a longitudinal exit survey of alumni that would gather information from graduating seniors, with follow-up surveys 18 months out from graduation and 5 years out.**
- ☐ **Work with Admissions and Marketing to promote the programs, especially to AG students who have fewer options for theatre training in AG schools**

Program Opportunities; External positives

- Theatre is important to area high schools and A/G churches who participate in National Fine Arts Festival
- Alumni have interest in an Artist-in-Residence program to play minor/major roles in productions which would allow current students the opportunity to learn from their expertise
- Relationships with other Christian university theatre programs could develop into a network linking Christian collegiate theatre programs to share knowledge and expertise
- Relationship with Missouri State University Theater Department could provide supplemental opportunities for current students to polish technical skills that are not addressed in current courses on campus.

Response:

- ☐ **Recruit more intentionally among local high schools and area churches**
- ☐ **Develop alumni system of tracking and contacting**
- ☐ **Build relationships with local and sister universities for networking and mutual support**
- ☐ **Write a curriculum alignment or agreement with Missouri State University to smooth the path for interaction between the two schools**

Program Threats; External negatives

- Competition for majors. The majority of A/G post-secondary universities offer theatre majors and minors for regional students who prefer to stay close to home.
- Lack of a consistent, coherent assessment program to provide data over the past 10 years
- Current perceptions that a college degree is no longer necessary for emerging career fields
- Alternative ways to receive post-secondary education, including online programs/courses
- Financial constraints for productions

Response:

- ☐ **Explore opportunities for interdisciplinary program development in the areas of theatre and management (a growing field) with a focus on Entertainment Management**
- ☐ **Include meaningful assessment program within newly redesigned curriculum**
- ☐ **Work with Admissions and Marketing on promoting programs and shows**

VII. FINDINGS

Department finding and recommended actions fall into four major categories of activity: administration, curriculum, vocation, and marketing.

Art Programs: Art and Art Education

The Art Area maintains a strong showing in facilities and faculty credentials. These strengths must be maintained by continually monitoring the facilities, updating equipment and maintaining a schedule for replacing when needed. Two full-time faculty are not really enough to grow this area, but University budget constraints reduce the possibility of hiring beyond the capacity we currently have. Adjuncts, however, are highly qualified and help supply the needed expertise.

Administratively, then, the Art Area needs to find ways to continue to fulfill its obligations to the variety of courses offered without expanding the faculty budget. It must also find a cost-effective way to maintain, through service and upgrades when necessary, the excellent facilities.

In the area of curriculum, the Art Area should continue to administer the ACAT as a source of data for the program. However, Art Education majors should also be included in the process and the Art faculty need to find a way to regularly review the data to address low scores.

From the SNAAP survey and the SWOT analysis, the department can see a need for increased engagement with the arts industry. Anecdotal evidence from the SNAAP response indicates that alumni felt a need for better instruction on entering the job market and making a living as an artist. Some opportunities that emerged from the SWOT analysis would be to form an Advisory Committee of working art alumni for input into the program, regularly schedule field trips and speakers from local companies who employ artists, and more aggressively identify internship or volunteer opportunities for students.

Marketing programs in the Humanities remains an on-going challenge and opportunity. The Art area has identified a need for targeting the AG constituency, especially in light of our unique status among sister schools. The proposed 2017 Faith and the Arts Conference is partially in response to this opportunity. Other possibilities for shaping a marketing message to our demographic, such as speaking at churches or linking Pentecostalism with the arts, will take more time to flesh out.

English Program: English and English Education

The English area shows many strengths in faculty, curriculum, and opportunities for students. The ACAT and MoCA scores are generally strong, although some attention to the discrepancy between English scores and English Education scores on the ACAT is called for. The area has begun, with this 2016 assessment cycle, to track graduates more intentionally than in the past, which has become simpler using social media. So far, the number of students working as middle- and high-school teachers, going overseas as ESL teachers, and heading to graduate school is satisfactory. Several of our students pursue advanced degrees in areas outside of literature, and we are very gratified by that.

Administratively, we find that the English area needs to be more intentional about meeting together so that information about assessment scores can be consistently distributed and discussed. Also, as with all areas of the Humanities department, the lack of certain full-time specialists in a couple of

areas cannot be addressed until we can demonstrate an increase in student interest and the University supports such hires financially.

In curriculum, we have already experienced the positive effect of the ACAT exams. In 2010, during the paper exam era, we discovered that students' scores in Shakespeare were not where the other scores were, so we began to require a Shakespeare course of all English and English Education majors at that time. Although the comparison is not available in this report, the scores on the Shakespeare section of ACAT have increased with that change. Now we need to address the discrepancy between English and English Ed scores on the ACAT. Some of the discrepancy can be explained by the fact that English Ed students are not required to take all three of the British Lit surveys. Other discrepancies may be caused by a kind of Doppler effect in which the students may actually be taking a course at the same time they take the exam, creating a higher score for that area because of the recent coverage of material. More intentional discussion needs to center on how to read these data and what their effect should be on our curriculum.

As for interaction with the English "market" or "industry," we find that our department could be more aggressive about connecting with alumni and professionals in the various disciplines that would attract our students. Although the department supplies a variety of travel opportunities and conferences, more could be done to keep students aware of ways they can use their English degree in the future. An advisory committee might be useful in helping the program understand the potential (or lack thereof) for new programs such as increased writing tracks. One particularly gratifying connection we have made recently in professional development is the improvement of our interaction with Sigma Tau Delta, the English Honor Society. One of our students last spring was notified that her essay from ENGL 331 Shakespeare was accepted for publication in the *STD Triangle*. Having an undergraduate research paper published before graduation is a high honor for our student and for the program.

Marketing continues to be an area the English programs could work on. Some ideas for new ways to reach out to English majors and alumni have been discussed at random, social media sites are up and running, and the *Epiphany* readings continue to draw from across the campus. However, the faculty could be more systematic and intentional about shaping and promoting a message to grow the majors.

Foreign Language Program: Foreign Language and Foreign Language Education

Because of a recent spate of retirements in the Humanities Department, the French Education major currently needs the support of a full-time faculty member, whose position has not been replaced. Likewise, the Spanish programs lost a long-time director and now include one new (second-year) full-time faculty member and one consultant who also directs the Write Place and teaches in the English area. Clearly, one of the first findings of this assessment cycle is the need for additional faculty to support these three areas.

Weaknesses and threats to these programs have been exacerbated or left unaddressed by the turnover of personnel and lack of ability for the University to supply the need. Curricula need to be updated and assessed. Students need to be offered more practical interaction with industries for which their language skills could be an asset. Opportunities for partnerships abound, specifically with Evangel's unique position with regard to the Assemblies of God World Missions office and a number of in-house majors, such as Criminal Justice, Intercultural Studies, and Business that make a natural fit for the bilingual college graduate. These opportunities cannot be addressed by one

person for three programs, yet the University is uniquely placed to offer its core constituency—Assemblies of God pastors, missionaries, and congregants—an asset in language study that could be financially and geographically advantageous.

Theatre Program: Theatre, Theatre Music, and Theatre/Speech Education,

With a new faculty hire this year, this program is poised to turn a corner and find its niche once again in the University panoply of degree programs. Like the English and Foreign Language areas, this program has been beset with turnover in full-time faculty. Three years of upheaval have resulted in a decline in enrollment, but not a shortage of interest from students. The SWOT analysis reveals strengths in faculty engagement, alumni awareness, a legacy of strong shows, and exceptional facilities for a school of this size. The new faculty has assessed the infrastructure of the program facilities and devised a plan for complying with OSHA and USITT requirements. This spring she intends to turn her attention to the outdated and overly ambitious curriculum offerings. In consultation with her advisory committee, she will set up a new curriculum, embedding assessment opportunities and data review. In addition, she has developed some ideas for partnering with other school and churches to improve marketing and expand student exposure to the theatrical industry.

VIII. RECOMMENDATIONS BASED ON FINDINGS

Based upon your findings in Section VII. What recommendations do you make?

Finding	Recommendation	Resources Needed
ART & ART ED		
Equipment and facilities are an advantage	Set up a regular schedule for equipment maintenance	Projected budget for high-cost items
Credentialed faculty are an asset but we need more full-time	Continue to solicit the administration for permission to hire	University budget must be stable and interest in Art programs must be demonstrable
Curriculum is strong, but needs better assessment documentation	Set up a regular schedule for review of assessment data (both internal and external) to make adjustments as needed	Time: possibly schedule in June to take advantage of the ACAT report (from April) and the time before the fall semester begins
	Require Art Ed majors to take the ACAT and participate in the Senior Show	
Input from industry is needed	Set up an advisory board of alumni or local industry leaders	Time, possibly money for travel, etc.
	Seek out alumni or other working artists to speak in classes about transitioning from school to work in the arts	
	Seek out more internships and practical volunteer options for students to gain practical business experience	
Evangel has not capitalized on the unique position of the Art area among AG constituents	Work with marketing/admissions on framing a message	Time; access to marketing staff

Finding	Recommendation	Resources Needed
ENGLISH & ENGLISH ED		
ACAT scores inconsistent between English and English Ed majors	Drill down into the data and compare it to course offerings and students habits of choosing/taking them	Time: could indicate good use of a “work day”
Stronger “industry” interaction needed	Develop advisory committee	Time, some honoraria money
	Consider new programs, such as writing tracks	
	Continue travel opportunities to conferences and literary readings or sites	
	Continue interaction with Sigma Tau Delta	
	Seek new opportunities for internships	
English Education does not have a good system for education students to meet other secondary education students during their program	Consider starting an organization for secondary ed majors across the disciplines	Time
FOREIGN LANGUAGE AND FOREIGNLANGUAGE ED		
Additional faculty needed		Money and institutional backing
Program review	Review current curricula and compare to similar programs	Time and personnel
Partnerships	Consider ways to market foreign language skills with Criminal Justice, Business, or Intercultural Studies majors	Time and personnel
THEATRE, THEATER MUSIC, THEATRE/SPEECH ED		
Facilities need attention	Comply with OSHA and USITT	Time, personnel, regular inspection schedule
Curriculum needs revising	Use advisory committee to design updated curriculum for current student needs	Time, money for honoraria
Partnerships can be formed	Build relationships with MSU and Drury theatre programs	Time
	Build relationships with local churches using dramatic talent	
	Seek internship and volunteer opportunities for students in the program	

IX. ACTION ITEMS

Based upon recommendations in VI, here are some action steps and timelines:

ACTION	RESPONSIBLE PERSON	TIMELINE
Curriculum: Develop regular meetings times for each program to address assessment cycles	Art: Buesking English: Awbrey Foreign Language: Adcock Theatre: Wisdom	Start in Spring 2017
Curriculum: Regularly review curriculum	Art: Buesking English: Awbrey Foreign Language: Adcock Theatre: Wisdom	Yearly at work day meeting
Curriculum: Research and pursue new programs	Art: Buesking English: Awbrey Foreign Language: Adcock Theatre: Wisdom	As information and resources come available
Administrative: Keep facilities up to date and compliant	Art: Maples Theatre: Wisdom Departmental level: Nelson	Fall 2016
Administrative: Continue to advocate for filling positions with full-time personnel	Departmental level: Nelson	Ongoing
Professional Connection: Form and meet with Advisory Committees	Art: Buesking and Maples English: Nelson and Friesen Foreign Language: Adcock Theatre: Wisdom	Summer 2017
Professional Connection: Track Alumni	Everyone: Table kept on the G drive	Begun Fall 2016
Marketing: Work with Admissions yearly to shape the message for our programs	Departmental level: Nelson. Invite Admissions Counselors to department meeting	Fall 2016
Marketing: Keep Paul Logsdon's office notified of happenings in our department	Everyone	ongoing

Individual program action plans appear below:

Art Plans for Improvement	Timeline	Responsible Person
Collaborate with the administration and with the Admissions Office to make our programs in Art and in Content-Area Education irresistibly attractive to AG students.	Spring 2017	Maples and Buesking
Continue petitioning the administration to strengthen the Art faculty by adding a full-time Art professor with a broad range of skills and a terminal degree. Strengthening the Art faculty can consolidate our competitive dominance in Art among AG universities. It is also likely to have long-term positive effects upon student achievement of program outcomes.	Ongoing	Nelson
Interface with churches through speaking engagements, shows, or through conferences that speak to the issue directly – as with the Faith and the Arts Conference tentatively planned for September of 2017	June 2016 through September 2017	Buesking
Develop student-led Art groups that make local Art activities a focus	FA 17	Buesking
Identify internships for studio artists in addition to graphics students and shadowing or volunteer opportunities in the Art field locally: museum, gallery, producing artists to align with Program Outcome #7.	FA 17	Maples
Art Ed Plan for Improvement	Timeline	Responsible Person
Require Art Ed majors to take the ACAT along with non-Ed Art majors to ensure program outcomes are met to assess Program Outcomes 1 through 8	SP 2017	Buesking
Work with Marketing for greater visibility in EU publications	FA 2016	Buesking
Intentionally expand student experience by regularizing scheduled field trips; build a list of willing speakers from local companies/visiting lectures/presentations	Begin SP 17	Maples
Identify the areas that would benefit most from full-time faculty support and prioritize	SP 17	Buesking, Maples, and Nelson
Emphasize our uniqueness in marketing; recruit input from Art graduates who have been successful in their careers through Advisory Board	SP 17	Maples & Buesking
Develop student-led Art groups that make local Art activities a focus	FA 17	Buesking
Identify internships for studio artists in addition to graphics students and shadowing or volunteer opportunities in the Art field locally: museum, gallery, producing artists to align with Program Outcome #7.	FA 17	Maples
English Plan for Improvement	Timeline	Responsible Person
Start regular meetings with English program faculty to <ul style="list-style-type: none"> Align program and course outcomes Review ACAT results and recommend changes if needed Consider expanding writing program Discuss /implement marketing opportunities 	Begin Fall 2016	Diane Awbrey
Update and improve student tracking database	Begin Fall 2016	Judy Peebles/Nathan Nelson
Use Canvas rubric feature to track program outcomes not covered by ACAT	2017-2018	Luke Gibbs
Assemble an advisory council of alumni and professionals	2017-2018	Nathan Nelson and LaDonna Friesen

English Ed Plan for Improvement	Timeline	Responsible Person
Align course/learning outcomes with program outcomes	2016-2017	Jennifer Morrison
Investigate possibility of English/English Ed faculty to meet for curriculum/program review discussions to help improve Engl Ed ACAT scores	1 year (complete investigation by May 2017)	Jennifer Morrison
Determine level of student interest in a future teacher org.	1 year	Barbara Howard
Add all CAEP requirements to syllabi	Sp17	Jennifer Morrison
French Ed Plan for Improvement	Timeline	Responsible Person
Conduct review of course outcomes and program outcomes	2016-2017	Nelson
Promote the French Education major in courses and through Admissions	Ongoing	Nelson, adjunct professors
Continue to petition administration for a full-time French professor	Ongoing	Nelson
Spanish Plan for Improvement	Timeline	Responsible Person
Review program outcomes and align existing courses or develop new courses to meet those outcomes	Begin FA 2016	Brenda Adcock & Dara Brannan
Implement the Oral Proficiency Interview as an exit exam to determine proficiency level	As soon as budget allows	Dara Brannan & Brenda Adcock
Update course objectives with ACTFL Proficiency standards	Begin FA 2017	Brenda Adcock Dara Brannan
Since we have to use adjunct Spanish teachers almost every semester, and since a French Major would strengthen our competitive advantage in the AG market, a good proactive move would be to hire another full-time professor fluent in both Spanish and French.	As soon as budget allows	Nelson
Partner with other programs (Criminal Justice, Nursing, Counseling)	Begin FA 17	Brenda Adcock and Dara Brannan
Work with admissions to promote the requirements for advanced placement	FA 16 – SP 17	Dara Brannan
Find intensive study abroad programs to help students achieve advanced level of proficiency.	SP 17	Brenda Adcock
Spanish Ed Plan for Improvement	Timeline	Responsible Person
Review program outcomes and align existing courses or develop new courses to meet those outcomes	In process	Dara Brannan and Brenda Adcock
Implement the Oral Proficiency Interview as an exit exam to determine proficiency level	As soon as budget allows	Dara Brannan
Update course objectives with ACTFL and DESE proficiency standards	Begin FA 2017	Dara Brannan
Find intensive study abroad programs to help students achieve advanced level of proficiency.	SP 17	Brenda Adcock
Work with admissions to promote the requirements for advanced placement	FA 16 – SP 17	Dara Brannan

Theatre Plan for Improvement	Timeline	Responsible Person
Realign curriculum to align with program goals and reflect current trends in theatre programs in higher education	FA17	Vickie Wisdom
Develop a longitudinal exit survey of alumni that would gather information from graduating seniors, with follow-up surveys 18 months out from graduation and 5 years out.	SP18	Vickie Wisdom, Alumni Office, Nathan Nelson (department chair)
Begin the process of developing an interdisciplinary degree between Theatre and Management to address recent trends for careers both in business and theatre. Will not require additional faculty at this point.	FA18	Vickie Wisdom and Evelyn Lewis (Business Dept.)
Reach out to area high schools and A/G churches who participate in National Fine Arts Festival to facilitate recruitment of majors and minors	2017-2018 school year	Vickie Wisdom
Bring Alumni Artist-in-Residence to play minor/major roles in productions to allow current students the opportunity to learn from their expertise	By 2018-2019	Vickie Wisdom, Nathan Nelson (department chair)
Build relationships with other Christian university theatre programs to develop a network linking Christian collegiate theatre programs to share knowledge and expertise	2018 at Alliance Conference	Vickie Wisdom
Build a relationship with Missouri State University Theater Department in order to provide supplemental opportunities for current students to polish technical skills that are not addressed in current courses on campus.	By 2018-2019	Vicki Wisdom
Theatre Music Plan for Improvement	Timeline	Responsible Person
Realign curriculum to align with program goals and reflect current trends in theatre programs in higher education	FA17	Vickie Wisdom
Develop a longitudinal exit survey of alumni that would gather information from graduating seniors, with follow-up surveys 18 months out from graduation and 5 years out.	SP18	Vickie Wisdom, Alumni Office, Nathan Nelson (department chair)
Reach out to area high schools and A/G churches who participate in National Fine Arts Festival to facilitate recruitment of majors and minors	2017-2018 school year	Vickie Wisdom
Bring Alumni Artist-in-Residence to play minor/major roles in productions to allow current students the opportunity to learn from their expertise	By 2018-2019	Vickie Wisdom, Nathan Nelson (department chair)
Build relationships with other Christian university theatre programs to develop a network linking Christian collegiate theatre programs to share knowledge and expertise	2018 at Alliance Conference	Vickie Wisdom
Build a relationship with Missouri State University Theater Department in order to provide supplemental opportunities for current students to polish technical skills that are not addressed in current courses on campus.	By 2018-2019	Vicki Wisdom
Theatre/Speech Ed Plan for Improvement	Timeline	Responsible Person
Comply with OSHA and USETT requirements ASAP	Review begun August 2016	Vickie Wisdom
Curriculum Alignment	Begin SP 17	Vickie Wisdom
Develop recruiting strategy	Begin SP 17	Vickie Wisdom

APPENDIX A HUMANITIES PROGRAM OUTCOMES, DEGREE PLANS, AND CURRICULUM MAPS

Mission Statement of the Art Area

The Evangel University Art Area encourages the appreciation and development of creativity in the visual arts, and it provides art students with studio experience for creation of fine art and graphic art. Art Area coursework provides a framework for understanding the history of art and for recognizing the link between cultural/individual expression in the visual arts and belief systems, especially those with a Christian worldview. Additionally, Art Area faculty and students endeavor to improve the aesthetic experience for all in the Evangel campus community through prominent display of high-quality artwork.

OBJECTIVES

1. To help the student to integrate their faith and the arts. Help the student to understand how the Christian faith is relevant to the area of art.
2. Develop an understanding of the basic elements and principals in works of art and design and to demonstrate an understanding through the use of these elements and principals in works of art in any discipline.
3. To develop an understanding of art history and how the history of art relates to the individual's work, the Christian faith, and to contemporary society.
4. To increase the level of development in craftsmanship in a particular area of discipline, through the use of media and tools in that area of discipline.
5. To develop responsibility, discipline, and dedication to the arts and to the individual's area of interest.
6. The development of the individual to pursue a career in the arts or further studies at a graduate institution.
7. To encourage the development of a unique personal style and direction of the individual artist.

BACHELOR OF ARTS IN ART

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

1. Speak and write knowledgeably about art history and its relationship to societies past and present, to faith, and to one's own artistic practice.
2. Explain the basic structural elements and operative principles in works of art and design from any major period of human history.
3. Demonstrate interpretive skills by discussing the philosophical potentials in works of art.
4. Integrate personal Christian faith and the arts by explaining their mutual relevance and by demonstrating it in one's own personal art work.
5. Produce creative original artwork in a variety of media, using appropriate tools and methods skillfully.
6. Develop the beginnings of a personal artistic style that can be extended into a professional career in the arts.

7. Demonstrate professional dedication to promotion of the arts in general and to the disciplined study and practice of one's own area of interest in particular.
8. Demonstrate enthusiasm for undertaking a career in the arts.

Name: _____ Date: _____ Advisor: _____

Art BA Requirements 2016

(A minor of 18 or more hours, a concentration, or another major is required with this program.)

University Proficiencies					
Writing Proficiency					
Writing Proficiency earned by ... circle one: ACT/SAT (Score:) AP CLEP IB					
If ACT English is ≥ 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 Communication 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.					
If ACT English 20-23, SAT Writing 470-540, place in ENGL 111	3	Wellness Proficiency Complete in University Seminar or check the Advising Handbook for instructions. 0			
If ACT English 16-19, SAT Writing 390-460, place in ENGL 102	2				
If ACT English ≤ 15, SAT Writing ≤ 380, place in ENGL 100	1				
Core Curriculum Requirements					
	Cr	<input checked="" type="checkbox"/>		Cr	<input checked="" type="checkbox"/>
DEPT 100 University Seminar	1		Effective Communication Option* (WPR)	3	
BIBL 111 Essential Christianity	3		MATH or DEPT 210 Statistics	3	
BIBL 115 Old Testament Literature	3		Historical Inquiry Option*	3	
BIBL 116 New Testament Literature	3		Artistic Expression Option*	3	
Christian Stewardship: FIN 138 Personal Finance	3		Behavioral and Social Sciences Option*	3	
Healthy Relationships: PSYC 112 or 138 (preferred)	3		Humanities Option*	3	
Reading and Imagination: ENGL 123 or HUMN 230*	3		BIBL 360 - 370 Book Study (WPR)*	3	
Natural Science without Lab Option*	3		ICST 350 Global Connections*	3	
Natural Science with Lab Option*	4		THEO 320 Pentecost	3	
*Refer to each center's Advising Handbook for options. WPR = Writing Proficiency Required					
BA Requirements					
	Cr	<input checked="" type="checkbox"/>		Cr	<input checked="" type="checkbox"/>
Foreign Language I (University credit or CLEP equivalent)	3		Foreign Language II (University credit or CLEP equivalent)	3	
Major Requirements					
ART 102 Art History I	3		ART 440 Senior Seminar	2	
ART 103 Art History II	3		ART 470 Senior Art Exhibit	1	
ART 106 Drawing I	3		Studio Art elective in a concentrated area	12	
ART 110 Design I	3		Studio Art elective in a concentrated area [3]		
ART 111 3-D Design I	3		Studio Art elective		
ART 206 Drawing II	3		Studio Art elective		
ART 208 Printmaking I [2]	6		Additional Art History elective		
ART 210 Sculpture I [2]					
ART 214 Painting I [2]					
ART 219 Watercolor [2]					
ART 330 History of Modern Art	3				
ART 334 Art History IV: Special Topics OR	3				
ART 493 Problems in Art History					
Total				45	
Minimum total credits to graduate				124	

[1] Must be a non-art course to fulfill the Humanities requirement.
 [2] Choose two courses from these options: ART 208, 210, 214, or 219.
 [3] The Art major must advance to level III in at least one discipline.

Revised 5/28/16

Humanities Department, Evangel University
Program Outcomes Addressed by Courses in Art

	Art Outcomes							
	1. Speak and write knowledgeably about art history and its relationship to societies past and present, to faith, and to one's own artistic practice.	2. Explain the basic structural elements and operative principles in works of art and design from any major period of human history.	3. Demonstrate interpretive skills by discussing the philosophical potentials in works of art.	4. Integrate personal Christian faith and the arts by explaining their mutual relevance and by demonstrating it in one's own personal art work.	5. Produce creative original artwork in a variety of media, using appropriate tools and methods skillfully.	6. Develop the beginnings of a personal artistic style that can be extended into a professional career in the arts.	7. Demonstrate professional dedication to promotion of the arts in general and to the disciplined study and practice of one's own area of interest in particular.	8. Demonstrate enthusiasm for undertaking a career in the arts.
Courses								
ART 102	X	X						
ART 103	X	X						
ART 106					X			
ART 110					X			
ART 111					X			
ART 206					X			
ART 208					X			
ART 210					X			
ART 212					X			
ART 213					X			
ART 214					X			
ART 215					X			
ART 216					X			
ART 219					X			
ART 306					X			
ART 308					X			
ART 310					X			
ART 312					X			
ART 314			X	X	X			
ART 315					X			

Art Outcomes

Courses	1. Speak and write knowledgeably about art history and its relationship to societies past and present, to faith, and to one's own artistic practice.	2. Explain the basic structural elements and operative principles in works of art and design from any major period of human history.	3. Demonstrate interpretive skills by discussing the philosophical potentials in works of art.	4. Integrate personal Christian faith and the arts by explaining their mutual relevance and by demonstrating it in one's own personal art work.	5. Produce creative original artwork in a variety of media, using appropriate tools and methods skillfully.	6. Develop the beginnings of a personal artistic style that can be extended into a professional career in the arts.	7. Demonstrate professional dedication to promotion of the arts in general and to the disciplined study and practice of one's own area of interest in particular.	8. Demonstrate enthusiasm for undertaking a career in the arts.
ART 316					X			
ART 330	X	X						
ART 334	X	X						
ART 410					X	X		
ART 411					X	X		
ART 412					X			
ART 413					X			
ART 414			X		X			
ART 415					X			
ART 416	NEED TO DROP FROM CATALOG?							
ART 417			X		X	X		
ART 418					X			
ART 420					X	X		
ART 430							X	X
ART 440								X
ART 450					X	X		
ART 460					X			
ART 470				X	X		X	X
ART 493	X							

BACHELOR OF ARTS IN ART EDUCATION

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

1. Speak and write knowledgeably about art history and its relationship to societies past and present, to faith, and to one's own artistic practice.
2. Explain the basic structural elements and operative principles in works of art and design from any major period of human history.
3. Demonstrate interpretive skills by discussing the philosophical potentials in works of art.
4. Integrate personal Christian faith and the arts by explaining their mutual relevance and by demonstrating it in one's own personal art work.
5. Produce creative original artwork in a variety of media, using appropriate tools and methods skillfully.
6. Develop the beginnings of a personal artistic style that can be extended into a professional career in the arts.
7. Demonstrate professional dedication to promotion of the arts in general and to the disciplined study and practice of one's own area of interest in particular.
8. Demonstrate enthusiasm for undertaking a career in the arts.
9. Demonstrate in-depth understanding of Art teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' art proficiencies and competence.

Name: _____ Date: _____ Advisor: _____

Art Education (K-12) BA Requirements 2016

(A minor, a concentration or a second content-area major is required with this program.)

University Proficiencies				
Writing Proficiency				
Writing Proficiency earned by . . . circle one:		ACT/SAT (Score:) AP CLEP IB		
If ACT English is ≥ 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.				
If ACT English 20-23, SAT Writing 470-540, place in ENGL 111	3	Wellness Proficiency		
If ACT English 16-19, SAT Writing 390-460, place in ENGL 102	2	Complete in University Seminar or check the Advising Handbook for instructions.		0
If ACT English ≤ 15, SAT Writing ≤ 380, place in ENGL 100	1			
Core Curriculum Requirements				
	Cr	☑		Cr
DEPT 100 University Seminar	1		Effective Communication Option* (WPR)	3
BIBL 111 Essential Christianity	3		Statistics: Education majors take EDUC 434	
BIBL 115 Old Testament Literature	3		Historical Inquiry Option*	3
BIBL 116 New Testament Literature	3		Artistic Expression Option*	3
Christian Stewardship: FIN 138 Personal Finance	3		Behavioral and Social Sciences Option*	3
Healthy Relationships: PSYC 112 or 138 (preferred)	3		Humanities Option*	3
Reading and Imagination: ENGL 123 or HUMN 230*	3		BIBL 360 - 370 Book Study (WPR)*	3
Natural Science without Lab Option*	3		ICST 350 Global Connections*	3
Natural Science with Lab Option*	4		THEO 320 Pentecost	3
BA Requirements				
	Cr	☑		Cr
Foreign Language I (University credit or CLEP equivalent)	3		Foreign Language II (University credit or CLEP equivalent)	3
Major Requirements				
	Cr	☑		Cr
ART 102 Art History I	3		EDUC 220 Level 1 Field Experience [1]	1
ART 103 Art History II	3		EDUC 225 Intro to Curr & Instr Planning [1]	3
ART 106 Drawing I	3		EDUC 228 Instr Strat & Technq in Sec. Educ [2]	3
ART 110 Design I	3		EDUC 235 Educational Technology	2
ART 111 3-D Design I	3		EDUC 271 Exceptional Student	2
ART 206 Drawing II	3		EDUC 336 Specialty Methods Secondary [3]	3
ART 208 Printmaking	3		EDUC 352 Teaching Reading in Content Areas	2
ART 210 Sculpture I	3		EDUC 397 Mid-Level Practicum [2]	1
ART 212 Ceramics I	3		EDUC 417 Educational Psychology	2
ART 213 Introduction to Fibers	3		EDUC 427 Sem. In Student Teaching [4]	1
ART 214 Painting I OR			EDUC 434 Tests & Measurements (Stats course)	3
ART 219 Watercolor	3		EDUC 437 Student Teaching [4]	12
ART 330 History of Modern Art	3		EDUC 476 Tech. & Strat Class Mgmt. [4]	2
ART 341 Methods in Elem. Teaching [3]	2		EDUC 497 Practicum in Specialty Methods [3]	1
Minimum total credits to graduate				124

[1] EDUC 220 and EDUC 225 are taken concurrently.
 [2] EDUC 228 and EDUC 397 are taken concurrently.
 [3] ART 336 is taken concurrently with EDUC 497.
 [4] EDUC 427, EDUC 437, and EDUC 476 are taken during the student-teaching semester.

Revised 6/28/16

Program Outcomes Addressed by Courses in Art Education, Grades K-12

Art Education Outcomes									
Courses	1. Speak and write knowledgeably about art history and its relationship to societies past and present, to faith, and to one's own artistic practice.	2. Explain the basic structural elements and operative principles in works of art and design from any major period of human history.	3. Demonstrate interpretive skills by discussing the philosophical potentials in works of art.	4. Integrate personal Christian faith and the arts by explaining their mutual relevance and by demonstrating it in one's own personal art work.	5. Produce creative original artwork in a variety of media, using appropriate tools and methods skillfully.	6. Develop the beginnings of a personal artistic style that can be extended into a professional career in the arts.	7. Demonstrate professional dedication to promotion of the arts in general and to the disciplined study and practice of one's own area of interest in particular.	8. Demonstrate enthusiasm for undertaking a career in the arts.	9. Demonstrate in-depth understanding of Art teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' art proficiencies and competence.
ART 102	X	X							
ART 103	X	X							
ART 106					X				
ART 110					X				
ART 111					X				
ART 206					X				
ART 208					X				
ART 210					X				
ART 212					X				
ART 213					X				
ART 214					X				
ART 215					X				
ART 306					X				
ART 308					X				
ART 310					X				

Courses	Art Education Outcomes								
	1. Speak and write knowledgeably about art history and its relationship to societies past and present, to faith, and to one's own artistic practice.	2. Explain the basic structural elements and operative principles in works of art and design from any major period of human history.	3. Demonstrate interpretive skills by discussing the philosophical potentials in works of art.	4. Integrate personal Christian faith and the arts by explaining their mutual relevance and by demonstrating it in one's own personal art work.	5. Produce creative original artwork in a variety of media, using appropriate tools and methods skillfully.	6. Develop the beginnings of a personal artistic style that can be extended into a professional career in the arts.	7. Demonstrate professional dedication to promotion of the arts in general and to the disciplined study and practice of one's own area of interest in particular.	8. Demonstrate enthusiasm for undertaking a career in the arts.	9. Demonstrate in-depth understanding of Art teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' art proficiencies and competence.
ART 312					X				
ART 314			X	X	X				
ART 334	X	X							
ART 336									X
ART 341							x	x	X
ART 410					X	X			
ART 411					X	X			
ART 412					X				
ART 413					X				
ART 414			X		X				
ART 415					X				
ART 417			X		X	X			
ART 418					X				
ART 420					X	X			
ART 430							X	X	
ART 440								X	
ART 450					X	X			
ART 460					X				
ART 470				X	X		X	X	
ART 493	X								
EDUC Core									X

Mission for the English Area

The English area of the Humanities Department offers literature and language courses which service the general education program and the major requirements of both English Education and non-Education majors and concentrations. These courses are designed to foster appreciation of quality literature and the development of written expression, listening skills, oral expression, and reading comprehension, all of which are essential for effective communication. The Department believes that the effective use of language is crucial to both one's education and one's ultimate success in life.

Objectives for English Majors

Literature

Literary History

1. To provide students with comprehensive views of commonly recognized literary periods by surveying writers of each period with attention to historical, social, and intellectual contexts
2. To provide literary experiences that will help students to understand historical antecedents of contemporary issues

Literary Forms

3. To acquaint students with the types and complexities of major literary forms
4. To acquaint students with tools for understanding and analyzing various influential literary forms

Literary Appreciation

5. To help students to accept, appreciate, and prepare for cultural and physical diversity in society as presented through literature
6. To demonstrate to students the necessity of literary study in the development of a high-quality intellectual and spiritual life.
7. To teach students to look calmly for truth and beauty even in nontraditional, experimental, or otherwise difficult literature

Literary Criticism

8. To familiarize students with several major critical/interpretive approaches, partly by consulting the work of recognized critic
9. To improve students' ability to bring biblical principles intelligently into literary discussion

Language

10. To equip students to participate effectively in affairs of society by means of competent reading, writing, speaking, listening, and use of electronic media

Written Expression

11. To prepare students to write skillfully for both academic and career audiences by teaching them to use the principles of rhetorical analysis, argument, research, and critical/interpretive approaches to literature

Listening

12. To help students to develop listening skills and appreciation of the "voices" of others in our culturally diverse society

Oral Expression

13. To encourage students to develop strong oral communication skills in order to feel comfortable in sharing their thoughts logically, coherently, and clearly in both formal and informal settings

Reading Comprehension

14. To raise students' reading comprehension by requiring them to identify themes and analyze conventions which are typically manifested in poetry, drama, fiction, and the essay (e.g., characterization, setting, structure, figurative and symbolic language, and irony)

BACHELOR OF ARTS OR BACHELOR OF SCIENCE IN ENGLISH

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

1. Demonstrate familiarity with literary periods and traditions in the broad sweep of British and American history, including knowledge of prominent authors, genres, topics, philosophical issues, literary movements, and artistic styles.
2. Analyze a text competently for its structural elements and interpretive potentials—particularly in the categories of diction, imagery, figurative language, irony, setting, character, plot, narrative point of view, and genre characteristics.
3. Apply knowledge of history, culture, human nature, and a variety of literary-theoretical perspectives to analyze texts competently for their philosophical potentials and to discuss those findings in coherent interpretive discourse.
4. Demonstrate high proficiency in using the protocols of standard written North American English.
5. Produce mature writing in a variety of modes for various audiences and purposes, showing editorial ease in making textual adjustments for readability and rhetorical or literary effectiveness.
6. Use pertinent research information effectively as necessary or advantageous within written or spoken discourse.
7. Demonstrate advanced skills of integrative and independent thinking in written and verbal expression.
8. Demonstrate the ability to hold contradictory ideas in mind during discussion by calmly considering others' perspectives, asking productive questions, articulating respectful responses, and finding ways to synthesize others' ideas with one's own.
9. Discuss various ways in which the Christian faith is, has been, or can be in meaningful dialogue with literary texts of any kind.

Name: _____ Date: _____ Advisor: _____

English BA Requirements Sheet 2016

(A minor, a concentration, or another major is required with this program.)

University Proficiencies			
Writing Proficiency			
Writing Proficiency earned by . . . circle one: ACT/SAT (Score:) AP CLEP IB			
If ACT English is ≥ 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.			
If ACT English 20-23, SAT Writing 470-540, place in ENGL 111	3	Wellness Proficiency	
If ACT English 16-19, SAT Writing 390-460, place in ENGL 102	2	Complete in University Seminar or check the Advising Handbook for instructions.	0
If ACT English ≤ 15, SAT Writing ≤ 380, place in ENGL 100	1		
Core Curriculum Requirements			
	Cr	<input checked="" type="checkbox"/>	
DEPT 100 University Seminar	1		Effective Communication Option* (WPR)
BIBL 111 Essential Christianity	3		MATH or DEPT 210 Statistics
BIBL 115 Old Testament Literature	3		Historical Inquiry Option*
BIBL 116 New Testament Literature	3		Artistic Expression Option*
Christian Stewardship: FIN 138 Personal Finance	3		Behavioral and Social Sciences Option*
Healthy Relationships: PSYC 112 or 138 (preferred)	3		Humanities Option*
Reading and Imagination: ENGL 123 or HUMN 230*	3		BIBL 360 - 370 Book Study (WPR)*
Natural Science without Lab Option*	3		ICST 350 Global Connections*
Natural Science with Lab Option*	4		THEO 320 Pentecost
BA Requirements			
	Cr	<input checked="" type="checkbox"/>	
Foreign Language I (University credit or CLEP equivalent)	3		Foreign Language II (University credit or CLEP equivalent)
Major Requirements			
	Cr	<input checked="" type="checkbox"/>	
ENGL 123 Introduction to Literature	3		ENGL 303 English Literature Survey III
ENGL 212 Composition & Literary Analysis	3		ENGL 331 Shakespeare
ENGL 271 American Lit before the Civil War	3		ENGL 445 History & Structure of English Lang
ENGL 272 American Lit after the Civil War	3		ENGL 497 Senior Seminar [1]
ENGL 298 Practicum	3		ENGL Elective
ENGL 301 English Literature Survey I	3		ENGL Elective
ENGL 302 English Literature Survey II	3		ENGL Elective
			Total
			39
Minimum total credits to graduate			124
[1] Pre-requisites: ENGL 212 with C- or better			

Revised 5/24/16

Humanities Department, Evangel University
Program Outcomes Addressed by Courses in English

English Outcomes									
Courses	1. Demonstrate familiarity with literary periods and traditions in the broad sweep of British and American history, including knowledge of prominent authors, genres, topics, philosophical issues, literary movements, and artistic styles.	2. Analyze a text competently for its structural elements and interpretive potentials—particularly in the categories of diction, imagery, figurative language, irony, setting, character, plot, narrative point of view, and genre characteristics.	3. Apply knowledge of history, culture, human nature, and a variety of literary-theoretical perspectives to analyze texts competently for their philosophical potentials and to discuss those findings in coherent interpretive discourse.	4. Demonstrate high proficiency in using the protocols of standard written North American English.	5. Produce mature writing in a variety of modes for various audiences and purposes, showing editorial ease in making textual adjustments for readability and rhetorical or literary effectiveness.	6. Use pertinent research information effectively as necessary or advantageous within written or spoken discourse.	7. Demonstrate advanced skills of integrative and independent thinking in written and verbal expression.	8. Demonstrate the ability to hold contradictory ideas in mind during discussion by calmly considering others' perspectives, asking productive questions, articulating respectful responses, and finding ways to synthesize others' ideas with one's own.	9. Discuss various ways in which the Christian faith is, has been, or can be in meaningful dialogue with literary texts of any kind.
ENGL 111				X					
ENGL 123		X							
ENGL 212			X	X		X			
ENGL 222		X							
ENGL 236				X	X				
ENGL 271	X							X	
ENGL 272	X								X
ENGL 298				X					
ENGL 301	X		X				X		
ENGL 302	X		X				X		
ENGL 303	X								
ENGL 330		X							
ENGL 331			X			X		X	
ENGL 332			X			X			
ENGL 334	X					X			

English Outcomes									
Courses	1. Demonstrate familiarity with literary periods and traditions in the broad sweep of British and American history, including knowledge of prominent authors, genres, topics, philosophical issues, literary movements, and artistic styles.	2. Analyze a text competently for its structural elements and interpretive potentials—particularly in the categories of diction, imagery, figurative language, irony, setting, character, plot, narrative point of view, and genre characteristics.	3. Apply knowledge of history, culture, human nature, and a variety of literary-theoretical perspectives to analyze texts competently for their philosophical potentials and to discuss those findings in coherent interpretive discourse.	4. Demonstrate high proficiency in using the protocols of standard written North American English.	5. Produce mature writing in a variety of modes for various audiences and purposes, showing editorial ease in making textual adjustments for readability and rhetorical or literary effectiveness.	6. Use pertinent research information effectively as necessary or advantageous within written or spoken discourse.	7. Demonstrate advanced skills of integrative and independent thinking in written and verbal expression.	8. Demonstrate the ability to hold contradictory ideas in mind during discussion by calmly considering others' perspectives, asking productive questions, articulating respectful responses, and finding ways to synthesize others' ideas with one's own.	9. Discuss various ways in which the Christian faith is, has been, or can be in meaningful dialogue with literary texts of any kind.
ENGL 341				X	X				
ENGL 344	X	X							X
ENGL 373	X	X							
ENGL 436					X				
ENGL 440	X		X						
ENGL 445				X					
ENGL 455			X				X		X
ENGL 490/290*									
ENGL 493/293*									
ENGL 494/294*									
ENGL 496						X		X	
ENGL 497	X				X			X	
ENGL 498*									
ENGL 499/299*									

*Special-topic, research, travel, or practicum/internship course; outcomes to be determined on semester-by-semester basis

BACHELOR OF ARTS IN ENGLISH EDUCATION

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

4. Demonstrate familiarity with literary periods and traditions in the broad sweep of British and American history, including knowledge of prominent authors, genres, topics, philosophical issues, literary movements, and artistic styles.
5. Analyze a text competently for its structural elements and interpretive potentials—particularly in the categories of diction, imagery, figurative language, irony, setting, character, plot, narrative point of view, and genre characteristics.
6. Apply knowledge of history, culture, human nature, and a variety of literary-theoretical perspectives to analyze texts competently for their philosophical potentials and to discuss those findings in coherent interpretive discourse.
7. Demonstrate high proficiency in using the protocols of standard written North American English.
8. Produce mature writing in a variety of modes for various audiences and purposes, showing editorial ease in making textual adjustments for readability and rhetorical or literary effectiveness.
9. Use pertinent research information effectively as necessary or advantageous within written or spoken discourse.
10. Demonstrate advanced skills of integrative and independent thinking in written and verbal expression.
11. Demonstrate the ability to hold contradictory ideas in mind during discussion by calmly considering others' perspectives, asking productive questions, articulating respectful responses, and finding ways to synthesize others' ideas with one's own
12. Discuss various ways in which the Christian faith is, has been, or can be in meaningful dialogue with literary texts of any kind.
13. Demonstrate in-depth understanding of secondary-level English teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' proficiencies and competence in English language and literature.

Name: _____ Date: _____ Advisor: _____

English Education BA Requirements 2016

(A minor, a concentration, or a second content-area major is required with this program.)

University Proficiencies			
Writing Proficiency			
Writing Proficiency earned by . . . Circle one: ACT/SAT (Score:) AP CLEP IB			
If ACT English is ≥ 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.			
Wellness Proficiency			
If ACT English 20-23, SAT Writing 470-540, place in ENGL 111	3	Complete in University Seminar or check the Advising Handbook for instructions.	0
If ACT English 16-19, SAT Writing 390-460, place in ENGL 102	2		
If ACT English ≤ 15, SAT Writing ≤ 380, place in ENGL 100	1		
Core Curriculum Requirements			
	Cr	Id	
DEPT 100 University Seminar	1		Effective Communication Option* (WPR)
BIBL 111 Essential Christianity	3		Statistics: Education majors take EDUC 434
BIBL 115 Old Testament Literature	3		Historical Inquiry Option*
BIBL 116 New Testament Literature	3		Artistic Expression Option*
Christian Stewardship: FIN 138 Personal Finance	3		Behavioral and Social Sciences Option*
Healthy Relationships: PSYC 112 or 138 (preferred)	3		Humanities Option*
Reading and Imagination: ENGL 123 or HUMN 230*	3		BIBL 360 - 370 Book Study (WPR)*
Natural Science without Lab Option*	3		ICST 350 Global Connections*
Natural Science with Lab Option*	4		THEO 320 Pentecost
*Refer to each term's Advising Handbook for options. WPR = Writing Proficiency Required			
BA Requirements			
	Cr	Id	
Foreign Language I (University credit or CLEP equivalent)	3		Foreign Language II (University credit or CLEP equivalent)
Major Requirements			
	Cr	Id	
ENGL 111 Composition (by placement only), 236 Expository Writing, 341 Technical Writing, or 436 Creative Writing	3		EDUC 220 Level 1 Field Experience [1]
ENGL 123 Introduction to Literature	3		EDUC 225 Intro to Curr. & Instr. Planning [1]
ENGL 212 Composition & Literary Analysis	3		EDUC 228 Instr. Strat. & Technq. in Sec. Educ [2]
ENGL 222 Young Adult Literature	3		EDUC 235 Educational Technology
ENGL 271 American Lit before the Civil War	3		EDUC 271 Exceptional Student
ENGL 272 American Lit after the Civil War	3		EDUC 351-2 Analys & Corr of Reading Difficulties
ENGL 298 English Practicum	3		EDUC 352 Teaching Reading in Content Areas
ENGL 301 English Literature Survey I	6		EDUC 397 Mid-Level Practicum [2]
ENGL 302 English Literature Survey II	6		EDUC 427 Seminar in Student Teaching [4]
ENGL 303 English Literature Survey III	6		EDUC 434 Tests & Measurements (Stats course)
ENGL 331 Shakespeare	3		EDUC 437 Student Teaching [4]
ENGL 336 Methods of Instruction: Sec Ed [3]	3		EDUC 476 Tech. & Strat Class Mgmt. [4]
ENGL 398 Teaching of Writing	1		EDUC 497 Practicum in Content Area Methods [3]
ENGL 445 History & Structure of English Language	3		
ENGL 497 Senior Seminar [5]	3		
Total	40		
Minimum total credits to graduate			124
<div style="display: flex; justify-content: space-between;"> <div> <p>[1] EDUC 220 and EDUC 225 are taken concurrently.</p> <p>[3] ENGL 336 is taken concurrently with EDUC 497.</p> <p>[5] Prerequisites: ENGL 212 with C- or better</p> </div> <div> <p>[2] EDUC 228 and EDUC 397 are taken concurrently.</p> <p>[4] EDUC 427, EDUC 437, and EDUC 476 are taken during the student teaching semester.</p> </div> </div>			

Revised 5/12/16

Program Outcomes Addressed by Courses in **English Education**, Grades 9-12

English Education Outcomes										
Courses	1. Demonstrate familiarity with literary periods and traditions in the broad sweep of British and American history, including knowledge of prominent authors, genres, topics, philosophical issues, literary movements, and artistic styles.	2. Analyze a text competently for its structural elements and interpretive potentials—particularly in the categories of diction, imagery, figurative language, irony, setting, character, plot, narrative point of view, and genre characteristics.	3. Apply knowledge of history, culture, human nature, and a variety of literary-theoretical perspectives to analyze texts competently for their philosophical potentials and to discuss those findings in coherent interpretive discourse.	4. Demonstrate high proficiency in using the protocols of standard written North American English.	5. Produce mature writing in a variety of modes for various audiences and purposes, showing editorial ease in making textual adjustments for readability and rhetorical or literary effectiveness.	6. Use pertinent research information effectively as necessary or advantageous within written or spoken discourse.	7. Demonstrate advanced skills of integrative and independent thinking in written and verbal expression.	8. Demonstrate the ability to hold contradictory ideas in mind during discussion by calmly considering others' perspectives, asking productive questions, articulating respectful responses, and finding ways to synthesize others' ideas with one's own.	9. Discuss various ways in which the Christian faith is, has been, or can be in meaningful dialogue with literary texts of any kind.	10. Demonstrate in-depth understanding of secondary-level English teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' proficiencies and competence in English language and literature.
ENGL 111				X						
ENGL 123		X								
ENGL 212		X	X	X		X				
ENGL 222										
ENGL 236				X	X					
ENGL 271	X							X		
ENGL 272	X								X	
ENGL 298				X						
ENGL 301	X		X				X			
ENGL 302	X		X				X			
ENGL 303	X									
ENGL 330		X								
ENGL 331			X			X		X		
ENGL 332			X			X				
ENGL 334	X					X				

English Education Outcomes

Courses	1. Demonstrate familiarity with literary periods and traditions in the broad sweep of British and American history, including knowledge of prominent authors, genres, topics, philosophical issues, literary movements, and artistic styles.	2. Analyze a text competently for its structural elements and interpretive potentials—particularly in the categories of diction, imagery, figurative language, irony, setting, character, plot, narrative point of view, and genre characteristics.	3. Apply knowledge of history, culture, human nature, and a variety of literary-theoretical perspectives to analyze texts competently for their philosophical potentials and to discuss those findings in coherent interpretive discourse.	4. Demonstrate high proficiency in using the protocols of standard written North American English.	5. Produce mature writing in a variety of modes for various audiences and purposes, showing editorial ease in making textual adjustments for readability and rhetorical or literary effectiveness.	6. Use pertinent research information effectively as necessary or advantageous within written or spoken discourse.	7. Demonstrate advanced skills of integrative and independent thinking in written and verbal expression.	8. Demonstrate the ability to hold contradictory ideas in mind during discussion by calmly considering others' perspectives, asking productive questions, articulating respectful responses, and finding ways to synthesize others' ideas with one's own.	9. Discuss various ways in which the Christian faith is, has been, or can be in meaningful dialogue with literary texts of any kind.	10. Demonstrate in-depth understanding of secondary-level English teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' proficiencies and competence in English language and literature.
ENGL 336										X
ENGL 341				X	X					
ENGL 344	X	X								
ENGL 373	X	X							X	
ENGL 398										X
ENGL 436					X				X	
ENGL 440			X							
ENGL 445				X					X	
ENGL 455			X				X			
ENGL 490/290*										
ENGL 493/293*										
ENGL 494/294*										
ENGL 496						X		X		
ENGL 497					X			X		
ENGL 498*										
ENGL 499/299*										
EDUC Core										X

*Special-topic, research, travel, or practicum/internship course; outcomes to be determined on semester-by-semester basis

Statement of the Foreign Language Area

The mission of the foreign language area of the Humanities Department is to provide educational experiences in the disciplines of Spanish and French. We serve the entire student population by offering courses in second language acquisition, studies of literature in the original language, and cultural studies of hispanophone and francophone countries. We also serve students who specialize in our disciplines through educational experiences that accumulate to form a solid foundation of skill, knowledge, and judgment from which they can launch a career or continue in graduate school.

OBJECTIVES

1. Communication: To help students communicate in Spanish and French.
2. Cultures: To help students gain knowledge and understanding of other cultures.
3. Connections: To help students connect with other disciplines and acquire information.
4. Comparisons: To help students develop insight into the nature of language and culture.
5. Communities: To provide opportunities for student to participate in multilingual communities at home and around the world.
6. Commission: To help students articulate the integration of faith and foreign language study.

BACHELOR OF ARTS IN FRENCH EDUCATION

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

1. Achieve at least the Advanced level of French competence in speaking, listening, reading, and writing comprehension as defined by the American Council on the Teaching of Foreign Languages. ([ACTFL guidelines](#).)
2. Demonstrate knowledge and understanding of cultural ideas, practices, and products from the diverse French-speaking world, placing them in their historical, political, and social contexts, and interpreting the unique perspectives on human experience that they reveal.
3. Demonstrate an understanding of major dialectal differences in the Francophone world by reference to fundamentals of phonetics, semantics, morphology, syntax, and sociolinguistic aspects.
4. Demonstrate the ability to function well in French-speaking cultures while exhibiting cross-cultural humility in relation to those cultures.
5. Use French effectively to integrate personal faith and cross-cultural interactions with French speakers.
6. Demonstrate in-depth understanding of foreign-language teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' French-language proficiency and French-cultural competence.

Name: _____ Date: _____ Advisor: _____

French Education (K-12) BA Requirements 2016

(A major in a related field must be added to this program.)

University Proficiencies				
Writing Proficiency				
Writing Proficiency earned by ... circle one:		ACT/SAT (Score:) AP CLEP IB		
If ACT English is ≥ 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.				
If ACT English 20-23, SAT Writing 470-540, place in ENGL 111	3	Wellness Proficiency		
If ACT English 16-19, SAT Writing 390-460, place in ENGL 102	2	Complete in University Seminar or check the		
If ACT English ≤ 15, SAT Writing ≤ 380, place in ENGL 100	1	Advising Handbook for instructions.		
		0		
Core Curriculum Requirements				
	Cr	Id		Cr
DEPT 100 University Seminar	1		Effective Communication Option* (WPR)	3
BIBL 111 Essential Christianity	3		Statistics: Education majors take EDUC 434	
BIBL 115 Old Testament Literature	3		Historical Inquiry Option*	3
BIBL 116 New Testament Literature	3		Artistic Expression Option*	3
Christian Stewardship: FIN 138 Personal Finance	3		Behavioral and Social Sciences Option*	3
Healthy Relationships: PSYC 112 or 138 (preferred)	3		Humanities Option*	3
Reading and Imagination: ENGL 123 or HUMN 230*	3		BIBL 360 - 370 Book Study (WPR)*	3
Natural Science without Lab Option*	3		ICST 350 Global Connections*	3
Natural Science with Lab Option*	4		THEO 320 Pentecost	3
*Refer to each term's Advising Handbook for options.		WPR = Writing Proficiency Required		
French Content-Area Requirements				
	Cr	Id		Cr
FREN 115 Elementary French I	4		FREN 326 Conversation	3
FREN 116 Elementary French II	4		FREN 333 Survey of French Literature I	3
FREN 215 Intermediate French I	3		FREN 334 Survey of French Literature II	3
FREN 216 Intermediate French II	3		FREN Electives	4
FREN 325 Composition	3		Total	30
Second Content-Area Requirements				
The prospective French Education student must				
(a) earn a major in a related field and				
(b) complete the following professional Education courses.				
Professional Education Requirements				
	Cr	Id		Cr
EDUC 220 Level 1 Field Experience [1]	1		EDUC 397 Mid-Level Practicum [2]	1
EDUC 225 Intro to Curr & Instr Planning [1]	3		EDUC 417 Educational Psychology	2
EDUC 228 Instr Strat & Tech in Sec Educ [2]	3		EDUC 427 Sem In Student Teaching [4]	1
EDUC 235 Educational Technology	2		EDUC 434 Tests & Measurements (Stats course)	
EDUC 271 Exceptional Student	2		EDUC 437 Student Teaching [4]	12
EDUC 336 Specialty Methods Secondary [3]	3		EDUC 476 Tech & Strat Class Mgmt [4]	2
EDUC 352 Teaching Reading in Content Areas	2		EDUC 497 Practicum in Specialty Methods [3]	1
Minimum total credits to graduate				124
[1] EDUC 220 and EDUC 225 are taken concurrently.		[2] EDUC 228 and EDUC 397 are taken concurrently.		
[3] EDUC 336 is taken concurrently with EDUC 497.		[4] EDUC 427, EDUC 437, and EDUC 476 are taken during the student teaching semester.		
Revised 5/24/16				

Program Outcomes Addressed by Courses in French Education, Grades 9-12

French Education Outcomes						
Courses	1. Achieve at least the Advanced level of French competence in speaking, listening, reading, and writing comprehension as defined by the American Council on the Teaching of Foreign Languages. (ACTFL guidelines.)	2. Demonstrate knowledge and understanding of cultural ideas, practices, and products from the diverse French-speaking world, placing them in their historical, political, and social contexts, and interpreting the unique perspectives on human experience that they reveal.	3. Demonstrate an understanding of major dialectal differences in the Francophone world by reference to fundamentals of phonetics, semantics, morphology, syntax, and sociolinguistic aspects.	4. Demonstrate the ability to function well in French-speaking cultures while exhibiting cross-cultural humility in relation to those cultures.	5. Use French effectively to integrate personal faith and cross-cultural interactions with French speakers.	6. Demonstrate in-depth understanding of foreign-language teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' French-language proficiency and French-cultural competence.
FREN 115						
FREN 116						
FREN 215						
FREN 216						
FREN 325					X	
FREN 326			X	X		
FREN 333	X	X				
FREN 334	X	X				
FREN 336						X
FREN 290/490*						
FREN 293/493*						
FREN 294/494*						
FREN 296/496*						
FREN 298/498*						
FREN 299/499*						
EDUC Core						X

* Special-topic, research, travel, or practicum/internship course; outcomes to be determined on semester-by-semester basis

Note: The French Education major is currently available to students with another EU major who complete the 26-hour French Concentration plus at least 4 additional credits in the language as well as all of the professional requirements for Secondary Education. Students with at least 2 earned units of high-school credit in French can receive 3 credits for that experience and would need only 1 credit of independent study or participation in one of the courses marked with an asterisk above. The 2015-16 Evangel *Catalog* explains the DESE requirement as follows: "In the State of Missouri, certification to teach a foreign language in K-12 requires 30 semester hours in that language or 27 semester hours plus 2 more earned units of high-school credit in that language" (138).

BACHELOR OF ARTS IN SPANISH

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

1. Achieve at least the Advanced level of Spanish competence in speaking, listening, reading, and writing comprehension as defined by the American Council on the Teaching of Foreign Languages. ([ACTFL guidelines](#).)
2. Demonstrate knowledge and understanding of cultural ideas, practices, and products from the diverse Spanish-speaking world, placing them in their historical, political, and social contexts, and interpreting the unique perspectives on human experience that they reveal.
3. Demonstrate an understanding of dialectal differences in Peninsular and Latin-American Spanish by reference to fundamentals of phonetics, semantics, morphology, syntax, and sociolinguistic aspects.
4. Demonstrate the ability to function well in Spanish-speaking cultures while exhibiting cross-cultural humility in relation to those cultures.
5. Use Spanish effectively to integrate personal faith and cross-cultural interactions with Spanish speakers.

Name: _____ Date: _____ Advisor: _____

Spanish BA Requirements 2016

(A minor, a concentration, or a second major must be added to this program.)

University Proficiencies			
Writing Proficiency			
Writing Proficiency earned by... circle one:		ACT/SAT (Score:) AP CLEP IB	
If ACT English is ≥ 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.			
If ACT English 20-23, SAT Writing 470-540, place in ENGL 111		3	
If ACT English 16-19, SAT Writing 390-460, place in ENGL 102		2	
If ACT English ≤ 15 , SAT Writing ≤ 380 , place in ENGL 100		1	
Wellness Proficiency			
Complete in University Seminar or check the Advising Handbook for instructions.			0
Core Curriculum Requirements			
	Cr		
DEPT 100 University Seminar	1	Effective Communication Option* (WPR)	3
BIBL 111 Essential Christianity	3	MATH or DEPT 210 Statistics	3
BIBL 115 Old Testament Literature	3	Historical Inquiry Option*	3
BIBL 116 New Testament Literature	3	Artistic Expression Option*	3
Christian Stewardship: FIN 138 Personal Finance	3	Behavioral and Social Sciences Option*	3
Healthy Relationships: PSYC 112 or 138 (preferred)	3	Humanities Option*	3
Reading and Imagination: ENGL 123 or HUMN 230*	3	BIBL 360 - 370 Book Study (WPR)*	3
Natural Science without Lab Option*	3	ICST 350 Global Connections*	3
Natural Science with Lab Option*	4	THEO 320 Pentecost	3
*Refer to each term's Advising Handbook for options.		WPR = Writing Proficiency Required	
B.A. Requirements			
	Cr		
Foreign Language I (University credit or CLEP equivalent)	3	Foreign Language II (University credit or CLEP equivalent)	3
Program Requirements			
SPAN 115 Elementary Spanish I	4	SPAN Literature elective [1]	3
SPAN 116 Elementary Spanish II	4	SPAN Literature elective	3
SPAN 215 Intermediate Spanish I	3	SPAN Literature elective	3
SPAN 216 Intermediate Spanish II	3	SPAN Literature elective	3
SPAN 325 Composition	3		
SPAN 326 Conversation	3		
			Total 32
Minimum total credits to graduate			124
[1] Regularly offered SPAN literature electives: 337, 338, 347, 447, 448			

Revised 6/28/16

Humanities Department, Evangel University
Program Outcomes Addressed by Courses in Spanish

Courses	Spanish Outcomes				
	1. Achieve at least the Advanced level of Spanish competence in speaking, listening, reading, and writing comprehension as defined by the American Council on the Teaching of Foreign Languages. (ACTFL guidelines.)	2. Demonstrate knowledge and understanding of cultural ideas, practices, and products from the diverse Spanish-speaking world, placing them in their historical, political, and social contexts, and interpreting the unique perspectives on human experience that they reveal.	3. Demonstrate an understanding of dialectal differences in Peninsular and Latin-American Spanish by reference to fundamentals of phonetics, semantics, morphology, syntax, and sociolinguistic aspects.	4. Demonstrate the ability to function well in Spanish-speaking cultures while exhibiting cross-cultural humility in relation to those cultures.	5. Use Spanish effectively to integrate personal faith and cross-cultural interactions with Spanish speakers.
SPAN 115					
SPAN 116					
SPAN 215					
SPAN 216					
SPAN 325					X
SPAN 326			X	X	
SPAN 337^	X	X			
SPAN 338^	X	X			
SPAN 347^	X	X			
SPAN 348^	X	X			
SPAN 447^	X	X			
SPAN 448^	X	X			
SPAN 290/490*					
SPAN 293/493*					
SPAN 294/494*					
SPAN 296/496*					
SPAN 298/498*					
SPAN 299/499*					

^ This is an elective literature course suitable for fulfilling a literature requirement. Since we do not know which electives a student will take, we must assess for Outcomes 1 and 2 in each of the courses so marked. Eventually, we may require a capstone course in which those assessments can be made for all graduating Spanish majors in a given semester.

* **Special-topic, research, travel, or practicum/internship course;** outcomes to be determined on semester-by-semester basis

BACHELOR OF ARTS IN SPANISH EDUCATION

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

1. Achieve at least the Advanced level of Spanish competence in speaking, listening, reading, and writing comprehension as defined by the American Council on the Teaching of Foreign Languages. ([ACTFL guidelines](#).)
2. Demonstrate knowledge and understanding of cultural ideas, practices, and products from the diverse Spanish-speaking world, placing them in their historical, political, and social contexts, and interpreting the unique perspectives on human experience that they reveal.
3. Demonstrate an understanding of dialectal differences in Peninsular and Latin-American Spanish by reference to fundamentals of phonetics, semantics, morphology, syntax, and sociolinguistic aspects.
4. Demonstrate the ability to function well in Spanish-speaking cultures while exhibiting cross-cultural humility in relation to those cultures.
5. Use Spanish effectively to integrate personal faith and cross-cultural interactions with Spanish speakers.
6. Demonstrate in-depth understanding of foreign-language teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' Spanish-language proficiency and Spanish-cultural competence.

Name: _____ Date: _____ Advisor: _____

Spanish Education BA Requirements 2016

(A minor, a concentration, or another major is required with this program.)

University Proficiencies			
Writing Proficiency			
Writing Proficiency earned by ... circle one: ACT/SAT (Score:) AP CLEP IB			
If ACT English is ≥ 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.			
If ACT English 20-23, SAT Writing 470-540, place in ENGL 111		3	Wellness Proficiency
If ACT English 16-19, SAT Writing 390-460, place in ENGL 102		2	
If ACT English ≤ 15, SAT Writing ≤ 380, place in ENGL 100		1	
Complete in University Seminar or check the Advising Handbook for instructions.			0
Core Curriculum Requirements			
	Cr	<input checked="" type="checkbox"/>	
DEPT 100 University Seminar	1		Effective Communication Option* (WPR)
BIBL 111 Essential Christianity	3		Statistics: Education majors take EDUC 434
BIBL 115 Old Testament Literature	3		Historical Inquiry Option*
BIBL 116 New Testament Literature	3		Artistic Expression Option*
Christian Stewardship: FIN 138 Personal Finance	3		Behavioral and Social Sciences Option*
Healthy Relationships: PSYC 112 or 138 (preferred)	3		Humanities Option*
Reading and Imagination: ENGL 123 or HUMN 230*	3		BIBL 360 - 370 Book Study (WPR)*
Natural Science without Lab Option*	3		ICST 350 Global Connections*
Natural Science with Lab Option*	4		THEO 320 Pentecost
*Refer to each term's Advising Handbook for options. WPR = Writing Proficiency Required			
BA Requirements			
	Cr	<input checked="" type="checkbox"/>	
Foreign Language I (University credit or CLEP equivalent)	3		Foreign Language II (University credit or CLEP equivalent)
Major Requirements			
	Cr	<input checked="" type="checkbox"/>	
SPAN 115 Elementary Spanish I	4		SPAN Literature elective
SPAN 116 Elementary Spanish II	4		SPAN Literature elective
SPAN 215 Intermediate Spanish I	3		SPAN Literature elective
SPAN 216 Intermediate Spanish II	3		SPAN Literature elective
SPAN 325 Composition	3		
SPAN 326 Conversation	3		
Professional Education Requirements			
	Cr	<input checked="" type="checkbox"/>	
EDUC 220 Level 1 Field Experience [1]	1		EDUC 397 Mid-Level Practicum [2]
EDUC 225 Intro to Curr & Instr Planning [1]	3		EDUC 417 Educational Psychology
EDUC 228 Instr Strat & Technq in Sec Educ [2]	3		EDUC 427 Sem In Student Teaching [4]
EDUC 235 Educational Technology	2		EDUC 434 Tests & Measurements (Stats course)
EDUC 271 Exceptional Student	2		EDUC 437 Student Teaching [4]
EDUC 336 Specialty Methods Secondary [3]	3		EDUC 476 Tech & Strat Class Mgmt [4]
EDUC 352 Teaching Reading	2		EDUC 497 Practicum in Specialty Methods [3]
Minimum total credits to graduate			124

[1] EDUC 220 and EDUC 225 are taken concurrently.

[2] EDUC 228 and EDUC 397 are taken concurrently.

[3] EDUC 336 is taken concurrently with EDUC 497.

[4] EDUC 427, EDUC 437, and EDUC 476 are taken during the student teaching semester.

Revised 4/22/16

Program Outcomes Addressed by Courses in **Spanish Education**, Grades K-12

Spanish Education Outcomes						
Courses	1. Achieve at least the Advanced level of Spanish competence in speaking, listening, reading, and writing comprehension as defined by the American Council on the Teaching of Foreign Languages. (ACTFL guidelines.)	2. Demonstrate knowledge and understanding of cultural ideas, practices, and products from the diverse Spanish-speaking world, placing them in their historical, political, and social contexts, and interpreting the unique perspectives on human experience that they reveal.	3. Demonstrate an understanding of dialectal differences in Peninsular and Latin-American Spanish by reference to fundamentals of phonetics, semantics, morphology, syntax, and sociolinguistic aspects.	4. Demonstrate the ability to function well in Spanish-speaking cultures while exhibiting cross-cultural humility in relation to those cultures.	5. Use Spanish effectively to integrate personal faith and cross-cultural interactions with Spanish speakers.	6. Demonstrate in-depth understanding of foreign-language teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students' Spanish-language proficiency and Spanish-cultural competence.
SPAN 115						
SPAN 116						
SPAN 215						
SPAN 216						
SPAN 325					X	
SPAN 326			X	X		
SPAN 336						X
SPAN 337^	X	X				
SPAN 338^	X	X				
SPAN 347^	X	X				
SPAN 348^	X	X				
SPAN 447^	X	X				
SPAN 448^	X	X				
SPAN 290/490*						
SPAN 293/493*						
SPAN 294/494*						
SPAN 296/496*						
SPAN 298/498*						
SPAN 299/499*						
EDUC Core						X

^ This is an elective literature course suitable for fulfilling a literature requirement. Since we do not know which electives a student will take, we must assess for Outcomes 1 and 2 in each of the courses so marked. Eventually, we may require a capstone course in which those assessments can be made for all graduating Spanish majors in a given semester.

* **Special-topic, research, travel, or practicum/internship course;** outcomes to be determined on semester-by-semester basis

BACHELOR OF ARTS IN THEATRE

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

1. Demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.
2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other “crew” tasks necessary to mount a dramatic stage production.
3. Demonstrate effective use of the theatre artist’s own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.
4. Use the powers and resources of the director’s role to help actors and crew members to perform well in a given stage-production.
5. Integrate biblical values with theory and praxis in theatrical arts.

Name: _____ Date: _____ Advisor: _____

Theatre BA Requirements 2016

(A minor, a concentration, or another major is required with this program.)

University Proficiencies					
Writing Proficiency					
Writing Proficiency earned by ... circle one: ACT/SAT (Score:) AP CLEP IB					
If ACT English is ≥ 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.					
If ACT English 20-23, SAT Writing 470-540, place in ENGL 111		3	Wellness Proficiency Complete in University Seminar or check the Advising Handbook for instructions. 0		
If ACT English 16-19, SAT Writing 390-460, place in ENGL 102		2			
If ACT English ≤ 15, SAT Writing ≤ 380, place in ENGL 100		1			
Core Curriculum Requirements					
	Cr	<input checked="" type="checkbox"/>	Cr	<input checked="" type="checkbox"/>	
DEPT 100 University Seminar	1		Effective Communication Option* (WPR)	3	
BIBL 111 Essential Christianity	3		MATH or DEPT 210 Statistics	3	
BIBL 115 Old Testament Literature	3		Historical Inquiry Option*	3	
BIBL 116 New Testament Literature	3		Artistic Expression Option*	3	
Christian Stewardship: FIN 138 Personal Finance	3		Behavioral and Social Sciences Option*	3	
Healthy Relationships: PSYC 112 or 138 (preferred)	3		Humanities Option*	3	
Reading and Imagination: ENGL 123 or HUMN 230*	3		BIBL 360 - 370 Book Study (WPR)*	3	
Natural Science without Lab Option*	3		ICST 350 Global Connections*	3	
Natural Science with Lab Option*	4		THEO 320 Pentecost	3	
BA Requirements					
	Cr	<input checked="" type="checkbox"/>		Cr	<input checked="" type="checkbox"/>
Foreign Language I (University credit or CLEP equivalent)	3		Foreign Language II (University credit or CLEP equivalent)	3	
Major Requirements					
THTR 238 Staging Techniques (.5 cr x 2 semesters)	1		THTR 430 Play Production: Design Graphics	3	
THTR 239 Rehearsal & Performance (.5 cr x 2 semesters)	1		THTR 498 Internship/Practicum	1	
THTR 240 Makeup	2		THTR 331 Shakespeare OR	3	
THTR 243 Improvisation	3		THTR 455 Contemporary Lit (Theatre Emphasis)	3	
THTR 327 History of Drama I	3		THTR 340 Method Acting OR	3	
THTR 328 History of Drama II	3		THTR 343 Period Styles in Acting	3	
THTR 334 Masterpieces of Drama	3		THTR 431 Lighting, THTR 432 Stage Craft, OR	2	
THTR 335 Oral Interpretation of Literature	3		THTR 433 Costume Design	2	
THTR 344 Principles of Directing	3				
THTR 345 Directing Lab	3				
				Total	37
Minimum total credits to graduate					124
<small> Requirement Schedule for Senior Directing Project of a One-Act Play A. Complete all production-type courses before the semester of production. B. Initiate the play-selection process through an interview with the Chairperson of the Drama Committee during the first week of the semester of year before the semester of production. C. Submit five (5) copies of three plays to the Chairperson of the Drama Committee and appear before the Committee to defend your play selection two weeks before the semester break. D. Expect Drama Committee to report on the proposed plays and on a date for production two weeks before the end of the semester. E. Report your selection to the Drama Committee Chairperson by the end of the semester and meet with Senior Project Advisor to plan a production schedule. </small>					

Revised 5/26/16

Program Outcomes Addressed by Courses in Theatre

Theatre Outcomes					
Courses	1. Demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.	2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other “crew” tasks necessary to mount a dramatic stage production.	3. Demonstrate effective use of the theatre artist’s own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.	4. Use the powers and resources of the director’s role to help actors and crew members to perform well in a given stage-production.	5. Integrate biblical values with theory and praxis in theatrical arts.
COMM 111/211					
COMM 113					
COMM 246					
COMS 233					
COMS 316		X*	X*	X*	
COMS/THTR 335	X	X*	X	X*	
THTR 238		X			
THTR 239			X		
THTR 240		X	X		
THTR 243			X		
THTR 327	X				X
THTR 328	X				X
THTR 331	X				
THTR 334	X				
THTR 340			X		
THTR 343			X		
THTR 344		X		X	X
THTR 345				X	X

Theatre Outcomes					
Courses	1. Demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.	2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other “crew” tasks necessary to mount a dramatic stage production.	3. Demonstrate effective use of the theatre artist’s own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.	4. Use the powers and resources of the director’s role to help actors and crew members to perform well in a given stage-production.	5. Integrate biblical values with theory and praxis in theatrical arts.
THTR 430		X			
THTR 431		X			
THTR 432		X			
THTR 433		X			
THTR 455	X				
THTR 498				X	X

X*: declarations for Communication Department courses obtained from Dr. Mark Kelton

BACHELOR OF ARTS IN THEATRE/MUSIC

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

1. By oral and written means, demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.
2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other “crew” tasks necessary to mount a dramatic stage production.
3. Demonstrate effective use of the theatre artist’s own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.
4. Use the powers and resources of the director’s role to help actors and crew members to perform well in a given stage-production.
5. Integrate biblical values with theory and praxis in theatrical and musical arts.
6. By oral and written means, demonstrate familiarity with and respect for commonly recognized periods and traditions in the broad sweep of music history, including knowledge of prominent composers, genres, topics, philosophical issues, theoretical movements, and artistic styles
7. Demonstrate satisfactory understanding of basic music theory and its implications for written composition and aural performance.
8. Perform satisfactorily as a soloist and as an ensemble member in various styles of music and various venues.
9. Demonstrate proficiency in using common tools of musical technology to enhance stage productions.
10. Demonstrate music-conducting skills sufficient to instruct and direct solo performers and ensembles well in theatrical productions.

Name: _____ Date: _____ Advisor: _____

Theatre/Music BA Requirements 2016

(This program is a comprehensive major that does not require an additional minor, concentration, or major.)

University Proficiencies			
Writing Proficiency			
Writing Proficiency earned by... circle one: ACT/SAT (Score:) AP CLEP IB			
If ACT English is 36 or SAT Writing is 550, 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 is 34 - 35, 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.			
If ACT English is 30-35, SAT Writing 470-500, place in ENGL 111		3	Wellness Proficiency
If ACT English is 16-19, SAT Writing 590-640, place in ENGL 100		2	Complete in University Seminar or check the Advising Handbook for instructions.
If ACT English is 15, SAT Writing is 580, place in ENGL 100		1	0
Core Curriculum Requirements			
	Cr	50	Cr 50
DEPT 100 University Seminar	1	Effective Communication Option* (WPR)	3
BIBL 111 Essential Christianity	3	MATH or DEPT 210 Statistics	3
BIBL 115 Old Testament Literature	3	Historical Inquiry Option*	3
BIBL 116 New Testament Literature	3	Artistic Expression Option*	3
Christian Stewardship: FIN 138 Personal Finance	3	Behavioral and Social Sciences Option*	3
Healthy Relationships: PSYC 112 or 138 (preferred)	3	Humanities Option*	3
Reading and Imagination: ENGL 123 or HUMN 230*	3	BIBL 360 - 370 Book Study (WPR)*	3
Natural Science without Lab Option*	3	ICST 350 Global Connections*	3
Natural Science with Lab Option*	4	THEO 320 Pilgrimage	3
*Refer to each term's advising handbook for options. WPR = Writing Proficiency Required			
BA Requirements			
	Cr	12	Cr 12
Foreign Language I (University credit or CLEP equivalent)	3	Foreign Language II (University credit or CLEP equivalent)	3
Theatre Core Requirements			
THTR 243 Improvisation	3	THTR 344 Principles of Directing	3
THTR 343 Period Styles in Acting	3	THTR 430 Play Production: Design Graphics [2]	3
THTR 328 History of Drama II	3	THTR 406 Seminar in Musical Theatre	3
THTR 335 Oral Interpretation of Literature	3	Total	18
Music Core Requirements			
MUSC 113 Music Appreciation	2	MUSC 144 Sight Singing and Ear Training II	1
MUSC 141 Music Theory I	3	MUSC 248 Introduction to Music History	2
MUSC 142 Music Theory II	3	MUED 236 Introduction to Music Technology	3
MUSC 143 Sight Singing and Ear Training I	1	MUSC 333 Basic Conducting	2
		Total	17
Performance Requirements			
Applied Primary [1]	4	THTR 239 Rehearsal & Performance (1.5 or 2 semesters)	1
Major Ensembles	2	THTR 431 Lighting	
MUED 333 Basic Conducting	2	THTR 432 Stage Craft	3
VOIC 911 Class Voice	1	THTR 433 Costume Design [2]	
THTR 238 Staging Techniques (1.5 or 2 semesters)	1	Total	13

Name: _____ Date: _____ Advisor: _____

Theatre-Emphasis Requirements			
THTR 240 Makeup for the Stage	2	THTR 331 Shakespeare	3
THTR 243 Improvisation		THTR 334 Masterpieces of Theatre	3
THTR 343 Period Styles in Acting	2	THTR 340 Method Acting	3
THTR 328 History of Drama II	3	THTR 345 Directing Lab	3
		Total	17
Minimum total credits to graduate: 124			
[1] If Applied Primary is not voice, student must have 2 credit hours of Applied Voice.			
[2] THTR 430 is to be taken concurrently with student's choice of THTR 431, THTR 432, or THTR 433.			

Revised Fall
Printed 8/10/16

Program Outcomes Addressed by Courses in Theatre/Music

Theatre/Music Outcomes					
Courses	1. Demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.	2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other “crew” tasks necessary to mount a dramatic stage production.	3. Demonstrate effective use of the theatre artist’s own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.	4. Use the powers and resources of the director’s role to help actors and crew members to perform well in a given stage-production.	5. Integrate biblical values with theory and praxis in theatrical arts.
THTR 238		X			
THTR 239			X		
THTR 240		X			
THTR 243					
THTR 327	X				
THTR 328	X				
THTR 331	X				
THTR 334	X				
THTR 335			X		
THTR 340			X		
THTR 343			X		
THTR 344				X	X
THTR 345				X	X
THTR 430		X			
THTR 431		X			
THTR 432		X			
THTR 433		X			
THTR 455	X				
THTR 498				X	

Theatre/Music Outcomes					
Courses	1. Demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.	2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other “crew” tasks necessary to mount a dramatic stage production.	3. Demonstrate effective use of the theatre artist’s own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.	4. Use the powers and resources of the director’s role to help actors and crew members to perform well in a given stage-production.	5. Integrate biblical values with theory and praxis in theatrical arts.
MUSC 113 [^]					
MUSC 141				X*	
MUSC 142				X*	
MUSC 143				X*	
MUSC 144				X*	
MUSC 248 [^]					
MUED 235				X*	
MUSC 333				X*	

X*: declarations for Music Department courses obtained from Prof. Tom Matrone on 7 Oct. 2016

[^] Course no longer taught; program change necessary. For MUSC 113, likely substitute will be MUSC 252; for MUSC 248, MUSC 345 or 346.

BACHELOR OF ARTS IN THEATRE/SPEECH EDUCATION

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

1. Demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.
2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other “crew” tasks necessary to mount a dramatic stage production.
3. Demonstrate effective use of the theatre artist’s own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.
4. Use the powers and resources of the director’s role to help actors and crew members to perform well in a given stage-production.
5. Integrate biblical values with theory and praxis in theatrical arts
6. Demonstrate in-depth understanding of theatre/speech teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students’ theatre/speech proficiencies and competence.

Name: _____ Date: _____ Advisor: _____

Theatre/Speech Education (9-12) BA Requirements 2016

(A minor, a concentration, or a second content-area major is required with this program.)

University Proficiencies				
Writing Proficiency				
Writing Proficiency earned by ... circle one: ACT/SAT (Score:) AP CLEP IB				
If ACT English is ≥ 36 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 - 35, 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.				
Wellness Proficiency				
If ACT English 20-23, SAT Writing 470-540, place in ENGL 111				
If ACT English 16-19, SAT Writing 390-460, place in ENGL 102				
If ACT English ≤ 15, SAT Writing ≤ 380, place in ENGL 100				
Core Curriculum Requirements				
DEPT 100 University Seminar	1	Effective Communication Option* (WPR)	3	
BIBL 111 Essential Christianity	3	Statistics: Education majors take EDUC 434		
BIBL 115 Old Testament Literature	3	Historical Inquiry Option*	3	
BIBL 116 New Testament Literature	3	Artistic Expression Option*	3	
Christian Stewardship: FIN 138 Personal Finance	3	Behavioral and Social Sciences Option*	3	
Healthy Relationships: PSYC 112 or 138 (preferred)	3	Humanities Option*	3	
Reading and Imagination: ENGL 123 or HUMN 230*	3	BIBL 360 - 370 Book Study (WPR)*	3	
Natural Science without Lab Option*	3	ICS1 350 Global Connections*	3	
Natural Science with Lab Option*	4	THEO 320 Pentecost	3	
*Refer to each term's Advising Handbook for options. WPR = Writing Proficiency Required				
BA Requirements				
Foreign Language I (University credit or CLEP equivalent)	3	Foreign Language II (University credit or CLEP equivalent)	3	
Major Requirements				
THTR 238 Staging Techniques	0.5	THTR 340 Method Acting OR		
THTR 239 Rehearsal & Performance	0.5	THTR 343 Period Styles in Acting	3	
THTR 240 Makeup for the Stage	2	THTR 431 Lighting		
THTR 243 Improvisation	3	THTR 432 Stage Craft, OR	2	
THTR 327 History of Drama I	3	THTR 433 Costume Design		
THTR 328 History of Drama II	3	COMM 111 Fundamentals of Speech OR	3	
THTR 334 Masterpieces of Drama	3	COMM 211 Public Speaking and Rhetoric		
THTR 344 Principles of Directing	3	COMS 233 Argumentation and Debate	3	
THTR 345 Directing Lab	3	COMM 246 Interpersonal Communication Theory	3	
THTR 430 Play Production: Design Graphics	3	COMS 316 Forensics Workshop (0.5 cr x 2 sem.)	1	
THTR 498 Internship/Practicum	1	COMS 335 Oral Interpretation of Literature	3	
THTR 331 Shakespeare OR				
THTR 455 Contemporary Literature	3			
				Total: 46
Professional Education Requirements				
EDUC 220 Level 1 Field Experience [1]	1	EDUC 397 Mid-Level Practicum [2]	1	
EDUC 225 Intro to Curr & Instr Planning [1]	3	EDUC 417 Educational Psychology	2	
EDUC 228 Instr Strat & Technq in Sec Educ [2]	3	EDUC 427 Sem in Student Teaching [4]	1	
EDUC 235 Educational Technology	2	EDUC 434 Tests & Measurements (Stats course)	3	
EDUC 271 Exceptional Student	2	EDUC 437 Student Teaching [4]	12	
EDUC 336 Specialty Methods Secondary [3]	3	EDUC 476 Tech & Strat Class Mgmt [4]	2	
EDUC 352 Teaching Reading in Content Areas	2	EDUC 497 Practicum in Specialty Methods [3]	1	
Minimum total needed to Graduate				124

Requirements Schedule for Senior Directing Project

- A. Complete all production-type courses before the semester of production.
- B. Initiate the play selection process through an interview with the Chairperson of the Drama Committee during the first week of the semester a year before the semester of production.
- C. Submit five (5) copies of three plays to the Chairperson of the Drama Committee and appear before the Committee to defend your play selection two weeks before the semester break.
- D. Expect Drama Committee to report on the proposed plays and on a date for production two weeks before the end of the semester.
- E. Report your selection to the Drama Committee Chairperson by the end of the semester and meet with Senior Project advisor to plan a production schedule.

[1] EDUC 220 and EDUC 225 are taken concurrently.

[2] EDUC 226 and EDUC 397 are taken concurrently.

[3] ART 336 is taken concurrently with EDUC 497.

[4] EDUC 427, EDUC 437, and EDUC 476 are taken during the student-teaching semester.

Revised 5/27/16

Program Outcomes Addressed by Courses in Theatre / Speech Education, Grades 9-12

Theatre / Speech Education Outcomes						
Courses	1. Demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.	2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other “crew” tasks necessary to mount a dramatic stage production.	3. Demonstrate effective use of the theatre artist’s own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.	4. Use the powers and resources of the director’s role to help actors and crew members to perform well in a given stage-production.	5. Integrate biblical values with theory and praxis in theatrical arts.	6. Demonstrate in-depth understanding of theatre/speech teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students’ theatre/speech proficiencies and competence.
COMM 111/211						
COMM 113						
COMM 246						
COMS 233						
COMS 316		X*	X*	X*		
COMS/THTR 335	X	X*	X	X*		
THTR 238		X				
THTR 239			X			
THTR 240		X	X			
THTR 243			X			
THTR 327	X					
THTR 328	X					
THTR 331	X					
THTR 334	X					
THTR 336					X	X
THTR 340			X			
THTR 343			X			
THTR 344		X		X	X	

Theatre / Speech Education Outcomes						
Courses	1. Demonstrate familiarity with commonly recognized periods and traditions in the broad sweep of theatrical history, including knowledge of prominent playwrights, genres, topics, philosophical issues, literary movements, and artistic styles.	2. Competently perform basic tasks of script-analysis, set-design, construction, technical operation, and other “crew” tasks necessary to mount a dramatic stage production.	3. Demonstrate effective use of the theatre artist’s own imagination and physical resources to develop a compelling theatrical character who can serve the plot of a stage drama well.	4. Use the powers and resources of the director’s role to help actors and crew members to perform well in a given stage-production.	5. Integrate biblical values with theory and praxis in theatrical arts.	6. Demonstrate in-depth understanding of theatre/speech teaching methods, best practices, standards (national, state, and institutional), and pedagogical theories by applying them to classroom situations to improve students’ theatre/speech proficiencies and competence.
THTR 345				X	X	
THTR 430		X				
THTR 431		X				
THTR 432		X				
THTR 433		X				
THTR 455	X					
THTR 498				X	X	
EDUC Core Courses						X

X*: declarations for Communication Department courses obtained from Dr. Mark Kelton

APPENDIX B: FACULTY VITAE



Dr. Brenda Gail Adcock

Curriculum Vitae

2542 South Delaware Avenue
Springfield, Missouri 65804
(806-831-4591)
adcockb@evangel.edu

SUMMARY OF QUALIFICATIONS

- Six years of teaching experience as an Instructor/Assistant Professor of Modern Languages at the university level.
- One and one half years of teaching experience as a Graduate Part-time Instructor of Spanish at the university level.
- Thirteen years of teaching experience in public education.
- **Study abroad experience in Mexico and Brazil.**
- **Experience of living in Spain.**
- **Eleven years of experience working with the immigrant/migrant population in Texas.**

PROFESSIONAL BACKGROUND

EDUCATION

Degrees:

Ph.D., Texas Tech University, 2012. Specialization: 20th Century Peninsular Literature; Secondary field: Latin American Literature (1950 – Present); Minor: Luso-Brazilian Literature.

Doctoral exams included: 20th Century Peninsular Literature; Latin American Literature (1950 – Present) and (Twentieth Century Mexican Narrative); Hispanic Literature of the Southwest (Including Chicano Literature); and Luso-Brazilian Literature (as a minor).

M.A., Study Abroad in Querétaro, Mexico with the University of Northern Iowa, 2007. Emphasis: Spanish Literature. Research for Master's degree involved a study of **U.S. Latino Literature**.

B.A., Texas A&M Commerce, 1994. Major: Spanish, Major: Business Administration. Teacher Certification.

Texas Educator Certifications:

Secondary Spanish, Bilingual/ESL, Secondary Secretarial Business, Elementary Self-Contained, Early Childhood Education.

Ph.D. DISSERTATION (20th Century Peninsular Literature)

Title: "Carmen Laforet's Representation of the Artistic Woman's Renunciation in the Context of Spanish Patriarchal Society"

TEACHING EXPERIENCE: 20 ½ years of teaching experience.

Assistant Professor of Spanish	Evangel University	8/2015-Current
Lecturer of Spanish	Northwest Missouri State	8/2014-5/2015
Instructor of Spanish	Northwestern State University of Louisiana	8/2013-6/2014
(Temporary-Assistant Professor of	Fort Hays State University	8/2010-5/2013

Modern Languages)

Graduate Part-time Instructor	Texas Tech University	8/2007-12/2008
Spanish and ESL Coordinator/Teacher	Harts Bluff ISD	2006-2007
Secondary Spanish Teacher	Cumby, ISD	2005-2006
Bilingual Teacher	Sulphur Springs, ISD	2004-2005
Bilingual Teacher	Pittsburg, ISD	2003-2004
Spanish and ESL Coordinator/Teacher	Winfield, ISD	1995-2003
Secondary Spanish Teacher	Como-Pickton ISD	1994-1995

PRESENTATIONS

- National Association of Hispanic and Latino Studies (February 8-13, 2016) "Latina Focus on Eco-feminism in Sandra Rodriguez Barron's *the Heiress of Water*"
- 31st Annual Conference on the Advancement of Women (April 16-18, 2015, Texas Tech University Campus). "Feminist Rhetoric Unleashed on Contemporary Border Issues: A Reading of Ana Castillo's *The Guardians*"
- 2014 Eastern Division Society for Women in Philosophy Annual Conference (Little Rock, Arkansas, April 11). "Ladies, why do we lose hope?: An analysis of *The Heiress of Water* through Latina Feminist Criticism"
- Western Social Science Association – 55th Annual Conference. (Denver, Colorado, April 10-13, 2013). "Woman's Unlikely Surrender: A Feminist Reading of Cristina Garcia's *Dreaming in Cuban*"
- Céfiro Enlace Hispano Cultural y Literario – 13th Annual Conference: Pop Culture Manifestations in a Post-Modern World. (Texas Tech University, April 12-15, 2012). "Unlikely Renunciations: Carmen Laforet's Representation of the Artistic Woman's Frustration in the Context of the Spanish Post War"
- Gender & Gender Identity Colloquium 2011 (Texas Tech University, October 2011). "The Passion for Autonomy in Carmen Laforet's *Nada* and *La isla y los demonios*: A Social-Psychological Look at the Difficulties Facing Female Writers in Post Civil War Spain"
- Céfiro Enlace Hispano Cultural y Literario – 12th Annual Conference: Diasporic Communities (Texas Tech University, April 2011). "The Extraordinary vs. The Norm in Carmen Laforet's *Nada*: A Social-Psychological Look at the Difficulties Facing Female Writers in Post Civil War Spain"
- Céfiro Enlace Hispano Cultural y Literario – 10th Annual Conference: Hybrid Cultures (Texas Tech University, April 2009). "O outro feminino – Espaços subversivos em 'O pescador cego' de Mia Couto"
- Céfiro Enlace Hispano Cultural y Literario – 9th Annual Conference (Texas Tech University, April 2008). "El romanticismo español y *Don Juan Tenorio*"

J. Diane Awbrey

3609 South Broadway, Springfield, Missouri, 65807
(417) 887.2355; awbrey@mchsi.com; (417) 343.6311



INTRODUCTION

Christian education is the cornerstone of my educational and professional pursuits. As a product of Evangel University, I believe in the power that results from the integration of faith and learning and have committed to promoting such a worldview in my teaching and writing. From my graduate school days at the University of Missouri through my professorships at three Christian colleges to my curriculum development and editorial experiences, I have maintained a passion for pursuing excellence in reading, writing, and thinking. I seek a position in the Assemblies of God that allows me to give back to the community of believers who nurtured and supported me in my youth and taught me that absolute dedication to truth is glorifying to God.

EDUCATION & CREDENTIALS

Ph.D.	<i>English Renaissance Literature</i>		
	University of Missouri-Columbia,	Columbia, Missouri	M.A. <i>Literature</i>
	University of Missouri-Columbia,	Columbia, Missouri	B.S. <i>English</i>
	Evangel University,	Springfield, Missouri	
Certificate	<i>FastTrac Planning,</i>	Kansas Women's Business Center,	Lenexa, Kansas
Coursework	<i>Instructional Design, Development, and Evaluation</i>		
	Syracuse University,	Syracuse, New York	
	<i>French I and II, Gospel of Matthew, Gospel of John</i>		
	Southwest Missouri State University,	Springfield, Missouri	

INSTRUCTION and EDITING

Professor of English

Evangel University, Springfield, Missouri

Serve on Academic Council, Core Curriculum Committee, 2014 to present

Chair, Faculty Affairs Committee, 2009 to 2012

Member (past and present), Evangel Ethos Task Force, Assessment Committee, Online Education Committee, General Education Redesign/Frameworks Team

Teach English composition, English literature, and Frameworks interdisciplinary courses

ANGEL certified; Media Site certified; CrossWalk travel team leader

Division Chair, English Department Chair, Assistant Professor of English

Friends University, Wichita, Kansas

Taught both traditional undergraduates and adult learners in a variety of courses.

Guided the English department in producing and administering writing proficiency exams.

Oversaw the operations (e.g. hiring, firing, budget) of the Religion and Humanities division.

Prepared assessment criteria for courses and programs.

Recruited and advised students.

Worked collaboratively across disciplines to develop new courses.

Persuaded the administration to set-up and fund a new Writing Center.

Instructor of English

Central Bible College, Springfield, Missouri

Taught general education English courses.

Advised the yearbook staff.

St. Michael's College, Colchester, Vermont

Taught introductory English courses.

President

Ad Astra Magazine, Lawrence, Kansas

Worked in a collaborative partnership to conceive, plan, and launch a state-wide magazine.

Served as president, business manager, supervisor of advertising sales, and copy-editor.

Editor, Writer, Consultant

Ewing Marion Kauffman Foundation, Kansas City, Missouri

Wrote, edited, consulted, and proofread for a variety of entrepreneurial education products.

Consulted and revised business plan for transitioning products from in-house to new out-of-house administrative and distribution sites.

Defined and produced an in-house style guide for the FastTrac family of products.

Global University, Springfield, Missouri

Developed and edited college-level distance learning curriculum. Wrote and revised text, wrote study questions, created test banks, and prepared texts for final manuscript.

ICI University, Irving, Texas

Developed and edited college-level distance learning curriculum. Wrote and revised text, wrote study questions and answers, created test banks, and prepared texts for publication.

International Correspondence Institute, Brussels, Belgium

Developed and edited college-level distance learning curriculum. Consulted on course design.

Wrote and revised text, wrote study questions, created test banks, and prepared texts for final manuscript.

Mountain Movers Magazine and *General Council Today*, Springfield, Missouri

Worked with editor Joyce Booze in the summers 1989 and 1990 on writing and editorial projects for these two publications.

Center for Instructional Development, Syracuse University, Syracuse, New York

Designed and developed distance enrollment strategies for freshman early enrollment.

Singing Prairie Photography, Springfield, Missouri

Wrote scripts for multimedia presentations.

Advantage Appraisal Group, Burlington, Vermont

Edited Web copy for commercial Web site.

Memberships and Advisory Boards

Conference on Christianity and Literature Member since 1994

Woman's Touch magazine, Springfield, Missouri

Provided marketing and editorial strategies consulting.

Kansas Dialogue, Lawrence, Kansas

Consulted with the planning committee for program development.

Evangel University, Springfield, Missouri

Alumni Board Member, 1993 – 1999

WRITING, CURRICULUM DEVELOPMENT, AND EDITORIAL PROJECTS

- Awbrey, J. Diane and Frank Rice. *Introduction to Literature: Christian Classics*. Springfield, Missouri: Global University, forthcoming. Designed the course outline, co-authored the text and wrote instructional materials.
- Awbrey, J. Diane and Marilyn Quigley. "Art Imitates Life: Literary and Life Lessons about Death and Forgiveness." *Forgiveness, Reconciliation, and Restoration: Multidisciplinary Studies from a Pentecostal Perspective*. Eds. Martin William Mittelstadt and Geoffrey William Sutton. Pentecostals, Peacemaking, and Social Justice Series. Paul Alexander and Jay Beaman, eds. Eugene, Oregon: Pickwick Publications, 2010.
- Awbrey, J. Diane. "The Evangel Experience." Unpublished document. Evangel University, 2008.
- . "What Universe Do You Bear?" *Leader's Touch* (May 2004).
- . "Volunteerism." *Enrichment* 9:2 (Spring 2004), p. 122.
- . "Sirs, We Would See Jesus." *Enrichment* 9:1 (Winter 2004), p. 120.
- . "Looking Through the Stained Glass Window." *Enrichment* 8:4 (Fall 2003), p. 122.
- . "The Nursery: Fairy Tale or Nightmare?" *Enrichment* 8:3 (Summer 2003), p. 118.
- . *America, I Love You!* Photography by Derald Musgrove. Wichita, Kansas: Singing Prairie Photography, 1991. Wrote script, consulted on slide selection for this patriotic slide presentation.
- . *No One Ever Cared for Me Like Jesus*. Photography by Jonathan Logan. Springfield, Missouri: Singing Prairie Photography, 1995. Wrote script and selected slides and music for this missions fund-raising slide presentation.
- . "Even If You Don't Feel Useful!" *Leader's Touch* (January 1994): L4.
- . "Sierra Leone." *Field Focus*. Springfield, Missouri: Division of Foreign Missions, 1991.
- . "Romania." *Field Focus*. Springfield, Missouri: Division of Foreign Missions, 1991.
- . "Life-style Bus: Evangelism Personalized." *Pentecostal Evangel* (1986): 20 - 21.
- Vanderpool, Clare. *Navigating Early*. New York: Doubleday, forthcoming in 2012. Edited copy, consulted on concept and structure for this Newbery Award-winning author.
- Awbrey, David S. *A Journalist's Education in the Classroom: Reflections on School Reform*. Washington D. C.: Rowman and Littlefield, 2011. Edited copy, consulted on structure of this education publication.
- Stadel, Seth. *The Legend of Demnog*. Trafford Publishing, 2011.
- Developing Your Family Child Care Business*. Kansas City: Ewing Marion Kauffman Foundation, 2005. Led the content team for this program update that incorporated customer feedback from the pilot to meet the needs of micro-enterprise entrepreneurs.
- Musgrove, Peggy. *Musings of a Maraschino Cherry: Reflections on the Role of a Minister's Wife*. Eugene, Oregon: ACW Press, 2004. Edited copy, consulted on structure of this trade publication.
- Penner, Mil. *Section 27*. Lawrence: University Press of Kansas, 2002. Edited the final chapters of this memoir for trade publication.
- Buskirk, Richard H., R. Mack Davis; and Courtney Price. *Planning and Growing a Business Venture: Venture Planning Field Guide*. Kansas City: Ewing Marion Kauffman Foundation, 2001. Proofread and conducted technical edit on this college-level entrepreneurial planning program.
- Buskirk, Richard H., R. Mack Davis; and Courtney Price. *Planning and Growing a Business Venture: Venture Planning Instructor's Manual*. Kansas City: Ewing Marion Kauffman Foundation, 2001. Proofread and conducted technical edit on this college-level entrepreneurial planning program.
- FastTrac NewVenture*. Kansas City: Ewing Marion Kauffman Foundation, 2005. Evaluated manuscript modules developed by content experts to ensure consistency in voice, presentation, content alignment, and style in this program for beginning entrepreneurs. Incorporated program values and accommodated adult learning

styles across modules. Established standards for consistent reference to activities, resources, and illustrations.

FastTrac Planning. Kansas City: Ewing Marion Kauffman Foundation, 2005. Evaluated manuscript modules developed by content experts to ensure consistency in voice, presentation, and style in this program for established entrepreneurs. Incorporated program values and accommodated adult learning styles across modules. Established standards for consistent reference to activities, resources, and illustrations.

Planning the Entrepreneurial Venture. Kansas City: Ewing Marion Kauffman Foundation, 2003. Copy edited and proofread for this blended e-learning entrepreneurship course developed in collaboration with Cisco Systems and the Kauffman Foundation of Kansas City

Planning and Growing a Business Venture: Venture Planning Workbook. Kansas City: Ewing Marion Kauffman Foundation, 2001. Proofread and conducted technical edit on this community-based entrepreneurial program.

FirstStep FastTrac: The Entrepreneur's Handbook. Second Edition. Kansas City Ewing Marion Kauffman Foundation, 2000. Proofread and conducted technical edit on this community-based entrepreneurial program.

Hackett, Neil J. *Western Civilization after 1500: A Study Guide*. Stillwater, Oklahoma: Oklahoma State University, 1995. Adapted by ICI University, Irving, Texas, 1999. Constructed answers to study questions to guide instructors outside the field.

Awbrey, David. *Finding Hope in the Age of Melancholy*. New York: Little, Brown, January 1999. Assisted with manuscript preparation for this trade book.

Stott, George, W. *Church History I*. Irving, Texas: ICI University, 1994. Edited, revised, and designed instruction for this college-level, distance-learning course.

Phillipps, John. *Old Testament Biblical Theology*. Brussels, Belgium: International Correspondence Institute, 1990. Edited, prepared for this college-level, distance-learning course production.

Kitano, Koichi. *Introduction to Sociology*. 3rd ed. Brussels, Belgium: International Correspondence Institute, 1989. Senior editor for this college-level, distance-learning course.

Hoff, Paul B. *Genesis*. 3rd ed. Brussels, Belgium: International Correspondence Institute, 1988. Edited and prepared for this college-level, distance-learning course for production.

Rozell, Jack. *Christian Counseling: Agape Therapy*. Brussels, Belgium: International Correspondence Institute, 1988. Revised, edited, and designed instruction for this college-level, distance-learning course.

_____. *Agape and Human Relations*. Brussels, Belgium: International Correspondence Institute, 1988. Revised, edited, and designed instruction for this college-level, distance-learning course.

Musgrove, Peggy. *Who's Who Among Bible Women*. Springfield, Missouri: Gospel Publishing House, 1981. Assisted with manuscript preparation for this inspirational book.

Dara L. Brannan

3497 S Meadowlark Ave, Springfield, MO 65807, Mobile 417-299-7766, Email dara.brannan@me.com



EDUCATION

1990-1995 Missouri State University Springfield, Missouri
Master of Science in Educational Administration (Secondary)

1978-1982 Evangel University Springfield, Missouri
Bachelor of Arts in Spanish & English Education

CERTIFICATIONS

K-12 Spanish	State of Missouri	Lifetime
7-12 Language Arts	State of Missouri	Lifetime
7-12 Administration	State of Missouri	

EXPERIENCE

2011-Present	Evangel University	Springfield, MO	Position: <i>Assistant Professor of English, Director of The Write Place (Writing Center)</i> World Languages Teacher Education Coordinator
1999-2012	Assemblies of God World Missions	Springfield, Missouri	Position: <i>Staff Development Coordinator, Latin America ChildCare</i>
1996-1998	Neosho Middle School	Neosho, Missouri	Position: <i>Assistant Principal</i>
1988-1996	Springfield Public Schools	Springfield, Missouri	Position: <i>Spanish and English Teacher, Middle School</i>
1986-1988	Assemblies of God World Missions	Springfield, Missouri	Position: <i>Missionary Associate</i>
1984-1985	Evangel University	Springfield, Missouri	Position: <i>Adjunct Faculty, English Composition</i>
1983-1986	Springfield Public Schools	Springfield, Missouri	Position: <i>Spanish and English Teacher, Grades 7-12</i>
1982-1983	Tyler Street Christian Academy	Dallas, Texas	Position: <i>English Teacher, Grades 9-12</i>

PUBLICATIONS

Newsletters

La pizarra: Enseñando con integridad, 2008, 2009, 2010
The Chalkboard, Teaching with Integrity, 2008, 2009, 2010

Books

¡Vívelo al extremo! Lecciones prácticas para aprender de Dios, Nivel Uno. RDM, Springfield, Missouri, 2006.
¡Vívelo al extremo! Lecciones prácticas para aprender de Dios, Nivel Dos. RDM, Springfield, Missouri, 2009.

PRESENTATIONS

Bloom's Taxonomy
Classroom Management
Cooperative Learning
Critical Thinking Skills
Discipline and Discipleship
Effective Teacher Evaluations is the
Lifeline of Student Success
How to Give Effective Feedback to Your
Students
Improve Student Learning: One
Teacher at a Time
Learning to Learn

Learning Styles
Multiple Intelligences: Created in His
Image
Questioning Strategies
Reading Strategies
Seven Habits of Highly Effective People
Student Assessment
Teachers of Excellence
The Seven Laws of the Learner
Understand Poverty, and You Will
Understand Your Student

WORKS IN PROGRESS

Dara L. Brannan. *¡Vívelo al extremo! Lecciones prácticas para aprender de Dios, Nivel
Tres.* Springfield, Missouri.

Research into educational needs of the teachers from Latin America and the Caribbean

PROFESSIONAL TRAINING

- Curriculum Leadership Institute, 1996-1997
- Seven Habits of Highly Effective People, 1995, Facilitator Training
- The Leadership Academy, 1993-1994
Participated as one of three teachers from Springfield, Missouri, with 300 principals and superintendents in Academy created to promote quality leadership by providing framework for development, assessment, networking and support of current and aspiring school leaders.
- Kagan Cooperative Learning, 16 hours, 1994

MEMBERSHIPS

Association for Supervision and Curriculum Development
American Council on the Teaching of Foreign Languages
Foreign Language Associate of Missouri



Michael R. Buesking

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Springfield, MO 65803
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(417) 865-2815 x7281
bueskingm@evangel.edu

Art Program
Evangel University
Springfield, MO 65802

EDUCATION

M.F.A. in Painting and Drawing, University of Missouri, Columbia, MO, 2002

M.S. in Ed in Teaching Art, Southern Illinois University, Carbondale, IL, 1987

B.A. in Art, *summa cum laude*, Southern Illinois University, Carbondale, IL, 1985

SELECTED PROFESSIONAL EXPERIENCE

Associate Professor of Art, Full-time, Evangel University, Springfield, MO, 1991 – Present

Art Club Advisor, Evangel University Art Program, 2000 – Present

Academic Advisor to Art and Art Education Students, 2000 – Present

Artist in Residence, **Missouri State Fair**, 8/2008

Exhibition Committee, Christians in the Visual Arts (CIVA), 2007 – Present

Italy Travel Guide, Italy Travel Art Course, [Florence, Rome, Venice], 2005, 2007, 2011

Presenter, Workshop *Jumpstart08*, Evangel Temple Christian Center, 11/2007

SELECTED EXHIBITIONS AND AWARDS

Curse or Calling? At Work in God's World, Travelling Exhibition with CIVA, 8/2010

Christian Themes V: Contemporary Visions, Beuchamp's Art Gallery, Topeka, KS, 3-5/2010

Two Artist Exhibition, "Paintings, Prints & Prophets," Stephens College, Columbia, MO, 10-12/2009

CIVA Visions 2007, juried exhibition for the CIVA Directory and website. [Juror: Patricia Pongracz, Chief Curator at the Museum of Biblical Art (MOBIA)], 2007

Two Artist Exhibition, Connecting 2007, Second Baptist Church, Springfield, MO, 9-10/2007

Two Artist Exhibition, Beuchamp's Art Gallery, Topeka, KS, 4-5/2007

The Next Generation: Contemporary Expressions of Faith [Traveling Exhibition], 2006

The Next Generation: Contemporary Expressions of Faith – the inaugural contemporary art triennial at the Museum of Biblical Art (MOBIA) in New York City, accompanied by a fully illustrated catalog [Jurors: Wayne Roosa (Professor of Art History, Bethel University), Ena Heller (Executive Director, MOBIA), Patricia Pongracz (Chief Curator, MOBIA) 8-11/2005

Centennial Art Exhibition, Daring to Excel: 100 Years of SMS, Four State Juried Exhibition celebrating the centennial of Southwest Missouri State University, **cash award**, 2-4/2005

MOAK 2004 Four State Juried Exhibition, Springfield Art Museum, 11-12/2004

Solo Show, Prophet as Artist, Evangel University Art and Design Gallery, Springfield, MO, 10-11/2002

Solo Show, Prophet as Artist, Driskill Art Gallery, Southwest Baptist University, Bolivar, MO, 9/2002

MOAK 2002, Four State Juried Exhibition, Springfield Art Museum, 11-12/2002

Dorothy L. Rollins Scholarship in Painting and Drawing, University of Missouri Art Department, 2001

MOAK 2000, Four State Juried Exhibition, Springfield Art Museum, 11-12/2000

Dorothy L. Rollins Scholarship in Painting and Drawing, University of Missouri Art Department, 2000

Nomination to serve as master's marshal at graduation ceremony by Prof Cameron, DGS, Art Department, University of Missouri, Columbia, 2000

Springfield Visual Arts Alliance, *For the Visual Arts*, 9-10/1999

Pew Summer Research Grant for travel to Florence: Works of Faith, drawings and paintings, 1999

Sacred Arts Exhibition (17th Annual) Billy Graham Center, Wheaton College, Wheaton, IL, 3-5/1997
Pew Summer Research Grant for the creation of the *John the Baptist Altarpiece*, 1996
Rickert-Ziebold Award Competition, Southern Illinois University, Carbondale, IL, 2/1985

PUBLICATIONS

Art that Tells the Story, Brewer, Christopher R., ed. Gospel Through Shared Experience, 2011.
Reproduction of *Adventus (Arrival)*, 2005, (pp 84-85)
The Progressive Christian magazine, May/June issue of 2009; *Adventus (Arrival)*, 2005, cover art
The Next Generation: Contemporary Expressions of Faith, (Eerdmans Publishing Co., 2005) a catalog to accompany the exhibition at the Museum of Biblical Art, August 20 – November 13, 2005. Reproduction of *Ezekiel Scattering Hair*, 2002 (pp 118-19).
Elements of a Christian World View, by Dr. Michael Palmer (1998, Logion Press), 60+ drawings & illustrations

COURSES TAUGHT AT EVANGEL UNIVERSITY

[History and Lecture Courses]

Art Appreciation (1993-2001, 2007-8)

An introductory (general education) course designed to familiarize students with cultural traditions and the contributions of art to present day living.

University Seminar (2006-Present)

A course designed to assist new Evangel students in acclimating to the university, building relationships among students and staff within academic disciplines, developing effective habits of lifelong learning, and integrating a personal Christian worldview to life decisions. (1 credit)

Art History I (1991-Present)

A survey course in the history of Western art from Prehistoric times to the Renaissance.

Art History II (1992-Present)

A survey course in the history of Western art from the Renaissance to Modernism.

Classical Legacy HUMA 234 (2004)

A broad survey course dealing with trends shared by the humanities (art, music, literature and drama), but focusing primarily on how these trends are revealed in the visual arts.

History of Modern Art (1996-Present)

A survey of modern art from Impressionism to current trends.

Art History IV, Special Topics in Art History (1997-Present)

Special topics include examination of traditional and new interpretations of art history, art criticism, modernism, post-modernism, cultural worldviews, the Christian worldview in art history, and examination of non-Western art.

Senior Seminar (2008-2010)

Capstone course for the Art major. Selected readings and discussions examine the integration of art and Christian faith, and the artist's role in contemporary society. The seminar includes preparation of resume, artist statement, and artwork for senior art exhibition.

Italy Travel Course (2005, 2007, 2011)

A one-credit lecture and two-credit lab course including guided travel to Florence, Siena, Venice and Rome, Italy, over a 2 ½ week period.

[Studio Courses]

Drawing I (1992-1998, 2003-2004)

An introduction to drawing media and processes, concentrating on foundational aspects of visual art. Course content includes the elements of art, fundamental principles in composition and design, and the essential vocabulary for progressing in the field of art.

Drawing II, III (2002-2008, 2010-Present)

A continuation of drawing fundamentals in greater depth and an exploration of additional media. Introduces drawing the figure from gesture to finished work; and, a study of problems of greater visual and conceptual complexity, with more emphasis given to development of individual qualities.

Painting I (1991-2001, 2002-Present)

An introduction to oil painting with an emphasis on the fundamentals of form and color relationships in painting.

Painting II, III, IV (1992-Present)

Courses in which students are encouraged to expand basic oil painting skills and experiment with various processes in painting, leading to greater concentration on style and individual approaches to painting.

BIOGRAPHICAL INFORMATION

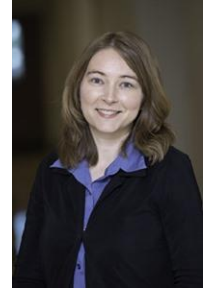
Michael Buesking was born in 1960 and grew up in Strasburg, IL. After Army military service, he did undergraduate and graduate work in art at Southern Illinois University in Carbondale, IL, and was influenced by artists Herbert Fink, Ed Shay, and oil painting professor, Larry Bernstein. Buesking graduated in 1987 with a Master of Science in Education with an emphasis in teaching art.

In 1991 Evangel University, Springfield, MO, hired Buesking to teach painting, drawing and art history. He began M.F.A work in 1998 at University of Missouri, Columbia, MO, where he was strongly influenced by painters William Hawk and Frank Stack. He completed his M.F.A. in 2002 with a thesis exhibit of paintings and monoprints: *Prophet as Artist: Symbolic Actions of the Old Testament Prophets*.

Michael Buesking lives in Springfield with his wife Debra and his children, Molly and Sam. In addition to participating in local and regional shows, he is an active member with CIVA [Christians in the Visual Arts] and has his work displayed in Praise Assembly of God Church and Evangel University, both in Springfield, MO, and in Calvary Baptist Church in Grand Rapids, MI.

LaDonna J. Friesen

4455 E Kanata Ct., Springfield, MO | 417-831-1928 | friesenl@evangel.edu



EDUCATION:

- 1998-2001** Master of Arts in English, Missouri State University
Specializations: Seventeenth Century English Devotional Poetry, Children's Literature
Thesis: "The School of George Herbert: *The Temple's* Devotional Mode in Seventeenth Century Religious Poetry"
- 1994-1998** ***Bachelor of Arts, Evangel University***
Major: English Minor: Music

TEACHING EXPERIENCE:

- 2011-present** ***Assistant Professor, Evangel University***
1111 N. Glenstone Ave. Springfield, MO 65802
- ◆ English 100, Intense Grammar Review
 - ◆ English 102, Basic English Skills
 - ◆ English 111, Composition
 - ◆ English 222, Young Adult Literature
 - ◆ English 330, Children's Literature
 - ◆ English 436, Creative Writing
 - ◆ HUMN 230, Humanity
- 2005-2013** ***Assistant Professor, Central Bible College***
- ◆ English 023, College Reading
 - ◆ English 102, English Grammar
 - ◆ English 113, Composition I
 - ◆ English 203, Composition II
 - ◆ English 223, American Literature
 - ◆ English 233, World Literature
 - ◆ English 243, English Literature
 - ◆ English 333, Children's Literature
 - ◆ English 343, Creative Writing
 - ◆ English 353, Adolescent Literature
 - ◆ Communications 102, Public Speaking
- 2002-2005** ***Adjunct Instructor, Evangel University***
- ◆ *English 102, Basic English Skills*
 - ◆ *English 111, Composition*
 - ◆ *English 123, Introduction to Literature*
- 1999-2001, 2004-2005** ***Teaching Assistant (1999-2001)***
Adjunct Instructor (2004-2005)
Missouri State University
- ◆ English 110, Writing I
 - ◆ English 120, Writing II

PUBLICATIONS AND PAPERS:

- 2016 "‘The truest, least selfish heart’: Childlikeness in George MacDonald’s Fairy Tales.” *What’s So Liberal about the Liberal Arts? Integrated Approaches to Christian Formation*. Eds. Dr. Paul Lewis and Dr. Martin Mittelstadt. Pickwick: 2016.
- 2016 *Take Five* devotionals, Gospel Publishing House
- 2005-2012 *God’s Word for Today* devotionals, Gospel Publishing House
- 2011 “The Lion Roars: C.S. Lewis’s Literary Legacy.” *Centralife*. Spring/Summer 2011. 6-7. Print.
- 2001 “Discovery Along Nature’s Pathway: Tending the Soil of the Child’s Soul in Golden Age Children’s Literature,” *Modern Critical Approaches to Children’s Literature*, April 2001, Middle Tennessee State University
- 1994 “Blind Eyes See.” *The Longmeadow Journal of Young Writers*. 1994-95. 20-26. Print.

UNIVERSITY SERVICE:

2012-2016 *Facilitated the following outside-of-class student learning experiences:*

- ◆ Engaged with the Springfield Art Museum to install Creative Writing Students’ poetry on the museum walls, next to the art work that inspired the poetry
- ◆ Sponsored Children’s Literature students’ class trips to Laura Ingalls Wilder’s museum and home in Mansfield, MO after a class lecture and discussion on Wilder’s writings
- ◆ Helped sponsor, with other colleagues, student trips to the Festival of Faith and Writing at Calvin College in Grand Rapids, Michigan
- ◆ Facilitated student experiences with significant Children’s Literature programs at Springfield’s Library Center

2005-2016 *Served on the following committees:*

- ◆ Faculty Affairs Committee, Evangel University
- ◆ C.A.R.E Team for Students, Evangel University
- ◆ Health Benefits Council, Evangel University
- ◆ Faculty Handbook Committee, Central Bible College and Evangel University
- ◆ Faculty Advancement and Social Committee (chaired from 2009-2010), Central Bible College
- ◆ Student Conduct Committee, Central Bible College

2015-2016 *Honors Floor Faculty Sponsor*

- ◆ Attended and helped offer council in Honors Floor-focused meetings

2010-2011 *Campus Missions Fellowship Faculty Sponsor*

- ◆ Facilitated weekly meetings with the student mission’s council, Tuesday evening services, leadership retreats, mission’s festivals, mission’s chapels, and a banquet for retired missionaries
- ◆ Scheduled missionaries to speak at weekly services and mission’s chapels

2000-2001 *Research Assistant for Children’s Literature Professor, Missouri State University*

CHURCH AND COMMUNITY SERVICE:

2013-present *Elected to Board of Deacons, Evangel Temple*

2010-2012 *Special Speaker for particular Wednesday evening services, Evangel Temple*

2010-2012 *Sponsored children’s literacy programs, Hickory Hills Elementary*



Rev. Luke V. Gibbs, PhD

3104 S. Marlan, Springfield, MO 65804
417-425-8975, lgibbs@cbcag.edu

EDUCATION

PhD, English Literature—British Romantics, UNIVERSITY OF MISSOURI-COLUMBIA *May 2013, gpa 3.9*

Master in Arts, English MISSOURI STATE UNIVERSITY, Springfield, MO *August 2004, gpa 4.0*

Bachelor in Arts, English and Journalism, EVANGEL UNIVERSITY, Springfield, MO *May 1998, gpa 3.92*

HONORS

English Graduate of the Year, Evangel University, 1998
Journalism Graduate of the Year, Evangel University, 1998
Intern for Public Relations at Thomas Nelson Publishers
Treasurer for Graduate Students for Literature at Missouri State University
1994 Recipient of the Country Music Recording Companies Scholarship
Romantic Poetry Scholarship at UM-C, 2006-2007 (\$1000)

TEACHING EXPERIENCE

Evangel University, Springfield, Missouri, *Associate Professor*, August 2013-present

Taught 24-26 credit hours every school year in classrooms

Taught 6-9 credit hours every school year online

Central Bible College, Springfield, Missouri, *Assistant Professor*, August 2004-2013

Taught 24-26 credit hours every school year in classrooms

Taught 9 credit hours every school year online

Member of Writing/Learning Center Committee

Sponsor of both *The Cup*, the college's yearbook, and *The Voice*, the college's newspaper

Southwest Missouri State University, Springfield, Missouri, *Graduate Assistant*, August 2003-May 2004

Taught two classes of Writing 1 each semester

Created and utilized interactive online bulletin boards for student discussion

Created original lesson plans, assignments, and work sheets using Microsoft Word,
Powerpoint, and Internet capabilities

Developed successful behavior and classroom management strategies

Conferenced with students as often as needed

Represented English Department in student recruiting conference

Evaluated four peer teachers for mid-term performances

Substituted numerous times for fellow English teachers, including at Ozarks Technical
Community College

Assisted students at the MSU Writing Center one hour a week, helping students not just by
proofing papers but learn writing skills.

COURSES TAUGHT AT EVANGEL UNIVERSITY

Composition. Designed to help students communicate their thoughts clearly and correctly in writing. Instruction focuses on the thesis-driven essay.

Composition & Rhetoric. Advanced instruction in the thesis-support essay form with emphasis on analysis and rhetorically appropriate response.

Effective Communication AKA Rhetoric. This course integrates the elements of writing and speaking so that students may more readily appreciate the intersection of these two activities.

Introduction to Literature. Introduction to understanding and interpreting literature. Literary selections drawn from various cultures and at least three common genres.

Frameworks: Humanity. This interdisciplinary course examines the human condition through an integrated study of literature, history, the arts and theology. Students explore the question “What does it mean to be human?” as addressed by Plato, Aristotle, the Bible and early church fathers. They pay particular attention to the philosophy, theology, arts, and literature of the Renaissance and Reformation periods and conclude by looking at modernist shifts in thought concerning the human condition.

American Literature, Pre-Civil War. A study of American writing with emphasis on social and intellectual backgrounds.

American Literature, Post-Civil War.

British Literature Survey III. Survey of the Victorian and Twentieth Century eras in English literature to about the present. Emphasizes major writers.

COURSES TAUGHT AT CENTRAL BIBLE COLLEGE

Composition 1. Expository writing techniques applied to essays and the research paper. Emphasizes support and development in informative and persuasive writing.

Composition 2. An advanced study of writing techniques and rhetorical strategies. Critical reading, analysis, and writing are emphasized.

American Literature (Survey). A study of selected American literary works from the colonial period to the twentieth century. Including works by Jonathan Edwards, Mark Twain, Ernest Hemingway, and Philip K. Dick. *Taught online as well.*

English Literature (Survey). This is a study of selected works and/or authors from British literature. Including works by William Shakespeare, TS Eliot, William Blake, and James Joyce.

World Literature (Survey). A study of primarily African, Asian, European, Hispanic, and other non-English-speaking cultural literature. The values and customs of each culture are examined as a part of the study of the literature. Including works by Plato, St. Augustine, Chinua Achebe, Fyodor Dostoevsky, and Dante Alighieri.

Special Topics: CS Lewis. A study of selected works by CS Lewis and author influenced by Lewis.

Public Speaking: The preparation and delivery of various forms of speech. The course includes gathering material and developing a pleasing platform manner.

Fundamentals of English: A developmental course in the fundamentals of grammar and sentence structure

RELEVANT GRADUATE COURSES

At Missouri State University:

ENG 513: Shakespeare

ENG 517: The American Novel: Contemporary Literature

ENG 544: Literature of the British Romantic Movement: Survey

ENG 590: Grammatical Analysis

ENG 600: Problems and Research Methods in English

ENG 603: Teaching Composition (2 credits)

ENG 611: Seminar in Poetry: William Blake

ENG 620: Creative Writing: Non-Fiction

ENG 625: Seminar in Composition/Rhetoric

ENG 685: Post-Modern Cultural Studies

ENG 699: Thesis Hours (6 credits)

At University of Missouri-Columbia:

EN 7610: History of the English Language
EN 8005: Introduction to Graduate Studies
EN 8040: Issues in Writing Program
Administration & Writing Assessment
EN 8070: History of Criticism and Theory
EN 8220: Studies in British Renaissance
Literature: Shakespeare

EN 8220: Studies in British Renaissance
Literature: 17th Century Poets
EN 8250: Time and the Victorians: 18th
Century British Novels and Poems
EN 8320: Seminar in Twentieth Century
American Literature: Poetry
EN 8531: American 20th Century Novels

OTHER INFORMATION

Foreign Language Requirements for Ph.D.: Eight credit hours of Koine Greek; medium level proficiency in Portuguese

Licensed Minister with the Assemblies of God, Southern Missouri District

Sunday School teacher at Central Assembly of God (Springfield MO) July 2010-July 2011. Class was for young professionals, post-college age.

Sunday School teacher on rotation at Central Assembly of God (Springfield MO) 2014- present. Teach 6-10 classes a year. Class is for married couples.

Currently writing a textbook for Africa's Hope ministries on writing in the classroom.

OTHER RELEVANT EXPERIENCE

Global University, Springfield, Missouri, *Textbook Editor*, September 2001-December 2002

- Created questions and exams for textbooks
- Simplified text and abstract concepts for lower reading levels
- Synthesized selections from writers into textbooks

Rev. Barbara L. Howard

*Associate Professor, Evangel University,
Humanities Department
1111 N. Glenstone, Springfield, Missouri 65802
417-865-2815, Extension 8644
Email: howardb@evangel.edu*

**PROFESSIONAL PROFILE**

- Associate Professor, Evangel University, 2013 to present
- Director, Writing and Learning Center, 14 years. Hire, train, supervise, and evaluate tutors. Primary advisor for at risk students.
- Chair, English Department, Central Bible College, 9 years.
- Thirty-four years of teaching experience in academic and adult education.
- Extensive experience teaching in multi-cultural environments and developmental education.
- Innovative teacher devoted to education, learning, and the personal growth of the student.
- Credentialed minister with The General Council of the Assemblies of God.
- Teaching Certification, State of Missouri
- Twenty-eight years of ministry with my late husband in the pastorate and the U. S. Army Chaplaincy. I have taught numerous adult Bible studies for Protestant Women of the Chapel, directed children and youth programs, and coordinated numerous community service organization for military families.

EDUCATION

- Missouri State University 30 Graduate Hours in English beyond the MA
- University of Missouri Master of Arts, English Education, 1975
- University of Missouri Bachelor of Arts, English Language and Literature, 1972
- Evangel University 128 Undergraduate Hours
- Central Bible College Israel Study Trip
- Defense Language Institute Certificate of Training in Teaching English as a Second Language

ACADEMIC HONORS AND AWARDS

- Chancellor's List, Missouri State University
- Who's Who Among American Teachers

ACADEMIC/TEACHING EXPERIENCE

- Associate Professor, Evangel University, 2013 to present
- Central Bible College, English Department, 3000 N. Grant, Springfield, Missouri, 15 years
- Guest Lecturer, Shenzhen University, Shenzhen, China
- Adjunct Professor, Midlands Technical College, English Department, 316 S. Beltline Blvd., Columbia, South Carolina
- Adjunct Professor, Central Texas College, Army Education Center, Yano Hall, Schofield Barracks, Hawaii
- Adjunct Professor, Monmouth University (formerly Monmouth College), Department of English and Foreign Languages, West Long Branch, New Jersey
- Adjunct Professor, Kansas State University, English Department, Denison Hall, Manhattan, Kansas
- Adjunct Professor, University of Alaska, Adult Education Department, Anchorage, Alaska
- Instructor, Central Texas College, Basic Skills Adult Education, Fort Richardson, Alaska
- Adjunct Professor, Seattle Pacific University, Ft. Lewis Extension Campus, Ft. Lewis, Washington
- Adjunct Professor, Pearce College (formerly Ft. Steilacoom Community College), Ft. Lewis Extension Campus, Ft. Lewis, Washington

COURSES TAUGHT AT EVANGEL UNIVERSITY

- Intensive Grammar Review
- Basic English Skills
- Composition
- Effective Communication
- Introduction to Literature

COURSES TAUGHT AT CENTRAL BIBLE COLLEGE

- American Literature
- World Literature
- English Literature
- Creative Writing
- Composition
- Composition and Rhetoric
- College Success
- Freshman Seminar
- Public Speaking
- Fundamentals of English

TEACHING EVALUATIONS

- Quantitative score averages 4.62 on a 5 point scale

PROFESSIONAL ORGANIZATIONS

- Licensed Minister, The Assemblies of God
- National Council of Teachers of English
- Conference of College Composition and Communication
- Association for Freshman Success

PROFESSIONAL JOURNAL SUBSCRIPTIONS

- *College English*
- *Research in the Teaching of English*
- *NCTE Online Journal*

PROFESSIONAL DEVELOPMENT CONFERENCES

- Higher Learning Commission Conference, Chicago, Illinois
- Conference of Composition and Communication, San Antonio, Texas
- Association for Freshman Success Conference, Branson Missouri
- Symposium for Doctor of Ministry, Assemblies of God Theological Seminary
- Conference of Composition and Communication, San Antonio, Texas
- South Central Freshman Success Initiatives Association Conference, Hot Springs, Arkansas
- First Year Experience Conference, Little Rock, Arkansas

PROFESSIONAL SERVICES

- Secretary, Association for Freshman Success
- Presenter, Freshman Success Conference
- Discussion Facilitator, Association for Freshman Success Conference
- Discussion Facilitator Professional Development Seminar, Evangel University

SCHOLARLY CONTRIBUTIONS

- Book Review (2006) of *Light on the Path, A Christian Perspective on College Success*, Thomson Wadsworth Publishers
- Book Review (2012) of *Writing Our World*, Thomas Wadsworth Publishers

SERVICE TO THE COLLEGESponsor, Missions Trip to India

- Chair, Writing & Learning Center/Student Success Committee
- Chair, Criterion Three: Student Learning and Effective Teaching for Self-Study Committee
- Committee Member, Assessment Committee
- Committee Member, Core Curriculum Committee
- Committee Member, Division of Arts and Sciences
- Sponsor, *Voice*, Student Publication
- Leadership Retreat
- Class sponsor
- Committee Member, Financial Aid Committee
- Committee Member, Publications Committee
- Committee Member, Curriculum Committee
- Chair, Academic Advisory Task Force Committee
- Chair, Absence Committee,
- Committee Member, Absence Committee
- David Howard Memorial Scholarship
- Lifetime Member, Spartan Booster Club
- College Fair Booth

SERVICE TO THE COMMUNITY

- Impact Program, North Point A/G Church
- Pregnancy Care Center Walk for Life
- Pregnancy Care Center Banquet
- Celebrate America Outreach
- Highland's Children's Home
- Latin America Child Care Sponsor
- Native American Missions
- World Missions
- Victory Mission
- Aged Ministers Assistance
- Convoy of Hope

NATHALIE S. JETER

2407 W. Summerset St. Ozark, Missouri 65721 (214)717-9528 • Email:
nathjet@gmail.com



EDUCATION

Masters of Arts in Journalism (2005) and Public Policy (2005)

Regent University – Virginia Beach, Virginia

Bachelor of Arts in Secondary Education; English Specialization (1998)

Southwestern Assemblies of God University – Waxahachie, Texas

CERTIFICATION

Secondary English (Grades 6-12) – Life (Texas)

English as a Second Language (Grades 6-12) – Life (Texas)

WORK EXPERIENCE

Adjunct French Instructor

Evangel University – Springfield, Missouri

Aug. 2015-Present

Writer/Editor

Eurasia Office, Assemblies of God World Missions, Springfield, Missouri

June 2013-Present

Copy editor/Technical editor (French)

Global University – Springfield, Missouri

Aug. 2011-Present

Blogger/Writer

SuperMedia – Dallas, Texas

Nov. 2011-2013

Copy editor/Technical editor

Regent University – America Asks Project

Jan. 2011-2013

Editor/Writer

Designed to Flourish Magazine – Chesapeake, Virginia

Jan. 2012-Jan. 2013

Assistant to the Dean, School of Government

Aug. 2006-Aug. 2011

Oxford Study Abroad Coordinator

Regent University – Virginia Beach, Virginia

(2007-2012)

Adjunct Professor/Teaching Assistant (online)

Regent University – Virginia Beach, Virginia

May 2005-Aug. 2011

Intern, Office of Senator George Allen (R-VA)

Russell Senate Office Building – Washington, D.C.

Apr. 2003-Jan. 2004

Transcriber and Translator (English-French)

Sept. 2001-Dec. 2002

Voice-Over Talent (French)

Christian Broadcasting Network – Virginia Beach, Virginia

High School Teacher (French, German, ESL)

Waxahachie High School – Waxahachie, Texas

Aug. 1998-June 2001

EDUCATION

- 2006-2010 Missouri State University, Springfield, MO Master of Arts in Teaching
- 4.0 GPA
 - Student teaching at Willard High School
- 2002-2005 University of Wisconsin-Green Bay Green Bay, WI
- B.A., French
- 4.0 GPA
 - Academic Excellence in French Award, 2004
 - Human Biology minor
 - President of Le Cercle Français
 - Future Phoenix role model
 - Phi Kappa Phi member
 - Campus Crusade for Christ cell group leader
- 2004 Université de Caen, France Certificat Elementaire d'Etudes Françaises
- 4.0 GPA
 - Study abroad program
- 2001-2002 UW-Barron County, Rice Lake, WI
- 4.0 GPA
 - Phi Theta Kappa member
 - Red Cedar Community Choir

WORK EXPERIENCE

- 2013-present Ozarks Technical College, Springfield, MO
- Adjunct French Instructor*
- Teaching French 101 and French 102
 - Developing lessons and assessments that enhance learning
- 2012-2013 MKJ Transportation Springfield, MO
- Safety Supervisor*
- Audited driver's daily logs
 - Reviewed new driver applications
 - Oversaw driver safety program
- 2006-2009 O&S Trucking Springfield, MO
- Inside Sales Associate*
- Provided customer service
 - Scheduled deliveries
 - Performed data entry

2005-2006 Lycée du Granier La Ravoire, France

English Language Assistant

- Taught conversational English
- Created teaching materials and activities for high school students
- Taught business English to B.T.S. students (post high school)

2005 Literacy Council of Green Bay

Green Bay, WI

TESL Intern

- Assisted a teacher in an ESL classroom
- Prepared teaching materials for adult students

2001-2005 Dr. McKinney

Spooner, WI

Dental Assistant

- Assisted in the office and laboratory
- Coordinated sterilization, took and developed X-rays

2003 UW- Green Bay

Green Bay, WI

Language Laboratory Assistant

- Supervised students
- Made audio tape recordings

2002 West High School

Green Bay, WI

Upward Bound Tutor

- Tutored French and Science

LOUIS S. MAPLES, JR.

4625 E. Bittersweet Way, Springfield, Missouri 65809, 417-886-2352

Educational Background:

1969 – December 1974; Bachelor of Fine Art
Southwest Missouri State University, Springfield, Missouri
Major: Sculpture
Minor: Drawing

1975 – 1978; Master of Fine Art
University of Nebraska, Lincoln, Nebraska
Major: Sculpture



Educational & Professional Experience:

1988 – Present Evangel University, Springfield, Missouri, Professor, Tenured Faculty

Courses taught:

Art Appreciation
Drawing
Sculpture
Graphic Design

Printmaking
Modern Art History

Typography
Senior Seminar
Senior Exhibition

Professional & Academic Achievements:

- 1991 Pew Research Grant, Research & Maquette for Evangel University campus
- 1994 Pew Research Grant, Research on permanent digital ink, digital print paper and digital printers.
- 1996 “Addy” award for design of Mickey Gilley Restaurant menu.

Selected Exhibitions:

- 2016 *Orange is the New Green*, Monarch Invitational Exhibition, Artivites Gallery, Springfield, Missouri
- 2015 *Faculty Exhibition*, Evangel University, Springfield, Missouri
- 2013 *Faculty Exhibition*, Evangel University, Springfield, Missouri
- 2011 *One Person Exhibition*, Evangel University, Springfield, Missouri
- 1996 *Dog Art at the Dog Show National Exhibition*, Wichita Museum of Art, Wichita, Kansas
- 1996 *Springfield Visual Arts Association “Winter Exhibition,”* Image Point Gallery, Springfield, Missouri
- 1992 *Multisculpturalism: A Celebration of Sculptural Diversity*, Cox Gallery-Drury University, Springfield, Missouri
- 1990 *Self-Portrait Exhibition*, Forsyth Library Gallery, Forsyth, Missouri
- 1990 *Springfield Area Artists Exhibition*, The Springfield Art Museum, Springfield, Missouri
- 1989 *Symbolic Forms-Two Person Exhibition*, Boger Gallery – The School of the Ozarks, Point Lookout, Missouri
- 1989 *Artists as Teachers Exhibition*, Springfield Art Museum, Springfield, Missouri



Jennifer Adèle Morrison

6255 N. Farm Road 159, Springfield, MO 65803

Degrees and Certifications

2000 M.A. English, TESOL emphasis Missouri State University

1993 B.S. English, Drury University

State of Missouri certifications: English, 7-12; ESOL, K-12
(Career Continuous Certificate, valid through 2108)

Current Position:

August 2011-present; Assistant Professor of English/TESOL
Evangel University, Springfield, MO
Coordinator of TESOL program (graduate and undergraduate programs)
Coordinator of Freshman Composition program
Secondary English Education lead faculty member, Humanities

ESL Public School Teaching Experience

January 2005-2011; Springfield Public Schools, Springfield, MO

ESOL K-4 ESOL Classroom Teacher (August 2009-June 2011)

- Serving K-4 ELL students at Harrison Elementary, a technology-rich Springfield Choice School
- Providing professional development for staff regarding cultural and instructional issues for ELLs
- Cooperating teacher for TESOL practicum students

ESOL K-12 Itinerant Teacher and Assessment Coordinator (2005-2009)

Responsibilities included:

- Serving K-12 ELL students in the Springfield school system at several schools across the district
- Serving as Assessment Coordinator from 2007-2009
- Acting as cultural liaison for classroom teachers
- Providing professional development in ESL teaching and cultural issues

Additional Public School Teaching Experience

1993-94: Eighth grade Language Arts Teacher, Pershing Junior High, Springfield, MO

Post-Secondary and Higher Education Teaching Experience

Fall 2002-June 2011

Adjunct Faculty in Humanities and Graduate Studies, Evangel University, Springfield, MO

Taught courses in TESL/TEFL at both graduate and undergraduate levels, including online classes when offered, including: ESL Workshop, Methods of TESOL, Second Language Acquisition (online), ESL Assessment, Language and Culture

2003-2012

Adjunct Professor of English for the Center for Lifelong Learning, Central Bible College, Springfield, MO

Taught online survey courses in American and World Literature each semester using the ANGEL course delivery program (previously used Blackboard)

January 2004-January 2005; Summer 1997-Fall 1999 (and part-time in summers through present)

English Language Institute Academic Specialist, MSU, Springfield, MO

Courses taught include: Beginning through advanced levels of writing, grammar, reading, speaking, and listening ESL classes, including special, short-term programs on culture

Other responsibilities: Academic advising, professional development coordinator, placement testing, exit testing

Fall 1999-Summer 2003

Assistant Professor of English, Central Bible College, Springfield, MO

Courses taught include: Developmental English courses, English Composition (including non-native sections), Composition and Rhetoric, Methods of TESOL, Teaching Practicum in ESL, Surveys of English and American Literature, Public Speaking

Online classes: Methods of TESOL and English Literature

Other responsibilities: Served on various committees, including student advising, strategic planning, and publications; Initiated and participated in the first campus Critical Reading Series for Faculty; Advised between 20 and 30 students each semester, including on-line advising

Summer 1996 - Spring 1997:

Graduate Assistant, English Department, MSU

Assisted in and taught the following courses:

- Responsible for instruction in a pre-graduate level reading and writing class in English Language Institute
- Coordinated conversation partner program for ELI
- Instructed Non-native Composition Class
- Tutored students in campus writing center
- Assisted in English Department computer lab
- Research Assistant for Dr. Tina Biava

Fall 1995-Fall 1997

Adjunct Faculty, Evangel College, Springfield, MO.

- Instructor in Freshman Composition and Reading classes

Additional Professional Experience

May 2016 Co-taught a teacher training workshop at La Grand Colombia University in Botoga, Colombia

July 2014/15 Created curriculum for and lead student group to teach summer camp in South Korea

January 2015 Blind reviewer for *TESOL Journal*

January 2014 Blind reviewer for special edition of *TESOL Journal*

July 2013/Fall 2015 Taught writing course for Special 4-week session at MSU's English Language Institute

August 2010 &11 Coordinated Korean English teacher training program at Missouri State University

June 2010 &11 Chosen to represent Missouri and Iowa at TESOL's Advocacy Day in Washington, DC

2008-09 Co-Chair of the MIDTESOL Annual Conference, "Show-Me the Change"

October 2004-October 2015 Communications Director for the Mid- America TESOL (MIDTESOL) affiliate.

Publications include: *MIDTESOL Matters*, quarterly newsletter, and *The Conference Proceedings of MIDTESOL*, yearly peer-reviewed journal

2003 Planned and conducted ESL tutor training seminars for The Ozarks Literacy Council, Springfield, MO

2003-05 Served on the Missouri TESOL committee for annual Spring conferences

1999-2004 Presented workshops on teaching ESL/EFL for the Assemblies of God World Missions

Professional Affiliations

International TESOL, MIDTESOL, NCTE, Writing Program Administrators Association

Professional Presentations

- Upcoming: 2016 MIDTESOL Convention: “Real World Curriculum Training for Pre-Service Teachers” and “Innovations in Co-Teaching at IEPs”
- 2015 MIDTESOL Convention: “New Cooperative Traditions: TESOL, IEP, and Public School Collaborations”
- 2014 MIDTESOL Convention: “Shared Responsibility: ELL Education for All”
- 2014 International TESOL Convention: “Strengths-Based Teaching: Exploring Next-Generation EL Teachers’ Perceptions”
- 2012 MIDTESOL Convention: “In My Culture: Culturally Responsive Writing Assignments”
- 2011 Migrant and English Language Learner Convention, Invited Workshop Presenter: “In My Culture: Culturally Responsive Writing Assignments”
- 2011 MIDTESOL Convention, St. Louis University: “Legislative Updates, 2011”
- 2010 MIDTESOL Convention, Dubuque, IA: “Storming the Capitol: TESOL’s Advocacy Day 2010”
- 2008 International TESOL Convention, New York City, “Changing Populations, Changing Instructional Practices”
- 2006 MIDTESOL Convention, Northern Iowa University, “Addressing Instruction for Special Needs ELLs”
- 2004 Missouri TESOL Convention, SMSU, “Cooperating with Ansel Adams: A Cross-Disciplinary Approach”
- 2002, MIDTESOL Convention, University of Iowa, “Speak to Me! Eliciting Authentic Oral Production in the Classroom”
- 1999, Missouri TESOL Convention, “Implementing Interactive Journals”
- 1998, SMSU Critical Reading Series, “Joy Harjo’s Tenuous Language: Conquering the Oppressor’s Tongue”
- 1997, International Conference on Borders and Foundations, “Crossing the Boundaries of Experience: The Love Poetry of Maxine Kumin”
- 1997, Missouri TESOL Convention, “Starting a Conversation Partner Program”

Honors

- Teacher of the month, Harrison Elementary, February 2010
- Winner of the TESOL Professional Development Scholarship for Practicing ESL/EFL Teachers, 2009
- Invited to serve on the Missouri ESOL State Standards Committee
- Invited to serve on the Missouri SPED/ESL State Focus Group
- Henigan Graduate Student Award for outstanding critical writing in English, 1998
- Dean’s and President’s Honor Roll, Drury University
- Outstanding Student in Education Award, Drury University, 1993

Nathan H. Nelson

Department of Humanities, Evangel University
1111 North Glenstone Avenue, Springfield, Missouri 65802-2191
Office: 417-865-2815, Ext. 8651 Home: 417-886-7886

EDUCATION

Ph.D.	English, University of Minnesota, November 1989
M.A.	English, University of Minnesota, March 1988
M.A.T.	English Education, Northwestern University, August 1974
B.A.	English, University of Minnesota, June 1973



AREAS OF SPECIALIZATION

Eighteenth-Century British Literature

Dissertation: "The Dissidence of Suffering: Disaster Narratives and the Novelization of England's Maritime Epic" (Director: Dr. Joel Weinsheimer)

Nineteenth- and Twentieth-Century American Literature

Composition Theory and Technical Writing

EXPERIENCE

2008-present	Chairperson, Humanities Department, Evangel University, Springfield, Missouri
1999-Present	Full Professor of English, Humanities Department, Evangel University,: teach literature on several levels, critical theory, and composition
1994 – 1998	Associate Professor of English (tenured in 1995), Humanities Department, Evangel University, Springfield, Missouri: taught literature on several levels, critical theory, and composition
1988-1994	Assistant Professor of English, Humanities Department, Evangel University: taught literature on several levels, critical theory, and composition
1990-Present	Adjunct Professor, Missouri State University, Springfield, Missouri: teach occasional courses in composition or in critical-thinking skills for the GMAT
1980-1988	Teaching Associate, University of Minnesota, Minneapolis (English and Rhetoric Departments): taught mostly technical and business writing but also freshman composition and some literature (not a teaching-assistant job; at Minnesota, the Teaching Associate category was for experienced professional teachers)
1985, 1987	Technical Editor, Minnesota Equine ALG Lab (Department of Surgery, University of Minnesota): organized and edited protocols to be filed with the Food and Drug Administration
1981-1984	Adjunct Instructor, English Department, University of Wisconsin at Eau Claire: taught six different composition courses

1978-1980	Chairperson, English Department, Wheaton-Warrenville High School, Wheaton, Illinois: led nine-member department in exurban Chicago school of 1200 students
1975-1980	English Teacher, Wheaton-Warrenville High School: taught a wide variety of courses; wrote curriculum materials; supervised student teachers from area colleges
1974-1975	Social Studies Teacher, Eisenhower and Glen Park Middle Schools, New Berlin (Milwaukee), Wisconsin: taught history and ecology courses
1973-1974	English Teacher, William Rainey Harper High School, Chicago, Illinois: taught English composition and literature courses in full-year internship as part of MAT Program at Northwestern University

PROFESSIONAL MEMBERSHIPS (Past and Present)

American Society for Eighteenth-Century Studies (ASECS)
 Midwestern American Society for Eighteenth-Century Studies (MWASECS)
 Associate, James Ford Bell [Rare Books] Library, University of Minnesota
 Conference on Christianity & Literature (CCL)
 South Central Society for Eighteenth-Century Studies (SCSECS)
 Western Society for Eighteenth-Century Studies (WSECS)
 Conference on College Composition and Communication (CCCC)
 Minnesota Council of Teachers of English (MCTE)
 Modern Language Association (MLA)
 National Council of Teachers of English (NCTE)
 Midwest Modern Language Association (MMLA)
 Illinois Association of Teachers of English (IATE)
 English Club of Greater Chicago

PROFESSIONAL SERVICE

Member, Consortium Committee, Foreign Language Institute Consortium with Missouri State University, Drury University, Southwest Baptist University, and Ozarks Technical Community College (2012-present)
 Member, National Assemblies of God Faculty Seminar Steering Committee (2008-2009)
 Member, Bellwether Gallery Committee, Evangel University (Fall 2009-present)
 Member, Academic Advising Subcommittee under the EU Freshmen Year Experience Steering Team, Evangel University (Spring 2008)
 Member, AQIP Action Team #1: Faculty-Workload Computation Project (2005-2008)
 Chair, Faculty Affairs Committee, Evangel University (1995-96, 2002-04)
 Member, Faculty Affairs Committee, Evangel University (1991-1998, 2001-present)
 Faculty Representative to the Board of Administration, Evangel University (1996-96)
 Member, Faculty Personnel Committee, Evangel University (1995-96, 2002-04)
 Chair and Judge, National Student Writing Contest sponsored by the Conference on Christianity and Literature, an MLA Affiliate Society (1998-2000)
 Chair, Professional Development Committee, Evangel University (1998-2000)
 Member, Professional Development Committee, Evangel University (1993-95, 1997-2000)
 Planning Committee member, Ozarks Literacy Council (1998-Present)
 Judge, Ozarks Literacy Council 3rd Annual Adult Spelling Bee (30 June 1998)
 Editor, Evangel University Staff Handbook (February/March 1998)
 Chair, Critical Thinking and Moral Reasoning Assessment Team, Evangel University (August 1997-Present)
 Writer/Developer, Intensive Writing Program grant proposal (September 1996).

Member, Instructional Process Team (TQM committee), Evangel University (1994-96)
 Instructor, Missouri Humanities Council Literacy Project (1992)
 Faculty advisor, Epiphany literary magazine staff, Evangel University (1989-Present)
 Faculty advisor, Activities Board, Evangel University (1990-1992)
 Faculty member, Student Affairs Committee, Evangel University (1989-92, 1998-99)
 Elected Faculty Member, Academic Council, Evangel University (1991-1993, 1996-97, 2001-02)
 Director, Humanities Writing Awards Competition (1990-1995)
 Writer/Developer, Humanities Writing Awards protocols (1990)
 Writing Judge, NCTE Contest, Springfield, Missouri, Language Arts Fair
 Speech/Debate Judge, Kickapoo High School Speech and Debate Tournament, Springfield, Missouri
 (October 1996)
 Planning Committee member, IATE West Suburban District Conference (Chicago)
 Member, District 200 Language Arts Committee, Wheaton, Illinois
 Member, Faculty Council, Wheaton-Warrenville High School
 Member, Key Seminar Faculty Committee (Gifted Program planning and advisory group),
 Wheaton-Warrenville High School
 Member, National Honor Society Faculty Committee, Wheaton-Warrenville High School
 Student Member, M.A.T. Committee, Northwestern University

HONORS

Governor's Award for Excellence in Teaching (2002): award given by the Missouri Coordinating Board for Higher Education (MOCBHE) for effective teaching and advising, service to the university and community, commitment to high standards of excellence, and success in nurturing student achievement

Faculty Research Forum Award (2001): presented by Evangel University Alpha Chi organization

Who's Who Among America's Teachers selection (1994, 1998, 2004, 2005/2006): award based upon nomination by student(s) cited in Who's Who or the National Dean's List

Peer Election as Chair of the Faculty Affairs Committee (1995, 2002-04)

Peer Election as Faculty Representative to the Board of Administration, Evangel University (1995)

J. Putnam McMillan Fellowship from the University of Minnesota for research travel (1987): funding for two summer months' work in the rare-books libraries of Harvard, Yale, Brown, and the University of Chicago as well as in the New York Public and Newberry libraries

Phi Kappa Phi induction (1985): University of Minnesota chapter of national academic honor society

Martin B. Ruud Fellowship nomination, University of Minnesota (1981-82): award for academic distinction

DeWitt Jennings Payne Scholarship (1973) given by faculty recommendation to a top English graduate at the University of Minnesota

Publications and Presentations

"Meditation." Encyclopedia of Pentecostal and Charismatic Christianity. Ed. Stanley M. Burgess. 2nd ed. New York: Routledge, [2017]?. Forthcoming article on meditation in the Pentecostal and charismatic traditions.

Herbert's "82": Psalmic Social Disorientation in The Temple. Book under contract with Wipf and Stock/Pickwick (Eugene, OR) as of 21 June 2016.

"Herbert's Ratios of Psalmic Intertextuality in The Temple: A Prospectus for Further Study."

What's So Liberal about the Liberal Arts? Ed. Paul W. Lewis and Martin Mittelstadt. Eugene: Pickwick, 2016. Chapter in a festschrift for James and Twila Edwards.

"*Telos and Tekne: Exercises in Ecopoetics*" and excerpts from "Word/Painting: Visual Art and Writerly Discursions" (two *Powerpoint* programs). Analytic presentation of six original poems to Prof. LaDonna Friesen's ENGL 436 (Creative Writing) class. Evangel University, Springfield, MO. 23 Sep. 2014.

"Herbert's '82': Large-Scale Psalmic Refraction in The Temple." Keynote presentation to the Evangel Chapter of the Alpha Chi National Honor Society before the Fall Induction Ceremony, 4 November 2013.

"The Palette (After a Watercolor by Rob Bernet)': An Irregular Ekphrastic Sonnet." Analytic presentation of cross-disciplinary original work to Prof. LaDonna Friesen's ENGL 436 (Creative Writing) class. Evangel University, Springfield, MO. 26 Sep. 2013.

"Word/Painting: Visual Art and Writerly Discursions." Keynote presentation to the Ozarks Chapter of American Christian Writers. Springfield, MO. 13 April 2013.

Three off-camera speaking roles in a student-produced film, Second Sight (directed by Elijah Austin and Caleb Campbell, produced by Jonathan May). Role 1: an asylum patient called "ICV"; Role 2: a character named Haag, the estranged father of the male lead, Aaron Hawkins; Role 3: the elderly version of the male lead. Film premiered on 14 December 2012.

"Encouraging Active Learning among Students in Seated Classes." Professional-development in-service presentation with Mark Kelton for the Evangel University Faculty Seminar,

23 August 2012. Discussion of discourse distinctions and effective methods regarding active learning.

"Stories and Smoothies with Spence (and Faculty)." Participation in Reader's Theatre session with President Spence and four other professors on behalf of the Alpha Chi Honor

Society and the Society of Collegiate Journalists. 27 February 2012.

"Writing for the 'Marketplace' in Every Profession: The Role of RHET 205 in Frameworks." Professional-development in-service presentation with Joy Qualls for the Evangel University Faculty Seminar, 19 August 2010. Discussion of RHET 205's design and its relationship to other composition courses in our Catalog; discussion of the elements of rhetorical situation.

"'Edgy' Literature: Aesthetic, Academic, Cultural, and Spiritual Benefits." Presentation delivered to the English Faculty Breakout Session II of the biennial Assemblies of God Faculty Seminar, 25 June 2009. Discussion of benefits to be derived from the study of progressive and avant-garde contemporary literature.

"The Poet as Contemporary Catechist." Presentation to Ozarks Chapter of American Christian Writers. Springfield, MO. 14 Feb. 2009.

"Bear Ruins Choir." Epiphany Apr. 2008: 48.

"String Ensemble (after Whitman). Epiphany Apr. 2008: 28. Sonnet.

"Using Sources in Research Writing: A Few Notes." Presentation to Prof. John Plake's MISS 211 class at Evangel University, Springfield, MO. 11 Mar. 2008.

- "How Can I Decide on a Grade?" Professional-development in-service presentation with Marilyn Quigley for Evangel University Faculty Seminar, 24 Aug. 2007. Discussion of rubrics adaptable to many situations in many subject areas.
- "Balancing Workloads among Faculty in the University: The Background." Paper delivered to the AQIP Colloquium of the Higher Learning Commission, Chicago, IL, with Marilyn Kingsriter (on "The Flexible Plan") and Marilyn Quigley (on "The Formula"). 21 Apr. 2007.
- "Dawn Breaks into Song." Poem read at "Americana Rural" Epiphany Coffeehouse, Evangel University, Springfield, MO. 11 Nov. 2006.
- "The Man Who Fell from Earth." Poem read at "'Bonhoeffer' Epiphany Coffeehouse," Evangel University, Springfield, MO. 27 Sep. 2006.
- "Bonhoeffer" Epiphany Coffeehouse. Coordinator of, set-builder for, and reader during fine-arts coffeehouse production organized around the life of Dietrich Bonhoeffer. Event part of Bonhoeffer's Call to Discipleship, a week-long, LifeWorks-funded conference program at Evangel University, Springfield, MO. 27 Sep. 2006.
- "[Becoming an English Major]." Presentation to Freshman Seminar class taught by Michael Buesking. Evangel University, Springfield, MO. 20 October 2004.
- "Beyond Rock: CCM Lyrics of Conscience." Presentation for the Missouri Teaching and Learning Mentor Program Best Practices Conference. Drury University, Springfield, MO. 12 April 2003.
- "Required Attendance at the Classical-Guitar Concert." Epiphany Mar. 2003: 20. Sonnet.
- "Conscience and CCM Lyrics: The AMOS Project." Presentation for Forum on Pedagogical Techniques for Postmodern Youth in Humanities. Assemblies of God Faculty Seminar. Evangel University, Springfield, MO. 17 July 2002.
- The AMOS Project." Presentation for The Social Symposium 2001: The Integration of Social Concern in Christian Scholarship. Evangel University, Springfield, MO. 30 November. Event sponsored by Pi Gamma Mu.
- "Crusoe and Cast Away: Variations on a Theme." Series of two presentations for the Mature Learning Center, Drury University, Springfield, MO. 6 and 13 November 2001.
- "Preparing for the GRE Exam." Presentation given by request of the Behavioral Sciences Department, Evangel University, Springfield, MO, for students about to take the GRE examination. 1 November 2001.
- "The Novel and the Good Man: Comic-Epic Implications for the Good Community in Fielding's Joseph Andrews." Series of three presentations for the Mature Learning Center, Drury University, Springfield, MO. 22 and 29 May, 5 June 2001.
- "Christian Thought and Principles in Frazier's Cold Mountain." Presentation to literary study-group at National Avenue Christian Church, Springfield, MO. 13 June 2001.
- "Becoming 'St. Francis': Malamud's Changeling Assistant." Presentation to literary study-group at National Avenue Christian Church, Springfield, MO. 14 March 2001.
- "Preparing for and Writing the GMAT Exam." Series of four presentations (with original instructional materials) given in role of adjunct instructor for the Graduate Management Admission Test Review course offered at Southwest Missouri State University. Taught verbal reasoning

techniques, sentence-correction skills, and “pressure”-composition skills to SMSU students about to take the GMAT examination. 24 February; 3, 17, 24 March 2001. Also offered during Fall 2001 and Spring, Summer, and Fall of 2002 as well as most semesters until the present (May 2010).

“The AMOS Project.” Presentation for the Alpha Chi Faculty Research Forum, Evangel University, Springfield, MO. 19 February 2001.

“Conscience and CCM Lyrics: The AMOS Project.” Presentation to the National Christian Schools Conference. Evangel University, Springfield, MO. 2 February 2001.

“[Speaking to a Cauliflower-Eared Culture].” Response-paper. Annual Meeting of the Society for Pentecostal Studies. Evangel University, Springfield, MO. 12 March 1999.

“Critical Thinking Workshop.” Session on creative critical-thinking initiatives for Evangel University. Elective session at the Professional Development Faculty Seminar, August 23, 1998.

“Critical Thinking in the Classroom.” Presentation to plenary session of the Evangel University Professional Development Faculty Seminar, August 23, 1998. Focus: teaching and evaluating critical-thinking skills in the college classroom.

“Crafted, Chiseled, Sanded: ‘We are His Workmanship.’” Series of three long presentations to Evangel University student leaders at the Fall “R.A.” Seminar, Stonecroft Retreat Center, Branson, MO, August 16-17, 1998.

“Hermeneutic Challenges in Coetzee’s Foe.” Guest presentation and participation in PHIL 496: Seminar in Modernism and Postmodernism, Evangel University, 24 April 1997.

“Preparing for and Writing the MCAT Exam.” Series of presentations (with original instructional materials) given in role of adjunct instructor for the Medical College Admission Test Review course offered at Southwest Missouri State University during Spring Semester 1997. Taught verbal reasoning techniques, essay-item analysis, and “pressure”-composition skills to students primarily from SMSU and Drury College who were about to take the MCAT examination.

“Some Challenges to the Integration of Faith and Teaching in the Humanities Department.” Short presentation as member of panel during Professional Development In-Service session, Evangel University, 9 January 1997.

“Designing Real-World, Discipline-Specific Writing Assignments.” Professional Development In-Service presentation on theory and practice of making realistic, audience-sensitive writing assignments in any discipline. Focus: developing plausible contexts for each writing project. Evangel University, August 1996.

Earth 2010--Your Future: Population Growth and Environmental Impact. Faculty member at residential science camp funded by the National Science Foundation (grantee: Southwest Missouri State University). Wrote curriculum materials and taught technical-writing strategies to students selected from all of Missouri. 7 July- 3 August 1996.

Final Report of the Instructional Process TQM Team for the TQM Steering Team. With Michael Palmer. Springfield: Evangel University, 1996. 52 pages.

Spiritual Devotion: Intimacy with God. Springfield: GPH, 1996. 2nd ed. 2000. Eleven-chapter book and corresponding leader’s-resource handbook. A top seller in its series, nationally, for almost two years, it eventually sold well over 30,000 copies.

- "Essential Virtues." Christian Education Counselor Aug. 1995. Detailed syllabus, transparency masters, and implementation instructions for four-unit adult course on the development of personal and cultural virtue.
- "Some Curriculum Ideas for Student 'Stream Team' Writing about Water Quality Management: A Teacher's-Resource Packet." StreamLines '95. Drury College, Springfield, MO. June 1995. Curriculum development manual for Missouri secondary-school science teachers interested in designing situated-writing assignments.
- "Leisure and Christian Ethics." Christian Education Counselor Sep. 1994. Detailed syllabus, transparency masters, and implementation instructions for four-unit adult course on analysis of (primarily American) leisure: types, quality, necessity, potentials, uses.
- "Television and Your Family." Christian Education Counselor Mar. 1994. Detailed syllabus, transparency masters, and implementation instructions for four-unit adult course on analysis and intrafamily mediation of TV programming.
- "The Joseph Story." Two sessions of a Missouri Humanities Council Literacy Project called Read, Think, and Talk: Reading/Discussion Groups for Adult New Readers. Frances Bixler, director. Lessons and guided practice in fundamental literary interpretation. Springfield, MO, 13 and 20 April 1992.
- Introductions and commentary. Chair of "Geography and Defoe" session at the Sixth Annual DeBartolo Conference on Eighteenth-Century Studies: After Columbus: Old Worlds and New. Tampa, 28 February 1992.
- "Making Gay Rich: Some Distinctions Among Illustrated Editions of The Beggar's Opera." Slide-supported paper presented at the Eighteenth Annual Meeting of the Western Society for Eighteenth-Century Studies. Colorado Springs, 18 February 1990. Featured photography of rare editions.
- "Ingarden, Concretization, and the Locus of the Work." Paper delivered at the Evangel College Colloquium on Literary Meaning, Springfield, MO, 6 February 1989. Included a review of William Ray's third chapter in Literary Meaning: From Phenomenology to Deconstruction (New York: Blackwell, 1984).
- "Voyages into Character: Dialogicity in Selected Narratives of Suffering, 1700-1770." Paper presented at the Thirteenth Annual Meeting of the South Central Society for Century Studies (SCSECS). University of Arkansas, Fayetteville, 12 March 1988.
- "Moving into Leadership." Address to new transfer students at the University of Minnesota. Part of orientation program entitled Academic Challenges and Values: Discovering Yourself through Education. St. Paul, 18 September 1987.
- "Gulliver, the Institution, and Self-Determination." Address to freshmen entering the University of Minnesota. Part of orientation program entitled Academic Challenges and Values: Discovering Yourself through Education. St. Paul, 16 September 1987.
- "Implementing Peer Review Work to Encourage Quality Revision Strategies." Paper presented to section on writing in the professions, Regional Conference of NCTE affiliates: Manitoba, Minnesota, and the Dakotas. Fargo, 24 April 1987.
- "The Fluid Syllabus: Modeling the Pragmatics of Revision." Presentation at session on composition-course design, 27th Annual MCTE Conference. Minneapolis, 19 April 1986.

"Writing in the Social Sciences." Workshop sessions for incoming graduate students. Coffman Memorial Union, University of Minnesota. Minneapolis, 25 October 1986.

"Leave-Taking." Wisconsin Dialogue 3 (Spring 1983): 80. Poem in faculty journal, University of Wisconsin-Eau Claire.

Poetry readings at the University of Wisconsin-Eau Claire. Faculty presentations sponsored by NOTA, the campus literary magazine, in The Cabin, an on-campus club. 1982-83.

"Home Movies." The View 41:4 (Winter 1982): 22. Poem in alumni magazine, University of Wisconsin-Eau Claire.

"The Sin of Self: Two Cures in Donne's 'The Cross.'" Paper given in college division of National Council of Teachers of English Spring Convention. Minneapolis, 15 April 1982.

"Finders, Keepers." English Journal 66.5 (1977): 54. A winning entry in annual poetry contest.

"North American Mecca: Oceanside," "Fragments (Wisconsin at 70 mph)," and "Cycle." Fjord October 1974: n. pag. Poems.

COURSES TAUGHT

At Evangel University:

Senior Seminar (ENGL 497)
Seminar in English Language Literature (ENGL 496:
Techno-Logos: Literary and Philosophical
Representations of Technology)
Seminar in English Language Literature (ENGL 496:
Poetry & Theology of the Psalms)
Readings from Pre-Modern English: Beowulf and
Chaucer's Tales (ENGL 490)
Contemporary Literature (ENGL 455)
Christianity and Modern Thought: C. S. Lewis (ENGL
/THEO 440)
Modern American Literature (ENGL 373)
The Novel and Short Fiction (ENGL 344)
English Literature Survey II (ENGL 313/314, ENGL
302)
English Literature Survey III (ENGL 303)
C. S. Lewis: The Chronicles of Narnia in Adult
Perspective (ENGA 293)
CSI Literature: Classic Detective Fiction (ENGA 293)
American Literature after the Civil War (ENGL 272)
Composition and Rhetoric for English and Bible
Majors (ENGL 212)
Composition and Rhetoric (ENGL 211)
Introduction to World Literature (ENGL 123)
Poetry (ENGA 123)
Composition (ENGL 111)
Basic English Skills (ENGL 102)
College Success (GNST 111)

At Southwest Missouri State University:

Composition (ENG 110, ENG 111, ENG 120)

MCAT Review Course

GMAT Review Course

At the University of Minnesota:

Writing in Your Profession (RHET 3-562)

Technical Writing for Engineers (COMP 3-031)

Technical Writing, Independent Study (COMP 3-085)

Pre-Professional Writing for Business (COMP 3-032)

Expository Writing (COMP 1-027)

Freshman Composition (COMP 1-001, 1-002, 1011)

Modern Fiction (ENGL 1-018)

At the University of Wisconsin-Eau Claire:

Expository Writing (ENGL 201)

Accelerated English Composition (ENGL 114)

Freshman Composition (ENGL 101, 102, 110)

Composition Fundamentals (ENGL 099)

At Wheaton-Warrenville High School:

Senior Rhetoric

Expository Writing (Grades 11, 12)

Structure of the English Language (10-12)

Basic Composition (9)

Creative Writing (10-12)

Great Books (11, 12)

Twentieth-Century Novels (12)

Survey of Literature (9)

American Literature Through Its Humor (11, 12)

Independent Reading (11, 12)

CURRICULUM DEVELOPMENT AND REVISION

Evangel University. Designed the EU course-naming protocols for off-campus Foreign Language Institute courses to be listed in Evangel's Course Schedule and Catalog. Set up billing and grade-reporting articulation for the FLI between Evangel and MSU. March 2013

Evangel University. Served on the Consortium Committee that designed and developed the Foreign Language Institute as a partnership among five Springfield-area institutions of higher learning: Missouri State University, Drury University, Evangel University, Southwest Baptist University, and Ozarks Technical Community College. Fall 2011-

Spring 2013. As a result of this work, Evangel students now have 8-12 less-commonly-taught foreign-language options including Arabic, Chinese, German, Italian, Japanese, Korean, Portuguese, and Russian.

Evangel University. Served as Focus Group Leader for LifeWorks Program assessment to be reported to the Lilly Endowment in February 2012. January 18.

Evangel University. Served on the ad hoc Effective Communication Committee to set policy for English composition and speech course-work under the new Frameworks program.

Provided the early design and curriculum for the new RHET 205 course, which would be taught for the first time in Fall 2010. (Real-world design based upon my community-project-model ENGL 211 course.) 2009-2010.

Evangel University. Designed and wrote Project Envision Seminar proposal (with William Griffin) for development of a team-taught course in the theology and poetry of the Book of Psalms. June 2004. The course has now been taught successfully on a two-year rotation in the spring terms of 2006, 2008, and 2010.

Evangel University. Designed and wrote summer-research proposal for development of a scholarly website devoted to research into the sociopolitical and literary features of contemporary Christian music lyrics--handled as poetry--from approximately 1965. February 1, 1999. In part, the website would provide a publishing venue for advanced literature students in certain courses at Evangel.

Evangel University. Designed and wrote grant request for approximately \$35,000 to develop an Intensive Writing Program for advanced students across the college. Title: "Situated Writing Project." Grantor: American Council of Learned Societies. Program would provide instruction and assignments in professional writing suited to each student's major field. Budget section and administrative framework of request supplied by James Williams. September 1996.

Evangel University. Gave seminar on audience analysis and other rhetorical concerns in the development of situated-writing assignments. Faculty Retreat, August 1996.

Evangel University. Wrote final report of Instructional Process TQM Team with Michael Palmer. Spring 1996.

Evangel University. Computer-multimedia investigation team, September 24, 1993. Served as Humanities Department representative to Johnson County Community College seminar on academic planning for and applications of computer multimedia equipment and software. Wrote

report for James Williams and the college dean; delivered oral version to Humanities colleagues in department meeting. Also toured JCCC writing lab for purpose of reporting to Prof. Marilyn Quigley, Director of Composition at Evangel.

Evangel University. Wrote and revised syllabi for eight English courses offered in the Humanities Department (ENGL 123, 211, 212, 272, 313/314, 344, 373, and 455). 1993.

University of Wisconsin-Eau Claire English Department. Library Tool Committee, 1984. Helped to develop workbook intended to improve library instruction in freshman composition.

University of Wisconsin-Eau Claire English Department. Composition Articulation Subcommittee, 1981-1982. Worked with other instructors to determine and recommend extent of articulation between composition courses.

Illinois High School District 200 (Wheaton-Warrenville) Curriculum Committee, 1978-1980. Worked with other department chairs on full-scale K-12 revision of language arts curriculum to provide carefully articulated program.

CHRISTIAN SERVICE OPPORTUNITIES

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|---------|--|
| 2015 | Juror and Panelist , Annual Kids' Unschool Art Exhibit, Waverly House Gallery, Springfield, MO. Written critiques and evaluations of art-works by 100% homeschooled students from the Greater Springfield region; conversations about the works with the artists and their parents at awards ceremony. January 21 and 27. |
| 2014 | Juror and Panelist , Annual Kids' Unschool Art Exhibit, Waverly House Gallery, Springfield, MO. Written critiques and evaluations of 34 art-works by 100% homeschooled students from the Greater Springfield region; conversations about the works with the artists and their parents at awards ceremony. January 22 and 28. |
| 2013 | Juror and Panelist , Annual Kids' Unschool Art Exhibit, Waverly House Gallery, Springfield, MO. Written critiques and evaluations of 42 art-works by 100% homeschooled students from the Greater Springfield region; conversations about the works with the artists and their parents at awards ceremony. January 25 and 29. |
| 2011 | Presenter , two "Poetry and Ecology" sessions for the Life Together Class at Evangel Temple Christian Center, Springfield, MO, April 2 and 9, 2011. |
| 2011 | Session Moderator , "Redemption Week" University Colloquium. Conference Day Session: "Wherefore Art Thou, Redemption?" Evangel University, Springfield, MO. November 2. |
| 2009-10 | Member , Bylaws Revision Committee, Evangel Temple, Springfield, MO. Six-month major revision and editing process for Bylaws document unrevised for many years. Much updating for compliance with current AG and legal requirements. Other team members: Carol Ball (Chair), Gary Liddle, Lois Olena, Anthony Palma, Joe Zeh. July 2009 through January 2010. |
| 2009 | Presenter and Panelist , "Creation Week" University Colloquium. Presentation: "God is Dramatically Relational with All of His Creation (and We Should Be, Too)." Evangel University, Springfield, MO. November 5. |

- 2009 **Presenter**, “Compassion Week” University Colloquium. Conference Day Presentation: “Righteousness Works: Conscience and CCM Lyrics.” Evangel University, Springfield, MO. January 28.
- 2009 **Preacher**, Evangel University Alternative Chapel for “Compassion Week.” Sermon title: “Righteousness Works: Conscience and CCM Lyrics.” Text: Matthew 25:31-46. Springfield, MO. Tuesday evening, January 27.
- 2008 **Preacher**, Evangel University Chapel. Sermon title: “Gospel Shoes.” Text: Ephesians 6:10-18. Springfield, MO. October 31.
- 2008 **Presenter**, “Faces of Forgiveness Week” University Colloquium. Conference Day presentation on Coleridge’s Ancient Mariner (the man) in the session called “Much Ado about Forgiveness in Literature,” with Eliezer Oyola, Diane Awbrey, Marilyn Quigley, Timothy Rohde, Robert Turnbull, Sandra Vekasy, Randy Tate, and James Edwards. Evangel University, Springfield, MO. January 24.
- 2006 **Invocation-Reader**, Evangel University Chapel. Text: the hymn “Immortal, Invisible, God Only Wise.” Springfield, MO. September 8.
- 2006 **Panelist**, Church Arts Seminar. Project-Envision-funded conference on Christian vocations in the fine arts. Evangel University, Springfield, MO. March 15.
- 2005 **Dramatic Reader** in call to worship for the opening session of Spiritual Emphasis Week at Evangel University on January 25: took the priest Eli’s part in the narrative of Samuel’s call.
- 2003 **Panelist** with Robert Berg and Robert Andringa, President of the Coalition of Christian Colleges and Universities, on May 16 in the Barnett Fine Arts Auditorium during the first Project Envision Conference at Evangel University.
- May 2003 **Co-Teacher**, “Life Together” Christian Education class, Evangel Temple, Springfield, MO. Sessions on biblical poetry. Fall semester.
- 2002 **Co-Teacher**, “Life Together” Christian Education class, Evangel Temple, Springfield, MO. Sessions on literature (spring) and art. Fall semester.
- 2001 **Teacher**, “Family Ties” Christian Education Class, Evangel Temple, Springfield, MO (using my GPH book, Spiritual Devotion: Intimacy with God). Fall semester.
- 2001- 08 **Bass-Section Member**, Sanctuary Choir, Evangel Temple, Springfield, MO.
- 1999 **Devotional Leader and University Representative**, European Tour of the Evangel University Orchestra, May 8-June 3: England, Wales, Belgium, France, Germany, Austria, Luxembourg, Switzerland.
- 1998 **Participant and small-group leader**, All-Night Prayer Meeting, Evangel University Chapel, November 6.
- 1998 **Plenary-Sessions Speaker**, Fall “R. A.” Seminar, Evangel University. Stonecroft Retreat Center, Branson, MO, August 16-17. Series of three long presentations to Evangel University student leaders. Title of series: “Crafted, Chiseled, Sanded: ‘We are His Workmanship.’”
- 1998 **Speaker**, Lewis Hall chapel, February 9.
- 1998 **Speaker**, Walther Hall chapel, January 12 (sermon title: “Radical Devotion”).

- 1996-97 **Teacher**, “Faith and Life” Christian Education Class, Evangel Temple, Springfield, MO (using my own recently published GPH book, Spiritual Devotion: Intimacy with God).
- 1996 **Speaker/Organizer**, Humanities Department Chapel, September 16 (sermon on art, irony, and the creative work of God).
- 1996 **Speaker/Organizer**, Humanities Department Chapel, January 22 (sermon on functions of form with help from Joseph Klapach and Travis Dumond, literary-magazine editors).
- 1995 **Speaker**, College Chapel, October 11 (sermon title: “Finding a Moral Imperative in Your Music”).
- 1992-95 **Elected Member, Board of Elders**, Evangel Temple, Springfield, MO.
- 1992-95 **Board of Elders Representative**, Executive Committee, Developmental Learning Center (Preschool), Evangel Temple, Springfield, MO.
- 1994-95 **Co-Host/Teacher**, “Life Together” Christian Education class, Evangel Temple, Springfield, MO.
- 1994 **Actor in Christmas drama**, Evangel Temple, Springfield, MO.
- 1993-94 **Faculty Sponsor**, “Love in Action” MECS children’s-ministry team (spent Spring Break 1994 on ministry tour with the team).
- 1992-93 **Host/Teacher**, “Life Together” Christian Education class, Evangel Temple, Springfield, MO.
- 1992 **Speaker**, Freshman Class chapel, November 9 (sermon title: “Will We Limit God?”)
- 1992 **Speaker/Organizer**, Humanities Department Chapel, October 12 (sermon title: “God’s Concrete Redemptive Language”).
- 1991-92 **Member, Pastoral Search Committee**, Evangel Temple, Springfield, MO.
- 1992 **Member, Evangel faculty work-team** at Professor Milt Krans’s house (September 12) after his serious injury.
- 1991 **Speaker/Organizer**, Humanities Department Chapel, November 18.
- 1991 **Speaker**, Scott Hall chapel, March 18 (sermon title: “Organic Christianity”).
- 1990 **Speaker**, Bible Department chapel, October 15 (sermon title: “Contemporary Literature and the Evangelical Christian”).
- 1990 **Speaker**, Krause Hall 1N devotional for “faculty overnight,” April 6.
- 1990 **Panelist** (with wife Julianne) for Dr. Thurman Vanzant’s marriage seminar for engaged Evangel University students, March 25.
- 1990 **Speaker**, Scott Hall 3N devotional for “faculty overnight,” February 12.
- 1990 **Actor in lead role** in Off the Wall: A Comedic Renaissance, a full-scale two-act play written by Evangel student Tadd Callies for Spring Fling.
- 1989 **Speaker**, Faculty Prayers, February 27 (title of presentation: “Saying ‘Yes’”).
- 1980-87 **Organizer, leader, primary speaker, and one musician** of a music-ministry team (known for part of its history as the Psalters) that performed in several states at a wide variety of venues including church services (in several denominations), youth camps, street-evangelism situations, fellowship meetings, banquets, an evangelist’s crusade, and standard concert settings (primarily a part-time ministry, although amount of time devoted to it depended upon season and situation).

REFERENCES

Dr. Robert Turnbull, (Emeritus),
Dr. James Edwards (Emeritus),
and Dr. W. Randolph Tate
(Emeritus)
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Dr. Michael Palmer
Professor of Philosophy
Robertson Hall (RH) 247
Regent University
1000 Regent University Drive
Virginia Beach, VA 23464
(757) 226-4406

Dr. Charles Hanson
Professor Emeritus
Department of English
Hibbard Humanities Hall 405
University of Wisconsin-EC
Eau Claire, WI 54702-4004
(715) 835-0403

**VICKIE L.
WISDOM**

1906 E. Jacqueline
Springfield, Missouri 65804

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EDUCATION



Doctorate of Education, Educational Leadership and Policy Analysis; 2007
University of Missouri, Columbia, Missouri

Master of Business Administration, Emphasis:
Management/Organizational Behavior; 1992 Missouri State
University, Springfield, Missouri

Bachelor of Music Education, Music Education; lifetime teaching certificate K-12, Voc/Inst; 1981 Evangel University, Springfield, Missouri (Additional Major added in Theatre; 1985); Post- bachelor courses in Elementary Education,

1984-1985.

PROFESSIONAL EXPERIENCE – UNIVERSITY TEACHING

ASSOCIATE PROFESSOR OF THEATRE IN HUMANITIES

Evangel University, Fall 2016-

ADJUNCT UNDERGRADUATE INSTRUCTOR

Evangel University, 2009-2014

- Taught History of Theatre I and II, Theatre Performance Techniques, Methods of Teaching Speech/Theatre (worked with Theatre practicum students and student teachers), Staging Techniques, Performance Workshop
- Supervised students for senior theater shows
- Served as unofficial academic adviser to theater education students
- Still serving as mentor to several theater alumni in their education careers

ADJUNCT GRADUATE INSTRUCTOR

Missouri State University, 2007-2009

- Taught graduate courses in School Personnel, Action Research, and School Supervision in the Masters and Specialist Programs, *Department of Counseling, Educational Leadership and Special Education*

Missouri State University, Spring 1993

- Taught undergraduate courses in Organizational Behavior
- Received highest student evaluations in the Management Department for that semester and course

INSTRUCTOR, COLLEGE OF BUSINESS

Southwest Baptist University, Fall 1993 – Spring 2000

- Taught nontraditional, graduate and undergraduate students at Springfield, Bolivar and Mt. View
Courses Taught: Graduate Organizational Behavior, Organizational Behavior, Strategic Management, Marketing Management, Consumer Behavior, Principles of Management, Advanced Organizational Behavior, International Management, Human Resources Management, Business Capstone Seminar, Strategic Management and Policy
- Academic adviser to nontraditional undergraduate students
 - Program grew from 7 to 50 majors during my time on Springfield campus

- Developed two-year schedule matrix for Springfield campus management major
- Co-developed business course curriculum for Human Resource Development major serving nontraditional students

PROFESSIONAL EXPERIENCE – SECONDARY ADMINISTRATION AND TEACHING DIRECTOR OF FINE ARTS AND CHORAL ACTIVITIES/CLASSROOM TEACHER

New Covenant Academy (5-12) Springfield, MO, Fall 2015-Spring 2016

- Responsible for coordinating Fine Arts Team; present budget needs and monthly reports to Board of Directors
- Teach Children's Chorale, Concert and Chamber Choirs, Warrior Chorus. Currently average 90% participation of all students in choral program in grades 5-12.
- Teach MS Drama; developing two-year curriculum rotation
- Teach Life of Christ; wrote the curriculum used for this course for the past seven years
- Coordinating all fundraising and trip details for Class of 2016 Missions Trip to Yo Creek, Belize
- Lead sponsor for Senior Class
- Coordinating competition trip to Chicago, IL for over 100 students, faculty and parent chaperones

INTERMEDIATE SCHOOL PRINCIPAL /ASSISTANT TO THE CHIEF ACADEMIC OFFICER (CAO)

New Covenant Academy (5-12) Springfield, MO, Fall 2014 to Spring 2015

- Coordinated and worked closely with Intermediate Team of teachers on planning and organizing the Intermediate School
- Supervised Intermediate Team
- Assisted CAO with conducting student interviews for admission
- Conducted formative and summative evaluations for Intermediate Teachers
- Responsible for all discipline in grades 5-6; responsible for discipline in areas of attendance and minor infractions for grades 7-12.
- Revised, restructured, and developed master schedule for Intermediate School
- Supported teachers in classroom management and curriculum decisions
- Mentored several teachers both within our school system and in the area public schools
- Served as member of Leadership Council and Administrative Team
- Worked closely with school counselor on identifying special student needs, standardized testing needs and data collection on graduates
- Assumed 7-12 grade principal duties when CAO was out of building
- Assisted CAO in AdvancED (formerly North Central) reaccreditation follow-up and ongoing continuous improvement
- Other duties included classroom teacher in secondary vocal music, Fine Arts Department Chair, and Junior Class Sponsor

SECONDARY TEACHER/FINE ARTS DEPARTMENT CHAIR/ADMINISTRATIVE HELP FOR LEAD ADMINISTRATOR

New Covenant Academy, Fall 2006 – Spring 2014

- Taught Children's Chorale, Concert Choir, Warrior Chorus, Life of Christ, Intro to Drama
 - Duties included Student Leadership Institute (SLI); implemented use of *StrengthsQuest* for all SLI students
- Assisted with School Reaccreditation with North Central (AdvancED). School awarded full reaccreditation from AdvancED.
- Facilitated trips for 80+ students, faculty and parents for HS band and choir
- Provided monthly reports to NCA Board of Directors regarding Fine Arts Department
- Facilitated curriculum review committees for K-12 science departments

- Assumed general responsibility for Intermediate program in Spring 2014
- Developed questionnaire for tracking alumni for feedback on success of NCA education and spiritual development
- Other administrative duties as requested

ASSISTANT PRINCIPAL

New Covenant Academy, Fall 2003 – Spring 2006

- Responsible for all facets of middle school
- Assisted with interviewing, hiring, and evaluation of teachers
- Responsible for professional development activities for elementary and secondary faculty
- Tracked teacher certification, K-12; Curriculum development, K-12
- Assisted with student discipline K-12; responsible for middle school discipline

CLASSROOM TEACHER/MATHEMATICS DEPARTMENT HEAD

New Covenant Academy, Fall 2000-Spring 2003

- Taught courses in Psychology, Sociology, Study Skills, MS math, HS Algebra I
- Helped develop a middle school team-focused approach to learning
- Developed comprehensive class schedule for grades 7-12
- Coordinated all standardized testing including ACT and ITBS/ITED administrator
- Chaired math curriculum design and English/Language Arts committee

RESEARCH

UNDERSTANDING THE DEMANDS AND CONSTRAINTS OF DEPARTMENT HEADS IN HIGHER EDUCATION BASED ON THE PERCEPTIONS OF DEANS, FACULTY AND DEPARTMENT HEADS

Doctoral dissertation: The purpose of this study was to glean an understanding of the demands and constraints of department heads in higher education through a qualitative investigation of deans, department heads, and faculty perceptions.

PUBLISHED WORKS

- Griffin, R. W., Ebert, R. J., & Wisdom (McGehee), V.L. (1992). *Business, Annotated Instructor's Edition* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Thomas, S.L. & Wisdom (McGehee), V. L. (1994). Faculty bargaining in private colleges and universities: Beyond Yeshiva. *The Employees Responsibilities and Rights Journal*, 7(4), 297-314.
- Wisdom (McGehee), V. L. (1992). *Instructor's Resource Binder* (3rd ed.). An ancillary for Griffin, R. W., & Ebert, R. J., *Business*, (3rd ed.). Englewood Cliffs, NJ: Prentice, Hall, Inc.
- Wisdom, V. L., MacGregor, C. J., & Watson, R. L. (2009). *A qualitative exploration of the demands and constraints of department heads*. Paper presented to University Council for Educational Administration National Conference, Anaheim, CA, November 20, 2009.
- Wisdom (McGehee), V. L. & Thomas, S.L. (May, 1992). Faculty bargaining in private colleges and universities: Beyond Yeshiva. *Proceedings of the Annual National Conference of CERR: Employees Responsibilities and Rights: Everyone's Responsibility, Everyone's Right*, 50-55.
- Wisdom (McGehee), V.L. (1995). Cedar Lumber. In D. Baack and B. Wisdom, *Organizational behavior: Creating quality and value in the workplace*, pp. 110-111.

GRADUATE STUDENT PROJECTS

Program Evaluation of Collegiate Catering, Inc., Spring 2003

Utilization-focused evaluation; conducted qualitative and quantitative research for food services organization in higher education; determined higher need for communication between management levels

REVIEW OF MERGER BETWEEN OZARK PUBLIC TELEVISION AND KSMU, FALL 2002

Reviewed organization to determine ways that programming could become a knowledge-creating circle of innovation; presented proposal to organization

The Pledge and the Politician, Summer 2002

Analyzed existing policy, Missouri Senate Bill 718 and observed signing of policy into law; law requires all public schools to offer a weekly recitation of the Pledge; team met with governor, interviewed senators and representatives; conducted qualitative research to determine process of policy development

HONORS AND AWARDS

Candlelight Processional Performance, Disney Music Honors Selection New Covenant Academy Concert Choir, December 2013

Missouri Music Educators' Association, Conductor of Distinguished Performance New Covenant Academy Concert Choir, January 2009

Dan Cockrell Dissertation of the Year Award, Finalist and First Runner-up University of Missouri – Columbia, Spring 2008

PROFESSIONAL MEMBERSHIPS

ACDA – *American Choral Directors' Association*

Delta Sigma Pi – *Professional business fraternity faculty member*

MCDA – *Missouri Choral Directors' Association* MMEA – *Missouri Music Educators' Association*

NAfME – *National Association for Music Education*

NASSP – *National Association of Secondary School Principals*

PROFESSIONAL COMMUNITY SERVICE

Vice President, *South Central Missouri Music Educators' Association,* present to 2017

Treasurer, *South Central Missouri Choral Directors' Association,* 2011-2013

Director, *Hello, Dolly!,* Evangel University, 2011

Assistant Director, *Beauty and the Beast,* Evangel University, 2009

Board Member, *Boys Choir of Springfield,* 2008-2010; 2014-2015

Assistant Director, *My Fair Lady,* Evangel University, 2007

Board of Directors, *New Covenant Academy,* 1997-2000

SIGNATURE CORE STRENGTHS

Strategic · Includer · Responsibility · Learner · Arranger



W. Mitch Yung

141 Sunset Drive, Hollister MO 65672 - Phone: Cell:417.294.0101
Email: mitchyung@gmail.com - Web: www.mitchyung.com

Education

- 1991 Master of Fine Arts, Arizona State University, Kurt Weiser, Jeanie Otis, Randy Schmidt
1989 Bachelor of Fine Arts, Kansas State University, Angelo Garzio, Yoshiro Ikeda
1987-88 Wichita State University, Chris Staley, Richard St. John

Work & Teaching Experience

- 2002-present Evangel University, Springfield Mo., Adjunct Faculty. I head the ceramics department, which includes teaching all ceramics students, budgeting, ordering supplies, and overseeing work study students. I also teach sections in drawing and three-dimensional design. I set up and organized the ceramics program when they moved into the new Barnet Fine Arts Building in 2002. Since that time, I have been the only ceramics instructor at the university.
- 2016 College of the Ozarks, Point Lookout, Mo. Adjunct Faculty, Exploration of Art
- 1994-present Mitch Yung Ceramic Design, Inc., Hollister, Mo. I operate a studio that produces a limited production line of ceramic sculpture, functional stoneware and wood-fired pottery. The studio operates with up to two studio assistants. The work produced in the studio varies greatly including mixed media, sculptural ceramic and functional based work. I work with a select number of studio representatives who place installation commissions of wall sculpture. I also sell my work through galleries contacted through the American Craft Council market. I also participate in a select number of high-end art shows and sell directly from the studio.
- 2010 Ozarks Medieval Fortress, Lead Hill, Ark. I was hired to set up a ceramics studio in a 13th century setting. This required that the formulation of brick and pottery clays, tile clay and glazes to be representative of 13th century France. I accomplished this along with production of bricks, kiln building, the production of sample roof tile and historical copies of period pottery. This was accomplished all without mechanization, electricity or running water during their first season. Ozark Medieval Fortress is an educational living history attraction that portrays life during the building of a 13th century castle.
- 2005 American Craft Council, New York, NY, Mentor Program. I was a mentor in this program, which is designed to place an established artist with a novice so the novice can acquire the knowledge required in the areas of art marketing, display and presentation.
- 2002 Watershed Center for the Ceramic Arts, Newcastle, Me. Artists Invite Artists Residency: a two-week residency spent in collaboration with other ceramic artists.
- 2001 College of the Ozarks, Point Lookout, Mo. Adjunct Faculty, Two-Dimensional Design. I taught two sections of two-dimensional design as a sabbatical replacement.
- 1996 Missouri State University, Springfield, Mo. Adjunct Faculty, Three-Dimensional Design.
- 1993-1995 Yung Design Group, Branson, Mo. Worked part-time as a commercial artist and draftsman.
- 1992-1993 The Phoenix Center, Phoenix, Az. Artist-in-residence and head of ceramics department. In addition to continuing my work as an artist, I was responsible for

maintenance and operation of the ceramics facility. I taught adults in beginning through advanced ceramics classes. Coursework included both functional and sculptural techniques.

- 1991-1993 Mesa Arts Center, Mesa, Az. Artist in Residence, Instructor and studio technician. I helped to establish the artist in residence program at the art center. I taught all levels of ceramics to adults and youth, including salt glazing. Technician duties included supervising open studio, mixing clay and glazes and loading and firing kilns and building a wood kiln.
- 1991-1992 Mesa Arts Center, Mesa Az. Artist in Residence, established the artist in residence program.
- 1991-1992 Galeria Mesa, Mesa, Az. Gallery Assistant. Galeria Mesa hosts five national juried shows annually. My duties included installing exhibitions, coordinating slides and paperwork for jurying of shows and packing and shipping artwork of all media.
- 1991 Arizona State University. Graduate Teaching Assistant. Taught beginning level students in three-dimensional design. Generated spatial awareness projects by utilizing plastic inflatable sculpture, clay, wood, plaster and wire.
- 1991 NCECA, Tempe, Arizona. Workshop and Exhibit Assistant. Helped plan shows and workshops at NCECA. Set up shows on the ASU campus and assisted artists with demonstrations and set-up.
- 1991 Art Plate Gala, Arizona State University. Assisted regional artists with little or no clay experience with producing large platters that were auctioned to raise funds for the university museum.
- 1990 Arizona State University. Graduate Research Assistant. Designed and constructed kilns. Built three large car kilns and one salt kiln.

Workshops Given

- 2009 College of the Ozarks, Point Lookout, Mo. Lectured with slides and demonstrated decoration techniques and maiolica for both low-fire and high temperatures.
- 2001 Mesa Art Center, Mesa Az. Carved Ceramic Objects – Lectured with slides and a two-day hands-on workshop and demonstration.
- 1997 College of the Ozarks, Point Lookout, Mo. Lectured with slides and throwing demonstrations of maiolica and low-fire techniques.
- 1993 Desert Pergola Public Art Project, Mesa, Az. Made tile to cover the inside and outside frieze relief bands of a 75-foot covered walkway. Presented various short hands-on workshops with area townspeople to have them glaze and decorate tiles, which were required for the friezes.
- 1993 Arizona Museum for Youth, Mesa, Az. As a workshop instructor, gave demonstrations on hand-building and slip decoration to area youth. This included one-day of hands-on working for the students.
- 1992 Cactus High School, Glendale, Az. Workshop instructor. Two-day workshop with slide discussion and throwing demonstration to high school ceramics students.
- 1991 Art in the Cotton Fields, Chandler, Az., Workshop instructor. Taught workshops on throwing and altering forms to high school ceramics students.
- 1991 Ironwood High School, Peoria, Az, Workshop instructor. Taught workshops on throwing and altering thrown form to high school ceramics students.

Awards

2007	Invitational Award, Fair on the Square, Madison, Wis.
2007	Award of Excellence, Festival of Fine Craft, Highland Park, Il.
2006	IDEA Design Award, Marion Arts Festival, Marion, IA.
2006	Finalist, Wabash Station Public Art Commission RFP, Columbia, Mo.
2005	Crested Butte Festival of the Arts – Best in Category – Crested Butte, Co.
2004	Art Fair at Laumeier Sculpture Park- Outstanding Local Artist
2004	Brookside Arts Festival – Best of Open Category – Kansas City, Mo.
2004	Cain Park Arts Festival – Judges Selection – Cleveland Heights, Oh.
2003	Art Fair at Laumeier Sculpture Park – Award of Merit – Clayton, Mo.

Exhibitions

Feb 2014	One Person show Belwether Gallery, Springfield, Mo
Oct 2013	Faculty/Alumna show Barnet Fine Arts Center, Evangel, Springfield, Mo
Sept 2013	Two person show at River Gallery, Chattanooga, Tn.
Mar 2012	Two-person show Strecker-Nelson Gallery, Manhattan, Ks
Oct 2011	Faculty Show, Barnett Fine Arts Center, Evangel Univ., Springfield, Mo
July 2010	One-Person show, Belwether Gallery, Springfield, Mo
Nov 2009	Pewabic Pottery Group Show, Detroit, Mich.
Oct 2009	Visions of the Flint Hills, Buttonwood Art Space, Kansas City, Mo.
April 2009	PS Gallery, Group Show , Columbia Mo
Nov. 2008	River Gallery, Group Show, Chattanooga, Tn.
Sept 2008	Gallery 360, Group show, Minneapolis, Mn.
June 2008	ClayFest, Baltimore Clayworks, Baltimore, Md.
April 2008	Regional Show; Spiva Center for Arts, Joplin, Mo.
Dec-Jan 2008	One-Person Show; The Hyde Gallery, Springfield, Mo.
April 2007	Strictly Functional Pottery National, Lancaster, Pa.
Jan. 2007	Campanella Gallery, Park University, Parkville, Mo.
Mar 2007	Group Show, Clay Plus, Foundry Art Center, St. Charles, Mo.
Nov. 2006	Group Show, “Our Cups Runneth Over”; Society of Arts and Crafts, Boston, Mass.
Oct. 2006	Group Show, Susan Maasch Gallery; Portland, Me.
Sept. 2006	Group Show, Ouachita Baptist University Gallery; Arkadelphia, Ark.
Sept. 2006	Group Show, “For the Office”; Katie Gingrass Gallery, Milwaukee, Wis.
July 2006	Juried Members Exhibition, Kansas City Artists Coalition, KC, Mo.
May 2005	Clay Plus, Foundry Art Center, Saint Charles, Mo.
May 2005	Two-Person Show, “Expression”, River Gallery, Chattanooga, TN.
June 2005	National Teapot Show VI, Cedar Creek Gallery, Creedmoor NC
Jan 2005	Nude International, Lexington Art League, Lexington, KY.
Nov 2004	One-Person Show, PEO Foundation Gallery, Cottey College, Nevada, Mo.
April 2004	One-Person Show, Leedy-Voukos Art Center, Kansas City, Mo.
Dec 2003	NouVeau Contemporary Gallery, Baltimore, Md.
Nov 2003	Ariana Gallery, Steeped in Tradition, Royal Oak, Mich,
Oct 2003	SOFA, Navy Pier, Chicago, Ill., (Katie Gingrass Gallery)
May 2003	Katie Gingrass Gallery, For the Office, Milwaukee Wisc.
May 2003	American Crafts Gallery, Garden Show, Cleveland Ohio
Oct 2002	Objects Gallery, Fall Exhibition, Scottsdale, Az,
June 2002	Cedar Creek Gallery, National Teapot Show V, Creedmore NC
May 2002	American Crafts Gallery, Garden Show, Cleveland, Ohio
Jan 2002	Brookfield Craft Center, Oceans Alive, Brookfield, Ct.
July 2001	Moynihan Gallery, Teapot Show, Holland, Mich.
June 2001	Boulder Arts and Crafts Cooperative, Two Person Show, Boulder, Co.

June 2001 National Craft Invitational 2001, Long Island Foundation for the Arts, Loveladies, NJ
 June 2001 Cedar Creek Gallery, Cup Show, Creedmore NC
 Jun 2000 National Craft Invitational 2000, Long Island Foundation for the Arts, Loveladies, NJ
 Jun 2000 Craft Alliance Gallery, Made in Missouri, St. Louis, Mo.
 Aug 1999 Turtle Island Gallery, Inspired by Trees, Ellison Bay, Wis.
 July 1999 Signature Galleries, Scents & Nonscents, Mashpee, Boston, Chestnut Hill, Ma. and Westport, Ct.
 June 1999 Cedar Creek Gallery, National Teapot Show IV, Creedmoor, NC
 Apr 1999 Earth Day Artist, Dewey Short Visitors Ctr., Branson, Mo.
 Apr. 1998 Teapot Show, Woodbourne Gallery, Dayton, Oh.
 Jan. 1998 Teapot Exhibition, Langman Gallery, Willow Grove, Penn.
 Dec. 1997 Winter Exhibition, Baltimore Clayworks, Baltimore, Md.
 Dec. 1997 Holiday Exhibition, Drury College, Springfield, Mo.
 Apr. 1997 One-Person Show, Art Forms Gallery, Red Bank, NJ
 Apr. 1996 Two-Person Show, Waverly House Gallery, Springfield, Mo.
 May 1995 3rd Annual Strictly Functional Pottery National, Market House Center, Lancaster, Pa.
 May 1995 Interior Inspirations, Fine Line Creative Arts Center, St. Charles, Mo
 Dec. 1994 30th Annual Holiday Exhibition, Craft Alliance, St. Louis, Mo.
 Sept. 1993 Tea Party, Tesoro Gallery, Los Angeles, Ca.
 May 1993 Year of American Craft, Joanne Rapp Gallery, Scottsdale, AZ.
 May 1993 1st Annual Strictly Functional Pottery National, Market House Center, Lancaster, Pa.
 May 1993 Tempe Tea Party, Tempe Arts Center, Tempe, AZ.
 May 1993 Recent Works, Arizona State Capitol Gallery, Phoenix, AZ.
 Mar. 1993 Resident Artists Show, Phoenix City Center for the Arts, Phoenix, AZ.
 Jan. 1993 5th Annual Teapot Show, Houberbocken Gallery, Milwaukee, WI.
 Nov. 1992 Casserole, Cookie Jars and Covered Containers, Farrell Collection, Washington, DC
 Oct. 1992 Teapots: Pour and Proud of It, Northfield Pottery Works, Northfield, IL.
 Oct. 1992 Featured Artist, Gallery XII, Wichita, KS.
 Oct. 1992 Empty Bowls, Galeria Mesa, Mesa, AZ.
 May 1992 Art Plate Gala, Nelson Fine Arts Gallery, Arizona State Univ., Tempe, AZ.
 Jan. 1992 4th Annual Teapot Show, Houberbocken Gallery, Milwaukee, WI.
 Oct. 1991 MFA Thesis Exhibition, Harry Wood Gallery, Arizona State University
 Jul. 1991 Group Exhibition, Nancy Margolis Gallery, Portland, Me.
 May 1991 Graduate Exhibition, Harry Wood Gallery, Arizona State University
 Apr. 1991 NCECA Juried Student Show, Harry Wood Gallery, Arizona State University
 Apr. 1991 NCECA Juried Members Show, Nelson Fine Arts Gallery, Arizona State University
 Jan. 1991 3rd Annual Teapot Show, Houberbocken Gallery, Milwaukee, WI.
 Jan. 1991 Art Plate Gala, Nelson Fine Arts Gallery, Arizona State University
 Jan. 1991 Clay as Utilitarian Object, Florida Craftsmen, Inc., St. Petersburg, Fl.
 Feb. 1991 Down to Earth: The Art of Ceramics, Ariz. Museum for Youth, Mesa, AZ.
 Nov. 1990 25th Octagon Annual, Octagon Gallery, Ames, IA.
 Sept. 1990 Featured Artist, Gallery XII, Wichita, KS.
 May 1990 Graduate Exhibition, Harry Wood Gallery, Arizona State University
 Oct. 1989 Featured Artist, Gallery XII, Wichita, Ks.
 May 1989 BFA Show, Gallery 6, Kansas State University, Manhattan, Ks.
 Apr. 1989 NCECA Juried Student Show, Central Park Gallery, Kansas City, Mo.
 Jan. 1988 WSU Student Exhibition, Sterling College, Sterling, Ks.

Selected Collections and Commissions

Martin Community Army Hospital, Fort Benning Ga.
The Helix Center, St. Louis Mo
Western Missouri Medical Center, Warrensburg Mo
International Infant Nutritional Headquarters, Chicago, Il.
American Museum of Ceramic Art, Pomona, Ca.
Hermann Memorial City Medical Center, Houston Tx.
Dr. P. Phillips Hospital-Orlando Health, Orlando, Fla.
Univ. of Missouri Medical School, Dept. of Family & Community Medicine, Columbia, Mo.
Amegy Bank, Dallas, Tx.
Pricewaterhouse Coopers, St. Louis, Mo.
The Crescent Condominiums, Clayton, Mo.
Luxor Spirited Brands, St. Louis, Mo.
St. Joseph Regional Medical Center, Bryan, Tex.
Comanche Co. Memorial Hospital, Lawton, Ok.
Ogletree, Deakins, Nash, Smoak & Stewart, P.C., Kansas City, Mo.
Hilton Hotels, Bloomington, Mn.
Comanche Co. Memorial Hospital, Lawton, Ok.
International Country Club, Fairfax, Va.
Renaissance Providence Hotel, Providence, RI.
The Kinsey Institute for Sex, Gender and Reproduction, Indiana University, Bloomington
Ceramics Monthly Magazine Columbus, Oh.
College of the Ozarks, Point Lookout, Mo.
Nelson Fine Arts Museum, Tempe, Az.
City of Mesa, Mesa, Az.

Selected Published Work and Articles

Springfield News-Leader, Springfield, Mo., September 19, 2012
417 Magazine, Springfield Mo. February 2010
Through the Eyes of Childhood, Mead Johnson Nutrition, August 2009
Kansas City Spaces magazine, October 2009
Endless Vacations magazine, May 2006
Ceramics Monthly magazine, Upfront, September 2004
Missouri Life magazine, April 2003
Baltimore Sun magazine, March 2003
Ceramics Monthly magazine, artist feature; Feb. 2001
Architectural Ceramics, by Peter King, Lark Books, 1999
Low Fire Surface Decoration, by Lynn Peters, Lark Books, 1999
St. Louis Homes & Lifestyles magazine, June 1999
Residential Lighting, Lincolnshire IL, May 1999
St. Louis Homes and Lifestyles magazine, April 1999
Tableware Today magazine, Bloomfield, NJ, Jan. 1998
New Jersey Monthly Magazine, April 1997
Ceramics Monthly, Westerville, Oh., November 1996
Tri-Lakes Daily News, Branson, Mo., April 28, 1996
The Spirit of Clay, by Robert A. Piepenburg, Pebble Press Books, 1995
Springfield News-Leader, Springfield, Mo., Nov. 10, 1995
Ceramica International, Madrid, Spain, Fall 1991

References

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APPENDIX C: GRADUATE TRACKING CHARTS

Following are the lists we have compiled of graduate in the four major areas of the department. Some areas have been more proactive than others in gather contact and employment information from alumni. Data in these charts has been provided by the Career Services offices and individual faculty. Increasing intentionality in gathering employment data will be part of our ongoing assessment process.

Legend	Art/Art Education	English/English Education	Spanish/Spanish Education	Theatre/Theatre/Speech Ed/Theatre Music

May 2012

First Name	Last Name	Major	Employer	Position	University	Program	Degree
Kenneth	Barker	Art					
Stephanie	Fuentes	Art	City of Philadelphia	Exhibits and Programs Assistant			
Stephanie	Fuentes				Drexel	Arts Admin	MA
Melissa	Giammona	Art					
Elise	Herndon	Art					
Maria	Martinez	Art					
Martin	Campbell	English			MSU	M.A.	ESL
Martin	Campbell	2015	(Japan)	ESL Teacher			
Austin	Jacobs	English			MSU	M.A.	Religious Studies (2015)
Austin	Jacobs	2015	Evangel University	Track & Field Coach			
Jonathan	Sites	English	Central Assembly of God	Youth Pastor			
Jonathan	Sites	2013			Yale University	Seminary	M.Div (2016)
Renee	Griffith	English	AGWM	Missionary Associate /English teacher			
Renee	Griffith	2015			AGTS	Theology	M.Div.
Katherine	Hayes	English					
Kristen	Higgins	English	North Central University	Library Staff			
Kathleen	Kempski	English	GPS Source, Inc. Pueblo, CO	Materials Planner			
Ana	Pierce	English	Assemblies of God	Influence Editor			
Stephanie	Yonke	English	North Point Church	Project and Implementation Specialist			

First Name	Last Name	Major	Employer	Position	University	Program	Degree
Elizabeth	Berry	English Ed.					
Rachel	Love	English Ed.	Springfield Public Schools	ELL teacher			
Rachel	Love		Hungary	English teacher			
Katherine	Sims	Spanish					
Katheryn	Goldberg	Spanish					
Amanda	Holloway	Spanish					
Christina	Hodum	Spanish Ed.	Avila, MO School Dist.	1 st grade teachers			
Sarah	Drach	Theatre /Music					
Leah	Zielbauer	Theatre /Music					
Angeline	Bradford	Theatre /Speech Ed.	Cornerstone Christian School (Houston, TX)	Theatre teacher	University of Houston	Theatre	M. A.

December 2012-July 2013

First Name	Last Name	Major	Employer	Position	University	Program	Degree
Alyse	Johnson	Art					
Brittney	(Kelley) Bywater	Art	City of Springfield	Graphic Production Assistant			
Paul	Little	BFA Art	National Art Shop	Clerk			
Beth	(Norris) Pennekamp	Art	Bass Pro Shops	Imagery Team member			
Beth	(Norris) Pennekamp	Art			Park University	BFA	Interior Design
Rachel	Schmaltz	BFA Art					
Hannah	Schwarz	Art	AGWM	Missionary Associate			
Stacy	Sheppard	BFA Art					
April	Smith	Art					
Sarah	Svenby	Art					
Josiah	Pennington	Art Ed.					
Melany	Singer	Art Ed.					
Phoebe	Au-Yeung	English	Pearl W. Yee, M.D., Inc.	Medical Assistant			
Ciara	Artis	English	Fuller Seminary	Financial Aid Counselor			

First Name	Last Name	Major	Employer	Position	University	Program	Degree
Mary	Lutze	English			MSU	Literature	M.A.
Mary	Lutze	FALL 2015			University of Chicago	Renaissance Lit	Ph.D.
John	Mowery	English	Mercy	Phlebotomy Coordinator			
John	Mowery	FALL 2016			University of Missouri-Columbia	Medical School	M.D.
Chelsea	Peebles	English					
Chelsea	Peebles	Fall 2015			Wheaton	TESOL	M.A.
Elizabeth	Stoyeff	English			MSU	Composition	M.A.
Elizabeth	Stoyeff	FALL 2014	Evangel University	Instructor			
Krager	Tomes	English	Ulsan Ministry of Ed., Korea	Native English Teacher			
Sara	Treat	English	Carbondale Times	Writer			
Laurin	Werner	English	International Demonstration School Mahidol University, Thailand	English Teacher			
Laurin	Werner	FALL 2015			Azusa Pacific University	TESOL	M.A.
Rachel	Delaney	English Ed.	Republic Middle School	7th Grade ELA			
Jesse	Tucker	English Ed					
Jordan	LeClaire	Spanish Ed.	Liceo Pino Verde	3rd Grade Teacher			
Jude	Lane	Spanish	Great Circle	Youth Care Specialist			
Jude	Lane		Humanist Service Corps, Ghana, West Africa	Aid worker			
Danielle	Fellows	Spanish					
Priscilla	Mendoza	Spanish					
Walter	Mapson	Theatre					

July 2013-May 2014

First Name	Last Name	Major	Employer	Position	University	Program	Degree
Meagan	Ivey	Art					
Se In	Kwon	Art	St. Louis Dream Center	Photographer and Graphic Designer			
John	Rhoades	Art	Great Circle Behavioral Health Services	Residential Cottage Overseer			
Sheridan	Rudd	Art					
Gabe	Tenneson	Art	Transformations Tattoo Gallery	Owner-Operator			
Jonathan	Wommack	Art					
Shayna	Ranker	Art Ed.	Princeton School District (Wisconsin)	K-6 th Art Teacher			
Hillary	Sherretz	Art Ed.	Somersworth School District AND Courtyard by Mariott	Substitute Teacher AND Server			
April	Case	English	Cape Coral, Florida	Middle School English Teacher (provisional certification)			
Christina	Jeter	English	Starbucks & Crying Wolf	Barista & Writer			
Kirsten	Stricklin	English					
Taylor	Blevins	English Ed.	Mill Creek Middle School	Communication Arts Teacher:	*2016 winner of Kansas Horizon Award		

First Name	Last Name	Major	Employer	Position	University	Program	Degree
Aryelle	Caruso	English Ed.	Neosho School District	ESL Teacher			
Brittany	Federici	English Ed.	Church of the Rock - Vermont	Director of Children's Ministries			
Brittany	Federici	FALL 2016	Springfield Public Schools: Glendale	English Teacher			
Lindsey	Jackson	English Ed.			MSU	Second Language Acquisition	M.A.
Lindsey	Jackson	Fall 2016	International Training Center-Chisinau, Moldova	English Instructor			
Morgan	Sidwell	English Ed.	Fair Grove Public Schools	Special Ed. Reading Specialist			
Alexis	Geurink	Spanish	Missouri State University	ELI Instructional Staff	Missouri State University	Second Language Acquisition - TESOL	
Shari	Hewes	Spanish					
Bethdaly	Williams	Spanish	State of Missouri	Children's Division			

July 2014-May2015

First Name	Last Name	Major	Employer	Position	University	Program	Degree
Zane	Burgess	BFA Art	Represented by Stephan Fine Arts, Anchorage, AK http://www.stephanfinearts.com/our-artists.html	Full-time artist/painter			
Jasmine	Godwin	Art	Activities on Commercial St.; Lambert's Café	Part time intern; Hostess			
Lindsay	Harrup	Art	Assemblies of God World Missions	Word Processing Specialist			
Danielle	Hartzler	BFA Art	Green Circle Projects, Springfield, MO	Office Administrator /Coordinator			
			Hobby Lobby, Springfield, MO	Framer			
Kathryn	Kaneta	Art					
Christopher	Kinney	Art	Instituto Biblico Mediterraneo	General Assistant			
Ryan	Kowalski	Art	CompassionLink	Ministry Development			
Erika	Niles	Art					
Colin	Turnbull	BFA Art	Intrepid Pursuits	Graphic Designer			
Jesse	(Younger) Morrell	Art	CI Pediatric Therapy Ctr.; Madison Church	Intake Specialist; Executive Pastor	Applying to Fuller Theological Seminary	Theology & Ministry	M.A.
Emily	Boulger	Art Ed.	Ozark High School	Paraprofessional, full-time			
Clara	(Heider) Mitchell	Art Ed.	East Elementary School, Waynesville, MO	K-2 Art Teacher			
Jeremiah	Barker	English	Springfield-Greene County Library District	Reference Associate			

First Name	Last Name	Major	Employer	Position	University	Program	Degree
Jeremiah	Barker	Fall 2016			University of Missouri-Columbia	Critical Theory	Ph.D.
Faith	Boggus	English	Self-employed	Freelance editor			
Rachel	Hawkins (Ellis)	English	Fairmont State University	Adviser; ESL instructor			
Lauren	Huckleberry	English	United States Air Force				
Laurel	Klein	English			Nottingham University	Literature	M.A. 2016
Rachel	Mulliken	English					
Ian	Richardson	English	Sioux City Journal	Reporter			
Joye	Walton	English Ed.	Houston R-1 School District - Houston High School	English Teacher			
Beth	Barker	Spanish			MSU	SLA	M.A. program unfinished
Beth	Barker	FALL 2016			University of Missouri-Columbia	Philosophy	Ph.D.
Mallory	Johnson	Spanish	Wake County Schools, North Carolina	Elementary Secretary			
Janae	Lung	Spanish					
Mitchell	Santiago	Spanish					
Kara	Lafon	Spanish Ed.	Springfield Public Schools	Substitute Teacher			
Rachel	Nordquist	Spanish	Springfield Public Schools - Glendale High School	Spanish Teacher			
Joshua	Smith	Theatre					

2016 Humanities Graduates

First Name	Last Name	Major	Employer	Position	University	Program	Degree
Danielle	Huwer	BFA Art	Hebrews Coffee; local	Barista			
Marcus	Kaufman	Art	Starbucks	Barista			
Andrea	Pace	Art	Pre-school	Art Teacher			
Katelyn	Robinson	Art					
Katelyn	Hammons	Art Ed. (Dec. 2016)					
Jessica	Lessmann	Art E.	SPS: Hillcrest High School	PT Art and coach			
Briana	Goforth	English	City of Monett	Librarian			
Athena	Lester	English	Essentials in Writing	Curriculum developer			
Kameron	Nettleton	English	Cat in the Mill	Freelance writer			
Laura	Prosapio	English			Gordon-Conwell Seminary	Chaplaincy	M.A.
Caleb	Smith	English					
Jacob	Smith	English					
Tyler	Smith	English	Gap Year				
Ally	Walsh	English / Spanish	Ride417	Co-founder			
Nicole	Bowman	English Ed.	St. Louis Schools	ESL para-teacher			
Jami	McConnell	English Ed.	Nixa Schools	Middle School English teacher			
Sandra	Lino-Gomez	Spanish					
Joel	Manzi	Spanish	Mercy Hospital				
Rachel	Turner	Spanish					
Katelyn	Stanford	Theatre	Cosmetology School	Certified Make-up Artist			

APPENDIX D: CURRICULUM COMPARISONS TO SISTER SCHOOLS

Institution:	Southwestern
Art/Fine Arts	No Data
English	<p>15 Hours of Literature from one of the tracks:</p> <p>Literature, Modern American Authors, Christian Thought in Literature, Special Topics in Literature, 19th Century American Literature, Bible as Literature, Introduction to Literacy Theory, The Victorian Period, American Drama, Contemporary American Poetry, World Literature</p> <p>Writing, Children's Literature, Young Adult Literature, Rhetorical Studies in Film I or II, Scriptwriting for Theatre and Film, Writing and Publishing Nonfiction, Writing and Publishing Short Fiction , Writing and Publishing Long Fiction</p>
Foreign Language	AA – 12 Hours, Elementary Spanish I, II, Intermediate Spanish I, II
Theatre	Scriptwriting for Theatre and Film, Mass Communication in Society, Rhetorical Studies in Film I or II , Communication Theory, Communication History, Communication Ethics, communication Internship, Play Production, Advanced Theories of Acting, History of Drama, Directing for Theatre, Fundamentals and Theories of Acting, Stage Makeup, Voice and Diction, Script Analysis, Theatrical Design, Dramaturgy
Institution:	Southeastern
Art/Fine Arts	Graphic Design, Survey of Graphic Design, Drawing, Western Art Appreciation, Graphic Design Elective (9), Color Theory, Digital Layout and Design, Topography, Graphic Design Capstone
English	Creative Writing, British Literature I, II, Advanced Grammar, Advanced Expository Writing, American Literature, Adolescent Literature, Intro to Shakespeare, World Literature, Oral Interpretation, Contemporary Lit, Literary Theory, Capstone Seminar in English, One of the following:, African American Literature, Women's Literature, Middle Eastern Literature, Native American Literature & Culture
Foreign Language	Spanish Minor
Theatre	No Data
Institution:	Northwest
Art/Fine Arts	No Data
English	Creative Writing, Structure of English, Advanced Creative Nonfiction, Senior Thesis Seminar, Sophomore Level Survey, Junior Level Survey, Shakespeare: Comedies, or Shakespeare: Tragedies, Literary Theory, Non-Western or Diverse Literature Elective, Topics: Eras and Modes, Biblical or Modern Language
Foreign Language	No Data
Theatre	No Data

Institution:	Northcentral
Art/Fine Arts	Applied Visual Arts (Partnership with MN Community Technical College), Seminar in Applied Studies, Senior Project, Internship, Classes at Community College:, Drawing, Ceramics, Sculpture, Design: Foundations of Studio Art, Painting, Photography, Art History, Additional Studio Courses (9), Intro to Music, Intro To Theater, AFA Portfolio,
English	<p>Choose a Track</p> <p>Creative Writing Track:, Advanced Writing Seminar, The English Scholar, Internship, Senior Project, 15 credits from: (may be taken twice), Fiction Writing, Poetry Writing, Creative Nonfiction Writing, Feature Writing, Nonfiction/Magazine Writing, Scriptwriting, Editing for Publication, Freelance Writing, Classical Literature or, Shakespeare, Brit Literature I, or II, American Lit I or II, Multicultural Lit Survey or, Multicultural Novel, History of English Language or, Structure of English Language</p> <p>Professional/Technical Writing, Advanced Writing Seminar, Christian English Scholar, Communication for Business, Writing for Media, Internship Technical Writing, Senior Project, Classical Literature or Shakespeare, British Literature I or II, American Literature I or II, Multicultural Literature Survey or, Multicultural Novel, British Novel or, American Novel, History of English Language or Structure of English Language</p> <p>Literature Track, British Lit to 1785, American Lit 1865 to Present, Classical Literature, Shakespeare, Literary Theory Seminar, The Christian English Scholar, Internship, Senior Project, American Literature: to 1865 or, British Literature: 1785 to Present, Multicultural Literature Survey or , Multicultural Novel, British Novel or, American Novel, History of the English Language or, Structure of the English Language, Three of the following:, Creative Nonfiction, Nonfiction Magazine, Newspaper Writing & Reporting, Feature Writing, Public Relations, Editing for Publication, Principles of Advertising, Freelance Writing</p>
Foreign Language	Minor – 18 Credits
Theatre	Intro to Theatre, Voice & Diction, Fundamentals of Acting, Technical Theatre Production , Theatre Literature, Directing, Theatre Production, Advanced Theatre Production, Advanced Acting & Directing, Scriptwriting, Senior Project, Theatre Internship, Acting Ensemble (3), Select 9 credits:, Traveling Acting Ensemble, Musical Theatre Stage Production, Shakespeare, Advanced Acting & Directing, Acting Styles, Intro to Business, Principles of Marketing

Institution:	Valley Forge
Art/Fine Arts	Digital Media-Graphic Design, Explorations in Business, Marketing and Public Relations, Communication Theory, Intro to Digital Media, Intercultural Communication, Freelancing and Shameless Self-Promotion, Design and Visual Language, Digital Media Internship, Introduction to Photography, Digital Design, Typography and Layout, Intro to Web Design, Video Production and Technology I, Webcasting, Streaming, and Podcasting, Motion Graphics and Media Deployment, Digital Publishing, Vector Art and Industry , Corporate Branding, Advanced Motion Graphics, Senior Design Portfolio, Writing for the Media, Digital Audio
English	No Data
Foreign Language	No Data
Theatre	No Data
Institution:	Vanguard
Art/Fine Arts	No Data
English	Persuasive Writing, Foundations of Literary Study, Researched Writing, Survey of British Lit I, II, Intro to the Arts or Arts Elective, Modern Grammar & Advanced Composition, Survey of American Literature, Shakespeare, Theory & Criticism of Literature, Survey of World Literature, English Capstone Seminar <i>Choose an Emphasis:</i> Writing, Technical Writing, Journalism, Creative Writing, Playwriting, Creative Writing Workshop, Writing Internship, Language, Culture and Linguistics, Literary & Textual Analysis Emphasis, Period Focus, Genre Focus, Dramatic Literature: Script Analysis, Author Focus, Thematic Focus, Culture Focus, Teaching English in a Multicultural Setting English Education
Foreign Language	Spanish Major Suspended , Beginning Spanish I, II, Intermediate Spanish I, II, Advanced Spanish I, II, Curso Panorámico de Latinoamérica or Civilization and Culture of Spain, Language, Culture and Linguistics, Spanish/Latin Am electives (6), Capstone in Spanish, Option: CINCEL semester Abroad (15), Upper division Spanish electives (6),
Theatre	Liberal Studies: Theatre Arts Core: Beginning Set Construction or Beginning Costume Construction , or Beginning Scenic Painting, Intro to Theatre, History of Theatre I, II, Makeup Design, Intermediate Set Construction or Intermediate Scenic Painting, or Intermediate Costume Construction, Costume Design, Scenic Design, Lighting Design, Theory and Criticism, Dramatic Literature: Script Analysis, Playwriting, Junior Project, Theatre Internship, Senior Project, Performance/Directing Concentration, Acting I, Beginning Voice and Speech, Theatrical Performance I, II, III, IV, Beginning Theatre Movement, Acting II, Playing Shakespeare, Acting III, Improvisation, Acting/Directing for the Camera, Stage Combat, Industry Insiders , Directing for Theatre, , Technical/Design Concentration Intro to Acting , Theatrical Production I, II, III, IV, Beginning Scenic Painting, Producing/Theatre Management, Drawing and Rendering, Intermediate Scenic Painting, Sound Design, Period Styles for Theatre Design , Stage Management, Digital Design for Theatre, Portfolio Preparation

