
TUL555 Master of Arts in Transformational Urban Leadership (MATUL) Program

Educational Center Development

Spring 2016, Mon 19.00 PST

Course Description

This course offers analysis of third world schooling with a focus on developing and improving preschool, elementary, and technical schools in the urban poor areas as integral to the work of urban poor churches. Topics in this course include school effectiveness, models of community-based schooling, curriculum development, long-term management, and financial viability.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Intellectual ("head")

1.1 Global Educational Development Philosophy: Critically evaluate global educational development philosophy issues including; gender inclusion, innovation, universal education, community management, vocational training and options of "private" vs. "public" schooling for slum dwelling children and adolescents. [Disc 4, Project 2]

1.2 Theology of Education: Dialogue between some theories of education and Biblical foundations for education among the poor.

2. Affective ("heart")

2.1 Develop a passion for creating community-based slum schools as part of the expansion of the Kingdom of God.

3. Skills ("hands")

3.1 Demonstrate intercultural, interpersonal, and project management in supporting the goals of an educational center through the community internship. [Project 1]

3.2 **Entrepreneurial Skill:** Describe Gantt chart steps for initiating a slum school, preschool, vocational school or adult computer learning center. [Project 3]

3.3 **Research Skill:** Analyze ethnographic data and effectively communicate findings/ideas in writing. [Project 3]

Materials

Students are responsible to obtain the "required" texts in either hard copy or electronic version. Students will also want to identify local materials that feature case studies of education among urban poor populations.

REQUIRED

- Tooley, James. (2009). *The beautiful tree: A personal journey into how the world's poorest people are educating themselves*. Washington, D.C.: Cato Institute.
<http://www.cato.org/store/books/beautiful-tree-personal-journey-how-worlds-poorest-people-are-educating-themselves-hardback>

Vocational Education

- Hoffman, Nancy. (2011). *Schooling in the Workplace: How Six of the World's Best Vocational Education Systems Prepare Young People for Jobs and Life*. Harvard Education Press. \$16.80 used

Childhood Education

- Jack, Gail H. (2004). *The Business of Child Care: Management and Financial Strategies*. Cengage Learning. \$32.19
- Talan, Teri N., & Bloom, Paula Jorde. (2011). *Program Administration Scale: Measuring Early Childhood Leadership and Management*, (2nd Edition ed.): Teachers College Press. \$21.80
- Clark, Robert E., Brubaker, Joanne, & Zuck, Roy B. (1986). *Childhood Education in the Church*. Chicago: Moody Press

Recommended

- Freire, Paulo. (1986). *Pedagogy of the Oppressed* (M. B. Ramos, Trans.). New York: Continuum.
(Or other works by Friere).

Expanded Outline

This is an internship-based class, with much learning based around serving and studying a local slum school. It is also a reflection on global issues of slum education mediated through a weekly global discussion as a class.

Inherent in the course are underlying theologies and theories of education.

Mastering the progressions of how to set up a slum school, preschool, vocational school or educational learning center gives a central motif to the internship and theory. This is one of the six internships in the degree.

Mission and Purpose Statement

The aim of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders of urban poor movements, with wisdom, knowledge, character and skill.

Course Facilitator:
Skype: VSee:
E-Mail:

Milestones

WEEK	DATES (WEEK BEGINNING:)	DISCUSSION THESE ARE THE SYNCHRONOUS VSEE AND ASYNCHRONOUS ONLINE DISCUSSIONS.	PROJECT DUE DATE
1	01/11	Introductions	Local Course Comparisons
2	01/18	Theological Foundations of Education	
3	01/25	Internship	Project #1 Internship: Initial docs
4	02/01	Philosophies of Education	Project #2: Theology & Theories of Education
5	02/08	Childhood Development Theory	Project #4: Processes – initial collective framework
6	02/15	Processes of Setting Up a School	
7	02/22	Vocational Training	Project #3: Establishing Schools for the Poor
8	03/02	Church Based Schooling	
9	03/09	Ethnography	
10	03/16	Progressions to Found a School	
		Easter Break week (no mid-semester break)	
11	03/30	Administration/Financial Issues	
12	04/06	Teacher Recruitment/Training	Project #4: Initial Individual report
13	04/13	Gender Issues	Project #4: Revised Individual report
14	04/20	Integration of Research	Project #4: Integrated Report Project #1: Internship –Final Docs
15	04/27	Presentation of Integration of Research and course evaluation.	

Projects

The projects in this course are done individually but then each feed into two group projects: preschools and vocational schools.

[Due: Feb 2; 30 points]

Project 1: Educational Center Internship

The essence of creating sustainable social change lies in cultivating linkages between ecology, economy and social systems to facilitate community development such that indigenous communities increase their capacity to address their own issues. (Alan Fowler)

The 40-hour internship project aims to create an intersection between urban poor educational development and voluntary service. Internships or service learning projects have become increasingly popular and powerful pedagogical tools within higher education. In pairing voluntary community activity with course content, “service learning” becomes something much more than merely faculty-directed volunteerism. Rather, it becomes a carefully planned, deliberate integration of course content with compassionate service in and with the community. As a foreign “intervention,” the internship aims to increase the capability of school stakeholders (leaders, teachers, parents, students) to improve the health, relevance and viability of educational centers within turbulent slum environments. It also serves the learning goals of student-servers, as it contextualizes course material in a real-life setting. Students will learn to think more critically, act in relation to complex problems, and strengthen their personal values. By integrating course content with real work, the internship becomes meaningful to both students and school stakeholders.

Especially within private (for-profit) slum schools, education is a social enterprise, combining social (educational) and economic activity to achieve three key objectives: educational development, economic viability, and sustainability. The educational center internship enables you to gain awareness of the opportunities and constraints on urban poor schooling, especially as local residents take action to improve educational access and quality for the next generation.

Procedure

1. *Placement:* No later than 01/26, identify an educational center that meets the two stated criteria and welcomes you to be involved in their work. (No more than one student at any school site.)
2. *Supervision:* Identify someone in the school that is willing to serve as your supervisor-mentor.
3. *Agreement:* Complete the “Service-learning Agreement” in consultation with the school supervisor. That Agreement should detail the meaningful project work you will be involved in.

Final Evaluation

1. *Journalling and Attendance:* Keep a journal and attendance record that your supervisor signs off on every two weeks. Submit [here](#).
2. *Evaluation:* Supervisor completes the “Service Performance Evaluation” sent by course instructor, and sends it back to instructor

[Due: Feb 2; 10 points]

Project 2: Theology / Theories of Education

1. Discuss with two Christian Educators their primary theological paradigms for educational commitment and document in a few paragraphs.
2. Search the web for other Christian perspectives on education, particularly looking at home schooling materials.

3. Try to locate Buddhist, Hindu or Muslim rationales for religious education.
4. Try to locate rationales for secular education. Why did the West choose secular education structures in the 1880's? Review the articles in the men that relate to this issue
5. Identify two main educational theories and theorists and reflect on their input in the light of these Christian principles

From all of these, integrate the arguments for and against Christian education.

Format this in a word template, creating boxes for key ideas, so that you end up with a useful tool for communication to educators as to the Biblical/ theological basis for principles of teaching

Total 5-6 pages.

In your final group project you will integrate some of these themes into a theological/ theoretical rationale for your collective ideas.

[Due Mar 2; 10 pts]

Project 3: Schools for the Poor

In a 3 page, single spaced paper, respond to the questions below. Organize the paper with a title page, reader-friendly sub-heads, and page numbers. Carefully and generously reference (author, page #s) ideas with direct quotations from at least 6 chapters of *The Beautiful Tree*. This is the primary source, along with the Oxfam report.

1. What factors underlie the growth of private schools throughout the developing world?
2. What do Tooley and Dixon describe/illustrate as the main problems with state-sponsored schools?
3. What two (2) stories of private slum schools in *The Beautiful Tree* particularly captured your imagination? What features of these school inspired you?
4. What problems or limitations do Kevin Watkins and Oxfam highlight with the market-based "solutions" espoused by Tooley and Dixon?
5. Tove Wang of Save the Children also doubts if private schools, however plentiful, can ever cater for the very poorest. Poor parents go private, she argues, only when state schools are dire. If the publicly financed ones improved, they would be more popular. Do you agree? Why or why not?
6. After processing both positions, venture a reasoned opinion in response to our central question: *How can a high-quality (creative, relevant) and affordable education be made available to children and adolescents resident in the world's slums?*

Scored on the basis of timeliness (submitted on time), completeness, evidence of careful digestion of ideas from readings and videos, analytic depth, and writing quality (formatting, clarity, conciseness, spelling, grammar, and persuasiveness).

[Due Apr: Initial Team Decision on Criteria Jan 30; Initial Version of Report 6; Final Report 13; Team Integration 20th; 40 points]

Project 4: Processes in Establishing Slum Educational Centers

Over the past 50 years, ethnographic research has been applied to education and helped us understand how schools operate in culture and society. It has created a basis for critiquing purely behavioral (psychological) explanations of teaching and learning by widening the framework of data collection and analysis to include family, community, and organizational (socio-cultural) factors. Our limited ethnography will be informed by experience in the field (internship) and knowledge of issues (course-related reading and video-viewing) as they result in organizational analysis. Through the internship, you will have learned ethnographic research observational approaches and ask questions as a means of serving with certain contextual understandings. Alongside the ethnographic research phase, you will use a more explicit set of questions as an idea base from which to comprehend various educational processes in the development of (a) a slum pre-school, school or (b) a vocational school.

Aim: The learning goal is to maximize your understanding of the processes of developing a school in the slums. You can choose to focus on preschool, primary, secondary or vocational schools.

The output goal of this assignment is to collectively integrate reports from multiple schools of progressions involved in the formation of schools for or of the poor across your cities. Those working with vocational training will integrate their reports into a final proposal, those with preschools integrate theirs etc.

You will make two submissions: (a) your personal analysis (b) a group integration from multiple students.

Procedure

There are several assignments that feed into this main assignment:

1. Internship. Identify a school serving slum-resident children or adolescents—either **private** or **public** as your internship school. Set up your internship to accomplish as much as you can of the following.

As you set up your internship, do so with a discussion as to whether your analysis for this class (ie. to understand processes of setting up a school for the poor) can be used by the school administration to advance their own evaluation of their progressions - how can you be most helpful to them? Are there areas they would appreciate you doing some research on that would assist them. Don't over-commit more than 40-60 hours, but if you are contributing, then they are likely to help you in turn. Be advised that in public schools we have often found there is significant resistance to any involvement like this, sometimes because of fear of exposure, sometimes because of a sense of not being very effective. (Graded in Project 1)

2. Readings: Identify 5 pieces of literature in your country that defines processes of school development. There are normatively legal, governmental, financial requirements on school development. Integrate ideas from these and the required books into your paper to demonstrate your familiarity with these. Also list the number of pages read, which should be around 6-900. These processes you read about in the literature may or may not work in urban poor schools, but they still tend to set expectations. Global literature may also feed into this process but you collectively will have to evaluate which aspects are most useful. As a team you may attach key readings as pdf's to your final report to flesh out key ideas - but you need to evaluate how significant those articles are.

3. Collective Definition of Categories for Investigation: Each team is to work from the three resource books for the course sifting through their ideas to prioritize ideas that relate either to the target of that team: pre-school, elementary or high school or vocational schools. Though these relate to preschools, many of the categories are equally useful for vocational schools.

- Jack, Gail H. (2004). *The Business of Child Care: Management and Financial Strategies*: Cengage Learning.
- Talan, Teri N., & Bloom, Paula Jorde. (2011). *Program Administration Scale: Measuring Early Childhood Leadership and Management*, (Second Edition ed.): Teachers College Press.
- Harms, Thelma, Clifford, Richard M., & Cryer, Debby. (2004). *Early Childhood Environment Rating Scale Revised (ECERS-R)* (Revised ed.).

In addition, the text on vocational schools will add categories for vocational schools. (You may find better indigenous listings to start with as the literature on the web tends to be first world oriented).

- Hoffman, Nancy. (2011). *Schooling in the Workplace: How Six of the World's Best Vocational Education Systems Prepare Young People for Jobs and Life*. Harvard Education Press.

For example the PAS analysis has 10 subscales and 23 or 25 variables. Are these the variables of most significance in the slum context? What is the best approach to collecting the data on these. For example the following has been used. It is not as good as PAS but it has several additional perspectives. And Gail Jack's book and CD has a very advanced set of ways of looking at both financial issues. Whereas Reno and her website cover 1 aspects. Delete those that seem insignificant. Focus on 20 items at most.

1. **Environment:** Conduct a series of broad, “big picture” observations on eight dimensions of organizational life (below). Take detailed notes. Convert these notes into a rich **description** (approx. 3 pages for each school).
 - *Space:* the physical plant
 - *Actors:* the people involved as students, teachers, administrators, parents, volunteers, etc.
 - *Activities:* the typical set of related acts that school actors do
 - *Objects:* the physical things which are present in the setting for educational purposes
 - *Acts:* single acts that people do that have special meaning
 - *Events:* a set of related activities that people carry out (e.g. a “lesson”)
 - *Goals:* the main things people are trying to accomplish
 - *Feeling:* the emotions that are felt and expressed by actors
2. **Leadership:** Conduct semi-formal interviews with **school leaders** and either **teachers or parents** to analyse the decision-making processes and leadership dynamics of the school .
 - *School leaders*
Collect information related to the following questions: (1) When and how was the school founded? [Probe for the steps taken to develop an educational center-- from original vision to actual student enrollment. What were the political, financial, and human resource (finding competent leaders and teachers) obstacles?] (2) How did they overcome the many forces that discourage schooling among slum children (see readings)? (3) Is their *primary* goal to improve school attendance (increase # of students) or to improve school quality? What strategies do they have in place to make progress in either area? In particular, what indicators do they use to track improvements in school quality?
 - *Teachers or parents*

Arrange interviews with at least 2 teachers or parents from each school. (1) Ask teachers/parents at the private school: *Why are parents willing to make a considerable financial sacrifice (i.e. pay fees) when “free” public schools are available?* (2) Ask teachers/parents at the public school: *What are the main reasons children enroll in public schools rather than private schools?*
3. **Participation and Academic Quality:** Analyze the observational and interview data for the key factors—individual, family, cultural, community, and school-- that explain (a) school participation and (b) learning productivity (academic quality) in both the private and public school. (The table below can help you mentally organize the data.) Include references to the articles (see 'Preparation') that explain why many slum parents and kids make a rational choice *not* to attend school.
4. **Financial Management:** Use the questions in the forums about financials and about teacher training in the schools.

4. Report

1. Write a 7-8 page, single spaced report of your observational and interview data. Organize the report into three sections: (a) **Introduction:** overview of slum community and research methods used to collect data. (b) **Description** of the dimensions of organizational life for the school. (c1) **Analysis** of the factors that facilitate and/or impede the access of urban poor kids to a quality education, and what could be done in order for a high-quality education to be broadly available to them. or (c2) Alternatively and preferred, focus on the development of the school from birth even using a Gantt chart to identify how all of the elements were developed sequentially, and what appear to be the next steps.
2. **Formatting:** Give the report a title, occasional graphics. Include sub-heads and page #s. Spell- and grammar-check prior to submission. Attach appendices if need be.
3. [Required step] Present a copy of the report to the lead administrator at the school. Ask them to correct any inaccurate data and suggest any revisions (additions, deletions) that would strengthen the report. Schedule a meeting to review the recommendations and to discuss related issues. Revise the report based on this feedback.
4. **Submit the initial personal report to your administrator, to Sakai and each other in your team no later than Fri. 04/6.**
5. Submit the final report by 04/13. (It is recognized that this course has had the most difficult internships as often school administrators are more bothered by someone coming in than welcoming. Work with your city leader and connections to get good recommendations, and seek to communicate how you can contribute. Where difficulties ensure, please be sure to discuss these with me early - so that adjustments can be made.

5. Integration

Work with your team to integrate your reports into a consistent whole. The final integrated report should:

1. describe the commonalities and differences of environments that affect each of your schools, including reference to national educational requirements or structures that set standards.
2. integrate a theological rationale for Christian involvement in private schools for the poor (built from aspects of your projects 2).
3. touch on some theoretical basis for your educational philosophy (from your projects 2)
4. describe your criteria for analysis and how you arrived at them.
5. present the case studies
6. integrate a summary analysis or comparison of what you found. The optimal would be to end up with some proposals for progressions in developing new schools.

Submit your integrated report by 04/20

- Make sure it is quality formatted, with some graphical beauty, added appendices if needed.
- The vocational schools team report will be presented to an NGO that encourages vocational training and be evaluated on its usefulness.
- The Preschools team report will be submitted to experts in preschool slum education and be evaluated for useful new ideas.
- Evaluation: Innovation, content of each above, layout, usefulness.

An additional approach: Use the free GanttProject software off the web, and develop a gannt flow chart process of setting up a slum school. Involve several people in your discussion either those with expertise, or local parents who might want to implement this idea in setting up a new school, plus the teachers you are working alongside. Make sure you get the major issues in there, like logistics, administration, resourcing, cash flow, teacher recruitment and training, student recruitment etc. Plus items that answer the issues above. Essentially follow the process above but focus it on initiation of a new school.

[End of Semester, 8 pts]

Synchronous Online Face to Face Engagement

Synchronous engagement on VSee will be graded for quantity and quality of engagement, preparation of presentations, readiness with readings.

[End of Course; 7 pts]

Online Discussion Guidelines

Asynchronous forum discussions will be graded for quantity and quality of engagement, topic by topic in the gradebook.

Online discussions ("Forums" in Sakai) are topically organized dialogs or conversations that take place in Sakai. The Forums enable MATUL students and faculty to link messages in order to exchange project-related insights from geographically dispersed locations.

During discussions, students interact with *content* (e.g. assigned readings and videos), their *classmates* (via discussion, peer review), and with the *instructor* (as they seek to instruct, guide, correct, and support learners). Messages in a given thread share a common topic and are linked to each other in the order of their creation. All students have a "voice" in the discussions; no one—not even the instructor—is able to dominate or control the conversation. Because the course is available *asynchronously* (i.e. at any time and from any location with an Internet connection), online discussions enable participants to reflect on each other's contributions, as well as their own, prior to posting. As "iron sharpens iron," each student's contribution enhances the learning of all other students, and feeds

back into our life within our host communities.

To make this process work for all, “posts” must be made during specified time periods (as specified under each project). ***This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods.*** To write substantive posts, you will need to stay healthy, focused, and organized.

Procedure

- Begin a particular project within the specified time period.
- Wait for the instructor to pose a topic-related query.
- Each student responds with an initial, substantive post.
- Students respond to each other’s posts.
- Instructor interacts with student responses, redirecting the discussion when necessary to improve participation, while also encouraging the exploration of topic-related issues

Guidelines for participation

- Students adhere to specific timeframes for discussion and reflection.
- For each topical thread, each student contributes at least three (3) posts.
- Students pay attention to the *quantity/timeliness* and *quality* of their postings.

Assessment rubric

	1	2	3	4
Quantity and timeliness of post	<ul style="list-style-type: none">• Does not respond to most postings; rarely participates freely• Appears indifferent to learning community	<ul style="list-style-type: none">• Responds to most postings several days after initial (scheduled) discussion;• Takes limited initiative	<ul style="list-style-type: none">• Responds to most postings• Rarely requires prompting to post	<ul style="list-style-type: none">• Consistently responds to posting• Shows initiative in motivating group discussion’
Quality of post	<ul style="list-style-type: none">• Posts topics unrelated to discussion topic;• Appears “rushed” with poor spelling/grammar and unclear expression	<ul style="list-style-type: none">• Occasionally posts off topic; offers short posts with limited insight on the topic;• Difficulty in expressing ideas clearly	<ul style="list-style-type: none">• Frequently posts topics related to discussion topic• States opinions and ideas clearly; contributes insights to topic	<ul style="list-style-type: none">• Consistently posts topics related to discussion topic• Clear, creative expression of ideas and opinions

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- [End of Semester, 8 pts]
 - Synchronous Online Face to Face Engagement

Course and University Policy Requirements

Workload expectations. Credit values for MATUL courses (including practitioner training courses) are calculated by equating one credit with what, in the professional judgment of faculty, should require an average of approximately 45 hours of “invested learning” activity. Successful completion of *Educational Center Development* earns 2 units of

graduate credit and represents approximately 135 hours of deliberate and structured learning activities. Those activities include: self-guided, reading, video viewing, voluntary service in schooling organizations (“internship”), participation in online discussions (“Forums”), ethnographic fieldwork, report writing, and any public presentations.

This 3 unit course delivered over a 15 week will approximate 8-11 hours per week including: 3 hours of direct faculty instruction through asynchronous online discussion (forums) and synchronous (chat), and an additional 6-10 hours consisting of faculty-guided instruction, learning activities / projects and assessment.

Credit-hour Distribution	Approx hours per week	Hours over a semester
1. Direct instruction by discussion <ul style="list-style-type: none"> Asynchronous Discussion Forums Synchronous Face to Face Online Local Expert Content 	1 clock hr /credit hour ½ -1 1 ½ - 2 hrs 1-2	 7 ½ -15 22 ½-30 10-25
2. Faculty-directed instruction <ul style="list-style-type: none"> Readings & research 	1-4	15-40
3. Internship (experiential learning)	3-5	40-60
4. Assessment (writing)	1-2	15-30
Total Hours	8-11	120-150

The correlation of class hours and assignments with local delivery is to be evaluated in the first week of whichever starts first – local or online (See document *Planning Work Load with Partnering Schools Courses*).

Grades are assigned according to the following levels of proficiency:

Grade	GPA	Numeric
A+		Not given
A	4.0	95-100
A-	3.7	92-94.99
B+	3.3	89-91.99
B	3.0	84-88.99
B-	2.7	81-83.99
C+	2.3	78-80.99
C	2.0	73-77.99
C-	1.7	70-72.99
D+	Not given	69-69.99
D	0	68-68.99
D-	Not given	65-67.99
F	0	0-64.99
Inc.		

Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different students may earn very different grades, even though they expend the same amount of time and energy. The meanings I attach to “A”, “B”, “C”, “D” and “F” grades are as follows:

A *Outstanding performance*: shows intrinsic interest in the course and subject; consistently asks penetrating questions and/or offers thoughtful reflections during Forum discussions; demonstrates exceptional intelligence and creativity in project reports; earns high scores on course assignments—usually the highest in the class.

B *Above average* student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.

C *Average* or typical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.

D *Below average* or atypical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance.

F Repeat course. Inadequate/insufficient performance.

LATE ASSIGNMENTS

All assignments are due by the specified deadlines. This strictness regarding the submission of completed assignments is to guard students from procrastination and falling behind in their academic and field assignments.

Class attendance: Students are required to attend both the synchronous virtual face to face video mediated conversations and join the asynchronous class forum discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. Attendance in the online SKYPE calls or discussions is an essential in any learning community, as each class builds on the previous, paradigms reflecting an expanding matrix of foundational to complex ideas.

Deadlines: All assignments for the course are to be completed and submitted on time as recorded in the Assignments in the Sakai course, in order to receive full credit. Late assignments will be penalized 10% or one-half grade of the total points available per assignment for each week late or portion thereof. Permission for late work is granted only by special request to your faculty. Incompletes are rare and are available only in “special or unusual circumstances” as negotiated with the instructor prior to the end of the term. See Student Handbook for policies regarding Withdrawals and grade record permanence

Advance Assistance: Students wishing feedback (comments, no grade) from the instructor regarding initial drafts of papers/presentations are invited to schedule such with the instructor sufficiently in advance of due dates to enable review, discussion, and subsequent refinement (as necessary).

Assignment Options: Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor’s discretionary consent. Such students are to submit thorough and well-reasoned proposals (appropriate to

graduate-caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

Make up and extra credit: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late.

Returns: I attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

For policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Graduate Catalog and Departmental Student Handbooks as applicable.

Academic Integrity: The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

References to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. It is required that you get a copy of EndNote or Sotero from IMT or the Library for keeping your references over the years. It will do most of the formatting for you. Library classes are available in how to learn these.

The mission of the MATUL program includes cultivating in each student not only the knowledge and skills expected of a “master”, but also the characteristics of academic integrity that are integral to Christian community. Those privileged to participate in the MATUL educational community have a special obligation to observe the highest standards of integrity, and a right to expect the same standards of all others. Students assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Some of the most noteworthy forms of academic misconduct include:

- Presenting the work of another as one's own.
- Quoting directly or paraphrasing without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
- Receiving assistance from others in informational research or field data collection that constitutes an essential element in the undertaking without acknowledging such assistance.
- Fabricating data by inventing or deliberately altering material (this includes citing “sources” that are not, in fact, sources).

Consequences for violations of academic integrity in this class are consistent with those outlined in the academic integrity policy

Disability Procedure: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Satisfactory progress in the degree requires a GPA of 3.0 or above, across your courses.

Incompletes: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

Returns: We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

University or Department Policies: All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Writing Assignments: papers are due on assigned dates. All assignments should be:

- Times New Roman or Cambria, single spaced, 12 point (In the past undergrad papers were graded on paper hence double spaced was standard. With this course being graded on computer using word reviewer, single spaced is easier to read).
- 1 inch margins
- Titled, Name and date in right upper corner,
- Page numbers in right lower corner
- single spaced
- Please identify attached assignments with the following naming procedure:
initialsassignmentnamecoursenumber.doc e.g. VGproj1506C.doc This facilitates keeping easy records of completed assignments.
- Use Word not pdf's or pages as it is hard to grade these.
- Use APA for referecing, bibliography and anything else.

Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks they receive a zero. If late please note at the top left “1 week” or “2 weeks”.

Copyright Responsibilities: Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials.

Information literacy is defined as “a set of abilities requiring individuals recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.

- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

This course requires students to complete course assignments using resources available from the University Libraries.

Legal Disclaimer: This course is in constant development and may be upgraded at the professor's discretion. All effort is made to not materially change assignments once they have been begun, and if so to do so to the students' advantage. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.