

ASSESSMENTS OF GOD THEOLOGICAL SEMINARY  
Evangel University

2015 Program Review  
for the  
AGTS Practical Theology Department (PTH)

Master of Arts in Christian Ministries

I. Program Mission

- a. AGTS PTH is committed to the providing the learning experiences necessary to equip and empower students in its course offerings to become servant leaders with the knowledge, skills, and passion to revitalize the church and evangelize the world in the power of the Holy Spirit.

It attempts to fulfill this mission by creating a core of practical theology courses that are:

- firmly embedded in the bedrock of Holy Scripture to insure that all ministry practice is grounded in biblical revelation
- guided by a Pentecostal hermeneutic that seeks to discern the person, the presence and the work of the Holy Spirit as the primary empowerment for all ministry praxis
- based on a holistic understanding of the *Missio Dei* and its implications for directing the activities and services of all Christian ministers
- focused on enhancing the leadership capacities and skills that will enable the students to fulfill their God-given calling
- committed to identifying and implementing ministry praxes that are culturally relevant

II. Program Learning Outcomes and Goals/Objectives

- Master of Arts in Christian Ministries (MACM)

PTH Assessment System Master of Arts in Christian Ministries (MACM)					
<i>Assessment</i>	<i>Learning Outcome (What is evaluated)</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
<b>Reflection papers</b>	1) Spiritual/emotional growth 3) Application to ministry contexts 4) Revelation through OT & NT in light of the mission of God	Throughout the courses scheduled each semester that use reflection papers to assess student learning.	Use of summative project rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by PTH Department.
<b>Sermons</b>	2) Relevant sermons 3) Application to ministry contexts	Throughout the preaching courses scheduled each semester to assess student learning.	Use of sermon rubrics. Faculty trained in use of rubrics. PTH faculty members review hi/mid/lo samples of student work to maintain consistency.	Performance at the 84 percentile or above.	Reviewed annually by PTH Department
<b>Summative projects</b>	1) Spiritual/emotional growth	At the end of each course which uses a	Use of reflection paper rubrics. Faculty trained in use of rubrics. PTH faculty	Performance at the 84	Reviewed annually by PTH Department

	3) Application to ministry contexts 4) Revelation through OT & NT in light of the mission of God	summative project to evaluate student learning	members review hi/mid/lo samples of student work to maintain consistency.	percentile or above.	
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Upon completion of the MACM program students will:

1. Construct individual and corporate methods for spiritual and emotional growth.
2. Demonstrate biblically sound and culturally relevant sermons.
3. Apply biblical/theological foundations and current ministry practices to specific ministry contexts.
4. Discuss the flow of biblical revelation through the Old and New Testaments, with an emphasis on the redemptive mission of God's people throughout the world

### III. Program Capacity and Description

#### a. Faculty

- There were 13 regular faculty members and 5 adjunct faculty members who taught one or more courses in the PTH degree programs in the 2015 calendar year.

##### 1. Regular Faculty

- Roger D. Cotton, Th.D.
- Deborah M. Gill, Ph.D.
- James D. Hernando, Ph.D.
- Anita L. Koeshall, Ph.D.
- Johan H. Mostert, D.Phil.
- Douglas Oss, Ph.D.
- Melody D. Palm, Psy.D.
- James H. Railey, D.Th.
- DeLonn L. Rance, Ph.D.
- Valerie Rance, Ph.D. (cand.)
- Charles E. Self, Ph.D.
- Jay P. Taylor, D.Min.
- Randy C. Walls, D.Min.

##### 2. Adjunct Faculty

- Glen Davis, M.Div.
- John Gallegos, Ph.D. (cand.)
- Nick Garza, D.Min.
- Jay A. Herndon, D.Min.
- David A. Willis, D.Min.

#### b. Students

- There were a total of 22 students taking one or more courses in the MACM degree program.
  - 18 male
  - 4 female

#### c. Degrees conferred

- Six of the 22 students enrolled in one of the PTH degree programs graduated in the Spring 2015 graduating class.
  - 6 male

#### d. Enrollment history (average class size)

- Twelve distinct courses were offered in the MACM degree program. NOTE: All 12 of these courses noted in the MACM program were combined courses within the MDiv program course offerings.

1. Master of Arts in Christian Ministries, average enrollment per course – <3

Course #	Students	Course #	Students
BIB 532	1	PTH 557	2
BOT 530	2	PTH 558	1
BTH/MHT 501	4	PTH 559 (SP-15)	3
PTH 556 (SP-15)	11	PTH 559 (FA-15)	2
PTH 556 (SU-15)	2	PTH 653	1
PTH 556 (FA-15)	1	THE 531	3

e. Program maps (2-year course rotation)

- Master of Arts in Christian Ministries (2 year degree program – 45 credit hours)  
NOTE: Students who do not qualify for the advanced standing credits\* in the Bible/Theology Foundations Core (9 credit hours) may complete any or all of these courses within the two year window of the curriculum offerings.

Semester	Year One			Year Two		
Fall	BOT 530*	HOM 529	PTH 558	BIB 532	PTH 559	THE 531*
Spring	BNT 530*	BTH/MHT 501	PTH 557	PTH 556	PTH 653	Elective
Summer	Elective	Elective		Elective		

f. Curriculum maps (courses where learning outcomes are met)

- Master of Arts in Christian Ministries (see Section II.a.ii above for the learning objectives of the MACM program)

Course	SLO	Course	SLO
BTH/MHT 501	3, 4	PTH 559	1, 3
BIB 532	3, 4	PTH 653	1, 3
BOT 530	3, 4	PTH 556	1, 3, 4
BNT 530	3, 4	Elective Course	N/A
THE Elective	3, 4	Elective Course	N/A
HOM 529	1, 2	Elective Course	N/A
PTH 557	1, 3	Elective Course	N/A
PTH 558	1, 3		

g. Advising

- All AGTS students are assigned an academic advisor from the regular faculty corps as per the AGTS Faculty Handbook, Section 5.3. While students are responsible to monitor their own degree programs in order to insure that they select the appropriate courses for degree completion, all course registration requests must be approved by their faculty advisors. The course registration process is done within an online registration portal that automates the communication between each student and her/his faculty advisor. Additionally, the Registrar's office provides an additional advising back-up resource in the academic registration process to insure that students are meeting their degree program course requirements. Additional administrative support staff in the Dean's Office and in

the Student Life Department may also assist students with informal academic advising.

h. Facilities, labs, computers, library, other resources (inventory)

- Classrooms
  1. Traditional lecture-hall classrooms
    - There are two lecture-hall rooms with a seating capacity of 65 students.
  2. Adult-learner conference classrooms
    - There five classrooms with an adult-learner seating arrangement around a conference table each of which seats up to 18 students.
- Computers
  1. The library facility includes a computer center that provides access to productivity software, library resources and the Internet. The computer center is equipped with 16 personal computers and a printer. AGTS students may use the library's copy machine to scan and save copies of documents, either using USB drives or their personal email accounts, and for color printing. A wireless network is accessible throughout the facilities and students can send their laptop or home computer print jobs to the library's printer or copy machine.
- Library
  1. The library has a 135,000-volume capacity and its holdings currently consist of 126,051 bound volumes, 80,201 microforms, 5,557 audiovisuals, approximately 250 current periodical subscriptions, and a significant number of online databases that are collectively licensed by the Evangel University libraries. These collections include extensive biblical, theological and missiological materials, augmented by the Flower Pentecostal Heritage Center located at The Assemblies of God General Council headquarters in Springfield, as well as a collection of counseling resources.
- Student Lounge (approximately 30 x 48 feet)
  1. Furnishings
    - Two leather couches
    - Two leather love seats
    - Four leather chairs
    - Four dining/study tables w/ four chairs per table
    - High top counter w/ four bar stools
  2. Kitchen
    - Two refrigerators
    - Two coffeemakers
    - One dishwasher
    - One micro-wave oven
    - One stove w/ oven
    - One double basin sink

- Ten storage cabinets
3. Vending Machines
    - One for soft drinks
    - One for snack foods
- i. Curriculum comparisons (benchmark institutions)
- Master of Arts in Christian Ministries – 45 credit-hours; 15 credits in Bible/Theology, 18 credits in Practical Theology, 12 credits of Practical Theology Electives
- NOTE: There are a variety of names used by the peer institutions to describe a two-year degree which falls within the professional MA category. However, each of the degree programs noted below are equitable in scope and content.
1. Anderson School of Theology – 48 credit-hours
    - 30 credits in Bible/Theology
    - 18 credits in Practical Theology
  2. Ashland Theological Seminary – 55 credit-hours
    - 24 credits in Bible/Theology
    - 25 credits in Practical Theology
    - 6 credits of General Electives
  3. Bethel Seminary – 51 credit-hours
    - 24 credits in Bible/Theology
    - 15 credits in Practical Theology
    - 12 credits of General Electives
  4. North Park Theological Seminary – 36 credit-hours
    - 12 credits in Bible/Theology
    - 6 credits in Practical Theology
    - 18 credits of General Electives
  5. George W. Truett Theological Seminary – 60 credit-hours
    - 36 credits in Bible/Theology
    - 15 credits in Practical Theology
    - 9 credits of General Electives
- j. Locations, sites, and modes of program delivery
- Master of Arts in Christian Ministries
    1. The Springfield resident campus offers all of the seated courses needed to complete the MACM degree programs. Residential students may request a limited number of directed studies or online courses to assist them with degree completion when course offerings and/or schedules limit or prohibit their ability to enroll.
    2. AGTS/EU has an additional program site in Sacramento, California at which students can complete the MACM in seated learning experiences.
    3. There is also external studies (in-service) version of the MACM degree program that requires at least half of the coursework (24 credits) to be completed in seated learning experiences in which the course instructors and students are

located in the same classroom. The other half of the in-service degree program may be completed in directed studies or online learning courses.

#### IV. Strengths, Weaknesses, Opportunities, Threats analysis

##### a. Strengths

1. 45 credit hour curriculum that enables full time students (at least 9 credits per semester) to complete the program in two or less years.
2. Curriculum heavily focused on Practical Theology courses to help equip students with better ministerial competencies, passions, and skills.
3. Advanced standing status of up to 9 credit hours based on the completion of an undergraduate program in religion within eight years of the students' admission to the MACM program.
4. Provides a good on-ramp for students wishing to pursue MDiv Equivalence for admission into a Doctor of Ministry degree program.

##### b. Weaknesses

1. While the MACM program provides a good learning experience in Practical Theology coursework, MACM students have typically demonstrated less competency in Biblical interpretation and theological reflection.
2. As a two-year professional MA, the program may not prepare students to enter doctoral studies without additional coursework needed to meet doctoral studies admission standards.

##### c. Opportunities

1. As a two-year degree program, the MACM aligns itself with the current trends in educational preferences for people seeking graduate level seminary studies.
2. The flexibility of seated and online learning options in the in-service version of the MACM provides the same quality of learning experience for non-residential students.

##### d. Threats

1. Most of the colleges and universities within the Association of Assemblies of God Higher Education (AAGHE) offer a professional masters degree program in religion with a lower number of credit hours than the MACM degree program.
2. The tuition per credit hour for these AAGHE school professional masters is also lower than AGTS.

#### V. Peer Institutions/Benchmarking

- a. As noted above in the curriculum comparison Section III.i., the following institutions were selected by the PTH Department as good peer institution/benchmark education examples for the AGTS MACM degree program. The primary reason for choosing these five schools has to do with their embedded status within a University education context just as AGTS is embedded in Evangel University:

- Anderson School of Theology at Anderson University in Anderson, Indiana
- Ashland Theological Seminary at Ashland University in Ashland, Ohio
- Bethel Seminary at Bethel University in St. Paul, Minnesota
- North Park Theological Seminary at North Park University in Chicago, Illinois
- George W. Truett Theological Seminary at Baylor University in Waco, Texas

b. The following narrative will provide a more detailed perspective on the MA professional degrees of these peer institutions in order to compare and contrast the content and quality of the AGTS MACM degree program.

- Anderson School of Theology

As noted above in Section III.i.1., Anderson has a 48 credit-hour professional masters program with 30 credits in Bible/Theology, 18 credits in Practical Theology, and no electives. These degree credit hours are comprised by the following:

1. Bible/Theology
    - 1 church history course
    - 1 denominational history/polity course
    - 1 intercultural studies course
    - 2 OT literature courses
    - 2 NT literature courses
    - 2 systematic theology courses
    - 2 ethics courses
  2. Practical Theology
    - 2 preaching courses
    - 1 Christian education course
    - 2 field education courses
  3. Electives
    - No electives courses offered
- Graduates (2010 to 2014): 54 students

- Ashland Theological Seminary

As noted above in Section III.i.2., Ashland has a 55 credit-hour professional masters program with 24 credits in Bible/Theology, 25 credits in Practical Theology, and 6 credits of electives. These degree credit hours are comprised by the following:

1. Bible/Theology
  - 1 NT literature course
  - 2 OT literature courses
  - 1 biblical studies course
  - 1 systematic theology course
  - 1 church history course
  - 1 ethics course
  - 1 intercultural studies course
2. Practical Theology
  - 2 spiritual formation courses
  - 1 pastoral care course
  - 1 leadership course
  - 1 church worship course
  - 1 Christian education course
  - 1 preaching course
  - 1 evangelism course

- 4 field education courses
  - 3. Electives
    - 2 general electives courses

Graduates (2010 to 2014): 29 students
- Bethel Seminary
 

As noted above in Section III.i.3., Bethel has a 51 credit-hour professional masters program with 24 credits in Bible/Theology, 15 credits in Practical Theology, and 12 credits of electives. These degree credit hours are comprised by the following:

  1. Bible/Theology
    - 1 hermeneutics course
    - 3 bible literature courses
    - 2 systematic theology courses
    - 1 ethics course
    - 1 church history course
  2. Practical Theology
    - 1 preaching course
    - 1 missions course
    - 1 leadership courses
    - 1 spiritual formation courses
    - 2 field education courses
  3. Electives
    - 4 general electives courses

Graduates (2010 to 2014): 38 students
- North Park Theological Seminary
 

As noted above in Section III.i.4., North Park has a 36 credit-hour professional masters program with 12 credits in Bible/Theology, 6 credits in Practical Theology, and 18 credits of electives. These degree credit hours are comprised by the following:

  1. Bible/Theology
    - 2 biblical literature courses
    - 1 systematic theology courses
    - 1 church history course
  2. Practical Theology
    - 1 spiritual formation courses
    - 1 leadership course
  3. Electives
    - 4 ministry electives courses
    - 2 general electives courses

Graduates (2010 to 2014): 60 students
- George W. Truett Theological Seminary
 

As noted above in Section III.i.5., Truett has a 60 credit-hour professional masters degree program with 36 credits, 15 credits in Practical Theology, and 9 credits of electives. These degree credit hours are comprised by the following:

1. Bible/Theology
  - 5 biblical literature courses
  - 5 systematic theology courses
  - 1 church polity course
  - 1 church history course
2. Practical Theology
  - 1 preaching course
  - 1 leadership course
  - 1 missions course
  - 2 field education courses
3. Electives
  - 3 general electives courses

Graduates (2010 to 2014): 50 students

2. Compare/contrast evaluation of AGTS degree programs with peer institutions
  - As noted above in Section III.i., the MACM is a 45 credit-hour program with 15 credits in Bible/Theology, 18 credits in Practical Theology, and 12 credits of electives. These degree credit hours are comprised by the following:

1. Bible/Theology
  - 1 hermeneutics course
  - 1 NT literature course
  - 1 OT literature course
  - 1 systematic theology course
  - 1 intercultural theology course
2. Practical Theology
  - 1 preaching course
  - 4 leadership courses
  - 1 field education course
3. Electives
  - 4 practical theology elective courses

Graduates (2010 to 2014): 90 students

- Comparative evaluation
  1. The Bible/Theology core of the AGTS MACM degree demonstrates a relatively common curriculum with the peer institutions. There are a few distinctions in this core curriculum:
    - Three of the five peer institutions offer at least two times the number of credits in this curriculum core. A fourth peer institution offers 60% more credit hours in this core component. Only one of the five has fewer hours.
    - There is some degree of similarity between the types of courses offered by the peer institutions in relation to AGTS. Courses in biblical interpretation, biblical literature, and systematic theology are common to all of them.
    - All of the peer institutions require a church history and/or an ethics course in distinction to the AGTS requirements, although AGTS students

are encouraged to take an elective course, HIS 528 History & Polity of the A/G, if they have not taken an equivalent course in their undergraduate programs.

2. The Practical Theology core of the AGTS professional masters degrees also demonstrates a relatively common curriculum with the peer institutions. There are a few distinctions in this core curriculum:
    - The AGTS core curriculum credits for its MACM program are equal to or greater than four of the five peer institutions.
    - While AGTS offers preaching, spiritual formation, leadership, and field education courses its curriculum as do most of the five peer institutions, distinct course offerings among the peer institutions include, Christian education, worship, and pastoral care. Of note, AGTS embeds these components in its leadership courses.
  3. The Electives courses in the AGTS MACM degree program have commonality with the peer institutions, with a few distinctions:
    - Three of the five peer institutions offer an equal or greater number of electives credits to that of the AGTS MACM degree program.
    - The most distinct is Bethel Seminary, which offers four courses of concentration electives, plus two general electives courses.
- Comparative statement of graduation rates in all degree programs of AGTS and the five peer institutions.
    1. While AGTS only exceeds one of the peer institutions in its MDiv graduation rates, it has more MACM graduates than any of its five peers. While it still retains fourth place in total graduates, it is within 4 or less students of the third and second place schools.

VI. Assessment Procedures

a. Students

- Students enrolled in the MACM program were provided an evaluation form at the end of each course to assess their perspectives on the value of their learning experiences. Evaluations were tabulated from the following courses offered in these three degree programs in the 2015 calendar year:

<b>Spring 2015</b>	<b>Summer 2015</b>	<b>Fall 2015</b>
BNT 530 – no data	PTH 556 – no data	BIB 532
BTH/MHT 501		BOT 530
HIS 532		HOM 529
PTH/MCS 556		PTH 556 – no data
PTH 557		PTH 558
PTH 559		PTH 559
PTH 653		THE 531
THE 532		

- ii. The evaluation form uses a 5-point Likert scale assessment on the following statements:
  - #1 Course requirements were adequately explained.
  - #2 Completion of course requirements enabled students to achieve course objectives.
  - #3 Course requirements provided adequate assessment of student learning.
  - #4 Required readings contributed to student understanding of the subject.

- #5 The instructor demonstrated adequate expertise in this subject.
  - #6 Class lectures were clearly and effectively communicated.
  - #7 Class lectures were clearly and effectively communicated.
  - #8 Teaching methods engaged the students in critical reflection and dialogue.
  - #9 The course provided learning opportunities relevant to the student's current/future field of ministry. The instructor was accessible when needed; e.g. responsive to questions; available for appointments.
  - #10 The instructor provided timely/ useful feedback to the student.
  - #11 The instructor was well prepared for class sessions.
  - #12 The time and energy spent in the course were worth the effort.
- iii. The evaluation form also has a short answer narrative section on the following statements:
- #1 The professor asked students to fill out a form offering a mid-semester evaluation of the course. (Yes or No).
  - #2 The greatest strengths of the instructor are:
  - #3 The instructor's teaching could be improved by:
  - #4 The main value of this course to me is:
  - #5 How did the Holy Spirit impact your life through this course?
  - #6 Other: Please feel free to comment on any other issue(s) of importance to you.
- iv. For the Likert scale assessments, students submitted an overall average rating for these courses as follows:
- #1 -4.612
  - #2 -4.636
  - #3 -4.535
  - #4 -4.745
  - #5 -4.885
  - #6 -4.604
  - #7 -4.663
  - #8 -4.674
  - #9 -4.693
  - #10 -4.502
  - #11 -4.660
  - #12 -4.577

The total number of students who completed at least one course evaluation (duplicated headcount) was 200. The total number of courses evaluated were 21. As the data above shows, students rated their experiences in these courses as exceptional. When the scores from all 12 categories are combined, the overall average rating given by the students is 4.674.

- v. For the short answer narrative section assessment, students responses may best be summarized with the following statements:
- #1 - Most of the professors do not require a mid-course evaluation
  - #2 - Professor strengths in content knowledge, accessibility, and concern for student learning
  - #3 - Instruction improvements in avoiding teaching tangents, improving visual aids and handouts, and greater clarity on examination content

- #4 - Course value in improving biblical knowledge, and broadened perspectives on mission and ministry
  - #5 - Impact of the Holy Spirit in confirmation of calling and conviction of personal and spiritual formation
  - #6 - General comments of appreciation to the instructors and concern about the compressed time frame of modular courses.
- vi. In summary, the course evaluations suggest that, on average, students were satisfied with the quality of their learning experiences in these courses.
- b. Alumni surveys
- Survey on accomplishment of degree program objectives sent to 95 MACM graduates between 2010 & 2014.
    1. Sixty-three percent response rate (60 responses out of 95 contacts)
      - SLO #1 with 88.33% of the responses in the agree to strongly agree categories.
      - SLO #2 with 85% of the responses in the agree to strongly agree categories.
      - SLO #3 with 88.33% of the responses in the agree to strongly agree categories.
- c. Graduate statistics
- MACM
    1. 93% of all graduates responding to surveys were actively involved in vocational ministry.
- d. Curriculum advisory committee
- In order to get program review feedback by a variety of leaders in pastoral education and vocational ministry, the following people were asked to serve on the PTH degree program's curriculum advisory committee:
    1. Dr. James Bradford, General Secretary of the General Council of the Assemblies of God, U.S.A.
    2. Drs. Wayne & Sherry Lee, founders of Church Life Resources, LLC, a church consulting ministry.
    3. Dr. Jared Stoner, Pastor of West County Assembly of God in Chesterfield, Missouri.
  - Each of these three people were sent a copy of the curriculum of the MACM degree program; along with the catalog descriptions of each course and the program objectives. They were asked to review these documents with a view toward identifying the strengths and/or weaknesses that they see in the degree programs based on their perspective of how students might/should attain the learning objectives for each program. The following narrative provides the feedback received from each of the three:
    1. Dr. James Bradford:
 

It was my privilege to serve in an advisory capacity for assessing program curriculum and learning outcomes for the Practical Theology Academic Department (PTH) at the Assemblies of God Theological Seminary.

PTH oversees the MACM degree program. The documents provided to me included program curricula, course descriptions, and expected learning

outcomes for each of these degrees. My own background includes 30 years of lead pastor experience in the local church followed by my present role as general secretary of the General Council of the Assemblies of God in which I oversee the credentialing of new ministers.

I found the learning outcomes to be clear, specific and applicable. The focus on the integration of practical ministry skills with personal and theological formation at a level appropriate to the purpose of each degree was especially intentional and impressive. These outcomes demonstrably anchor the structure and assessment criteria of each of the degree programs.

The assessment grid was also clear, comprehensive and properly aligned with the defined learning outcomes. Whether they were summative projects, research papers, course exams, student sermons, course discussions, reflection papers or ministry action plans, the assessment tools were clear and correlated in each case with minimum performance standards for the student. The course descriptions were also consistent with the expected types of learning outcome assessments.

I saw no conflicts, gaps or inconsistencies between the course descriptions, learning outcomes, assessment tools or performance criteria.

2. Drs. Wayne & Sherry Lee

The Lees were not able to provide the requested input in time for this report to be finalized. If they do so after the fact, their evaluations will be consolidated into the program review materials as part of the historical data.

3. Dr. Jared Stoner

The Master of Arts in Christian Ministries (MACM) seems well constructed for its stated objective of providing advanced biblical, theological and practical training for those seeking to enhance their ministry skills. As its name indicates, the degree is heavy on practical ministry training, which is even more the case for those who come to it without strong undergraduate training in Bible. While such a student's ability to describe the flow of biblical revelation with regard to mission might be adequate, their facility with the broad themes of Scripture would likely be weak if their only training in Bible were an introduction to the Old Testament, New Testament, and one elective. However, that is the nature of the Master of Arts and the background of particular students.

The assessments for the MACM seem to provide a high degree of insight into the progress of the minister and their ability to lead ministry. The reflection papers give insight into the personal development of the minister, while the sermons and projects identify their growing ability to minister effectively. For those who do a practicum, there could be significant value in having the practicum supervisor do an assessment of the student after they have completed their time of service. They could be asked about the student's personal growth as well as ministry effectiveness (this may be a part of the practicum, but I did not see it described in the catalog). I also trust that

students who do not seem to be progressing (whether personally or in ministry effectiveness) would receive additional help in their areas of deficiency.

If it is not included in another class, it might be worth including a short segment on legal issues in ministry. The church faces more and more legal challenges and the way a minister conducts their ministry largely determines the church's exposure in the case of a lawsuit. While not every issue could be addressed, some training on church and law would be helpful. It would seem to make most sense in the Leading Christian Ministries class.

If I were to bring a student who had completed the MACM on staff, I would have every confidence that they were capable not only of establishing effective ministry, but also of continuing to grow as a person and adapt to the changing context of ministry in the 21<sup>st</sup> century. The program unfolds logically, the courses address the learning objectives, and the assessments give you a clear idea of how the student is progressing along the way.

- e. Capstone research projects and papers, simulations, theses, dissertations, etc.)
  - The capstone research project for the MACM degree program is embedded in the course PTH/MCC 556 Field Education Research Project (FERP). The following information provides the specific requirements for each degree program:
    - The FERP is a three credit-hour applied research course that requires each student to do research in biblical/theological literature and in professional literature related to the project topic of their choice. Students then apply this research into a ministry context in which they are embedded.
    - Students in the MACM degree program must write between 30 and 50 pages of narrative, excluding front matter, bibliography, and appendices, that demonstrates their grasp of the critical research and application issues for their project topics.
      1. The project consists of three discreet sections, with an introduction that proposes the topic and issue to be addressed in the paper, as well as a conclusion that identifies how these issues have been addressed.
        - Section One: Biblical & Theological Research (10 to 12 pages)
        - Section Two: Professional Research (10 to 12pages)
        - Section Three: Application (12 to 15 pages)
- f. Internship/practicum/clinical reviews
  - The MACM students may choose from a variety of practicum course offerings for their degree programs. Students are directed by their academic advisors to choose an option oriented toward their future field of ministry. The course options include:
    1. PTH 619 Practicum in Hospital Ministry
    2. PTH 638 Practicum in Prison Ministry
    3. PTH 639 Practicum in Pastoral Ministry
    4. PTH 646 Practicum in Military Chaplaincy
    5. PTH 657 Specialized Studies Practicum

- This practicum allows the students to choose or create a specialized study focus in their practicum experience that does not fall within the normal ministry contexts and requirements of the other four practicums.
6. Students may also complete a unit of Clinical Pastoral Education (CPE) at a local Sisters of Mercy hospital and transfer this back into their degree programs at AGTS for three credit-hours.

g. Syllabi review

- PTH reviewed all of the syllabi from the Fall course offerings which provide student learning data for each degree program's learning objectives. The following narrative provides the details of this analysis for the MACM degree:
  1. Construct individual and corporate methods for spiritual and emotional growth.
    - PTH 522
      - Course Objectives
        - Discuss how issues of identity, personhood, and authenticity are of fundamental importance in ministry.
        - Articulate a personal mission, vision and values statement that explains one's ministry calling.
        - Explain the integration, importance and interplay of wholeness and holiness.
        - Summarize one's own personality and emotional development and their impact on fulfilling ministry calling.
      - Course Assignments
        - View the weekly video segments if posted.
        - Complete all discussion forum postings.
        - Complete the weekly reading assignments.
        - Prepare a summative reflection paper on the course materials.
      - PTH Review
        - The course objectives and learning assignments of PTH 522 align with the MACM degree program's learning outcome #1.
    - PTH 556
      - Course Objectives
        - Articulate a theological rationale for implementing a ministry plan or program in a local context.
        - Summarize the essential elements of professional praxis for their local ministry plan/ program.
        - Construct and implement a plan/program for leading a local ministry based upon their project research.
        - Assess the effectiveness of their local ministry plan/program and its value to the larger ministry community.
        - Provide a strong exegetical basis for the theological rationale used in their ministry plan/ program.
        - Provide a strong exegetical basis for the theological rationale

- used in their ministry plan/ program.
  - Identify the historical theological development of their research topic and assess its relevance to their local ministry plan/program.
- Course Assignments
  - View the weekly video segments.
  - Complete the discussion forum postings.
  - Read the Strunk and White text and complete the assigned report.
  - Complete the professional development assessments.
  - During the course, students will design, research and develop their 30-50 page Field Education Research Project.
- PTH Review
  - The course objectives and learning assignments of PTH 556 align with the MACM degree program's learning outcome #1.
- PTH 559
  - Course Objectives
    - Articulate the biblical and theological foundations for enhancing all of the relationships included in their current and future ministry contexts.
    - Develop a ministry action plan that produces healthier relationships in their current and future ministry contexts.
    - Implement a biblically grounded and practically executed pastoral care program in their current and future ministry contexts.
    - Create specialized sacerdotal services and events for their current and future ministry contexts.
    - Organize the personnel and resources of their current and future ministry contexts for more effective mission fulfillment.
  - Course Assignments
    - Complete the discussion forum postings.
    - Complete the weekly reading assignments.
    - During the course, students will read, reflect, and write in order to prepare their final 15-18 page summative projects.
  - PTH Review
    - The course objectives and learning assignments of PTH 559 align with the MACM degree program's learning outcome #1.
- 2. Demonstrate biblically sound and culturally relevant sermons.
  - HOM 529
    - Course Objectives
      - Explain the central themes of biblical theology and how they affect sermon preparation.

- Evaluate the components of preaching and their contributions to effective gospel communication.
- Discern and experience the role of the Holy Spirit in sermon preparation and delivery.
- Be formed as a preacher within a Spirit-filled context.
- Develop clearly organized, relevant messages that reflect biblical accuracy.
- Critique and analyze the expository preaching of others.
- Critique and analyze one's own expository preaching.
- Course Assignments
  - Students will read all assigned materials.
  - Students will prepare and deliver a 12-minute message expounding an entire one verse (two line) passage from the book of Proverbs.
  - Students will prepare and deliver a 15-minute message expounding an entire psalm from the book of Psalms.
  - Students will prepare and submit a 500-word self-critique of their sermon delivery.
- PTH Review
  - The course objectives and learning assignments of HOM 529 align with the MACM degree program's learning outcome #2.
- BTH/MHT 501
  - Course Objectives
    - Articulate God's plan for the universe from a biblical perspective.
    - Recognize the vital link between the kingdom of God, the church, and missions as expressed in both the Old and New Testaments.
    - Analyze the Christological paradigm for missions revealed in Scripture.
    - Understand the need for doing theology in light of the unreached in specific contexts.
    - Evaluate contemporary and alternative missiological strategies, philosophies, and issues (theologies) in light of a biblical theology of mission.
    - Identify Pentecostal distinctives and contributions to missiology and the fulfillment of the Great Commission.
    - Understand and respond in a personal way to the needs of the world and the challenge of missions.
    - Perceive the role of prayer in mission.
    - Recognize both the hardships and the rewards of missionary service and be open to God's call and direction in missions.
    - Integrate course materials into life and ministry.

- Course Assignments
  - Reading of the required textbooks. A Canvas online open book “Quiz” must be completed for each text and for a missionary biography.
  - The submission of a missions sermon that you have preached or will preach. Include title, text, introduction, major points in outline form and conclusion/application. The paper should be 3-4 pages in length.
  - In a 15-20 page research paper, demonstrate your mastery of the content of this course by writing a paper on a particular topic in the area of biblical missiology. The paper should: 1) Apply the principles of biblical theology taught in the class, 2) Demonstrate a comprehensive knowledge of *missio Dei* as found in the biblical witness, including appropriate biblical references. Be sure to demonstrate a clear contextual (exegetical) understanding of all texts that are discussed, 3) Integrate and cite class lectures, assigned readings, and other scholarly sources, 4) After presenting your understanding of a particular topic in biblical missiology, apply your current sense of God’s unique calling on your life to your understanding of the topic and indicate what the Holy Spirit is leading you to do in response to your learning (i.e. present a personal plan for missional praxis).
- PTH Review
  - The course objectives and learning assignments of BTH/MHT 501 align with the MACM degree program’s learning outcome #2.
- 3. Apply biblical/theological foundations and current ministry practices to specific ministry contexts.
  - PTH 556
    - Course Objectives
      - See Section g.1. PTH 556 above
    - Course Assignments
      - See Section g.1. PTH 556 above
    - PTH Review
      - The course objectives and learning assignments of PTH 556 align with the MACM degree program’s learning outcome #3.
- 4. Discuss the flow of biblical revelation through the Old and New Testaments, with an emphasis on the redemptive mission of God’s people throughout the world.
  - BIB 532
    - Course Objectives

- Discuss his/her understanding of the nature and work of hermeneutics as it relates to the task of exegesis and expository preaching.
- Identify and discuss the significant developments throughout the history of biblical interpretation, describing their characteristic strengths and weaknesses.
- List and define the principles that are: 1) appropriate for interpreting texts in general (general hermeneutics) 2) appropriate for interpreting specific literary genres (special hermeneutics) within the Bible.
- Identify and define the specialized terminology connected with the science of biblical interpretation.
- Apply the principles of interpretation to the exegesis of a biblical text.
- Identify the use or violation of sound hermeneutical principles in an example of biblical exposition.
- Identify major critical issues in contemporary hermeneutics and isolate the hermeneutical presuppositions at work among the divergent views.
- Form an increased awareness of the responsibility incumbent upon the Christian to rightly divide the word of truth.
- Appreciate the task of biblical exegesis in the discovery and illumination of the biblical text.
- Appreciate more fully the nature of biblical revelation and its timeless utility as an instrument of the Holy Spirit to speak into and transform our lives.
- Course Assignments
  - Completion of all text book reading assignments (see Reading Schedule) by the dates corresponding to the related class topics.
  - Completion of an almost weekly interpretive homework assignment found in the DH text and the DH Workbook. (See Class Schedule). Full credit will be given for all homework that is complete and on-time. Homework that is incomplete (does not fulfill all required elements of the assignment), or late (except for medical emergencies), will receive an automatic D grade.
  - Essay Assignments: There are 3 graded essay assignments. Instructions and expectations for the assignments will be posted on the Student Portal. Do NOT treat these as term papers. Excessively long essays that significantly exceed the recommended page limit (3-4 pages) will not be accepted and the student will be asked to resubmit.
  - During the **Fall Study Break** each student should view the Power Point presentations on the Student Portal that cover the "History of Hermeneutics" Write out answers to the questions

that appear at the end of each Power Point presentation. Hand these answers in on the first class period **after** the **Fall Study Break**.

- **Final Exam (Take-home)**
- PTH Review
  - The course objectives and learning assignments of BIB 532 align with the MACM degree program's learning outcome #4.
- BNT 530
  - Course Objectives
    - Identify and outline key events in political history of Judaism in the Hellenistic Period leading up to the time of Christ.
    - Describe some of the basic social structures of the Greco-Roman society and compare those same structures within Judaism of the first century.
    - List the various forms of sectarian Judaism in Palestine and in the Diaspora and describe their characteristic beliefs and practices.
    - Interpret New Testament events and writings with respect to their broader cultural-historical context, showing both continuity and contrast to that context.
    - Explain how some of the major religions and intellectual movements of the Hellenistic-Roman World provide an ideological background for understanding certain basic concepts and content in the New Testament.
    - Identify and define the various methods/approaches to New Testament interpretation, their goals, presuppositions and general practice.
    - Critique and evaluate the various methods of New Testament interpretation assessing both their positive contributions and limitations for New Testament exegesis.
    - List and discuss the major interpretive and introductory issues pertaining to the major portions of the New Testament: Synoptic Gospels, Luke-Acts, John's Gospel, The Pauline Corpus, Hebrews, The General Epistles and Revelation.
    - Identify the *Sitz im Leben* (historical setting/circumstances) of each NT book that helps explain its literary occasion and purpose.
  - Course Assignments
    - Read the assigned texts and complete the quizzes on the date specified in the course outline.
    - Complete all discussion forum assignments by the dates noted in the course outline.
    - Complete all essays, reviews and written projects and deposit in the drop box via the Canvas system

- Take and submit a 200 point take-home final and deposit through the canvas system.
- PTH Review
  - The course objectives and learning assignments of BNT 530 align with the MACM degree program's learning outcome #4.
- BOT 530
  - Course Objectives
    - Construct a brief historical framework of the major events in the history of Israel including where all the writing prophets fit and the succession of ancient Near Eastern empires from the monarchy to the advent of the Roman Empire.
    - Define the cultural background concepts and practices that are significant for understanding major Old Testament teachings.
    - Explain and evaluate the major historical, critical, and interpretative issues involved with the books of the Old Testament.
    - Summarize the message of the whole Old Testament and the major theological concepts taught and assumed throughout that are essential to understanding and applying it to the lives of Christians.
    - Distinguish the main features and principles of each genre of the Old Testament literature that must be understood for valid interpretation of the author's intended meaning.
    - Conclude what are the best sources to go to for help with the various kinds of questions that could come up your ministry.
  - Course Assignments
    - The following is a series of assignments (scheduled above in the far right column) to experience basic exegetical steps and tools for Old Testament study as well as scholarly issues, using Genesis 6-9 as an illustration. See the grading percentages at the end of the syllabus, before the bibliography, for the relative weight of these assignments in the course.
    - 1) READ **Gen. 6-9** in the CEV (*Contemporary English Version*, which can be found in the Reference section of the Library) and then in NIV or any version you prefer, by Mon., Aug. 29. TURN IN on Mon., Aug. 29 your simple summary list of the progression of topics, of all the major sections (paragraphs or groups of paragraphs) in Genesis 6-9, in order, giving chapter and verse references for your summaries. Be sure your summary titles mention any key points Moses is making in each section. Do not be too detailed or too general. Just tell what we should know that the narrative is covering. (See 1 Chron. 10 in the Handouts

book for an example.) TURN IN on Aug 29 your summary in a sentence or two of the theological point of Gen. 6-9—why did the Lord have it written here?

- 2) READ by Sept. 12 the article in the Handouts, “Method in Pentateuchal Source Criticism” by G.J. Wenham from *Vetus Testamentum* 41, 1(1991): 84-109. This is a first reading to note, for your own study, any questions you need to answer about the Genesis text, and scholarly jargon or references you do not understand that are important to understanding the article. You are to write a response by Oct 5 (see #5B below). TURN IN on Sept. 12 your flow of thought diagram (see instructions in book of handouts and in class) of Gen. 6:1-4. TURN IN on Sept. 12 your summary of the theological point of Gen. 6:1-4, in the context of Genesis, in a sentence or two. This should explain what this passage accomplishes at the beginning of the flood story. Also, LIST the questions on specific points that need to be answered in order to understand the details of what the passage is referring to. Finally, LIST where else the Hebrew word “Nephilim,” 6:4 NIV, is used in the O.T.
- 3) TURN IN on Sept. 19 a 2-3 page word study (see instructions in Handouts and in class) on the Hebrew word in Gen. 6:6 for “repented” in KJV, **“grieved” in the NIV, 1984 edition**, “regretted” in the NIV, 2011 edition, or “was sorry” in the ESV, not the “grieved” word in ESV nor “grieved” in KJV. The main two tools are a Hebrew concordance and the article in *NIDOTTE (New International Dictionary of OT Theology and Exegesis*, which uses the NIV numbering system). The recommended concordance is the *Hebrew English Concordance to the OT with the NIV* (1984 edition). For KJV there is the *Englishman’s Hebrew Concordance* keyed to Strong’s numbers for the Hebrew words. You may use a computer concordance program **if** it searches on the Hebrew word (this is often done through Strong’s number for the Hebrew word). Also, **tell whether you read the NIDOTTE article for your Hebrew word.**
- 4) READ for Sept 26 the excerpts from Gilgamesh and Atrahasis in *Old Testament Parallels* by Matthews and Benjamin or the same passages (or more) in another edition of these ANE (ancient Near Eastern) flood accounts. Watch for the similarities to and the differences from Gen. 6-9. TURN IN on Sept 26 a chart of similarities and your detailed *differences* between Gen. 6-9 and the ANE flood accounts of Gilgamesh and Atrahasis (you may consider them together as one Mesopotamian tradition) after reading: Wenham’s commentary on Gen. 1-15 in Word Biblical Commentary Series, pp. xlvi-1, 159-166 (on the portal,

Course Commons, or in the Reference section of the library); Kitchen, *The Bible In Its World*, pp. 27-30 (on the portal, Course Commons, or on Reserve); and Walton's chart in his book of charts, p. 81. Make your own chart, mentioning Walton's items and adding your own additions to or changes of wording from Walton's chart *in italics* or **bold**. I especially would like to see you **make some observations on the implications of the ANE statements**, such as how the shape of the ark would affect it in the storm. Therefore, the grading of the list will focus on additions, improvements to, and comments on Walton's chart, from your careful reading and interpreting of the texts. Then, WRITE your summary in a half page or so of what is the relationship between the ANE literature and Gen. 6-9. Assume that the copies of the ANE flood accounts are older than our copies of the OT. Tell why there are similarities? State briefly what you see as significant about the *differences* between the two accounts. Answer the question: Did either writer copy from the other? Explain briefly for a layperson your view of the divine inspiration of Gen. 6-9 in relation to other flood accounts?

- 5) READ (before writing the response to the VT article in the handouts that you read for assignment 2A above) for Oct. 3 about the JEDP Theory of Pentateuchal authorship in: 1) our textbook; 2) the "Undead Hypothesis" article by Garrett, in the handouts; 3) Wenham's commentary on Gen. 1-15, in the Word Bibl. Comm. Series, pp. xxv-xlii, in the handouts; before doing 5B. At the end of the essay below **state what % you read** of these. TURN IN on Oct. 3, first, a list of the six arguments discussed in the VT article by Wenham in the handouts (see assignment 2A) above) and then a 3-4 page analytical response giving your analysis of the strengths and weaknesses of the arguments in the article (do not repeat the details of the arguments) for and against the theory that various sources were patched together to produce Gen. 6-9. Also give your conclusions on that issue and on the overall quality and results of Wenham's article. Did he accomplish his purpose for writing the article? What have you learned about scholarship in OT studies? What is a healthy perspective on all this? What is the value of all this for interpreting Genesis 6-9 as God's Word? (Note: this is 14% of the course grade. You are not expected to understand every point thoroughly nor authoritatively critique them but to clarify the issues and the quality of the arguments and give a carefully considered opinion and perspective on JEDP in relation to a believer hearing from God through the Pentateuch.)

- 6) Background Reading for November 23 assignment. All of Walton, John H. *Ancient Near Eastern Thought and the Old Testament*. (Take notes on the most helpful insights for the assignment below.) A total of 100 pages of your choice from one OR any combination of selections from the following (on Reserve in the library): Hoerth, Mattingly, Yamauchi, *Peoples of the OT World*; Hoerth, *Archaeology and the OT*; Currid, *Ancient Egypt and the OT*; Chavalas, Younger, *Mesopotamia and the Bible*; Von Soden, *The Ancient Orient*; Craigie, Peter C. *Ugarit and the Old Testament*; De Vaux, Roland. *Ancient Israel*. Vol. 1, *Social Institutions*. Vol. 2, *Religious Institutions*. One article from a scholarly archaeological journal other than from BAR, one article from the *Oxford Encyclopedia of Archaeology* (in the Reference section of the library) on any background information of interest to you, and two pages of background commentary on OT verses of your choice in *Zondervan Illustrated Bible Backgrounds Commentary: Old Testament*, edited by Walton (BS 2341.52 Z66 2009, 5 vols.). View the pictures with selected notes, on the library computer, by the end of the course, following the instructions on the portal or Course Commons. TURN IN sometime during the week of Thanksgiving, no later than noon on Wednesday Nov. 23, a list of all the above readings that you did **with a total** of the pages for the ones from the list of choices for the 100 pages, and the titles of the articles read. Also, turn in a **4-6 page narrative** of the most helpful specific insights you gained from any of the above reading, especially from Walton, *ANE Thought*. These are to be insights that make specific differences in your understanding of what God was doing and saying to us in the Old Testament.
- 7) Write a final exam over the course on Monday, Dec. 5. Bring your own paper for the essay portion, either 8½ x 11 (write on one side only) OR a blue book (you may write on both sides). Also **bring your signed accountability sheet for the readings** (previously handed out in class). If you prefer to type the essays on your laptop ask the professor for permission before the day of the exam.
- PTH Review
  - The course objectives and learning assignments of BOT 530 align with the MDiv degree program's learning outcome #4.
- BTH 532
  - Course Objectives
    - Exhibit **knowledge** of the content of NT Theology (NTT) by recalling from memory on online quizzes and proctored

examinations over-arching NT themes and specific contributions of the Gospel Evangelists, of the Apostle Paul in his writings, and from the General Epistles.

- Demonstrate a **comprehension** of the academic discipline of NTT by (a) comparing and contrasting approaches; (b) selecting and defending an ideal model; and (c) assessing strengths and weaknesses of other chosen models in an online Discussion Forum.
- Drawing from all your learning, **design** and demonstrate a well-informed personal methodology of NTT in a research project of your choice related to discipleship by: (a) originating a 15-page term *paper* in Turabian style on topic or issue of your choice; (b) producing a 15-minute online *presentation* incorporating multimedia; and then (c) leading an online *discussion* on your topic.
- In your project paper and presentation, **relate** the academic fruits of your research to contemporary scholarly thinking. By comparing and critiquing other views, offer recommendations on your chosen theological issue or topic, whether a fresh contribution, a corrective, or a reaffirmation.
- In your project paper and presentation, **apply** the practical truths of your research by showing their relevance to your vocational ministry and to the personal, spiritual, and every-day life in the world (at school, home, work, and in the community), of a Spirit-filled Christ follower.
- Course Assignments
  - All of the learning activities and assessments for this semester's class total 500 points.
  - 100 points (20% of the grade) are based on **interactive learning activities**. Members of this class are a learning community; each student contributes to the learning of each other as individuals and to the class as a group. Therefore, to engage and benefit from what these adult learners are able to contribute, most weeks the students are involved in interaction: one Discussion (with the whole class), or one Collaborative Project (with a small group), or Peer Review (with one student).
  - 200 points (40% of the grade) are based on **individual learning activities**. Step by step (up to the completion of a Final Project written paper, online presentation, and online discussion), the student is introduced to and practices the steps of doing NTT on a topic of their choice.
  - 200 points (40% of the grade) are based on **learning assessments**. After studying the Quizlet sets on the assigned

material for the week's module, the online Practice Quizzes, and reviewing their own notes on the textbooks, the student takes a 10-question quiz online. Two times the student contributes questions to an online Quizlet flashcard set. - Weekly/module quizzes may be retaken, if necessary (up to the closing time), to raise the score. The final score is recorded as the quiz grade. - The 100-point Final Examination is entirely objective in nature, and covers the same content as the 10 weekly/module quizzes. (It can be prepared for by reviewing all the Quizlet sets).

- PTH Review
  - o The course objectives and learning assignments of BTH 532 align with the MDiv degree program's learning outcome #4.
- BTH/MHT 501
  - Course Objectives
    - o See Section g.1. BTH/MHT 501 above
  - Course Assignments
    - o See Section g.1. BTH/MHT 501 above
  - PTH Review
    - o The course objectives and learning assignments of BTH/MHT 501 align with the MDiv degree program's learning outcome #4.

#### VII. Findings (organize by learning outcomes)

- Construct individual and corporate methods for spiritual and emotional growth.
  - a. Assessment data confirms that most students achieve this learning outcome
  - b. Faculty identify declining competence in research and writing
- Demonstrate biblically sound and culturally relevant sermons.
  - a. Assessment data confirms that most students achieve this learning outcome
  - b. Faculty identify declining competence in theological research and writing
- Apply biblical/theological foundations and current ministry practices to specific ministry contexts.
  - a. Assessment data confirms that most students achieve this learning outcome
  - b. Faculty identify declining competence in theological research and writing
- Discuss the flow of biblical revelation through the Old and New Testaments, with an emphasis on the redemptive mission of God's people throughout the world
  - a. Assessment data confirms that most students achieve this learning outcome

- b. Faculty identify declining competence in theological research and writing
- VIII. Recommendations based on findings (include resource needs and improvement efforts independent of resource needs)
  - a. Consider adding a theological research and writing course to the curriculum of the MACM degree program.
    - Reduce the electives credits in the MACM degree program from 12 to 9 credits to provide room for a research and writing course.
  - b. Retain the learning outcomes at both the program (PLO) and course (CLO) levels.
    - Reinforce the connection between CLOs and PLOs within course syllabi by listing the PLOs of the PTH degree program that most closely align with each CLO.
    - Use the degree program curriculum maps to identify which PLOs align with an individual course.
- IX. Action items with timelines
  - a. Recommend curriculum program revisions to the MACM degree to include a theological research and writing course to the AGTS Academic Affairs Committee (AAC) in its April 2016 meeting.
  - b. Provide a curriculum map for each instructor who teaches a course in the MACM degree program to assist them in aligning their CLOs with each PLO. These maps will be submitted to the newly constituted AGTS Seminary Advisory Council (SAC) in its October 2016 meeting, along with a proposal to revise accordingly each course syllabus in the MACM degree program scheduled for the Spring 2018 semester.