**WCIU Proctored Exam Policy**

**MATUL**

4.15.2020

Beginning with the 2020-21 academic year, WCIU has implemented the following proctored exam policy for the MA in Transformational Urban Leadership Program.

MA students will be required to successfully pass two proctored exams:

* Mid-Program Exam
* End of Program Exam

**Examination Schedule**

Students will be required to take the proctored exams based on the chart below:

* Mid-Program Exam: after completion of the Core Courses (500, 520, 530 and 540 (and for those requiring the language courses satisfactory completion of 503 and 504) plus 2-3 electives and prior to beginning the 670 Research Methods course
* End of Program Exam: prior to completion of the TUL 675 Research Project (this is one of the assignments in the course itself.

**Examination Content**

The exams are designed to assess student progress in achieving the seven program outcomes below.

The mid-program exam will require students to provide narrative answers. Students will be given two hours to complete the exam. Students will be permitted to use two (double-sided) pages of notes to assist them with preparing their answers. The exam will be graded as Pass or Fail.

The final exam is an audio-recorded presentation to the local community in which the research presentation is done in the local language (this may be with translation), or a presentation to the decision-making leadership team of the non-profit the student has partnered with in the community. An audio recording will be submitted for grading. A set of notes for either the people of the community or summary recommendations for the organizational leadership will accompany the recording.

Insight Pape (7-8 pages): In this course, you will write an insight paper on International Development

in the Contemporary World. Identify three ideas/models/theories on international development from

the course readings that you find most interesting, reflect on them, or evaluate them in relevancy to

your own research interest or your work. Refer to Guidelines for Insight Paper for IntlDev 611

**MATUL Program Learning Outcomes**

*As a result of their studies in the WCIU MATUL program, graduates will be able to:*

**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.   (The oral aspect is examined in the proctored exam, the academic thinking is examined in the final written Research Project)

**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.

**3. Integrate Biblical Metanarratives:**

Articulate the implications of biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry and integrate them into planning and practice.

**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.

**5. Exercise Movement Leadership:**

Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.

**6. Exercise Entrepreneurial Leadership:**

Creatively apply biblically grounded social entrepreneurship and economic principles to facilitate leadership progressions that better integrate the informal economic sector with the formal economic sector.

**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.

***7.1 Character:***

Model Christian character at a level acceptable to local Christian leaders and faculty.

***7.2 Movement Leadership:***

Demonstrate team leadership, community building leadership and entrepreneurial leadership capacities and skill.

***7.3 Cross-cultural Flourishing:***

Demonstrate Cross-Cultural Competencies in language learning to a high intermediate level, and ability to work with indigenous leadership.

**Proctored Exam Grading Criteria**

The exam will require reflection on both theory and practicum.

Using a Transformational Conversations model of doing theology, reflect on the theory and practice underlying growth of your spiritual/leadership/cultural capacity and observations of community leadership in a church and or community organizations within the context of urban poor communities in your chosen city. Start with an entrance story, focus on 2-3 main themes, but identify others, end with organizational (church growth, community organization) or community outcomes. Illustrate with 3-4 story paragraphs.

The following will give you some ideas of elements needed, but do not try to follow this rubric or you will get too complex. Work with the Transformational Conversations approach and most of the following will become easy to identify.

• Description of the specific ideas, models, or theories 40%

• Description of how theories relate to outcomes (#1-4,7.1, 7.2) 20%

• Discussion of examples of how these ideas relate to your work, ministry, or research interests 20%

• Evaluation or critique of these ideas 20%

[Given the short time for this test, identification of sources will only require the name of the theory or the person originating it e.g. (Simple Church) or (Simple Church, Cole) or Culture of Poverty (Oscar Lewis)]

The following criteria may be used to grade the mid-term exam:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Description of the specific ideas, models, or theories 40% | Description of how theories relate to outcomes 20% | Discussion/ stories of how these ideas relate to your work, ministry, or research interests 20% | Evaluation or critique of these ideas 20% |
| 1. Utilize Dual Level Wisdom in Relationships and Communication | Multiple themes, at least two from each of multiple courses are included and interfaced.  Illustration of engagement in oral cultural discussion and thinking related to at least one theme | The relationship of at least two themes to action using the Transformational Conversations or pastoral cycle process | Illustration of how at least two sociological, anthropological or economic theories accurately map to the context | Logical flow; clear introductory summary of logic, clear conclusion of logic, descriptive headings and subheadings; connected flow of positive evaluation or critique; references need only be name of author or text. |
| 1. Conduct Action-Reflection Research | Identify 2-3 types of research approaches you have learned about | Note how you have experimented with these | Illustrate an aspect of analysis of a community organization | Evaluate how well you understood the organizational dynamics |
| 1. Integrate Biblical Metanarratives | The underlying theological themes are clearly stated | Phases of Transformational Conversations are developed | At least; A beginning motivational story; an entrance story that lead to theological engagement; story of theological conversation between themes and realities; institutional modelling of theology | Critique whether the organization is simply following operational procedures or the level of its theological reflective process with those procedures |
| 4. Build Holistic Faith Communities | How do the themes relate theoretically to church growth? | In practice how do you see these themes impacting church growth | Illustrate with at least one of the stories | Evaluate the significance of the threories for church growth. |
| 5. Exercise Movement Leadership | n/a | n/a | n/a | n/a |
| 6. Exercise Entrepreneurial Leadership | n/a | n/a | n/a | n/a |
| 7. Exercise Cross-cultural Spiritual Leadership | Identify two cross-cultural themes that have informed your engagement | Describe the increased outcome through understanding language or a cultural theme | Illustrate in at least one of the stories a cross-cultural theme | Evaluate the effectiveness of your language level (you are tested on the evaluation, not the effectiveness) |
| 7.1 Character | Identify spiritual values or disciplines involved in your engagement | Discuss the impact of these on success or failure |  | Critique what deeper spirituality or character might have been done and its impact |
| 7.2 Movement Leadership | n/a | n/a | n/a | n/a |
| 7.3 Cross-cultural Flourishing | Include some cultural learning themes or cultural reflections | Idnetify the imapact of cultural themes on outcomes in your context | One of the stories should include a cultural theme | Evaluate your cros-cultural learning levels within the overall story. |

The final exam will involve a presentation of your research to the people in your local community in their language (with or without translation), where you researched or to your community organizational leadership if that is not possible. You are required to audio record this and submit it.

CRITICAL ACTIONS: Before you start your presentation, your organizational supervisor is required to 1. view your official passport or local government official document and 2. sign off that this is you presenting. 3. They need to fill in and sign the form stating that they have viewed this and with a photo of yourself.

4.You will need to present the people with a summary in their language, or the leadership of your community organization with a 2 a page summary, plus one copy of your research for the organization.

5, Make sure your recording device is working, with a Bluetooth microphone to the computer or tablet. An inadequate recording means you can’t pass… Might be wise to have a backup way of recording on another device. Of course, video would be amazing but it is then hard to send through the web as massive files. Do not try to send it while recording but afterwards.

The following rubric will be used:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Presentation 70% | Scale  0-4.0 | Documentation 30% | Scale 0-4.0 | Comments |
| 1. Utilize Dual Level Wisdom in Relationships and Communication |  |  |  |  |  |
| Oral Culture Dialogue | Audience participation |  | Simple Graphical Communication |  |  |
| Or Critical thinking with Community Organization leadershp | Logical Flow of Communication |  | Or Demonstrates logic of research process and results in 2 page summary |  |  |
| 2. Conduct Action-Reflection Research |  |  |  |  |  |
| Wiith the community | New Knowledge is acknowledged by the people |  | People asked to respond to proposals |  |  |
| Or Decision-making by Community Organization | Leadership engage in Decision-making process (This is not graded on the outcome of their decisions but on their engagement) |  | Leadership asked to decide how to respond |  |  |
| 3. Integrate Biblical Metanarratives | Biblical theological basis is communicated |  | Biblical theological basis is communicated |  |  |
| 4. Build Holistic Faith Communities | Local church leaders involved in response |  | Relationship to local church is identified in document |  |  |
| 5. Exercise Movement Leadership | Demonstrates aspects of student’s leadership gifting |  | Clarity as to the relationship of this research to the wider movement. |  |  |
| 6. Exercise Entrepreneurial Leadership | Demonstrates entrepreneurial expansion of existing organizational response |  | Demonstrates entrepreneurial expansion of existing organizational response |  |  |
| 7. Exercise Cross-cultural Spiritual Leadership | Cross -cultural spirituality is evident in language and communication with people |  | n/a |  |  |
| 7.1 Character | Cross-cultural relationships evidence trust and respect of student by local leaders |  | n/a |  |  |
| 7.2 Movement Leadership | n/a included in #5 | n/a | n/a | n/a | n/a |
| 7.3 Cross-cultural Flourishing | Student and Leaders/people enjoy the exchange |  | n/a |  |  |
| **Total Score** |  | **=SUM(C1:C7.3)** |  | **=SUM(E1:E7.3)** | **T**otal as % |

The grading scale includes:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  | | --- | --- | --- | |  | WCIU | | | Grade | GPA | Numeric | | A+ | 4.0 | 100 | | A | 4.0 | 93-99 | | A- | 3.7 | 90-92 | | B+ | 3.3 | 87-89r | | 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. |  |  |   **A+ Supercalifragilisticexpealidocious**  Brilliantly conceptualized, rigorously logical, graphically artistic and aesthetic, emotionally touching, rich multihued argumentation, unforgettable, new paradigms, has a rhythm and poetry in its writing, a sense of curiosity and draws you in to its progressions, no grammatical or spelling errors!! Generates new paradigms, explores new ideas. Beyond masters’ level. [Publishable]  **A. High quality work for a graduate student**  Work at this level is consistently [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows [clear recognition / an incisive understanding / excellent evaluation and analysis of salient issues; an excellent ability to draw relevant comparisons / examples; mastery of relevant aspects of technology introduced in class; creative application of relevant technology; sophistication in presentation and delivery of technological products.] [Work doesn’t get much better.]  **A- Strong work for a graduate student**  Work at this level is mostly [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows [good recognition/a solid understanding/thorough evaluation and analysis of salient issues; a consistent ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class; useful application of relevant technology; an ability to logically present and deliver technological products. [Work is very good, but it could be improved.] | **B+ Competent work for a graduate student**  Work at this level is often [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows mostly adequate [recognition/understanding/evaluation and analysis of salient issues; ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class; application of relevant technology; ability to logically present and deliver technological products.] A few errors, inconsistencies, or other problems may be present. [Work is competent, but neither exceptionally strong nor exceptionally weak.]  **B Acceptable work for a graduate student**  Work at this level is generally [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows acceptable [recognition/understanding/evaluation and analysis of salient issues; ability to draw relevant comparisons / examples; competence in relevant aspects of technology introduced in class ; application of relevant technology; ability to logically present and deliver technological products.] but errors, inconsistencies, or other problems are present. [Work is competent but shows some flaws or difficulties.]  **C+ Minimally passing work for a graduate student**  Work at this level is occasionally [creative, original, thorough, well-reasoned, well-argued, insightful, well-written, clear, methodologically sound] and shows some signs of [recognition/understanding of salient issues; adequate reasoning; an ability to draw relevant comparisons / examples; adequate writing skills; competence in relevant aspects of technology introduced in class] but numerous errors, inconsistencies, or other problems are present. [Work shows many weaknesses or difficulties.]  **C- Deficient work for a graduate student**  Work at this level does not meet the minimal expectations for graduate level work. Work is [inadequately developed; flawed by errors or inconsistencies; Work lacks in [recognition/understanding of salient issues; reasoning; adequate methodology; support for arguments made; ability to draw methodologically sound; demonstration of basic skills]  **D Unacceptable work for a graduate student**  1. misunderstood the nature of the work required and/or 2. shows very little recognition/understanding of salient issues; inadequate reasoning; inadequate writing skills; complete lack of support for arguments made; inappropriate methodology some level of incompleteness. Errors or inconsistencies throughout.  **F Incomplete / Totally inadequate work for a graduate student**  Work was turned in but was mostly irrelevant to the course; showed a poor performance in all aspects of assigned work; there was little to no evidence of mastery of relevant aspects of material; was substantially incomplete. |

**Mid Semester Examination Proctoring**

The exams will be proctored at a proctored exam test center or bya live online proctoring service. In order to use an online proctoring service, students will need the following:

* High-speed internet connection
* Webcam (internal or external)

At the scheduled exam time, the proctor will verify the student’s identity using an official government issued photo ID. The proctor will monitor the exam for any suspicious activities or abnormalities.

**Examination Preparation**

Faculty will provide students with a study guide and provide additional guidance to assist students in preparing for the exam.

**Examination Retakes**

Students will be permitted to retake the exam one time. Students that fail the exam the second time will be put on probation.

**Examination Debrief**

After administration and grading of the exams, the MA Committee will debrief regarding the exam and solicit feedback from students to improve the exam content, process, and experience.

# William Carey International University

MATUL Final Presentation

ID Verification Form

I verify that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert name of presenter) of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name of research project)t is the same as on the attached picture official ID and (short 30 second video clip of us both).

Name of supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization and role \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_

Time \_\_\_\_\_\_\_\_\_\_\_

Please email to the course professor.