

Bible and Theology Department
"Shaping Servant-Leaders"

**Mark in Missiological Contexts,
BNT 540, Lec 1; BIBL 531 Lec 1**

Spring 2020

Faculty Information

Professor: Gary C. Martindale
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Office hours: T--TR, 3:30—5pm
or by appointment



Course Information

Credit hours: 3
Course dates: January 9–April 29
Meeting times: Thursday 6:00-8:50 pm
Location: Room 116 AGTS

Required Texts

1. A standard text of the Bible, preferably *ESV* or *NASB*;
Greek texts optional
2. Blackwell, Ben C. John K. Goodrich, and Jason Maston, eds. *Reading Mark in Context: Jesus and Second Temple Judaism*. Grand Rapids, MI: Zondervan, 2018. **ISBN:** 978-0-310-534457
3. Garland, David E. *A Theology of Mark's Gospel*. Grand Rapids: Zondervan, 2015. **ISBN:** 978-0-310-27088-1
4. Maguire, Jack. *Essential Buddhism: A Complete Guide to Beliefs and Practices*. New York: Roundtable Press, 2001. **ISBN:** 0-671-04188-6

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.

Course Description

An analytical and exegetical study of the Gospel of Mark in its missiological settings; that is, Second Temple Judaism and Greco-Roman contexts as well as a focus on the book's applicability in a Buddhist context

Course Prerequisites

For BNT 540--catalog recommends BOT 530 Old Testament Introduction and BNT 530 New Testament Introduction (or equivalent). For BNT 531-- BIBL 116 Essential Christianity; must have already completed one, upper-division book study; 3.5 GPA in Bible/Theology; Jr/Sr status; check with Chair for more information.

Course Overview

Unit One **Biblical Introduction and Mark 1:1-3:12; Hermeneutical Landscape**

Unit Two **Mark 3:13-8:26; Second Temple Context; Markan Spirituality**

Unit Three **Mark 8:27-10:52; Greco-Roman Context; Social values in Context**

Unit Four **Mark 11:1-16:20; Buddhist Context, Social values in Context**

Course Purpose

The purpose of this course is to prepare students for academic research in Biblical Studies, including exegetical work that leads to sound interpretation, teaching and preaching in a variety of contexts, including Buddhist cultures.

Learning Outcomes

Upon completion of this course, the student will be able to:

1. Discuss biblical introduction and critical issues pertaining to the book (authorship, date, audience, occasion, purpose, genre, structure, the Gospel's ending as well as critical methodologies). Guiding question: How does scholarly research inform our understanding of the Gospel of Mark? The interpretation paper and written responses to the Garland textbook serve as assessment instruments for (PLO) MATS 2, Bridge the Horizons and (EU20) C3 Biblical Interpretation; E3 Historical Inquiry.

2. Construct an interpretive paradigm for bridging horizons between an ancient biblical text and the contemporary world. Specifically, students carefully analyze the Gospel of Mark and develop an interpretive paradigm that serves as an effective bridge in a Buddhist context. Guiding question: How would a Buddhist reader interpret or understand a selected pericope or Markan theme? The interpretation paper serves as the assessment instrument for (PLO) MATS 2, Bridge the Horizons and (EU20) C3 Biblical Interpretation; E3 Historical Inquiry.

3. Critique various methods and critical approaches to biblical interpretation; through evaluation, students determine positive contributions and limitations for biblical exegesis. Specifically, students analyze prominent methods used in biblical and theological studies, including the following critical methods: Historical, Narrative, Social, and Reader-response criticisms. Students will also become familiar with traditional approaches such as Textual, Source, Form, and Redaction criticisms. Guiding question: What critical methods will enable students to interpret Mark's Gospel and bridge horizons for a Buddhist reader? The interpretation paper serves as the assessment instrument for (PLO) MATS 7, Critique Critical Methods.

4. Analyze contemporary socio-cultural challenges from society and construct biblically informed, relevant responses to those challenges that are faithful to historic Christian faith. Using social science methodologies, students investigate Second Temple Judaism and Greco-Roman society in order to make relevant biblical responses from the Gospel of Mark to contemporary Buddhist culture in Thailand. Guiding question: What social structures and values present a challenge to Thai Christians, and how might one address these challenges based on the Gospel of Mark? A class presentation of the student's research serves as the assessment instrument for (PLO) MATS 4, Construct Biblical & Relevant Response and (EU20) G4 Perspectives & Worldviews; (FEW) 5, Economic Flourishing.

5. Construct individual and corporate methods for spiritual and emotional growth. Guiding questions: What Markan spirituality would be relevant to Thai believers? What spiritual disciplines would enable missionaries and Thai Christians to grow spiritually in a culturally relevant approach? The writing project entitled, "Markan Spirituality in a Buddhist Context" serves as the assessment instrument for (PLO) MDiv 7 and MLM 1, Construct Methods for Growth; (EU20) C1 Spiritual Formation.

Course Format

This course will consist of lectures, presentations by students, class discussions, reading of scholarly materials, writing and research assignments as well as implementation of selected spiritual disciplines.

Course Schedule

All assignments have specific due dates listed on the course outline as well as instructions for successful completion. Since this course meets once per week, more than one assignment may be due on the same day. Unless otherwise directed by the instructor, students should submit all assignments on COURSE COMMONS.

The course outline is subject to change at the discretion of the instructor. The instructor will notify students of changes in class and through COURSE COMMONS announcements.

Class Date	Biblical Text	Garland's <i>A Theology of Mark's Gospel</i>	Reading Mark in Context Blackwell, Goodrich, Maston, eds.	Other Assignments
Week One (for Jan 9)	Chap 16 & 1:1-13	Chap 14		Be prepared to discuss Garland, chp 14; make notes before class.
Week Two (for Jan 16)	1:14-45	Chp 3	Introduction & chp 1 pp. 25 - 47	PRESENTATION: "Social Criticism: Crossing Boundaries" by David Rhoads
Week Three (for Jan 23)	2:1-3:6	Chp 1a pp. 39-67	chps 2 & 3 pp. 48 - 61	PRESENTATION: "Purity in the Synoptic Gospels" by Arseny Ermakov, pp. 89 - 113
Week Four (for Jan 30)	3:7-35	Chp 1b pp. 68-98	Chp 4 pp. 62 - 68	PRESENTATION: "Markan Sandwiches" by J. R. Edwards
Week Five (for Feb 6)	4:1-5:20	Chp 2a pp. 99-136	chps 5 & 6 pp. 69 - 83	Maguire, chp 1 pp. 1-31
Week Six (for Feb 13)	5:21-6:6a	Chp 2b pp. 136-146	chps 7 & 8 pp. 84 - 99	PRESENTATION: "Powerlessness as Power in the Gospel of Mark," by Dorothy Lee-Pollard Maguire, chp 2 pp. 33 - 73
Week Seven (for Feb 20)	6:6b-56	Chp 2c pp. 146-178	chps 9 & 10 pp. 100 -115	Watch Vespasian video; give impressions and insights from the video. https://www.youtube.com/watch?v=r72X5oUPTwM PRESENTATION: "Mark's Incipit," by Craig Evans http://www.jgrchi.net/volume1/JGRChI1-5_Evans.pdf
Week Eight (for Feb 27)	7:1-37 8:1-26	Chp 4	chps 11 & 12 pp. 116 -129	PRESENTATION: "The Powerful Jesus of Mark 1- 8" by Adam Winn
Week Nine (for Mar 5)	8:27-9:29	Chp 5	chps 13, 14, & 15 pp. 130 -150	PRESENTATION: "The Suffering Jesus of Mark 8:22 - 10:52" by Adam Winn"
Week Ten (for Mar 12)	9:30-9:50; 10:1-52	Chp 6 (total for this week = 77)	chps 16, 17, & 18 pp. 151-173	1 Peter (intertextual comparison) Maguire, chp 3 pp. 75 - 113

Week Eleven (for Mar 19)		SPRING BREAK		
Week Twelve (for Mar 26)	Chps 11 & 12	Chp 7 (total for this week = 68)	chps 19 thru 23 pp. 174 - 209	Maguire, chp 4 pp. 115 – 154 PAPER due: Markan Spirituality in a Buddhist Context
Week Thirteen (for April 2)	Chps 13	Chp 13 (total for this week = 85)	chps 24, 26, & 27 pp. 210 – 216; 224 - 237	PRESENTATION: "Jesus and the Temple" by Adam Winn"
Week Fourteen (for April 9)		EASTER weekend		
Week Fifteen (for April 16)	Chps 14	Chps 9 & 10 (total for this week = 88)	chps 28, 29, & 30 pp. 238 – 260	PRESENTATION: "Jesus in Mark's Passion Narrative" by Adam Winn"
Week Sixteen (for April 23)	Chps 15 & 16	Chps 11 & 12 (total for this week = 50)		
No class April 29				PAPER due: Interpreting Mark in a Buddhist Context

Course Policies & Requirements

Preparation

In order to succeed in this class, students should arrange to have regular access to a computer, the internet, Evangel email and Course Commons. This class will use Course Commons for course communication, interaction, content, announcements, collaboration and assignments.

Attendance

Class attendance is extremely important to a learner's success. Building a habit of good attendance will translate into one's professional responsibilities and future career. There are no excused absences, but should a student miss class, she or he will be responsible for collecting missed information. The instructor expects students to be present and on time. Three tardies count as one absence. Since this course meets one time per week, three missed classes constitute an excessive amount of absences. With the third absence, the instructor reserves the right to reduce a student's overall grade. **The instructor does not allocate partial credit for attending a portion of an evening class.**

Assignments

All assignments have specific due dates listed on the course outline as well as instructions for successful completion. Since this course meets once per week, more than one assignment may be due on the same day.

Instructions for Course Assignments

The instructions below contain essential information for completing assignments successfully. When needed, the instructor gladly offers clarification. The essentials of the learning process are reading, processing (class conversation, lectures, reading materials) reflecting, and writing. The latter is an excellent tool for organizing one's thoughts and ideas.

Participation

Students will receive weekly grades for participation. Discussion adds significantly to learning. Therefore, come prepared and contribute. The amount of participation is important. Other "quality" factors, however, are far more important, such as overall attentiveness to the line of discussion, relevance and insight demonstrated by comments and questions, and the ability to explain and to defend one's position. (adapted from Dr. Mike Palmer)

Reading Garland's *A Theology of Mark's Gospel*

Read and process each Garland assignment and supply a one- to two-page response. Indicate information that stands out to you and explain why you think it is important. Notice how Garland dialogues with other scholars. How might you join the conversation?

Other Weekly Reading Assignments

Be prepared to discuss assigned weekly readings, including, *Reading Mark in Context: Jesus and Second Temple Judaism* as well as Maguire's *Essential Buddhism*. Students may want to take notes during the reading process. See **Participation** above.

Presentations

Students will make *one presentation* over **a journal article or a chapter from Adam Winn's *Reading Mark's Christology under Caesar*, or "Purity in the Synoptic Gospels" by Arseny Ermakov**. The presentation should be approximately fifteen minutes long and include a summary of the material's contribution for interpreting Mark's Gospel. A good presentation will include PowerPoint or handouts. Presenters should prepare to entertain questions from fellow students.

A *second presentation* will cover one's research over a chosen topic that pertains to Second Temple Judaism and Greco-Roman culture, a topic the Markan text addresses. Guiding questions: What social structures and values present a challenge to Thai Christians, and how might one address these challenges based on the Gospel of Mark? How might Mark's treatment bridge and address Thai culture from a biblically-based perspective taken from Mark's material.

Possible topics: Purity Concerns, Family Structure and Authority, Status of Children in Society, Patron-client Relationships and Responsibilities, Exchange of Honor and Shame, Work Ethic, Use of Money, Discipleship, Gift Giving, Moral Standards, Demon Possession, etc.

Good research and a well-crafted presentation for this assignment will potentially contribute to writing the interpretation paper and developing an appropriate, contextual spirituality. Also, the instructor will help with resources for this assignment. The instructor will determine date of presentation based on one's topic.

Intertextual Reading

As a group project, the class will compare and contrast two New Testament books, First Peter and Mark's Gospel. Comparing biblical themes and emphases are good places to start. Be sure to supply reference points; that is, provide chapter and verse when referring to the biblical texts. Students will bring their findings to class and share discoveries and insights. We will also ask the following question: How might someone with a Buddhist worldview read First Peter? See **Participation** above.

Markan Spirituality in a Buddhist Context

This writing assignment address the following questions: What Markan spirituality would be relevant to Thai believers? What spiritual disciplines would enable missionaries and Thai Christians to grow spiritually in a culturally relevant approach? Students will use Mark's Gospel as a foundation to address spiritual formation, the shaping of one's spirituality with accompanying disciplines, in this Buddhist setting. Students will find that their research and presentations will contribute to this important assignment. The paper should be approximately five pages in length. The instructor will provide additional instructions in class.

Interpretation Paper

The interpretation paper is integral to one's learning experience. Each student will write an interpretation paper that reflects the fruit of her or his insight and investigation, seeking to bridge horizons of the biblical text and a Buddhist worldview. The instructor encourages students to select a theme, topic, or pericope that is of significant interest and navigate the cultural waters so that a Buddhist reader would grasp Mark's message. Topics such as suffering, Jesus' death on the cross, and role as Savior/King are possible topics. Other options will arise as students study Mark's Gospel and Theravada Buddhism. Note that students will select a topic in conversation with the instructor, asking the question: How would a Buddhist reader interpret or understand a selected pericope, topic, or Markan theme? Submit papers that are thirteen to fifteen pages in length **plus** bibliography. Use at least twelve primary sources, which may include Garland or any of the assigned reading. Devote the first two pages to describe one's method and approach; that is, supply the reader with an interpretive paradigm and use it to construct the interpretation paper. The wise student will include an analysis of sources as well as using them to support one's position or argument. Please number pages except for the first page. Please submit the paper through Turnitin.com. See "Written Assignments" below and the attachment on CC "Learning to Write Takes Time and Practice."

Suggested Organization of the Interpretation Paper

Introduce the paper and state your purpose (perhaps briefly present the "problem" for a Buddhist reader)

Describe critical methods you will use and why

Describe the Buddhist reader you envision and missiological context

Exegete Markan text or passages including relevant information from Second Temple and Greco-Roman contexts

Conclusion: Specify theological bridge and reader's anticipated response

Application / Contemporization

Writing Policy

The instructor expects graduate-level work, which means students should comply with conventional English spelling, grammar, and punctuation. The instructor prefers inclusive language. Read carefully "**Learning to Write**" on your student portal. Students should format formal papers (unless otherwise specified by the instructor) according to the [AGTS Writing Style Guide](#).

Communication

Good communication is essential to success in college and beyond. 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 respond to emails/messages within 24 hours. 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 is happening in our class.

Assessment

Successful completion of the course requires students to submit course work in a timely manner as specified in this syllabus. The instructor encourages students to retain a copy of all assignments until the conclusion of the course.

Assignment Group	Percentage
Discussion / Participation	20%
Garland Responses	15%
Presentations (2)	20%
Spirituality Paper	15%
Interpretation Paper	30%
Total:	100%

Grading Scale

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

100%▶ 93%	92%▶ 90%	89%▶ 87%	86%▶ 83%	82%▶ 80%	80%▶ 77%	76%▶ 73%	72%▶ 70%	69%▶ 67%	66%▶ 63%	62%▶ 60%	59%▶ 0%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Late/Missed Assignment Policy

All assignments are due at the dates and times specified. Late assignments can be submitted 48 hours late for a deduction of 10% per day. No assignments will be accepted for any credit after being more than 48 hours late, unless prior arrangements have been made.

- Please be proactive in your assignment preparation and submission!
- If there are any difficulties in submitting an assignment, please email me immediately!
- Difficulties with an assignment? Contact me before the due date!

Grade Access

All course grades are available 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?](#)

The Temporary Grade of Incomplete

An “I” (Incomplete) applies to work of acceptable quality when one or more incomplete assignments because of illness, accident, death in the family, or other satisfactory reason. Students should take the initiative to request an incomplete grade. Students may obtain the *Incomplete (I) Grade Request Form* from our administrative assistant.

Bibliography

Garland's *A Theology of Mark's Gospel* contains an outstanding bibliography, and Winn's biographical listings are also helpful. Upon request, the professor will provide a seventy-seven page bibliography.

Specific Data

Syllabus prepared by Gary Martindale, January 2020.

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

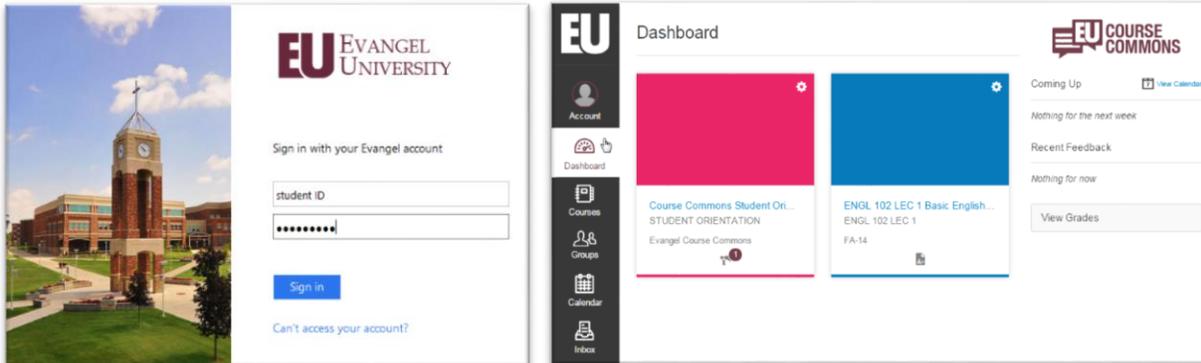
student's paper. Students must engage tutors directly and take an active role in the correction process. The Write Place is available to online students. For more information or to set up an appointment, see [The Write Place Online](#).

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:

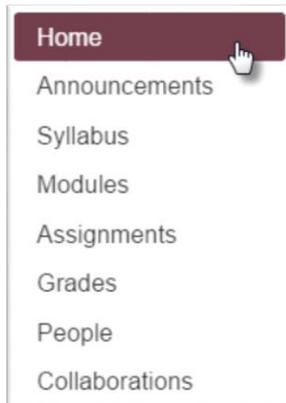
[How do I customize my Courses list?](#)

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.

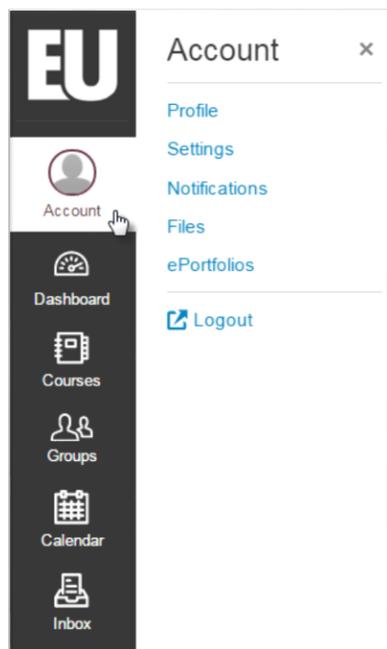
You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

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.

Support ×

[Course Commons Student Orientation](#)
This course provides on-demand video tutorials for using Course Commons.

[The Center for Student Success](#)
Your success is our goal! This course contains resources for career planning, student employment, tutoring and academic support.

[The Write Place](#)
Find resources and connect with tutors to help you hone your writing skills.

[Ask Your Instructor a Question](#)
Questions are submitted to your instructor

[Search the Canvas Guides](#)
Find answers to common questions

[Report a Problem](#)
If Canvas misbehaves, tell us about it

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.