



ANSWERING GOD'S CALL

**Teaching in Higher Education RDOC 9302**  
New Orleans Baptist Theological Seminary  
Discipleship and Ministry Leadership Division  
**July 31 - August 3, 2018**

**Donna B. Peavey, BS, MRE, ThM, PhD**

Professor of Christian Education

Director of Innovative Learning

Office: Dodd 109

Phone: (504) 282-4455 ext.3741

[dpeavey@nobts.edu](mailto:dpeavey@nobts.edu)

**Randy Stone, BS, MRE, ThM, PhD**

Chair, Discipleship and Ministry Leadership Division

Professor of Christian Education

Occupying the J.M. Frost Chair of Christian Education

Office: Perry Sanders Center for Ministry Excellence

Phone: (504) 282-4455 ext. 8105

[rstone@nobts.edu](mailto:rstone@nobts.edu)

**Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is *Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

**Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

1. *Biblical Exposition*: Students will develop a course for higher education that integrates Scripture.
2. *Spiritual and Character Formation*: Students will be led to understand and appreciate the role of the teacher in transformational learning.
3. *Disciple Making*: Students will be led to understand teaching as a call to disciple and reflect such in a philosophy of teaching.
4. *Interpersonal relationships*: Students will interact in online and class forums that will provide opportunities to enhance their interpersonal skills.

## Course Description

Students in this course will develop an undergraduate or graduate course of their own choosing, from the submission of a course rationale and description through the development of the course syllabus and lesson plans. In addition, they will construct a professional portfolio, including a personal philosophy of teaching, a curriculum vita, properly written lesson plans, a syllabus for higher theological education, and video documentation of teaching.

## Student Learning Outcomes

By the end of this study, you will be able to:

1. Demonstrate an understanding of how to develop the components of a professional portfolio by constructing a personal philosophy of teaching, a curriculum vita, properly written lesson plans, a syllabus for higher education, and video documentation of teaching.
2. Demonstrate an understanding of best practices regarding teaching strategies and learning experiences by communicating in class and on discussion boards an evaluation of their educational experiences as compared to those proposed as best practice in the assigned texts.
3. Demonstrate skill in developing and monitoring online discussion boards by developing and monitoring discussion boards as assigned.
4. Demonstrate skill in teaching in higher education by preparing and executing a learning session for students in higher education.
5. Demonstrate skill in evaluating teaching presentations by evaluating teaching presentations of self and classmates.

## Textbooks

Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. (Kindle edition available) ISBN: 9780674013254

Davis, Barbara Gross. *Tools for Teaching*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass, 2009. ISBN-13: 9780787965679

Fink, Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, 2<sup>nd</sup> ed. San Francisco, CA: Jossey-Bass, 2013. (Kindle edition available) ISBN: 9781118124253

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002. ISBN: 9781579109912

Gabriel, Kathleen. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus Publishing, 2008. ISBN: 9781579222307

You should have a working knowledge of learning styles, multiple intelligences, role of Holy Spirit, role of teacher, and domains of learning. The following texts can facilitate that understanding.

## Supplemental Texts

Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999. ISBN: 978-0-452-28137-0

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville: B & H Academic, 1999. 978-1-4336-6917-0

\_\_\_\_\_, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. 2<sup>nd</sup> ed. Nashville: B & H Academic, 2010. 978-0-8054-4727-9

## Course Teaching Methodology

Students will engage in discussion boards, class discussion, hands-on learning in the ITC, and individual learning assignments. The workshop meets on the main campus Tuesday through Friday 8:30 – 4:30.

## Teaching Method

Professors will utilize lecture, class discussion, online learning, and student teaching demonstrations.

## Course Requirements

### Pre-Workshop

#### 1. Reading

Read *What the Best College Teachers Do* and *Creating Significant Learning Experiences* prior to participating in the pre-workshop discussion boards. Remaining texts should be read prior to the workshop.

#### 2. Pre-Workshop Discussion Boards (10%)

Due: See Course Schedule

Participate in the assigned discussion boards in the *two weeks* prior to the class meeting. These discussions are an essential component of the course.

- July 16-22: *What the Best College Teachers Do*
- July 23-29: *Creating Significant Learning Experiences*

Replying to the Professor's Post: Your comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion would include things like an example illustrating your position, posting a website, asking question of your fellow classmates, giving a personal example, bringing in something from the textbook, videos or from some outside reading to support your opinion.

Replying to the Postings of Your Classmates: In each discussion board you will post a response to at least one other student's response. In your replies to other students you can: 1) Expand on or clarify a point made in the answer. 2) Offer an additional argument to support a position taken in an answer. 3) Suggest ways in which an idea could be more clearly expressed. 4) Identify passages where you think the writer misunderstood a

concept or applied it incorrectly. 5) Disagree with a point or position made in a response. Missed discussion boards may not be made up.

The week begins on MONDAY and ends on SUNDAY. Your initial post to the discussion board must be made by Thursday at 5:00 p.m. CST of each week. Responses to other students' posts must be made by Sunday at 5:00 p.m. CST. *This assignment is related to Student Learning Outcome #2.*

3. Graduate Course Proposal and Rationale Due: July 28

Propose a graduate course for Christian higher theological education and develop the course rationale. *This course must be unique - one that is not taught presently at NOBTS (including Leavell College) nor taught at another institution.* Proposals should include the following:

- the name of the proposed graduate course
- rationale for the course
  - What is the curricular need for this course?
  - What are the student demands/needs for this course?
  - How does this course relate to the curriculum at the program level?

*This assignment is related to Student Learning Outcome #1.*

4. On-line Assessments

Complete the following assessments prior to the class meeting. *Bring the results of your assessments to class on Wednesday.*

- The VARK Questionnaire: a guide to learning styles - <http://vark-learn.com/the-vark-questionnaire/>
- The VARK for Teachers and Trainers at <http://vark-learn.com/the-vark-questionnaire/teaching-questionnaire/>
- Multiple Intelligences Self-Assessment <https://www.edutopia.org/multiple-intelligences-assessment>

**Post-Workshop**

5. Student Created Discussion Boards (10%)

Due: Monday, August 6

You will be enrolled as an *instructor* in Teaching in Higher Education Practice Shell for the purpose of this assignment. In this course shell you will have access to instructor tools.

Your discussion group will write a discussion prompt and create a discussion board for an assigned chapter(s) in *Teaching Unprepared Students*. The discussion board should “open” at the scheduled time for class discussion (Refer to the course schedule). Groups will be assigned during the first class meeting. Expectations of group members will be presented in the class meeting. *This assignment is related to Student Learning Outcome #2.*

6. The Professional Portfolio (80% - see below for components)

The following assignments are components of the Professional Portfolio:

- Micro-Teach Plan Rough Draft Due: Friday, August 24  
Construct a 15-minute Micro-Teach Plan on a selected passage of Scripture, adhering to the template and guidelines provided. The Micro-Teach Plan will be executed for the teaching presentation. All elements of the template, with the exception of “The Assignment” should be included in the teaching plan. The Micro-Teach template and guidelines for writing teaching plans are posted on Blackboard. You will receive feedback on the rough draft. *This assignment is related to Student Learning Outcome #1.*
  
- Syllabus (20%) Due: Friday, September 7  
Construct a semester-length (16-week) syllabus following the course template of the Graduate Division of NOBTS. A sample graduate course syllabus is posted on Blackboard under Course Documents. *A textbook must be chosen and reflected in the course schedule.* The syllabus for RDOC9302 is not to be used as a template as it is for a doctoral seminar, not a graduate semester-length course. *This assignment is related to Student Learning Outcome #1.*
  
- Micro-Teach Presentation (20%) Due: Friday, September 28  
Execute and record the 15-minute Micro-Teach Plan. Post the *unlisted* YouTube video to the assigned discussion board and Assignment Upload. Instructions for posting the video will be provided in class. A rubric for this assignment is in Assignment Upload. Submit a revised Micro-Teach Plan. *This assignment is related to Student Learning Outcome #4.*
  
- Micro-Teach Evaluations (10%) Due: Friday, October 12  
Complete a presentation rubric for each teaching presentation, including your own. The rubric is posted under Course Documents. Download and save the rubric. Complete the rubric for each presentation. Save each complete presentation rubric as a separate document in the following form: Last Name.Presentation. Email the completed rubrics to the student presenters and cc the professors. Submit the completed rubrics to Blackboard. *This assignment is related to Student Learning Outcome #5.*
  
- Graduate Course Teaching Plan (10%) Due: Friday, October 19  
Construct a 1.5 hour teaching plan, following the same template and guidelines as for the Micro-Teach Plan, also including any supplemental materials: such as handout(s), visual presentation (PowerPoint, Prezi, etc.) or lecture guide (organized handout for students to follow lesson). *This assignment is related to Student Learning Outcome #1.*
  
- Curriculum Vitae (10%) Due: Friday, October 26  
Develop a curriculum vitae that reflects your educational experiences and related academic experience. The CV should be suitable for submission to an institution of

higher learning. A rubric for this assignment is in Assignment Upload. *This assignment is related to Student Learning Outcome #1.*

- Philosophy of Teaching (10%) Due: Friday, October 26  
Compose a 2-page philosophy of teaching, following either APA or Turabian form and submit to Blackboard. Since this is a personal philosophy it should be completed in first person. This assignment should be completed single-spaced. A rubric for this assignment is in Assignment Upload. *This assignment is related to Student Learning Outcome #1.*

### Evaluation of Grade

The student's grade will be computed as follows:

- |                               |     |
|-------------------------------|-----|
| Professor Discussion Boards   | 10% |
| Student-led Discussion Boards | 10% |
| Professional Portfolio        | 80% |
- Syllabus (20%)
  - Micro-Teach Plan & Presentation (20%)
  - Micro-Teach Evaluations (10%)
  - Graduate Course Teaching Plan (10%)
  - Curriculum Vita (10%)
  - Philosophy of Teaching (10%)

### Course Schedule

Date	Assignments
July 16-22	"Getting to Know You" Discussion Board <i>What the Best College Teachers Do</i> : Professor-led Discussion Board
July 23-29	<i>Creating Significant Learning Experiences</i> : Professor-led Discussion Boards <b>Submit proposed course name and rationale to Blackboard by Friday, July 27</b> <b>Complete the online surveys prior to the class meeting</b>
July 31- August 3	<b>Class Meeting</b> (see Class Meeting Schedule below)
August 6-12	<i>Teaching Unprepared Students – Chapters 2-4</i> : <b>ALL Student Group-led Discussion Boards Due Monday, August 7</b>
August 13-19	<i>Teaching Unprepared Students – Chapters 5.6.8</i>
August 24	<b>Micro-Teach Plan Rough Draft Due</b>
September 7	<b>Syllabus Due to Blackboard</b>
September 28	<b>Micro-Teach Presentation Due – Post to Discussion Board and Assignments</b>
October 12	<b>Evaluation Rubrics Due via email to Presenters (cc Professors) and Blackboard</b>
October 19	<b>Graduate Course Teaching Plan Due</b>
October 26	<b>Curriculum Vitae and Philosophy of Teaching Due</b>

## **Class Meeting Schedule (subject to change)**

### Tuesday

8:30	Introductions and Review of Syllabus The Big Picture	Dr. Peavey Dr. Stone
10:00	Break	
10:15	Degree Program Standards (ATS)	Dr. Stone
11:30	Lunch	
1:30	Domains and Levels of Learning Constructing Student Learning Outcomes <ul style="list-style-type: none"><li>○ Lesson</li><li>○ Course</li></ul>	Dr. Peavey
3:00	Break	
3:15	Constructing SLOs continued	
4:30	Dismiss	

### Wednesday

8:30	Constructing Student Learning Outcomes <ul style="list-style-type: none"><li>○ Lesson</li><li>○ Course</li></ul>	Dr. Peavey
10:00	Break	
10:15	Constructing SLOs continued	
11:30	Lunch	
1:30	Creating Assessments/Assignments to Measure SLOs Elements of Teaching Plans	Dr. Stone
3:00	Break	
3:15	Teaching Methodologies	Dr. Stone
4:30	Dismiss	

### Thursday

8:30	Teaching Practice/Evaluation	Dr. Stone
10:00	Break	
10:15	Teaching Practice/Evaluation	
11:30	Lunch	
1:30	Deconstruction of a Syllabus	Dr. Peavey
3:00	Break	
3:15	Deconstruction of a Syllabus continued	
4:30	Dismiss	

### Friday

8:30	Philosophy of Teaching	Dr. Stone
10:00	Break	
10:15	Blackboard Instructor Training, ITC	Michael Steinmetz
11:30	Lunch	
1:30	Writing a CV	Dr. Peavey
3:00	Break	
3:15	Student-led Discussion Board Groups	
4:30	Dismiss from group meeting	

## Course Policies

**Academic Policies:** Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

**Absences:** Absences are not permitted. You must see the Associate Dean, Research Doctoral Programs, for any exception to this policy.

**Academic Honesty Policy:** All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font.

**Assignment Grading:** Assignments will be graded within a reasonable period of time. The student will find feedback in the grading rubric, as well as on graded assignments.

**Assignment Submission:** All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

**Cell phones:** Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course.

**Classroom Decorum:** Your participation is required for every session. You are expected to:

- Come to the sessions with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.

**Grading Scale:** Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

**Laptops:** Laptops may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.



**Late Assignments:** Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10-point penalty and 1 point for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

**Netiquette:** Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

**Plagiarism:** NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Additional Information**

**Blackboard and SelfServe:** You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard.

You will be enrolled in two Blackboard shells for this course – Teaching in Higher Education in which you will be enrolled as a student and Teaching in Higher Education Practice Shell, in which you will be enrolled as an instructor. *You will post assignments to both shells.* Pay careful attention to the instructions related to each assignment.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

### **Help for Writing Papers at “The Write Stuff”**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

**Hurricane/Severe Weather Evacuation:** For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- [www.nobts.edu](http://www.nobts.edu)

**Mandatory Evacuation:** Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

**NOBTS Emergency Text Messaging Service:** Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

**Special Needs:** If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications that you may need and we are able to provide.

**Technical Support:** For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

- [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.).
- [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) – Email for general technical questions/support requests.
- [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - View general NOBTS technical help information on this website.

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This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students



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