

Capstone Student Educational Learning Hours

The Urban Ministry Institute

Question

How many educational or learning hours does the typical TUMI student engage in during the Capstone curriculum? I know that there are 192 (total) hours of video/classroom work. However, I'm wondering about an estimate for the following:

- Student application & implications discussion
- Case studies & problems
- Assignments
- Ministry projects
- Counseling & prayer

I'm needing an estimate of the total hours that the typical student will spend in the teaching/learning process with the TUMI Capstone curriculum. (Note: This would not include personal study or homework time. Instead, it would be any formal group or individually guided learning, discussion, and study time that meets the learning objectives of the Capstone curriculum.)

Answer

We have given our best estimate of the breakdown of video classroom work, student prep and study time, and student ministry.

Although our pedagogical structure is also structured in terms of broad areas of student work (e.g., class time, personal preparation to fulfill assignments, and ministry planning and outreach), we use the modular structure to figure student investment. In other words, the following estimates are based on what we have seen to be our average student time investments per module. The overall numbers, therefore, will be found by multiplying these numbers by our total module count (16).

Our categories (for the modular structure) are as follows:

Class time: Total 192 hours (roughly 16% of time on task in module). While this number may vary, usually with more hours being given at many sites for additional coverage, this is a reasonable estimate of our students' classroom presence hours. (3 hours per lesson, 4 lessons per module, 16 modules)

Personal preparation: Total 640 hours (roughly 56% of time on task in module). This number reflects the time our students must give to our broad range of ongoing classroom assignments. Per module, on average, our students give 40 hours per module to fulfill our Reading Assignments, Quiz preparation and examination, Scripture Memorization projects, Final Examination preparation and take home exam, and In class assignments based on module requirements. (40 hours per module, 16 modules).

Student Ministry Activity and Practicum (i.e., Exegetical and Ministry Projects): Total 320 hours (roughly 28% of time on task in module). Typically, the exegetical projects and ministry projects are done in tandem; students select a given text and must write an exegetical essay/term paper covering the central ideas of the module, and then arrange a venue/event in conjunction with their

church or ministry situation/assignment to 1) present the gist, outline, or main teaching included within their project, 2) receive and evaluate the feedback from the presentation that summarized their major insights in the module, and 3) write a brief summary explaining the overall presentation, its impact, and their reaction to the presentation. (20 hours per module, 16 modules).

Our totals, therefore are as follows:

Capstone Student's Engagement in Curriculum	Total Hours for all 16 Modules	Percentage breakdown
Class Time	192	16%
Personal Preparation	640	56%
Student Ministry Activity and Practicum	320	28%

Frankly, in filling out these percentages we sought to neither over-inflate the number of hours our student given to their modular instruction, nor deflate the number of hours our students invest per class. Honestly, although we submit these numbers eagerly and believe they (by and large) are accurate, we do admit that these numbers still seem to mildly underestimate the number of hours that TUMI students over our 15 year history have given to our instruction. Because of the nature of the students (adult learners whose culture is both urban and oral), the prospect of doing this kind of work has been challenging for many, and their time-on-task has understandably needed to be more generous in comparison to other schools that our faculty have taught at. This says nothing of their quality of work nor their seriousness as students, only that our best students are vintage "work-aholics," balancing family, ministry, and job responsibilities as they have pursued ministry education at the Institute.