Faculty Information
Professor: Dr. James D. Hernando
Email: hernandoj@evangel.edu
Phone: 417-848-0625 (personal cell number)

Course Information
Credit hours: 4
Course dates: February 24 – 28, 2020
Meeting times: M-F 8:00 am – 5:00 pm
Location: Room # TBA

Required Texts


The texts that are marked with a single asterisk indicate my recommendation of purchase. This is NOT an absolute requirement if you have ready access to the book through library loan services. I am sure after sampling some of these books you may want to have them in your personal library. Where you are required to interact and engage significantly with the book, (e.g. Kostenberger and Kruger – *The Heresy of Orthodoxy*) then I would recommend you purchase the text.

**Evangel University Mission Statement**
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.

**Assemblies of God Theological Seminary Mission Statement**
AGTS shapes servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

**Catalog Description**
An exploration of the influence of paradigms underlying exegetical, theological, and interpretive approaches to Scripture. Attention will be given to the diverse global Pentecostal contexts on interpretation. Includes discussion of the role of presupposition and presuppositions and pre-understanding in biblical interpretation. Covers selected issues in philosophical hermeneutics, including the on-going debates concerning historical and literary analysis, epistemology, authorial intent and the relationship of exegesis to the theological disciplines.

**Course Prerequisites**
There are no prerequisites.

**Course Purpose**
To think critically about how hermeneutics operates as the substructure of exegetical and theological reflection; to become aware of how worldview serves to inform our understanding of Scripture and provides the ideological presuppositions that shape our approaches to biblical interpretation; to develop and enhance our analysis of those approaches and the ability to spot both strengths and weaknesses in those approaches.
Learning Outcomes

The following outcomes will be realized in the context of a vigorous, dialogue between professor and fellow graduate students as they focus on critical evaluation of diverse approaches to biblical interpretation and their impact on exegesis and subsequent theological reflection. The goal is to prepare the student to conduct biblical interpretation with a sophisticated awareness of a broad spectrum of interpretive options and an understanding of the presuppositions that guide their approach and impact their method and its results.

With regard to the Course and Program Learning Objective of the core course BTHM 903, Hermeneutical Frameworks, the following EU-20 Outcomes and PhD Program Learning Objectives are addressed and assessed:

<table>
<thead>
<tr>
<th>Outcomes and Objectives</th>
<th>EU 20/ PLOs</th>
<th>Program</th>
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<tbody>
<tr>
<td>1. The student will be able to articulate what comprises the foundational elements of scholarly exegesis and how it serves and relates to biblical and systematic theology.</td>
<td>C3A, B PhD BTh 1</td>
<td>PHD</td>
</tr>
<tr>
<td>2. The student will be able to identify and evaluate the major hermeneutical trends in biblical interpretation from the 19th century to the present, describing their characteristic strengths and weaknesses.</td>
<td>EU 20 – C3; E-2; E-3; G3 PhD BTh 1</td>
<td>PHD</td>
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<tr>
<td>3. The student will be able to identify various innovations and innovators in the field of NT exegesis/interpretation from the 19th century to the present, describing their characteristic strengths and weaknesses.</td>
<td>EU 20 – C3; E3 PhD BTh 1</td>
<td>PHD</td>
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<tr>
<td>4. The student will be able to express in a cogent and coherent fashion the presuppositions that differentiate scholars in their various approaches to biblical interpretation, especially as it relates to the Evangelical versus Modern higher critical approaches.</td>
<td>EU 20- E-2; E4; PhD BTh 1; PhD BTh 2</td>
<td>PHD</td>
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<td>5. The student will be able to analyze what makes Pentecostal theology “Pentecostal,” and how it impacts the hermeneutical and exegetical tasks.</td>
<td>EU 20 –C2; E3; E-4; G4 PhD BTh 1</td>
<td>PHD</td>
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This class supports but does not assess the following EU20 Outcome(s):

CHRIST-CENTERED THEME

C1. Spiritual Formation: Practice spiritual disciplines and articulate the contribution of these disciplines to their personal relationship with Christ.
C2. Pentecostal Experience: Identify the role of the Holy Spirit in their journey to spiritual maturity, drawing on the rich resources of biblical and historical Pentecostal experience.
C4. Ethical Decision-making: Apply biblical principles to ethical decision-making so as to distinguish between Christ-like and non-Christ-like behaviors in a variety of personal and social contexts.
C5. Christian Stewardship: Identify opportunities for and engage in stewardship of resources based on biblical principles.

EXPLORATORY THEME
E1. Reading & Imagination: Demonstrate analytical reading skills and engage imaginatively with texts in a variety of disciplines.
E3. Historical Inquiry: Define essential issues in human history, identify ways others have addressed those issues, and explore the applicability of those approaches to other intellectual, political, social, and/or spiritual contexts.
E4. Research & Analysis: Evaluate research, analyze data, and articulate arguments according to accepted methodologies in the liberal arts and sciences.
E5. Technological Ingenuity: Use current technology to search and communicate information and enhance professional practice.

INTEGRATIONAL THEME
I1. Integrational Philosophy: Articulate the integration of faith, learning, and life

GLOBAL THEME
G1. Effective Communication: Employ effective communication appropriate to audience, context, and purpose.
G3. Global Cultures: Demonstrate knowledge of nations and regions of the world and key historical and cultural events in those regions.
G4. Perspectives & Worldviews: Articulate their own perspectives and respect, understand, and evaluate the perspectives of other individuals and the worldviews of other people groups, historic and contemporary.

Course Format
Each day of the course module will be devoted to five broad topical areas of discussion that impact the field of hermeneutics. Introductory class exercises will be used to focus thinking and class discussion and preliminary hermeneutical reflection. The professor will present PowerPoint lectures or printed reading material that present reflection questions and a framework for discussion. Excerpts from DVD lecture series will be used to foment discussion. The students will be asked to share the results of their pre-session work that relates to the day’s focus.

Course Schedule
This is a tentative course outline. The course schedule may be changed at the discretion of the course instructor. Notice of changes will be made in class and/or through Course Commons announcements.

This schedule can also be accessed through the Module Link in Course Commons. In fact, it will probably be easier for you to follow it there. Just start with Pre-Session Module One and work through the assignments in each of the five Pre-Session Modules.
During the week-long class sessions, we will consider five broad areas that provide a working framework within which to discuss and analyze a wide range of hermeneutical questions and issues. These topics are comprehensive in scope, but not meant to be inclusive of every topic or interpretive approach to biblical interpretation.

Monday, February 24 – 8:00 am – 5:00 pm
Day 1 Hermeneutics Within a Philosophical Framework That Includes a Christian Worldview; How Hermeneutics Serves the Larger Theological Enterprise.

Tuesday, February 25 – 8:00 am – 5:00 pm
Day 2 Defining and Refining the Task of Hermeneutics: The Role of Guiding Paradigms and Presuppositions; Hermeneutics in Process, Progress or Otherwise; Hermeneutics in Today’s Pluralistic World:

Wednesday, February 26 – 8:00 am – 5:00 pm
Day 3 Surveying the Historical Landscape: The Road to Modernism and Beyond: From Polyvalence to Deconstruction

Thursday, February 27 – 8:00 am – 5:00 pm
Day 4 Major Innovations and Innovators

Friday, February 28 – 8:00 am - 5:00 pm
Day 5 Examining Some Contemporary Issues in Hermeneutical Method: Options, Challenges and Rewards

Course Policies, Procedures & Requirements

These requirements can also be accessed through the Module Link in Course Commons. In fact, it will probably be easier for you to follow it there. Just start with Pre-Session Module One and work through the assignments in each of the five Pre-session Modules.

A. Pre-Session Requirements

(Reading and Written Assignments). Although these are broken down according to the day on which we will be covering the material in class, ALL OF THESE ASSIGNMENTS ARE TO BE DONE PRIOR TO THE FIRST DAY OF CLASS.

Day 1: Hermeneutics Within a Philosophical Framework That Includes a Christian Worldview; How Hermeneutics Serves the Larger Theological Enterprise.

Essential Review:
Blomberg, C., William W. Klein, and Robert L. Hubbard. *Introduction to Biblical Interpretation.* Revised and Updated Edition. Waco, TX: Word Publishing, 2004. (Several of you have read this text in your previous seminary or Bible college training. Even if that is so, please review, Chapter 1 “The Need for Hermeneutics,” pp. 5-22, and Chapter 6 “The Goal of Interpretation,” pp. 169-212. [Interact with the set of questions on “KBH Questions” Come prepared to share and discuss your responses with other students in the class as an opening exercise. This is a pass-fail written assignment. Full credit is given if what you’ve written indicates that you have read, understood and critically interacted with the material.]


Keener, Craig S. *Spirit Hermeneutics: Reading Scripture in Light of Pentecost.* Grand Rapids, MI: William B. Eerdmans Publishing Company, 2016. Read pp. 1-56 in order to compare and contrast Keener’s hermeneutical presuppositions with those of Klein, Blomberg and Hubbard as they contemplate the task and goal of hermeneutics. * See “Keener – KBH Reflection Questions”

Day 2: Defining and Refining the Task of Hermeneutics: The Role of Guiding Paradigms and Presuppositions; Hermeneutics in Process, Progress or Otherwise; Hermeneutics in Today’s Pluralistic World:

Essential Review:

Foundational:

Groothius, Douglas. *Christian Apologetics: A Comprehensive Case for Biblical Faith,* Downers Grove, IL: InterVarsity Press, 2011. [Understanding what constitutes a Christian worldview and the presuppositions that underlie one’s views of truth and reality is foundational to constructing a hermeneutic that “rightly divides the word of truth.” Read sections 4-7 in PART ONE, section 19 in PART TWO, and section 23 in PART THREE.]

Osborn, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical

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1 If you have not read and used this text, it is a *must read* and well-worth having in your library.

2 Although we will deal more extensively with Keener’s Pentecostal Hermeneutic on Day 5, it is important to analyze Keener’s hermeneutical presuppositions in contrast and comparison with those of Blomberg, Klein and Hubbard. Answer the “Keener - KBH Reflection Questions.”

3 Understanding what constitutes a Christian worldview and the presuppositions that underlie one’s views of truth and reality is foundational to constructing a hermeneutic that “rightly divides the word of truth.”
Day 3: Surveying the Historical Landscape: Hermeneutics in Process, Progress or Otherwise

Essential Historical Background

McKim, Donald K. ed. Dictionary of Major Biblical Interpreters. Downers Grove, IL: IVP, 2007. [Read pp. 1-102 which cover the history of biblical interpretation from the early church to the present.**]

Köstenberger, Andeas J. and Michael J. Kruger. The Heresy of Orthodoxy: How Contemporary Culture’s Fascination with Diversity Has Reshaped Our Understanding of Early Christianity. Wheaton, IL: Crossway, 2010.* [Read and answer the questions -See Analysis Questions - The Heresy of Orthodoxy **]

Foundational:

Hernando, James D. “Hermeneutics From Schleiermacher to the New Hermeneutic,” An unpublished graduate paper by the author in his Ph. D. Program at Drew University, October, 1986. (This paper will be the topic of a foundational lecture, which serves as a background for a more comprehensive review of modern interpretive trends. Identify the major figures and their contributions to the interpretive enterprise. Make a list of questions that arose as you read that are in need of further study and clarification.)***

——— “Modern Literary Approaches and Biblical Hermeneutics: A Theological Concern.” An unpublished seminar paper presented at the 1992 A/G National Educators’ Conference in Minneapolis. *** [Write a 1-2 page (single space) paper that identifies the author’s assessment of the modern trend in biblical hermeneutics and describe and discuss wherein lies his “theological concern.”]


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4 Again some of you may have been exposed to the work previously, but if not, it is a must for your graduate library on hermeneutics.
Day 4: Major Innovations and Innovators

**Essential Overview:**

**Trends Impacting Exegesis - NT**
Wright, N. T. “Justification, Yesterday Today and Forever.” *JETS* vol. 54, no. 1 (March, 2011): 49-64. **

**Trends Impacting Exegesis – OT**

**Trends Impacting Hermeneutics**

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5 The prescribed reading section of this book is perhaps the finest, most thorough treatment of historiography and the historical method written to date. It is specifically applied to the question of Jesus’ resurrection, but the beginning section on historiography is extremely relevant to the exegesis of Old and New Testament. For a shorter, but still excellent survey of historiography, see Paul Rhodes Eddy and Gregory A. Boyd’s *The Jesus Legend: A Case for Historical Reliability of the Synoptic Jesus Tradition*, (Grand Rapids, MI: Baker Academic, 2007), esp. pp. 39-90, “Miracles and Method: The Historical-Critical Method and the Supernatural.” Please note that Volume One of the Craig Keener’s two volume work, Miracles has a survey of historiography second or equal to Licona’s work.

6 This is an excellent book to have in the library of anyone planning to teach biblical interpretation in either the OT or NT. The range of subjects is comprehensive and supplies a helpful bibliography after each chapter.
Day 5: Examining the Interaction of Exegesis and Hermeneutical Method: Contemporary Challenges and Rewards

Narrative Approaches

Pentecostals:

Noel, Bradley Truman. Pentecostal and Postmodern Hermeneutics: Comparisons and Contemporary Impact. Eugene, OR: Wipf and Stock, 2011.* [As you read this book, take notes on what the author thinks is the intersection of Pentecostal and Postmodern hermeneutics; Second write 2-3 pages stating and responding to what he believes is the most distinctive contribution of Pentecostals to the hermeneutical method and process. Does that contribution dovetail and agree with how Keener understands the contribution of Pentecostals to hermeneutics?]

Hernando, James D. (unabridged)7 Review of Bradley Truman Noel’s Pentecostal and Postmodern Hermeneutics. Available AGTS website under faculty archived publications and writings. ***

*The student should purchase these books.

**These articles are available for download as PDFs via the AGTS Ebsco Host. If the student has not received a password to access Ebsco Host, contact the AGTS Library for instruction on how to secure a password and information about accessing Ebsco Host.

***These articles/book chapters are available in PDF format in Course Commons – the Course Management System of Evangel University. You will need a username (last name and first letter of first name) and password to access the EU Course Commons. It should be the same as those used to access the AGTS website.

B. Session Requirements
1. Complete the Pre-Session assignments in Course Commons prior to the first day of class.
2. Attend all class sessions, and take an active role in classroom interaction.

7 An abridged version of the review, one third its length, appeared in the Fall issue of the Encounter E-Journal online through the AGTS website.
C. Post-Session Requirements

Write a 35-40 page paper describing, defending, and applying what you regard as “responsible” interpretive approach for the canonical biblical writings, one that maintains a high view of Scripture, and acknowledges its inspiration and full authority. Illustrate how different approaches can yield multiple and even conflicting (irreconcilable) interpretations. Explain:

1. How in this paper authorial intent provides a legitimate and necessary restraint from hermeneutical relativism that posits no objective meaning to a text apart from their individual interpreters, OR
2. Participants are free to adopt and advocate for an alternative interpretive approach, such as other Pentecostal scholars propose, but your paper will be judged on the cogency of ones arguments and a demonstration that such an approach yields superior results. All written work is to be formatted according to the *Turabian* style manual, 7th edition, making use of footnotes for resource documentation.

*Post-session project due date: May 30, 2020.* Submit your paper through the Post-Session Module in Course Commons.

Writing Style Guide

All formal papers (unless otherwise specified by the instructor) are to be formatted according to the [AGTS Writing Style Guide](#).

Communication

Good communication is essential to success at AGTS and in ministry. If you are having any difficulties in accessing the course and/or completing the assignments, please communicate with me in advance of the due date(s).

If you have a question, comment or suggestion, feel free to contact me. You may contact me by phone, email, or through Course Commons. I will do my best to respond to emails/messages within 24 hours M-F.

I expect students to stay on top of communication that I send to them. Please be sure to set up your notifications so that you are daily connected to what’s happening in our class.

Assessment

For most assignments, grades will be posted in Course Commons within 7 days to allow the professor time to provide detailed feedback along with the evaluation.
Grading Policy

Expectations are high. An “A” is awarded for excellent work, a “B” for a good effort; a “C” is marginal, etc. Completion of all required reading is necessary to receive a passing grade.

Late/Missed Assignment Policy
Missed quizzes/assignments may be made up at the discretion of the professor. If you know you will be unavailable to submit a quiz/assignment before the due date, please make arrangements for an alternative time. If a quiz/assignment is missed, the student has 48 hours to contact the professor for a possible make-up time.

Grading Scale
Grades will be based on the number of points accumulated by completing assignments, projects, and quizzes. The following grading scale applies:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100% - 93%</td>
</tr>
<tr>
<td>A-</td>
<td>92% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 88%</td>
</tr>
<tr>
<td>B</td>
<td>87% - 84%</td>
</tr>
<tr>
<td>B-</td>
<td>83% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 76%</td>
</tr>
<tr>
<td>C</td>
<td>75% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72% - 69%</td>
</tr>
<tr>
<td>D+</td>
<td>68% - 66%</td>
</tr>
<tr>
<td>D</td>
<td>65% - 63%</td>
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<tr>
<td>D-</td>
<td>62% - 59%</td>
</tr>
<tr>
<td>F</td>
<td>0%</td>
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Grade Access
All course grades will be recorded and shown through Course Commons. Simply click the “Grades” link in the course menu. For more information on how to check your grades and what you can do from this page, see How Do I View My Grades?

I will attempt to grade Pre-Session assignments and provide feedback by the end of the week long module. Post-Session papers may take up to 3 weeks to grade so that substantial written feedback can be provided. I expect students to review and learn from the feedback that I provide on their assignments.

The Temporary Grade of Incomplete
An “I” (Incomplete) applies to work of acceptable quality when one or more required assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The Incomplete (I) Grade Request Form may be obtained from your administrative assistant in your department.

Bibliography


**Specific Data**

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\(^8\) This work is intended for undergraduate and seminary students without a previous course in hermeneutics, but you will find some introductory articles that will prove helpful.
Academic Integrity
As participants in a Christian university, members of the broader academic community, and active professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel’s policy on academic integrity, as published in the Student Handbook, appears in the section IX. University Policies: Academic Integrity.

Accommodation Statement
Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

Inclusive Language
The Assemblies of God Theological Seminary employs inclusive language for human beings in both verbal and written communication. This commitment to equality and community is rooted in the biblical revelation of God’s will to form one united people, including men and women from every nation, people, tongue, and tribe (Rev 7:7–9). In regard to biblical texts, the integrity of the original expressions and the names of God should be respected. Students must use inclusive language in all assignments.
Electronic Devices in the Classroom
It is expected that electronic devices will be used during class to support the students’ learning. Any use of technology that substantially degrades the learning environment or promotes dishonesty or illegal activities is prohibited.

Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.

University Resources
Evangel University Libraries
Klaude Kendrick Library’s physical holdings currently includes approximately 120,000 bound volumes, 3,100 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study. The facility includes a computer center, equipped with 13 computers, multiple laser printers, and a copy machine/scanner/printer, providing access to productivity software, library resources and the Internet. The library also provides access to a wireless network throughout the facility.

The Cordas C. Burnett Library is the major information resource center of AGTS. Its physical holdings currently includes 127,726 bound volumes, 5,561 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study.

To access the library catalogs and resources online, visit Evangel University Libraries. Evangel’s libraries include computer centers, equipped with computers and a copy machine/scanner/color printer, providing access to productivity software, library resources, and the Internet. The libraries also provides access to a wireless network throughout the facility.

The Write Place
The Write Place is a free service available to all Evangel students. The tutors in The Write Place offer tutoring and support to help each student through the writing process. Although The Write Place is not an editing service, the tutors do teach correct grammar and punctuation, which then may be applied to the student's paper. Students must engage tutors directly and take an active role in the correction process. The Write Place is available to online students. For more information or to set up an appointment, see The Write Place Online.

The Center for Student Success
The Center for Student Success is also available to all Evangel student. The Center for Student Success provides tutoring, coaching and academic support. The Center for Student Success is located in Zimmerman Hall 208. The Center for Student Success is available to online students. For more information or to set up an appointment, see The Center for Student Success.

Course Commons
This course will use Course Commons, Evangel’s learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is https://courses.evangel.edu.
Use your Evangel username and password to login.

Course Commons Student Orientation
All Evangel students have access to the Course Commons Student Orientation. If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.

Accessing the Course in Course Commons
Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard. To customize your Courses list, see the following Help Guide: How do I customize my Courses list?

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. If students have not completed their financial registration by the first official day of class, their course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons
The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.
You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available. You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again. All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons

Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu. On the Profile page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons. The Settings link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive. The Notifications link allows you to customize what notifications you receive from Course Commons and how and when you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses. For more information, see the following pages in the Course Commons Student Orientation: How to Update your Profile and Settings and How to Update Your Notifications Preferences.

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course. For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: How to Check My Grades.
How to Get Help with Course Commons
Help is never more than a few clicks away! You can access the Support menu from any page in Course Commons. Click on the Support icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.
From the Support menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem. You can browse the Canvas Student Guide for help on a specific topic.

Course Commons Troubleshooting
Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.
Are you having technical problems with Course Commons? Click the Support icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.
Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at studenthelp@evangel.edu (email) or call 417-865-2815 ext. 4357 (HELP). Please allow 24 hours for a response on a weekday and 48 hours for a response on the weekend.