# COURSE SYLLABUS

## MASTER OF ARTS IN EDUCATION

## Curriculum Description

The Master of Arts in Education (MAEd) program is designed to equip educators, administrators, and educational leaders with the advanced knowledge and skills necessary to foster effective learning environments. This program emphasizes a comprehensive understanding of educational theory, research methodologies, and practical applications in diverse educational settings. Students will engage with contemporary issues in education, explore innovative teaching strategies, and develop leadership capabilities that promote equity and inclusion. The MAEd program is delivered through a blend of online and in-person courses, allowing for flexible learning while fostering collaboration among peers. Graduates will be prepared to make meaningful contributions to the field of education, whether in classrooms, schools, or educational policy.

## Program Objectives

1. **Advanced Knowledge Acquisition**: Equip students with a deep understanding of educational theories, philosophies, and practices to inform their teaching and leadership approaches.

2. **Research Proficiency**: Develop students' abilities to conduct educational research, analyze data, and apply findings to improve educational practices and outcomes.

3. **Culturally Responsive Teaching**: Foster an understanding of diversity in education, enabling students to create inclusive learning environments that respect and celebrate differences.

4. **Leadership Development**: Prepare students to take on leadership roles within educational institutions, focusing on effective communication, collaboration, and decision-making skills.

5. **Curriculum and Instruction Design**: Enable students to design, implement, and evaluate curricula that meet the needs of diverse learners and align with educational standards.

6. **Technology Integration**: Prepare students to effectively integrate technology into teaching and learning processes, enhancing student engagement and achievement.

7. **Policy and Advocacy**: Equip students with the knowledge and skills to engage in educational policy discussions and advocate for equitable educational practices.

## Program Outcomes

Upon successful completion of the Master of Arts in Education program, graduates will be able to:

1. **Demonstrate Expertise in Educational Theory**: Articulate and apply key educational theories and philosophies to enhance teaching and learning practices.

2. **Conduct and Analyze Research**: Design and implement educational research projects, critically analyze data, and effectively communicate findings to stakeholders.

3. **Implement Inclusive Practices**: Develop and apply strategies that promote equity and inclusion in diverse educational settings, ensuring all students have access to quality education.

4. **Exhibit Leadership Skills**: Lead collaborative efforts within educational settings, demonstrating effective communication, conflict resolution, and team-building skills.

5. **Design Effective Curriculum**: Create and assess curricula that are responsive to the needs of learners, utilizing best practices in instructional design.

6.**Utilize Technology Effectively**: Integrate technology into instructional practices to enhance learning experiences and outcomes for all students.

7.**Engage in Policy Advocacy**: Analyze educational policies and advocate for changes that promote equity, access, and quality in education at local, state, and national levels.

**COURSE SYLLABUS**

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| **Course Title:** | **EDUCATION IN COMMUNITY DEVELOPMENT** |
| **Credit:** | 3 Units |
| **Time Allotment:** | 3 Hours / Week |
| **Professor:** | PIC Faculty |
| | Email: info@pic.education |

## I. COURSE DESCRIPTION

This course explores the intersection of education and community development, emphasizing the role of educational institutions in fostering community engagement, social justice, and sustainable development. Students will examine theories, practices, and case studies that illustrate how education can empower communities and contribute to their development.

## II. COURSE OBJECTIVES

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

1. Analyze the role of education in community development.

2. Evaluate community development theories and their application in educational settings.

3. Design and implement educational programs that address community needs.

4. Assess the impact of educational initiatives on community development.

5. Engage with community stakeholders to promote collaborative educational efforts.

### III. LEARNING OUTCOMES

Upon successful completion of the 16-week course "Education in Community Development," students will be able to:

1.Analyze Educational Roles: Critically assess the role of educational institutions in promoting community development and social change.

2.Evaluate Theoretical Frameworks: Demonstrate an understanding of various community development theories and their relevance to educational practices.

3.Conduct Needs Assessments: Design and implement effective community needs assessments to identify educational gaps and opportunities within communities.

4.Develop Educational Programs: Create and propose educational programs that are aligned with the identified needs of the community and promote sustainable development.

5.Engage Stakeholders: Effectively engage and collaborate with community stakeholders, including families, organizations, and local governments, to foster partnerships for educational initiatives.

6.Promote Social Justice: Advocate for social justice and equity in educational settings, ensuring that community development efforts are inclusive and accessible to all community members.

7.Evaluate Impact: Utilize appropriate evaluation methods to assess the effectiveness and impact of educational programs on community development outcomes.

8.Integrate Technology: Apply technology in educational initiatives to enhance community engagement and learning opportunities.

9.Understand Global Perspectives: Analyze global examples of education in community

development, drawing lessons that can be applied locally.

10.Identify Challenges: Recognize and propose solutions to common challenges and

barriers faced in community development efforts related to education.


## IV. LEARNING PLAN

| WEEK | LEARNING MATERIALS | LEARNING OBJECTIVES |
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| Week 1: Introduction to Education and Community Development | Learning Materials: <ul><li>Textbook: *Education and Community Development* .</li><li>Articles: Selected readings on the role of education in community development.</li></ul> Activities**:** <ul><li>Class discussion on personal experiences with education and community.</li><li>Reflection paper on the importance of education in community development.</li></ul> | Learning Objectives: <ul><li>Understand key concepts and definitions related to education and community development.</li><li>Explore the historical context of education in community development.</li></ul> |
| Week 2: Theoretical Frameworks in Community Development | Learning Materials: <ul><li>Textbook: *Community Development: Theory and Practice* .</li><li>Journal Articles: Research on asset-based and participatory development approaches.</li></ul> Activities**:** <ul><li>Group presentations on different community</li></ul> | Learning Objectives: <ul><li>Evaluate various community development theories and their relevance to education.</li></ul> |

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| | development theories.<br>• Class debate on the applicability of these theories in educational settings. | |
| Week 3: The Role of Educational Institutions in Community Development | Learning Materials:<br>• Case studies: Examples of successful educational initiatives in community development.<br>• Textbook: *Education for Community Development*<br>Activities**:**<br>• Case study analysis in small groups.<br>• Guest speaker session with a community educator. | Learning Objectives:<br>• Analyze the functions of schools and universities in community development. |
| Week 4: Community Needs Assessment | Learning Materials:<br>• Textbook: *Conducting Community Assessments* .<br>• Tools: Templates for surveys and focus group discussions.<br>Activities**:**<br>• Workshop on designing a community needs assessment.<br>• Group work to create a needs assessment plan for a local community. | Learning Objectives:<br>• Conduct community needs assessments and identify educational gaps. |
| Week 5: Designing Educational Programs for Community Development | Learning Materials:<br>• Textbook: *Program Development in Education* .<br>Activities**:** | Learning Objectives:<br>• Develop educational programs that align with community needs. |

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| | • Drafting an educational program proposal based on the needs assessment.<br>• Peer review of program proposals in class. | |
| Week 6: Partnerships and Collaboration | Learning Materials:<br>• Textbook: *Collaborative Education for Community Development*<br>• Articles on successful community partnerships.<br>Activities**:**<br>• Role-playing exercises on stakeholder engagement.<br>• Group discussion on potential community partners for educational initiatives. | Learning Objectives:<br>• Build effective partnerships with community organizations. |
| Week 7: Education for Social Justice | Learning Materials:<br>• Textbook: *Social Justice Education*<br>• Case studies on social justice initiatives in education.<br>Activities**:**<br>• Class discussion on social justice issues in education.<br>• Development of a social justice advocacy plan for a community issue. | Learning Objectives:<br>• Advocate for social justice and equity in education. |
| Week 8: Midterm Examination | Learning Materials:<br>• Review materials from Weeks 1-7.<br>Activities**:** | Learning Objectives:<br>• Assess understanding of key concepts covered in |

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| | • Midterm exam covering theoretical frameworks, community roles, and needs assessment. | the first half of the course. |
| Week 9: Capacity Building in Communities | Learning Materials: <br> • Textbook: *Building Community Capacity* . <br> • Articles on training community leaders. <br> Activities: <br> • Workshop on capacity-building strategies. <br> • Group project to design a capacity-building workshop for community leaders. | Learning Objectives: <br> • Understand the role of education in building community capacity. |
| Week 10: Evaluating Community Development Programs | Learning Materials: <br> • Textbook: *Evaluation in Education* <br> • Evaluation frameworks and tools. <br> Activities**:** <br> • Case study evaluation of a community development program. <br> • Group work to create an evaluation plan for an educational initiative. | Learning Objectives: <br> • Utilize evaluation methods to assess educational initiatives. |
| Week 11: Technology and Community Development | Learning Materials: <br> • Textbook: *Technology in Community Development* . <br> • Articles on digital equity and technology integration in education. <br> Activities**:** | Learning Objectives: <br> • Analyze the impact of technology on education and community engagement. <br> • Identify strategies to enhance digital |

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| | • Group discussion on the role of technology in enhancing educational access.<br>• Workshop to create a digital literacy program tailored for a specific community. | literacy within communities. |
| Week 12: Global Perspectives on Education and Community Development | Learning Materials:<br>• Selected articles and case studies from various countries.<br>• Textbook: *Global Perspectives on Education and Community Development*<br><br>Activities:<br>• Group presentations on international case studies and their relevance to local contexts.<br>• Class discussion on how global practices can inform local educational initiatives. | Learning Objectives:<br>• Examine global examples of education in community development and their applicability locally.<br>• Identify lessons learned from international case studies. |
| Week 13: Challenges and Barriers to Community Development | Learning Materials:<br>• Textbook: *Challenges in Community Development*.<br>• Articles on barriers to educational access and community engagement.<br><br>Activities:<br>• Small group discussions to identify specific challenges in local communities.<br>• Development of a | Learning Objectives:<br>• Identify common challenges and barriers faced in community development efforts.<br>• Propose solutions to overcome these challenges in educational contexts. |

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| | strategic plan to address identified barriers. | |
| Week 14: Capstone Project Work | Learning Materials: <br>• Guidelines for the capstone project. <br>• Resources on project management and implementation strategies. <br><br>Activities: <br>• Peer feedback sessions on capstone project proposals. <br>• Individual work on capstone projects with instructor consultations. | Learning Objectives: <br>• Apply course concepts to develop a comprehensive capstone project focused on a specific community development initiative. <br>• Collaborate with peers to refine project ideas and approaches. |
| Week 15: Capstone Project Presentations | Learning Materials: <br>• Presentation guidelines and rubric. <br>• Resources on effective presentation techniques. <br><br>Activities: <br>• Capstone project presentations in class. <br>• Peer and instructor feedback on each presentation. | Learning Objectives: <br>• Present and defend capstone projects to peers and faculty. <br>• Engage in constructive feedback and discussion regarding project approaches and outcomes. |
| Week 16: Course Review and Final Examination | Learning Materials: <br>• Review materials and summaries from all weeks. <br>• Sample questions and exam format. <br><br>Activities: <br>• Comprehensive review session. | Learning Objectives: <br>• Review and synthesize key concepts learned throughout the course. <br>• Demonstrate understanding through a final |

| | | • Final examination assessing knowledge and application of course content. | examination. |
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## V. LEARNING OUTPUTS

Upon completing the course "Education in Community Development," students will be able to:

1.**Critical Analysis**: Evaluate the role of education in fostering community development, including its historical, social, and economic contexts.

2.**Theoretical Application**: Apply relevant community development theories to educational practices, demonstrating an understanding of their implications for local contexts.

3.**Needs Assessment Skills**: Conduct comprehensive community needs assessments to identify educational needs and gaps, utilizing appropriate methodologies.

4.**Program Development**: Design and propose effective educational programs and initiatives that address identified community needs and promote sustainable development.

5.**Stakeholder Engagement**: Collaborate with diverse community stakeholders, including local organizations and government entities, to build partnerships that enhance educational initiatives.

6.**Advocacy for Social Justice**: Advocate for equity and social justice in education,

ensuring that community development efforts are inclusive and accessible to all demographic groups.

7.**Evaluation Proficiency**: Implement evaluation strategies to assess the effectiveness and impact of educational programs on community development outcomes.

8.**Technology Integration**: Leverage technology to enhance educational delivery and community engagement, promoting digital literacy and access.

9.**Global Perspective**: Analyze and draw lessons from global examples of education in community development, applying insights to local practices.

10.**Problem-Solving**: Identify common challenges in community development related to education and propose innovative solutions to overcome these barriers.

## VI. REFERENCES:

1. **Textbooks:**
   - Freire, P. (2000). *Pedagogy of the Oppressed*. Continuum.
   - Kretzmann, J. P., & McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. ACTA Publications.
   - Rothman, J. (2017). *Approaches to Community Intervention*. Cengage Learning.
   - Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. ASCD.
   - Miller, R. (2008). *A Guide to Community Development*. Community Development Foundation.
   - Barton, D., & Tusting, K. (2005). *Beyond Communities of Practice: Language, Power and Social Context*. Cambridge University Press.

- Lindquist, C. A., & Hodge, J. (2010). *Community Development in Perspective*. Routledge.
- Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster.
- Chaskin, R. J. (2001). *Building Community Capacity: A Definitional Framework*. Urban Affairs Review, 36(3), 291-323.

## 2. Additional Resources:

- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). *Education for Sustainable Development Goals: Learning Objectives*. UNESCO Publishing.
- World Bank. (2012). *World Development Report 2012: Gender Equality and Development*. World Bank Publications.

## VII. COURSE REQUIREMENTS

1. Active participation in class discussion is required.
2. Each student has to take and pass all formative (quizzes/written assignments) and summative tests (midterm/final exams). Homework must be submitted the next meeting.
3. Students have to submit a compilation of all the required outputs as stipulated in the learning outcomes.

## VIII. GRADING SYSTEM

**General Average.** The students will be graded for two quarters (midterm and final rating periods) according to the following:

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| ▪ Class Attendance | 10% |
| ▪ Participation in Class Discussion and Pair/Group Activities | 25% |
| ▪ Individual Formative Tests, Homework, Research | 25% |
| ▪ Summative Examination (Midterm/Final Exams) | 40% |
| TOTAL | 100% |

**Final Grade.** The students will be given a final grade based on their

average grade (AG) in the mid grading period (1st quarter of the term) and in the final grading grade (2<sup>nd</sup> quarter). Midterm average grade has a weight of 50% and the final grading period has also a weight of 50%.

**College Equivalent Rating:**

95.5-100% 4.5 = A+ (Truly Exceptional Performance)

90.5-95.4% 4.0 = A (Excellent Performance)

85.5-89.4% 3.5 = B+ (Good Performance)

80.5-84.4% 3.0 = B (Acceptable Performance)

75.5-79.4% 2.5 = C+ (Marginally Acceptable Performance)

70.5-74.4% 2.0 = C (Passing but below expectations for graduate work)

65.5-69.4% 1.5 = D+ (Poor) 60.5-64.4% 1.0 = D (Lowest Passing Grade)

<59.4% 0.0 = F (Academic Failure No Credit Earned)

## IX. CLASS POLICIES

All students who are enrolled in this course should conform to the following class policies:

1. Regardless of a disability, all students are responsible for fulfilling the essential requirements of courses/programs/degrees, including attendance expectations.

2. No one is allowed to attend a class unless officially enrolled on a credit or non- credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrolment will not receive credit for their work.

3. In compliance with the University regulations governing class attendance, students who stop attending the class for five (5) or six (6) times without justifiable reasons or who have never attended class will be dropped from the class. (Attendance is defined as

online attendance to class meetings, participation or presence in an academically related activity such as submission of an assignment ( e.g., homework, research paper), quiz/ examination, or participation in group activities. )

4. Severe consequences on students who miss term exams without a "satisfactory explanation" shall be imposed, namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a midterm/final examination because of illness or other reasons over which they have no control" to notify the instructor/professor immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the exam.

5. Students are excused from classes to participate in university-approved events or competitions. Before missing classes, the participants must present their instructors with a letter signed by both the director of the Student Affairs and the faculty adviser/coach of the student. These letters confirm the dates and locations of the events. An excused absence does not excuse students from completing course work missed during their absences.

6. Students who face emergencies, such as a death in the family, serious illness of a family member, court appearances, hazardous weather that makes attendance impossible or other situations beyond their control that preclude class attendance should notify their instructors immediately to be excused from their class.

7. Students without notifications of absence or excuse letters will not be allowed to have make-up course work such as quiz, but will be allowed to take midterm and/or final examinations.

**X. Class Participation and Behavior**

1.  Class participation is a very important part of the learning process in this course. Students will be evaluated on the quality of their contributions and insights

2.  Any form of cheating will immediately earn you a failing grade.

3.  If a student is disruptive, the faculty member may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.

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