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TUL555: Educational Center Development

## Course Information

| Program | Area of Focus | Number of Credits |
| --- | --- | --- |
| MA in Transformational Urban Leadership |  | Three (3) graduate credit hours |
| Instructor | Email | Updated |
| Prof. Viv Grigg, PhD  Coteacher: | viv.grigg@wciu.edu | 04.10.2020 (JPP.VG) |
|  |  | Online, Thursday 5:30 – 7:30 PST |

Mission and Purpose Statement of WCIU

*WCIU provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.*

Master of Arts in Transformational Urban Leadership

**The aim** of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders among the urban poor, with wisdom, knowledge, character and skill across the full range of leadership dynamics of urban poor movements.

# Section 1 – Course Overview

## Course Description

This course focuses on developing and improving preschool, elementary, and vocational school education in the global slums as integral to the work of urban poor churches. Topics include philosophy of education among the poor, and a practicum evaluating school effectiveness, models of community-based (slum) schooling, curriculum development, long-term management, and financial viability.

## B. Course Rationale

Of the four main ways of escaping poverty, education is the least complex. But that begins with good preschool and elementary foundations in the three W’s and also in Christian values (including entrepreneurship). Because of Christian values on each individual coming to fulfilment, education is central to Christian ministry. Because many slum churches end up with a rented building or room, during the week they have some capacity for a school. Each church should be a school. Each school a church. But how do you facilitate pasors in the process of developing church-based education?

## C. Course Delivery (or Pedagogy)

### 1. Synchronous (Face to Face) and Asynchronous (Forum) Online Delivery

The teaching component of the course will utilize face to face classroom time. This will be by a synchronous online weekly Zoom discussion, a story-telling process of learning, building from stories of lecturers and students to develop a theology and strategy on poverty alleviation methodology among semi-literate marginalized cultures. This will be supplemented with a weekly asynchronous forum, where you are to respond to a prompt with an academic response and then respond to 2-3 responses by others.

This is a practicum-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. This is one of the six practicums in the degree.

Inherent in the course are underlying theologies and theories of education. Finding a local mentor with whom you can discuss educational theory and find local literature related to topics in the course is part of the process. This begins with understanding the importance and effectiveness of poor private schools vs. government schools in the slums.

Mastering the progressions of how to set up a slum school, preschool, vocational school or educational learning center gives a central motif to the practicum and theory.

Ideal Flow:The course will focus on both theory and design of practical outcomes. In general, it progresses from little knowledge to an expanding field. While it is not always feasible to match the flow of content of the academics online with the learning process onsite in your Practicum, we will try for a balance.

### 2. Progressive Expansion of Learning:

The course is designed around theology, core Biblical principles of economics as they are applied at five different levels of complexity.

### 3. Self-Directed (and Cooperative) Learners:

Most of the course is dependent on your taking responsibility to do independent research and writing, utilizing both experience and local/global literature in order to accomplish the course learning outcomes. These will be submitted in the LMS assignments section.

### 4. Interactivity:

* Role of prof: A facilitator - with boundaries. We are the learners. You are not students, but collaborators in the learning process.
* A collaborative environment
  + Shared Story
  + Shared Bibliography
* Disengagement is a sign of non-preparation or of upset with the professor: If the first, do the work; if the second, talk to the prof.
* Action-Reflection: We begin with action in the practicums as the basis of reflection.

### 5. Praxis:

The practical part of the course will enable the candidates to see the school through the eyes of the Redeemer by means of holistic school assessment tools. Through a Practicum, students will be exposed to models of successful school development programs being operated by faith-based organizations.

## D. Course Schedule & Assignments

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topics** | **Assignments & Projects** | **Submission Date** |
| Week 1 | Introductions  Theological Foundations of Education |  |  |
| Week 2 | Theology & Global Issues in Education | Evaluate Local Courses & NGO’s  Project 2A Christian Perspectives on Education  Project 2C Educational Theorists | May 8 |
| Week 3 | Philosophies of Education | Project #1 Practicum: Initial docs  Project #2: Religious Educational Philosophy in Other Religions (Extra credit)  Project #3: Schools for the Poor (Outline) | May 15 |
| Week 4 | Public vs Private School Debate | Project #3: Stories of Private Schools | May 22 |
| Week 5 | Childhood Development Theory | Project #3: The Growth of Private School  Project #4: Readings 1 | May 29 |
| Week 6 | Processes of Setting Up a School | Project #4: Processes – initial collective framework (Categories) | June 5 |
| Week 7 | Vocational Education Training | Project #3: Establishing Schools for the Poor |  |
| Week 8 | Church-Based Schooling & Progressions to Found a School | Proj 4 Ethnography: Leadership | Jun 26 |
| Week 9 | Progressions to Found a School | Proj 4 Ethnography: (Participation and Academic Quality) | Jul 3 |
| Week 10 | Administration/Financial Issues | Proj 4: Financial Management | Jul 10 |
| Week 11 | Teacher Recruitment/Training | Project #4: Simplified Report | Jul 17 |
| Week 12 | Gender Issues in Slum Education |  |  |
| Week 13 | Innovation in Education Among the Poor | Project #4: Final Report  Project #4: Presentation | August 3 |
| Week 14 | Presentations of Research | Project #1: Practicum –Final Docs – Evaluation, Journalling and Attendance | August 7 |
| Week 15 | Final  Course evaluation. | All Assignments Completed  Course evaluation. | August 12 |

## E. Course and Program Level Student Outcomes

By the end of this course, learners should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in [brackets].

|  |  |  |
| --- | --- | --- |
| Student Learning Outcome | Overall Program Learning Outcome | Measured by Assignment # |
| 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 | 1. Utilize Dual Level Wisdom in Relationships and Communication: Model skill and discernment in the appropriate use of both oral culture dialogical learning and self-directed critical academic thinking. | Disc 4, Project 2 |
| 1. Research Skill: Describe Gannt chart steps for initiating a slum school, preschool, vocational school or adult computer learning center. | 2 Conduct Action-Reflection Research: Carry out competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe. | Project 4 |
| 1. Theology of Education: Compare selected theories of education and Biblical foundations for education among the poor | 3. Integrate Biblical Metanarratives: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry. | Project 2. |
| 1. Church-Based Educational Centers: delineate the processes between church-based initiation and eventual parallel operating structures of church and educational centers. | 4. Build Holistic Faith Communities: Design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as to multiply multicultural ministries and leadership. | Project 3 |
| 1. Values: Illustrate a passion for creating community-based slum schools as part of the expansion of the Kingdom of God through weekly practicum reports | 5. Exercise Movement Leadership: Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities. | Video Discussions. |
| 1. Practicum: Demonstrate intercultural, interpersonal, and project management in supporting the goals of an educational center through the community practicum | 5. Exercise Movement Leadership: Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities. | Project 1. |
| 1. Entrepreneurial Skill: Describe Gannt chart steps for initiating a slum school, preschool, vocational school or adult computer learning center | 6. Exercise Entrepreneurial Leadership: Creatively apply Biblical social entrepreneurship and economic principles to facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit. | Project 4 |
| 1. Cross-Cultural Project Skills: Demonstrate intercultural, interpersonal, and project management skills in supporting the goals of an educational center through the community practicum. | 7. Exercise Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor. | Practicum |

# Section 2 – Course Requirements

The materials appearing below for purchase and in the Course Bibliography represent some of the best sources addressing educational issues within urban and resource-poor communities. Students are also encouraged to seek out and utilize at least five local/regional reference materials in order to optimize the cultural relevance of the learning experience. Please note that while only five texts are required for purchase (and others recommended) to reduce your costs, the majority of required reading will be available for download on the course website and through online web pages.

Please see Course Bibliography (Section VIII) for the complete list of required reading, more reference material and online resources.

## A. Course Materials

The course is structured for 15 modules, total of 135 hours of work.

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

**Required (Means you can’t do the course without these)**

* 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>
* Pazmino, Robert W. (1997). *Foundational Issues in Christian Education*. Grand Rapids: Baker.

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).
* Grigg, V. (2018). *Slum Dwellers’ Theology: Pedagogy in the Slums.* Urban Leadership Foundation.

# Section 3 – Schedule and Evaluation

## Course Layout

The course is structured for 15 modules, total of 135 hours of work, approximately broken 1/3 into action, 1/3 reflection on theology and 1/3 reflection on development and church growth theory.

## Assignment Grading Weights and Due Dates

|  |  |  |
| --- | --- | --- |
| Assignment Category | Assignments | Category Weight |
| Project 1: Educational Center Practicum |  | 25% |
| Project 2: Theology & Theory of Education |  | 10% |
| Project 3: Schools for the Poor |  | 10% |
| Project 4: Ethnography: Processes in Establishing Slum Educational Centers | Draft  Final | 10%  30% |
| Written Discussion Forum |  | 7% |
| Online Zoom Conference  Discussion of weekly engagements, leading to new concepts |  | 8% |
| **Total** |  | **100%** |
| *Final Course Evaluation* |  | (2% extra credit) |

## Projects

[25 points]

**Project 1: Educational Center Practicum**

*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 practicum project aims to create an intersection between urban poor educational development and voluntary service. Practicum 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 practicum aims to increase the capability of school stakeholders (leaders, teachers, parents, learners) 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. Learners 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 practicum becomes meaningful to both learners 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 practicum 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.

[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 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.

[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.

[Initial Version of Report Week 6 10 Points; Final Report Week 11; 30 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 (practicum) and knowledge of issues (course-related reading and video-viewing) as they result in organizational analysis. Through the practicum, 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, (b) school or (c) a vocational school or (d) an internet training center.

***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 or a computer learning center.

Each person should set up practicum with a different school, but you may team two by two in this project if it would be more productive for you.

***Procedure***

There are several assignments that feed into this main assignment:  
  
**1. Practicum**.  Identify a school serving slum-resident children or adolescents—either **private** or **public as** your practicum school.  Set up your practicum to accomplish as much as you can of the following.

As you set up your practicum, do so with a discussion as to whether your analysis for this class (i.e. 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 800.  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 US 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 is 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 learners, 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 analyze 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 learners) 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.
5. **Teacher Recruitment & Training**

**4. Report**

1. Write a 7-10 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 Gannt 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 report to your administrator, to Populi and each other in your team**. Edit in feedback.
5. Submit the final report by 04/05.  (It is recognized that this course has had the most difficult practicums 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 to integrate your reports into a consistent whole.  The final integrated report should:

1. Describe the environments that affect 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 04/05

* 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 in online discussions will be graded for quantity and quality of engagement, preparation of presentations, and readiness with readings.

[End of Course; 7 pts]

**Online Forum Discussion Guidelines**

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

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

During discussions, learners 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 learners 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 learners 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.
* Learners 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*

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

**Video Conference Instructions**

We will be using a service called Zoom for all of our conference calls.

* You have the option to connect via your computer and video in (this is preferable, as it can helped everyone connect).
* You can also download the app and join in via video through your smartphone.
* However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

If you are new and haven't used Zoom before:

1. Visit this link, the download should begin automatically: <https://zoom.us/support/download>
2. Install the file you just downloaded

If you have already installed Zoom:

1. Open the Zoom app
2. Click the "Join Meeting" button
3. Enter the Meeting ID number that is found in the Meeting Invite Email you received
4. Enter your name
5. Click "Join"

Please check the LMS to get the Meeting ID – each conference call will have its own ID

\*\*\*If you are unable to make any conference call due to an unexpected work assignment or family emergency, please note that they will be recorded. HOWEVER, you are REQUIRED to alert your instructor ahead of time that you are unable to make the phone call. Otherwise, you will be absent\*\*\*

These count towards attendance and participation as in the Forum Discussions.

## Workload

*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 3 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 (“practicum”), participation in online discussions (“Forums”), ethnographic fieldwork, report writing, and any public presentations.

|  |  |  |
| --- | --- | --- |
| **Credit-hour Distribution** | Approx hours per week | Hours over a semester |
| 1. Direct instruction by discussion   * Asynchronous Discussion Forums * Synchronous Face to Face Online * Local Expert Content | 1  2  ½ | 10  25  6 |
| 2. Faculty-directed instruction   * Readings & research, videos | 2 1/2 | 30 |
| 1. Practicum (experiential learning) | 4 | 40 |
| 4. Assessment (writing) | 2 | 24 |
| **Total Hours** | **9** | **135** |

## Grading

*Graduate course grades calculated on a 100-point scale as follows:*

|  |  |  |
| --- | --- | --- |
|  | WCIU | |
|  |  | |
| Grade | GPA | Numeric |
| A+ | 4.0 | 100 |
| A | 4.0 | 93-99 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89 |
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D+ | 1.3 | 67-69 |
| D | 1 | 63-66 |
| D- | 0.7 | 60-62 |
| F | 0 | 0-59 |
| Inc. |  |  |

**The Meaning of the Grading System**

Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different learners 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:

|  |
| --- |
| 1. *Outstanding performance:*virtually perfect attendance; always prepared for class with all assignments completed; shows intrinsic interest in the class and subject, asks penetrating questions or offers thoughtful reflections in class; demonstrates exceptional intelligence and insight with unusual creativity; earns high scores on course assignments—usually the highest in the class. |
| 1. *Above average* student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Average* or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Below average* or atypical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance. |
| F. *Repeat course*.  Inadequate/insufficient performance. |

**Global Discussion Time Frames**

To be confirmed on first day of class.  Initial discussion on Zoom, Tues 8:00 pm January 9th, 2020 PST.  Professor will send link during that day.   The Populi course will be open January 8th or prior.  Additional student locations may mean this needs rethinking.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Preferred time for Conversations** | [**Los Angeles**](https://www.timeanddate.com/worldclock/usa/los-angeles) | [**Johannesburg**](https://www.timeanddate.com/worldclock/south-africa/johannesburg) | [**Beijing**](https://www.timeanddate.com/worldclock/china/beijing) | [**Pune**](https://www.timeanddate.com/worldclock/india/pune) |
| 2 | Tue 7:00 pm | Wed 5:00 am | Wed 11:00 am | Wed 8:30 am |
| 1 | \*\*Tue 8:00 pm | Wed 6:00 am | Wed 12:00 noon | Wed 9:30 am |
| 3 | Tue 9:00 pm | Wed 7:00 am | Wed 1:00 pm | Wed 10:30 am |
|  | ~~Wed 5:00 am~~ | Wed 3:00 pm | Wed 9:00 pm | Wed 6:30 pm |
| 4 | \*\*Wed 6:00 am | Wed 4:00 pm | Wed 10:00 pm | Wed 7:30 pm |
|  | Wed 7:00 am | Wed 5:00 pm | ~~Wed 11:00 pm~~ | Wed 8:30 pm |

# SECTION 4 – CLASS POLICIES

## 1. Academic Integrity

Dishonesty in academic work includes plagiarism, unauthorized collaboration or teamwork on assignments, violation of the conditions under which the work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.

Plagiarism is the act of representing the work of others as one’s own. This includes copying the work of others on exams and falsifying or not noting sources in term papers, theses, and dissertations.

Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Learners are expected to do their own thinking when completing all assignments, drawing upon the ideas of others and then synthesizing them in the student’s own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of the student’s own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

## 2. Extensions and Incompletes Policies

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Learners are expected to comply with that schedule and complete all assignments by due dates. No credit will be given for an incomplete course, unless the student is granted an extension by the instructor, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses and can grant learners an extension of up to 6 weeks beyond the course end date under mitigating circumstances. (Coursework extensions granted for more than one week after the end of the course requires documentation be recorded in Populi of an emergency situation that prevents the student from finishing the course on time.) The student will be charged a $50 extension fee. Learners will receive an “Incomplete” as a course grade until the instructor submits their final grade. Failure to submit coursework by the extension deadline will translate automatically into a “0” on the student’s un-submitted assignment.

## 3. Reasonable Accommodation for Academic Disabilities

William Carey International University is committed to ensuring that learners with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively.

A student who wishes to request reasonable accommodation should submit the [WCIU Reasonable Accommodation Request Form](https://static1.squarespace.com/static/58178917d482e994ffcd43ba/t/5b7c9ff0032be481e287ce40/1534894065455/4.+WCIU+ADA+Resonable+Accomodation+Request+Form.pdf) (Click form name for link) to WCIU Student Services at: 1539 East Howard Street, Pasadena, CA 91104 or send by email to learnerservices@wciu.edu.

The request should include the following:

• The nature of the disability and need for accommodation.

• The specific accommodation being requested.

• Documentation regarding the disability.

The request will be submitted to the Academic Leadership Team for review and resolution.

## Class Policies

**Participation** in class or the online Zoom 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. Timeliness is as important on Zoom as it is in a physical classroom.

**Conflict with other commitments:** This is adult education, so there is always a juggling of multiple commitments. At the outset inform people around you of your commitment and reduce other commitments.

The aim of a course is not to kill you with stress but create a positive learning environment. Your workload should not be excessively more or excessively less, despite the driven-ness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard! play hard!

**Online equipment:** For online interaction, a headphone with mouthpiece (that excludes external arguments between roomates’ noises or coffee bar background) is essential. Where there are two or more learners on a link, a splitter is needed so all can use headphones. Broken computers or work lost in crashes are not considered acceptable excuses for not submitting the work. Plan on computer failure every three years. Back up your computer weekly, and major assignments daily.

**Assignment Options:** Learners 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 learners 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.

**Netiquette Policy:** Online classes provide a valuable opportunity to engage in in dynamic exchanges of ideas. To foster a positive learning experience, learners are expected to adhere to the following Netiquette policy. Here are some Student Guidelines for the class: • Do not use offensive language. • Never make fun of others. • Use correct spelling and grammar. No text language or slang. • Keep an “open-mind.” • Be willing to express your opinion, even if others don’t share it. • Be aware that the University’s Academic Honesty Policy also applies to forum posts. • Think about your message and proofread before you click “Send”

In this class, **collaboration** is encouraged on assignments. However, each assignment needs to be submitted by each person, and documentation by each party of how many hours they put in, others put in and the % and nature of workload each contributed.

# SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES

*Below is the relationship of student learning outcomes in the course and Program Learning outcomes. [Artifacts used to measure the Student Learning outcomes are in brackets]. As a result of their studies in the WCIU MATUL program, graduates will be able to:*

### Epistemology: Model skill in both oral culture dialogical learning, and self-directed critical academic thinking.

Graduates will be able to initiate, manage, and modify their own learning goals and activities and to use that learning to help serve and benefit others***.*** They are scholars who can dialogue within the wisdom systems of oral cultures but who can question assumptions and weigh evidence related to theories, ideas, and practices in the formal academe.

**Course SLO#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]

### Research Skills: Conduct competent organization-based action-reflection urban research.

As scholar-activists, they choose appropriate research methods for the challenges at hand, conduct effective research into those challenges, and can report their findings into communities and developmental structures with which they co-work in ways that are both academically and culturally appropriate for bringing about change for transformational good.

**SLO#5 Entrepreneurial Skill:** Describe Gannt chart steps for initiating a slum school, preschool, vocational school or adult computer learning center [Project 4].

### Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry.

Graduates integrate the meta-narrative of human redemption and restoration of the whole creation into urban studies fields and into their research and practice of engaging urban poor contexts and city structures.

**SLO#2 Theology of Education:** Compare selected theories of education and Biblical foundations for education among the poor [Project 2].

### Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and engagement with urban cultural complexity so as to multiply multicultural ministries and leadership.

Graduates can lead strategic organizational analysis that assists local organizations and movement leaders to improve engagement and delivery systems among the urban poor. They can multiply concepts, values and skills from within courses into oral cultures.

**SLO#3 Values:** Illustrate a passion for creating community-based slum schools as part of the expansion of the Kingdom of God through weekly practicum reports [Zoom Discussions].

### Transformative Urban Movements: Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.

Graduates are able to multiply leadership and teams in social or religious movements, both in forming faith communities and in building relational and resource capacity, having a growth mindset, embracing failures, solving complex problems and multiplying socio-economic-educational-political engagements from these movements.

### Social Entrepreneurship: Apply Biblical social entrepreneurship and economic principles that facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit.

Graduates identify themselves as social entrepreneurs, able to train leaders in theologies and practice of economics that results in multiplying savings groups, fostering small businesses and a multiplicity of economic engagements, enabling individuals and groups to improve their economic status and some to move into the formal urban culture.

**SLO#4 Cross-Cultural Project Practicum:** Demonstrate intercultural, interpersonal, and project management in supporting the goals of an educational center through the community practicum [Project 1].

**SLO#5 Entrepreneurial Skill:** Describe Gannt chart steps for initiating a slum school, preschool, vocational school or adult computer learning center [Project 4].

### Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor.

Graduates model Christian character and a depth of spiritual practice, undergirding the interpersonal and intercultural skills required to work cross-cultural, and multi-level economic urban contexts in ways that foster “inside out” transformation rather than simply solving problems for people.

**SLO#4 Cross-Cultural Project Practicum:** Demonstrate intercultural, interpersonal, and project management skills in supporting the goals of an educational center through the community practicum [Project 1].

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