# MATUL COMMISSSION

# MA in Transformational Urban Leadership



Oh! Calcutta! 400,000 on the streets, come to find work!

TUL 771: Academic Leadership and Faculty Orientation(3 units)

Global Online

## Course Information

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| --- | --- | --- |
| Program | Number of Credits | Updated |
| MA in Transformational Urban Leadership | Non-Credit Faculty Training | 11.6.19 |
| Instructors: Prof Viv Grigg, PhD | Email: viv.grigg@gmail.cwciu | Online, Wed 11:00-12:30 PST |

Mission and Purpose Statement of the MATUL Commission

The MATUL Commission is a professional educational association of deans, directors, faculty of the MATUL programs at sister schools and some urban poor movement leaders. It seeks to catalyze MATUL, BTUL and grassroots CTUL programs globally.

Master of Arts in Transformational Urban Leadership

**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.

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# Section 1 – Overview

### Course Description

This course is a required introduction to the DNA of the MATUL (history, philosophy, pedagogy, structure and course design) for administrators and faculty of sister schools delivering or initiaing the MATUL.

### Course Rationale

Effective mastery of the DNA is critical for sustainable success of the faculty and program. Program failure is primarily caused by the frequent rotation of deans, directors, and presidents, and then the appointment of leadership without the inherent knowledge of the program and the subsequent loss of the DNA. Thus for a cluster of faculty and leadership to master this together gives the supportive group commitments to handle the multiple opportunities and threats that occur over the years of initiation towards sustainability.

For Academic management, understanding the nuances of an innovative educational process, of its pedagogy and potential outcomes promotes wisdom in recruitment of directors, faculty, adjuncts and students.

**Theological Assumptions**: This course develops a Transformational Conversation that builds on the gospel of the Kingdom of God which transforms all of life - spiritual, social, economic, political. Inherent in our response to the Kingdom are discipleship principles of management of physical resources and care for people that are foundational for businesses. Creativity, productivity, work and rest, ownership, redistribution, jubilee, management are all principles taught in the community economics course. This course focuses on the management components of these. But based on Jesus’ parables of an expanding Kingdom, it is a style of management for transformation, not management for ossification.

### Underlying Framework of an Action-Reflection Degree

This course is built from praxis to reflection. While the end of the program is highly academic to the level of a good Masers research project and academic writing, the learning process is more akin to Vocational Educational Training. The practical processes of these 15 weeks requires students in most courses to engage in practicum. This is not an add on of a smorgasborg of experiences and field trips to listening to a professor teach, it is the foundation of learning out of which comes the questions and expertise to enable students to teach each other in a collective under the facilitation of the professor.

Theology from the Margins

Each of these courses are linked to building a theological understanding that in the future can be used to train budding social entrepreneurs in church growth, in community organization, advocacy or creating slum education etc. Practical work is linked to some academic readings in each course – both theological and in terms of social analysis.

### Faculty, Dean’s, and Director’s Learning Outcomes

By the end of this course faculty and administrators will be able to:

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| --- | --- | --- | --- |
|  | **Faculty Learning Outcomes** | **Related Program Learning Outcomes (PLO’s) for Students** | **Artifact to measure outcome** |
| FLO#1 | **Purpose:** Articulate the rationale and history of development of this Masters’ level training of urban poor leaders at both a self-directed critical level of academic thinking and resulting in oral culture dialogical processes among the urban poor. | 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. |  |
| FLO#2 | **The MATUL as a Community-Based Research Degree:** Reflect on the progression of qualitative action-reflection urban research elements in each course. | 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. |  |
| FLO#3 | **Action-Reflection Story-telling Theological Foundations:** Creatively apply Christian ethical values to religious and social movement challenges among the marginalized by developing Biblical principles around the motif of the Kingdom of God as 1/3 of most courses, through using the Transformational Conversations or similar paradigm. | 3. **Biblical Theology of Holistic Ministry**: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry. |  |
| FLO#4 | **Church Growth Center:** Debate how to expand a core commitment to church growth into holistic engagement with urban social complexities | 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. |  |
| FLO#5 | **Entrepreneurial Leadership**: Understand the formation of social entrepreneurs, able to engage with confidence many diverse church growth or development challenges, identify approaches, build relational and resource capacity, have a growth mindset, embrace failures, solve complex problems, work and adapt continuously sensitively within the cultural context. | 5. **Exercise Movement Leadership:** Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.  6. **Exercise Entrepreneurship 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. |  |
| FLO#6 | **Frierian-style Pedagogy:** Creatively demonstrate a paradigm transition from a didactic guru-like course delivery to a dependence on student-reflection beginning in action, leading to cohort learning progressions with faculty as Yoda-like facilitators. | **P.Slum Leaders Pedagogy:** Educators will deploy action-reflection pedagogies, building learning communities who work within both oral culture dynamics and the logic of the academe, such that the course produces multiplicative training tools. |  |
| FLO#7 | **Movement Leadership Development:** Modify rubrics to evaluate indigenous spiritual formation, cross-cultural capacities and leadership skills for both men and women. | 7. **Cross-Cultural Spiritual Leadership**: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor.  **P1. Women's Perspectives:** Students will embrace both male and female perspectives in each course, including identity issues, diversity of ministry and management styles, gifts and roles etc. |  |
| FLO#8a for faculty | **Course Design:** Creatively indigenize courses for the local context and faculty’s style, including local reading resources, identifying potential practicum site partners, modification of course content, and adapting to institutional parameters. |  |  |
| FLO#8b For Admin-istrators | **Management Structures:** articulate how to create a sustainable program with a DNA that sustains personnel to recruit sufficient student numbers, maintains a viable budget, enjoys national accreditation, and recruits, and trains prospective faculty into an integrated cluster producing academic yet praxis-oriented vision, values and revised indigenous content. |  |  |

# Section 2 - Course Requirements

### Materials

Required

* Grigg, Viv. (2018). *Slum Dwellers’ Theology: Pedagogy in the Slums.* Urban Leadership Foundation (Chapters will be integrated into the LMS).
* Grigg, Viv. (2012). *Companion to the Poor*. Auckland: Urban Leadership Foundation(revised), formerly with Authentic Media (revised and updated 2004), originally Abatross: Sydney (1984), revised MARC: Monrovia (1990)). (A popular paradigm-shifting urban misisons book in that identifies the core elements of evangelical theology behind incarnational slum ministry, pdf’s will be integrated in).to the LMS).

Background

* Freire, Paulo. (1986). *Pedagogy of the Oppressed* (M. B. Ramos, Trans.). New York: Continuum. (Or other works by Friere).
* 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>   (This gives an excellent background into private primary education in the slums)

**Videos and Powerpoints**

[www.vimeo.com/vivgrigg](http://www.vimeo.com/vivgrigg)

[www.authorshare.com/viv.grigg](http://www.authorshare.com/viv.grigg)

[www.slideshare.com/vivgrigg](http://www.slideshare.com/vivgrigg)

**Sites**

[www.urbanleaders.org/ma](http://www.urbanleaders.org/ma) The proceedings and core documents of the MATUL Commission

[www.matul.org](http://www.matul.org) The PR site for sister schools in the MATUL Commission

<https://www.globallearningpartners.com/resources/shareable-resources/>

Global Learning Partners – This is the best palce to get Jane Vella’s Resources

# Section 3 - Course Content

6 x 3 Week Faculty Calendar Dec-Mar 2019-20

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **FLO#** | **Content Focus in Zoom** | **Pre-Zoom Session Readings & Videos** | **Zoom meeting Content** |
| Dec 11th, 2019 | #1 | Introductions   * People * This Training * MATUL Commission: History, Personnel, Role of Catalyst servant not accreditor. * MATUL Program Design * A Theological Degree. A Leadership Degree. A Community Development Degree. An Entrepreneurship Degree * Incarnational as the Locus of Doing Theology   Overall introduction to six callings, four emphases: MATUL as Entrepreneurship [http://www.urbanleaders.org/ma/Philosophy/MATULasEntrepreneurship.pptx](http://www.urbanleaders.org/ma/Philosophy/MATUL)  Core Document: [Common Understandings](http://www.urbanleaders.org/ma/Proposal/CommonUnderstandings/2019/Common%20Understandings%202019b.docx) | Before class, browse Each of these:   * [www.matul.org](http://www.matul.org/) * Slumdwellers’ Theology, [Introduction](../../webtrainer/ma/Andragogy2/SLPINtroINdex.pdf) * Chapter 2,3 [Genesis to Seminaries in the Slums](https://www.urbanleaders.org/webtrainer/Andragogy2/SLP23.pdf) * Introductory Video: [https://vimeo.com/video/343338110](https://vimeo.com/vivgrigg/recruiter) * Introductory page on the MATUL Commission site * <http://www.urbanleaders.org/ma/> | We will look more fully at the following in class:  Core Document: [Common Understandings](http://www.urbanleaders.org/ma/Proposal/CommonUnderstandings/2019/Common%20Understandings%202019b.docx)  Come to the zoom meeting with questions or comments. |
| Jan 8, 2020 | #6 | Shifting from Western to African or Brazilian Freirian-Style Pedagogy   * Action-reflection processes * Oral Learning: Proverbs, Stories * Communal Learning * Student-Centric Paradigm * Activist Pedagogy | Before Class, read Slumdwellers’ Theology, *[Poorology](https://www.urbanleaders.org/ma/Andragogy2/SLP4Pedagogy.pdf)*, chapter 4.  View Video: MATUL Pedadogy <https://vimeo.com/vivgrigg/pedagogy>  Before class, in the forum, discuss with each other the points of Freire, ideally referencing his ideas on the web as well. | In class we will start with your ideas and discuss the PowerPoints:   * [Transformational Conversations](http://authorstream.com/Presentation/vivgrigg-3259344-trnasformational-urban-conversations/) * [A Conversation Between Friere and Jesus](http://www.urbanleaders.org/MA/Philosophy/Freire.ppt) (ppt)   And if time:   * [StoryTelling](http://www.urbanleaders.org/ma/Philosophy/CarlisleStoryTelling.doc) (Carlisle College, Nairobi) |
| Jan 22, 2020 | #8a, | For Faculty and Adjunct Faculty   * Creating the Domain of Urban Poor Missiology   Sample Syllabi:   * [TUL540 Syllabus](http://www.urbanleaders.org/ma/Course%20Syllabi/WCIU/TUL540-19SocSciTheorCitySyll.docx) www.urbanleaders.org/ma/Course Syllabi/WCIU/TUL540-19SocSciTheorCitySyll.docx * [TUL560 Syllabus](file:///ma/Course%20Syllabi/WCIU/TUL560-19CommEconSyllab.docx)  www.urbanleaders.org/ma/Course Syllabi/WCIU/TUL560-19CommEconSyllab.docx * [TUL671 Syllabus](file:///ma/Course%20Syllabi/WCIU/TUL560-19CommEconSyllab.docx) www.urbanleaders.org/ /ma/Course Syllabi/WCIU/TUL560-19CommEconSyllab.docx * Indigenization * Intro Jane Vella’s Approach to Design | Preclass read: Slumdwellers’ Theology: [Creating the Domain of Urban Poor Missiology](https://www.urbanleaders.org/webtrainer/Andragogy2/SLP6Academic%20Domain.pdf) and in the forum identify 3 to 5 questions about the development of the domain, its content, how it differs from other domains, etc  Browse Jane Vella’s Learning Resources  <https://www.globallearningpartners.com/resources/shareable-resources/> | In class we will review one of the sample syllabi:   * [TUL540 Syllabus](http://www.urbanleaders.org/ma/Course%20Syllabi/WCIU/TUL540-19SocSciTheorCitySyll.docx) www.urbanleaders.org/ma/Course Syllabi/WCIU/TUL540-19SocSciTheorCitySyll.docx * [TUL560 Syllabus](file:///ma/Course%20Syllabi/WCIU/TUL560-19CommEconSyllab.docx)  www.urbanleaders.org/ma/Course Syllabi/WCIU/TUL560-19CommEconSyllab.docx * [TUL671 Syllabus](file:///ma/Course%20Syllabi/WCIU/TUL560-19CommEconSyllab.docx) www.urbanleaders.org/ /ma/Course Syllabi/WCIU/TUL560-19CommEconSyllab.docx * [Program and Course Outcomes](http://www.urbanleaders.org/ma/Course%20Syllabi/27.%20WCIUSLOPLO-JPP20191112.xlsx) |
| Jan 22, 2020 | #8b | For Deans, Directors, Admin Assistants, Recruiters:  Involving your faculty in creating the domain of Urban Poor Missiology  Some elements of management. Each dean comes with extensive experience, so this discussion is not to teach but to apply that experience to the specific points where we have experienced difficulties in launching elsewhere.   * Job Descriptions * Student Recruiter Profile * Budgetting * Faculty Recruitment * Training in Apprenticeship, Mentoring and Practicum Design * Student Workload * Integrating Women’s Perspectives * Indigenization * Faculty Politics towards an innovative program | Read: Slumdwellers’ Theology: [Creating the Domain of Urban Poor Missiology](https://www.urbanleaders.org/webtrainer/Andragogy2/SLP6Academic%20Domain.pdf)  Reread the MATUL Commission Common Understandings and in the forum, identify four questions you have about the implementation of this program at an administrative level.  Review Sample Job Descriptions (See Common Understandings).  Recruitment: Preclass, consider what is needed in your recruitment plan to get the program consistently to sustainable numbers. View each of:   * Video: Qualities of a MATUL Recruiter: <https://vimeo.com/vivgrigg/recruiter> * [Sample Recruiting Target Segments](http://www.urbanlleaders.org/ma/Recruiting/Diagram%20Mrketing.pdf) * [Sample Recruiting Timeline Chart](http://www.urbanleaders.org/ma/Recruiting/RecruitingGraphMar2014.xlsx)   Each school has a different budgetary process. Consider the following from a US school: [Sample 3 Year Budget](https://urbanleaders.org/ma/Budgets/). Clearly the costs and the educational structures are completely different across cultures.  Most faculty are trained in the “banking system of education” (Freire), where they deliver knowledge from their expertise to empty vessels. Action-reflection andragogy or adult education (vs Freire’s application to pedadogy (educating children)) involves engagement in the practical issues of the particular subject, and concurrently, reflection on those actions where a faculty facilitator leads their discussion into the larger theories behind issues in their contextual experiences. One step in helping faculty change their understanding of their role is in good design of the Practicum. Here is one way to define the various partnership roles: [Concept of a Practicum](http://www.urbanleaders.org/ma/Philosophy/Intern-6.docx)  In the forum discuss how you will retrain faculty and adjuncts into this type of action-reflection education.  Faculty Politics: Consider some of the possible reactions of your current faculty to a new innovative program as you read [Radical Structural Seminary](http://www.urbanleaders/ma/Philosophy/RadicalStructural%20Seminary.doc) | Come to the zoom meeting with thoughts as to how these need modification for your context so there are two faculty and one admin assistant/recruiter in a sustainable manner building the programme.  In zoom, discuss how you imagine recruitment developing, what target sectors, what motivation would there be etc.  Consider sharing in zoom, some initial thoughts on how you would frame this for your school.  If we have time, we can also discuss these in zoom.  If we have time, we can also discuss these in zoom |
| Feb 5, 2020 | #2,  #3 | **Action-Reflection Story-telling Theological Foundations:** Creatively apply Christian ethical values to religious and social movement challenges among the marginalized by developing Biblical principles around the motif of the Kingdom of God as 1/3 of most courses, through using the Transformational Conversations or similar paradigm.   * The Kingdom of God * Social Analysis in Transformational Conversations   **The MATUL as a Community-Based Research Degree:** Reflect on the progression of qualitative action-reflection urban research elements in each course.  **The MATUL as Language Learning** (For foreign Students crossing cultures) | Browse *Slumdwellers’ Theology*, chapter 5 [Transformational Conversations](https://www.urbanleaders.org/ma/Andragogy2/SDP5TransConvers.pdf) and seek to understand this particular method of doing theology.  One of the Conversations is theological. Listen to the Video: *What is the Kingdom of God?* <https://vimeo.com/vivgrigg/kingdom> It expands the Biblical understanding of many, so underlies much of the program. In the forum describe how familiar are the faculty and leadership of your school with this kind of theology? You can also find the underlying PowerPoint at:  <http://www.authorstream.com/Presentation/vivgrigg-1238334-what-is-the-kingdom-of-godupdated/>  Another conversation within the larger Transformatioal Conversation involves some type of social analysis. The following gives an overviewof the Urban Realities course: <www://slideshare/urbanrealityoverview-190425010148.pptx>  A quick glance at the document [Research Across the Degree](https://www.urbanleaders.org/webtrainer/Andragogy2/SLP6Academic%20Domain.pdf) p65, will show you how each course has a research element, leading to the final two research courses, one on methods and one the research.  If you have time, review the Video on *Language Learning*: <https://vimeo.com/showcase/5082156/video/248246070> | Come to zoom with a question about Transforamtional Conversations or twoor three, and one about research training in the degree. |
| Feb 19, 2020 | #4 | **A Church Growth Center to the Degree:** Debate how to expand a core commitment to church growth into holistic engagement with urban social complexities.   * Church Growth courses * Teaching for 9 Paradigm Shifts * 81 Steps * Good Fruit means Movements * Post MATUL multiplication | Read Slumdwellers’ Theology, *Movement Leadership*, chap 7  <http://www.urbanleaders.org/ma/Andragogy2/SDP7Movements.pdf>  Discuss in the forum what is the genius of building a degree around movement leadership vs Community Development.  Video:  Church Planting Course Resources: <https://www.urbanleaders.org/weburbpoor/index.html>  Movement Leadership Resources  <https://www.urbanleaders.org/620Leadership/> Read the introduction and in the forum discuss the difference between social movements, discipling movements, church growth movements and revitalization movements – if you can – it is OK to be thinking aloud!! | In zzom, we will discuss your forum responses about movement leadership.  Why is churchplanting so signifant in this degree? |
| Mar 4, 2020 | #5,7 | **Entrepreneurial Leadership**: Understand the formation of social entrepreneurs, able to engage with confidence many diverse church growth or development challenges, identify approaches, build relational and resource capacity, have a growth mindset, embrace failures, solve complex problems, work and adapt continuously sensitively within the cultural context.   * **Movement Leadership Development:** Modify rubrics to evaluate indigenous spiritual formation, cross-cultural capacities and leadership skills for both men and women. * Grassroots Learning Networks * Global Scaling of MATUL Content at Grassroots - CTUL | Browse the ideas in Slumdwellers’ Theology, *[Social Entrepreneurship](https://www.urbanleaders.org/webtrainer/Andragogy2/SDP8Entrepreneurship.pdf),* Chap 8. The First Course is a deeply theological one on Community Economics. It begins with ten theological themes:  The website for Economic Discipleship is incomplete but has podcasts of most of the topics in this course at:  <http://www.economicdisciple.org/> These may be easier to grasp at: [Principles of Economic Discipleship (ppt)](http://www.authorstream.com/Presentation/vivgrigg-2596345-economic-discipleship-2015/)  But that is only the theology part of the course. A larger resource site is at: <http://www.urbanleaders.org/560CommEcon/>  The second course is on entrepreneurship. To see one professor’s overview of the ideas in the entrepreneurship course, see the Video: <https://www.slideshare.net/vivgrigg/entrepeneurship-intervention-strategies-alvin-mbola>  You will find many videos of these two courses on <http://www.authorstream.com/vivgrigg/560.-Kingdom-Economics/>  In the forum, identify what paradigm shifts you would expect from students in these courses.  A major outcome of the program is the **multiplication of grassroots training** in various topics of the degree by students, graduates and professors in [Grassroots Learning Networks](http://www.urbanleaders.org/webtrainer/Grassroots%20Learning%20Networks%20Proposal.docx). There are many different approaches to these learning networks. Some current discussion of 5 certificates may be seen at: <https://www.urbanleaders.org/webtrainer/Proposal/GRProgramDescriptionDec82019.docx>  Faculty and Administrators who have attended 5 of the sessions in this training and completed the assignment will receive a **Certificate of Completion**. This is required before faculty or adjunct faculty begin teaching. Those able to attend a MATUL Commission gathering will receive a second certificate. We are discussing each year to add a new certificate to upgrade pedagogical skills. These are likely to be cross-continental working groups on topics of common interest between faculty.   * Together we will do an Evaluation of this Training and there will be an online link as well. | In zoom, I can give you some stories.  We can present these in zoom.  We wil do this in class, but also fill in the goole doc link. |

Disclaimer: Course schedule, topics, evaluation and assignments may be changed at the instructor’s discretion.

Possible Global Discussion Time Frames

To be confirmed on the first day of class. Initial discussion on Zoom, Weds 11:00 am PST, Yaounde that is 8 p.m. Professor will send link during that day. Additional student locations such as India or Manila or Uganda may mean this needs rethinking.

| Alternative Preferred time for Conversations | | [Los Angeles](https://www.timeanddate.com/worldclock/usa/los-angeles) | [Yaounde](https://www.timeanddate.com/worldclock/south-africa/johannesburg) | | [India](https://www.timeanddate.com/worldclock/china/beijing) |  |
| --- | --- | --- | --- | --- | --- | --- |
| [Wednesday, December 11, 2019 at 15:00:00](https://www.timeanddate.com/worldclock/meetingdetails.html?year=2019&month=12&day=11&hour=15&min=0&sec=0&p1=137&p2=267&p3=771) | Wed 7:00 am | Wed 4:00 pm | Wed 8:30 pm | |
| [Wednesday, December 11, 2019 at 16:00:00](https://www.timeanddate.com/worldclock/meetingdetails.html?year=2019&month=12&day=11&hour=16&min=0&sec=0&p1=137&p2=267&p3=771) | Wed 8:00 am | Wed 5:00 pm | Wed 9:30 pm | |
| [Thursday, December 12, 2019 at 02:00:00](https://www.timeanddate.com/worldclock/meetingdetails.html?year=2019&month=12&day=12&hour=2&min=0&sec=0&p1=137&p2=267&p3=771) | Wed 6:00 pm | Thu 3:00 am | Thu 7:30 am | |
| [Thursday, December 12, 2019 at 03:00:00](https://www.timeanddate.com/worldclock/meetingdetails.html?year=2019&month=12&day=12&hour=3&min=0&sec=0&p1=137&p2=267&p3=771) | Wed 7:00 pm | Thu 4:00 am | Thu 8:30 am | |
| [Thursday, December 12, 2019 at 04:00:00](https://www.timeanddate.com/worldclock/meetingdetails.html?year=2019&month=12&day=12&hour=4&min=0&sec=0&p1=137&p2=267&p3=771) | Wed 8:00 pm | Thu 5:00 am | Thu 9:30 am | |
| [Thursday, December 12, 2019 at 05:00:00](https://www.timeanddate.com/worldclock/meetingdetails.html?year=2019&month=12&day=12&hour=5&min=0&sec=0&p1=137&p2=267&p3=771) | Wed 9:00 pm | Thu 6:00 am | Thu 10:30 am | |
| [Thursday, December 12, 2019 at 06:00:00](https://www.timeanddate.com/worldclock/meetingdetails.html?year=2019&month=12&day=12&hour=6&min=0&sec=0&p1=137&p2=267&p3=771) | Wed 10:00 pm | Thu 7:00 am | Thu 11:30 am | |

### Forum Discussion Guidelines

**VIDEO CONFERENCE CALL 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

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

Grading

The course will involve a mixture of class ZOOM discussion, forum, lecture, small group discussions, handouts, documentary videos, a major business project, and guest speakers. Not all reading material assigned will be discussed in class; it is the responsibility of the students to follow up with the instructor on materials on which they need further clarification*.* The expectations are that this 3unit course, delivered over a 12week term will approximate 3hours/week classroom or direct faculty instruction. In addition, out-of-class student work in the practicum and reading and writing will approximate 8 hours/week. To meet the identified student learning outcomes this 3-unit course, delivered over a 12-week term will approximate:

|  |  |  |
| --- | --- | --- |
| Delivery Mechanism | Approximate Hours | |
|  | Direct Contact & Fieldwork | Reading and Writing |
| Content Delivery | 25 mediated by Zoom  10 hrs on forums  5 with Local expert hours |  |
| Business Plan: Fieldwork and Writing | 10 | 15 |
| Management Plan: Fieldwork and Writing | 10 | 10 |
| Finances/Funding Plan: Fieldwork and Writing | 10 | 15 |
| Readings and Theology Plan |  | 25 |
|  | 70 | 65 |
| Total hours |  | 135 |

**SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES**

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

1. ***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.

1. ***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.

1. ***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.

1. ***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.

1. ***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.

1. ***Social Entrepreneurship: 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.***

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.

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

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