

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University**

**PTH 653 Leading Christian Ministries
(3 Credits)
Tuesdays 2:00-4:45p.m.
(Room 226)**

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**Spring 2018
Office: (417) 268-1045
Monday – Friday 9a.m. to 4p.m.**

COURSE SYLLABUS

COURSE DESCRIPTION

This course provides students with essential skills for leading ministry. It covers personal and organizational leadership issues.

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

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

OBJECTIVES

CLOs	PLOs	EU 20	FWE
1. Articulate their call to ministry within the context of personal style and spiritual giftings. 2. Construct a purpose, vision, and values statement based upon the particularities of their personal call to ministry. 3. Describe how their personal S.H.A.P.E. impacts their current and future ministry roles and functions. 4. Evaluate the organizational cultures and systems of a local	<u>MDiv</u> 7. Construct individual and corporate methods for spiritual and emotional growth. 9. Apply biblical/theological foundations and current ministry practices to specific ministry contexts. <u>MACM</u> 1. Construct individual and corporate methods for spiritual and emotional growth. 3. Apply biblical/theological foundations and current ministry	C1. Spiritual Formation: Practice spiritual disciplines and articulate the contribution of these disciplines to their personal relationship with Christ. I4. Strengths & Callings: Articulate the ways in which their personal strengths and the proficiencies they acquire through a well-rounded, interdisciplinary, liberal arts education contribute to the fulfillment of their callings.	Outcome 1: Pastors, Christian leaders and local churches prioritize helping people live integrated lives wholly centered on discipleship to Christ, not limiting “mission” and “ministry” to church activities. Outcome 2: Pastors, Christian leaders and local churches prioritize helping people live as stewards of God’s world, responsible

<p>ministry context.</p> <p>5. Construct a contextualized philosophy and personalized plan for leading a local ministry.</p>	<p>practices to specific ministry contexts.</p>		<p>to work with integrity for its flourishing— individually and collaboratively in communities.</p> <p>Outcome 5: Pastors, Christian leaders and local churches prioritize helping people find meaning and fulfillment outside the walls of the church that create value for others, provide for their households and help communities and economies flourish.</p>
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TEXTBOOKS

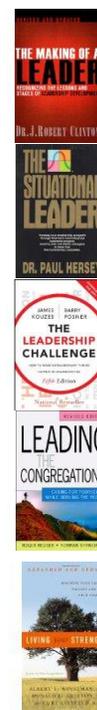
Clinton, J. Robert. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*, 2nd Edition. Colorado Springs, CO: NavPress, 2012. (ISBN: 978-1612910758, 304 pages).

Hersey, Paul. *The Situational Leader*. Escondido, CA: The Center for Leadership Studies, 1992. (ISBN: 978-0446513425, 128 pages).

Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations*, 5th Edition. San Francisco, CA: Jossey-Bass Publishers, 2012. (ISBN: 978-0470651728, 416 pages).

Shawchuck, Norman and Roger Heuser. *Leading the Congregation: Caring for Yourself While Serving the People*, Revised Edition. Nashville, TN: Abingdon Press, 2010. (ISBN: 978-1426711398, 320 pages)

Winseman, Albert L., Donald O. Clifton, and Curt Liesveld. *Living Your Strengths: Discover Your God-Given Talents, and Inspire Your Community*, 2nd Edition. Washington, D.C.: The Gallup Organization, 2004. (ISBN: 978-1595620026, 264 pages)
Due to the online assessment code in the book, don't buy a used copy of the Winseman text.



For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

BASIC OUTLINE

COURSE OUTLINE (Overview)

Module	Dates	Lesson	Activity	Due	Points
Module 1	Jan 8-15, 2018	Course Overview	AIS Assignment, CDF Posting, Reading, Video	Mon., Jan. 15, 11:59PM	
Module 2	Jan 16-22, 2018	Spiritual Giftings	Reading, Assessment, CDF Posting, Video	Mon., Jan. 22, 11:59PM	43.75
Module 3	Jan 23-29, 2018	Mission, Vision, Values	CDF Posting, Reading, Video	Mon., Jan. 29, 11:59PM	43.75
Module 4	Jan 30-Feb 5, 2018	Abilities	CDF Posting, Reading, Video, Assessment, Report	Mon., Feb. 5, 11:59PM	133.75
Module 5	Feb 6-12, 2018	Personality	CDF Posting, Video, Assessments	Mon., Feb. 12, 11:59PM	43.75
Module 6	Feb 13-19, 2018	Experience	Reading, Video, Reading Report	Mon., Feb. 19, 11:59PM	40
Module 7	Feb 20-26, 2018	Shape Review, FWE Integration	Video	Mon., Feb. 26, 11:59PM	
Module 8	Feb 27-Mar 5, 2018	Organizational Systems	Video, Reading, CDF Posting	Mon., Mar. 5, 11:59PM	43.75
Module 9	Mar 6-12, 2018	Organizational Cultures	Video, Reading, CDF Posting	Mon., Mar. 12, 11:59PM	43.75
SPRING STUDY WEEK -- Mar. 12-16, 2018 (No Seated Class Session on Mar. 13)					
Module 11	Mar 13-19, 2018	MVV Driven Ministries	Video, Reading, CDF Posting	Mon., Mar. 19, 11:59PM	43.75
Module 12	Mar 20-26, 2018	Leading Change	Video, Reading	Mon., Mar. 26, 11:59PM	
Module 13	Mar 27-Apr 2, 2018	Conflict Management	Video, Reading, CDF Posting	Mon., Apr. 2, 11:59PM	43.75
Module 14	Apr 3-9, 2018	Critical Issues	Video, Reading, Reading Report	Mon., Apr. 9, 11:59PM	40
Module 15	Apr 10-16, 2018	Situational Leadership, Course Review	Video, Reading, Reading Reports	Mon., Apr. 16, 11:59PM	80
Module 16	Apr 17-24, 2018	Final Project	Project, Portfolio	Tue., Apr. 24, 11:59PM	450

COURSE OUTLINE: (Enhanced Version)

Module 1 – 1/8-15: Course Overview & The Call to Leadership

Assignments: Due by 11:59 p.m. on Monday, Jan. 15, 2018.

a. Lecture:

- Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, January 9, 2018.

b. Course Discussion Forum (CDF) Posting:

- Post a **200-word personal identity statement** to let your classmates know

who you are, where you're from, how and why you got here, and your absolutely most favorite thing to do.

- Review several of your classmates posts, particularly those in the course who you don't know very well. If you wish to respond with further inquiries or dialogue, feel free to do so.

c. Reading:

- Begin reading the Winseman text. Reading report due (see Appendix A) by **11:59 p.m. on Monday, February 5, 2018.**

Module 2 – 1/16-22: (S) Spiritual Giftings

Assignments: Due by 11:59 p.m. on Monday, Jan. 22, 2018.

a. Lecture:

- Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, January 16, 2018.

b. Assessment

- Complete the **H-WSGA** instrument.
 - a. If you're interested in reading additional sources on Spiritual Gifts:
 - pages 19-50 in David Lim's *Spiritual Gifts: A Fresh Look*.
 - pages 19-45 in James Bridges' *Pentecostal Gifts & Ministries in a Postmodern Era*. See additional chapters as well.
 - and the classic by Donald Gee, *Concerning Spiritual Gifts*.
 - weblink from Dr. J. Rodman Williams:
http://www.cbn.com/spirituallife/BibleStudyAndTheology/DrWilliams/QA11_Gifts.aspx#top
 - b. Be prepared to discuss the outcomes of the **H-WSGA**, noting those elements which were most surprising to you.

c. Reading:

- **chapter 4** in the **Shawchuck & Heuser** text
- **chapter 1** in the **Kouzes & Posner** text
 - i. if you're interested in reading additional sources:
 - Mark Labberton's book, *Called*, is an exceptional resource
 - pages 94-113 in Reggie McNeal's *A Work of Heart*
 - John Ortberg article in *Leadership Journal*: "God's Call Waiting"
<http://www.christianitytoday.com/leaders/newsletter/2008/cln80303b.html>
 - Nancy Ortberg article in *Today's Christian Woman*: "Hearing God's Call"
<http://www.christianitytoday.com/tcw/2005/marapr/6.18.html?start=1>

d. CDF Posting:

- Post a **250-word reflection** statement on your personal leadership calling, noting the timing of your specific call and how your understanding of that calling has developed since.
- Post a **50 word response** to **four other classmate postings**, noting your perspective on the nature of their callings.

Module 3 – 1/23-29: (H) Heart (Mission, Vision, Values)

Assignments: Due by 11:59 p.m. on Monday, Jan. 29, 2018.

a. Lecture:

- Attend the class session or view the video lectures presented by Dr. Randy Walls on Tuesday, January 23, 2018.
- b. Reading:**
- **chapter 5** in the **Shawchuck & Heuser** text.
 - **chapters 4 & 5** in the **Kouzes & Posner** text.
 - i. If you're interested in reading additional sources on vision/mission/values:
 - pages 190-202 in Leith Anderson's *Leadership That Works*.
 - Pages 29-72 in Bill Hybels' *Courageous Leadership*.
 - pages 17-27 in Andy Stanley's *Visioneering*. See additional chapters as well.
 - weblink from *Howto.com* "How to Develop a Personal Vision and Mission Statement"
http://www.ehow.com/how_2263515_develop-personal-vision-mission-statement.html
- c. CDF Posting**
- Using the conceptual framework provide in today's class session, post a **100-word personal mission statement**, a **100-word personal vision statement**, and a **200-word core values statement**.

Module 4 – 1/30-2/5: (A) Abilities

Assignments: Due by 11:59 p.m. on Monday, Feb. 5, 2018.

- a. Lecture:**
- Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, January 30, 2018.
- b. Reading:**
- Submit the reading report (see Canvas report template in Module Four Module) for the Winseman text to the course dropbox folder.
 - i. If you're interested in reading additional sources on abilities:
 - pages 19-35 in Buckingham & Clifton's *Now, Discover Your Strengths*.
 - Weblink from Gallup.com, *Strengths-Based Development*
<http://www.gallup.com/consulting/61/strengths-development.aspx>
 - Weblink from Literacy Works.com on *Multiple Intelligences*.
<http://literacyworks.org/mi/home.html>
- c. Assessment:**
- Complete the **STRENGTHS FINDER (SF)** assessment instrument (online) from the Winseman text.
- d. CDF Posting:**
- Post a **200-word reflection** on the results of your **SF** assessment, noting any insights gained from the outcome, in particular the strengths and weaknesses of its impact on your leadership.
 - Post a **100-word response to four other classmate postings**, noting how you believe they embody (or not) their outcomes.

Module 5 – 2/6-12: (P) Personality

Assignments: Due by 11:59 p.m. on Monday, Feb. 12, 2018.

- a. Lecture:**

- Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, February 6, 2018.
- b. Assessments:**
 - Complete the **MBTI & DISC** assessment instruments.
 - i. If you're interested in reading additional sources on personality:
 - Linda Berens' *Understanding Yourself and Others: An Introduction to Temperament, 2.0*.
 - pages 15-45 in Kroeger, Thuesen & Rutledge's, *Type Talk at Work*.
- c. CDF Posting:**
 - Post a **250-word reflection** on the **MBTI** and **DISC** assessments noting your personality types and what you believe are the implications for your leadership style, noting the particular strengths and weaknesses that might be associated with your types.

Module 6 – 2/13-19: (E) Experience

Assignments: Due by 11:59 p.m. on Monday, Feb. 19, 2018.

- a. Lecture:**
 - Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, February 13, 2018.
- b. Reading:**
 - Submit the reading report (see Appendix A) for the Clinton text to the course dropbox folder.
 - **chapters 1 & 2** in the **Shawchuck & Heuser** text.
 - **chapters 2 & 3** in the **Kouzes & Posner** text.

Module 7 – 2/20-26: SHAPE Review & Final Essay Review

Assignments: No assignments due

- a. Lecture:**
 - Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, February 20, 2018.

Module 8 – 2/27-3/5: Organizational Systems

Assignments: Due by 11:59 p.m. on Monday, Mar. 5, 2018.

- a. Lecture:**
 - Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, February 27, 2018.
- b. Reading:**
 - **chapter 12** in the **Shawchuck & Heuser** text.
 - **chapters 11 & 12** in the **Kouzes & Posner** text.
- c. CDF Posting:**
 - Post a **250-word reflection** on the organizational systems of your local church or ministry context, noting how power is withheld or released by the primary leaders and/or boards.

Module 9 – 3/6-12: Organizational Cultures & Mission, Vision, Values

Assignments: Due by 11:59 p.m. on Monday, Mar. 12, 2018.

- a. Lecture:**
 - Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, March 6, 2018.
- b. Reading:**
 - **chapters 6 & 13** in the **Shawchuck & Heuser** text.

c. CDF Posting:

- Post a **250-word reflection** on the organizational culture of your local church or ministry context, noting how it communicates and preserves its tradition, how it expresses power-distance aspects, how it engages or avoids change, and how it navigates gender roles.

**SPRING STUDY WEEK (Mar 12-16, 2018)
(no seated class session on Mar. 13)**

Module 11 - 3/13-19: Mission/Vision/Values Driven Ministries

Assignment: Due by 11:59 p.m. on Monday, Mar. 19, 2018.

a. Reading:

- **chapters 14 & 15** in the **Shawchuck & Heuser** text.

b. CDF Posting:

- Post the mission, vision and values statements of your local church or ministry context. If they are not written, create these statements based upon your observation of the way they embody these issues. Then write a **150 word critical reflection** on how well you believe the church or ministry lives out these statements.

Module 12 – 3/20-26: Leading Change

Assignments: Due by 11:59 p.m. on Monday, Mar. 26, 2018.

a. Lecture:

- Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, March 20, 2018.

b. Reading:

- **chapter 16** in the **Shawchuck & Heuser** text.
- **chapters 6 & 7** in the **Kouzes & Posner** text.

Module 13 – 3/27-4/2: Conflict Management

Assignment: Due by 11:59 p.m. on Monday, Apr. 2, 2018.

a. Lecture:

- Attend the class session or view the video lectures presented by Dr. Randy Walls on Tuesday, March 27, 2018.

b. Reading:

- **chapters 10 & 11** in the **Shawchuck & Heuser** text.
- **chapter 8** in the **Kouzes & Posner** text.

c. CDF Posting:

- Post a **100-word reflection** on how the primary leader in your church or ministry handles conflict.

Module 14 – 4/3-9: Critical Leadership Issues

Assignment: Due by 11:59 p.m. on Monday, Apr. 9, 2018.

a. Lecture:

- Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, April 3, 2018.

b. Reading:

- Complete the **reading critique form** for the **Hersey** text (see Appendix A) and submit it to the course dropbox folder.

Module 15 – 4/10-16: Situational Leadership & a review of course materials and final projects

Assignment: Due by 11:59 p.m. on Monday, Apr. 16, 2018.

a. Lecture

- Attend the class session or view the video lecture presented by Dr. Randy Walls on Tuesday, April 10, 2018.

b. Reading:

- Complete the **reading critique form** for the **Shawchuck/Heuser** and **Kouzes/Posner** texts (see Appendix A) and submit them to the course dropbox folder.

Module 16 – 4/17-24: Final Exam Week

Assignment: Due by 11:59 p.m. on Tuesday, April 24, 2018

a. Written:

- Submit the **course portfolio** and **critical reflection paper** to the course dropbox folder

METHODOLOGY

The professor will utilize lectures, readings, discussion forums, writing assignments, and assessment instruments to achieve the course objectives.

COURSE REQUIREMENTS

1. Attend all the classroom sessions or view the video lectures.
2. Read the textbooks and complete the reading critique form for each book on the dates specified in the course outline.
3. Complete all assessment instruments by the dates noted in the course outline.
4. Complete all CDF assignments by the dates noted in the course outline.
5. Collate all of the results pages of the assessment instruments into a single portfolio.
DUE DATE: This portfolio must be submitted to the course dropbox folder **by 11:59 p.m. on Tuesday, April 24, 2018.**
6. Using the course materials, construct a **15-20 page analytical reflection paper** about your current ministry/church context. The paper should include:
 - a. a description of the ministry context and its organizational systems and structures (3 to 5 pages)
 - b. a description of the leadership styles of the pastoral staff and/or volunteer leaders with whom you interact or perform ministry (2 to 3 pages)
 - c. a description of the ministry's/church's mission, vision, and values statements, or if these are not stated or written, create these statements based upon your observations of the ministry/church services, leadership, and culture (1 to 2 pages)
 - d. a critique of how the church/ministry aligns itself to its written or expressed mission (3 to 5 pages)
 - e. a description of how you would lead this ministry/church if you were in charge (6 to 8 pages), noting an assessment of how your SHAPE would empower and inhibit your leadership

NOTE: The paper should conform to the **Turabian 8th** edition grammar, style and formatting. When course materials are noted or cited, use parenthetical references within the text to identify the sources used. A sources consulted page should be placed at the end of the paper.

DUE DATE: This project must be submitted to the course dropbox folder **by 11:59 p.m. on Tuesday, April 24, 2018.**

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may be used only for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at <https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2018-18.pdf>

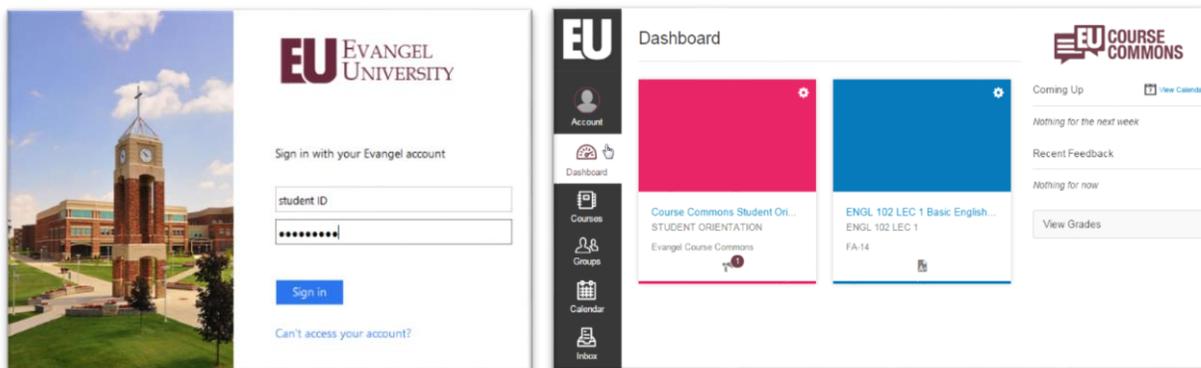
DISABILITY ACCOMODATION

Assemblies of God Theological Seminary, 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 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 the professor 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 the 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.

COURSE COMMONS

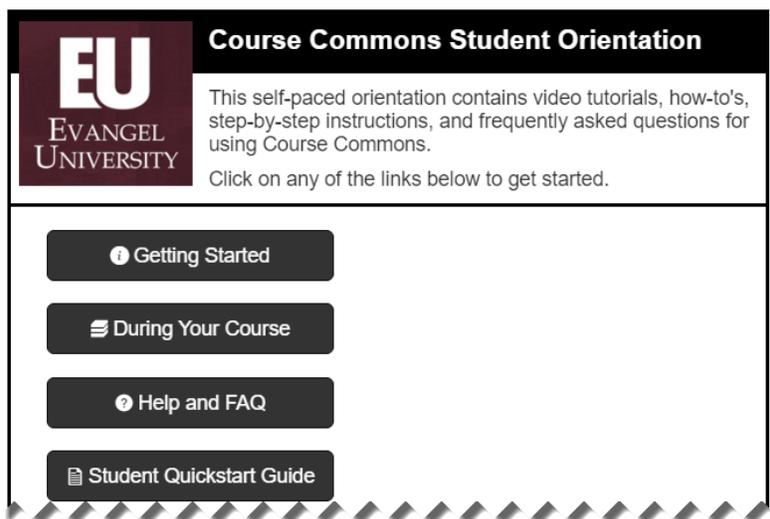
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



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.

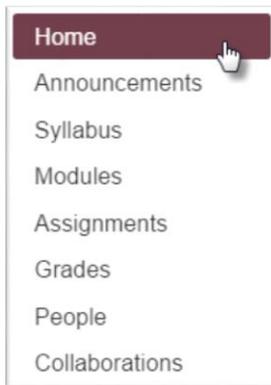
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, 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.

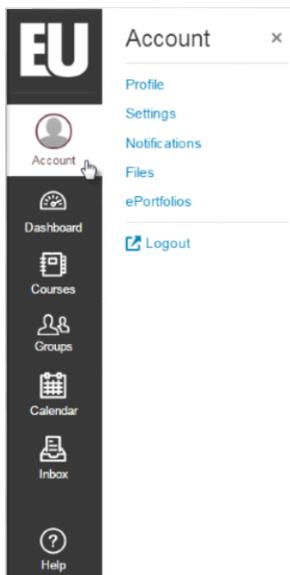


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

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](#).

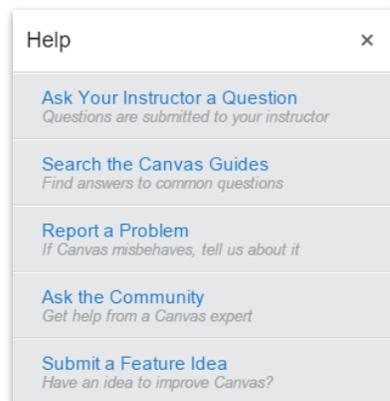
How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help 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 Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.



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 Help 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 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

GRADING PROCEDURE

Grades will be based on number of points accumulated by completing assignments and quizzes. Points accumulated will be divided by the total points available in the class. The grading will be based on the following:

Total Points Possible:		
Category	Points	Percentage
Reading Reports	250	20
Discussion Forums	400	35
Portfolio	50	5
Research Project	400	40
Total	1,100	100

AGTS grading scale

Percent	Grade	Percent	Grade
100-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63-60%	D-
79-77%	C+	Below 60%	F

Students should retain a copy of all work submitted, until they have received a grade for this work. Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>.

The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction. Students may not register for courses in a new term if carrying more than two IP or I grades.

SELECTED BIBLIOGRAPHY

Key resources or noted in the expanded course outline.

SPECIFIC DATA

Syllabus prepared by Dr. Randy Walls, Fall 2018.