

# William Carey

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International University

## Catalog

July 1, 2014 – July 1, 2015

**William Carey International University**

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This catalog is updated on an annual basis. Minor updates (typos, clarifications, etc) are made throughout the year. This catalog is provided as a PDF, on [www.wciu.edu](http://www.wciu.edu) and by email, if requested.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free number (888) 370-7589 or by fax (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the [School Performance Fact Sheet](#), which must be provided to you prior to signing an enrollment agreement.

All courses are taken online through [wciu.populiweb.com](http://wciu.populiweb.com). Our programs do not have a residency requirement, but students are welcome to visit our campus at 1539 E Howard Street, Pasadena, CA and Latourette Library at 1530 E Elizabeth Street, Pasadena, CA.

## **About William Carey International University**

### **Mission and Purpose**

#### **Institutional Mission**

William Carey International University prepares men and women to discover and address the roots of human problems around the world.

WCIU is a specialized educational institution that uses an integrative approach to create understanding of socio-cultural aspects of international development. Its focus is the broad field of international development as understood and practiced by transnational NGOs (Non-Governmental Organizations), most of which are faith-based. WCIU offers two degrees in this field: an M.A. and a Ph.D. in International Development.

#### **Institutional Purpose**

WCIU serves as a vehicle for researching, integrating, and disseminating information on global development. WCIU fulfills its purpose as an academic degree-granting institution by offering field-based mentored educational programs that assist NGO workers. This approach provides for a relationally oriented learning experience for students who work toward a degree on a part-time basis while maintaining active participation in their area of cross-cultural service. Students do not attend classes on campus and thus their studies can be undertaken anywhere in the world. The learning experience is designed to promote the application of foundational learning.

The roots of human problems lie deep within socio-cultural, socio-economic and political systems, and science and technology systems. WCIU seeks to equip students to understand these systems, identify the roots of pervasive problems, and effectively address their causes. Only through such development practices can lasting change be achieved.

The University approaches international development as an integrated academic field involving a number of different disciplines. Students study the historical, social, cultural, religious, educational, economic, technical, and political matrix in which NGOs work. This study leads to more effective practices for NGOs and their workers.

WCIU's field-based educational programs integrate theory and practice, serving as a model for other educational institutions of similar purpose and constituency both in the U.S. and abroad.

The University's primary constituents are non-profit organizations, particularly those that are faith-based, working cross-culturally, and engaged in integrated development efforts. Its graduate programs are designed primarily for working adults already serving or preparing to serve with these NGOs across cultures.

## **Philosophy and Objectives**

### **Educational Philosophy**

William Carey International University operates from a specific understanding of international development and hence has a distinctive educational philosophy.

The University focuses primarily on the integrated academic investigation of the complex interrelationships present in international development. This field of study integrates various facets of many other disciplines, ranging from anthropology to economics, from intercultural communication to biblical studies and comparative religion, and from science to organizational management—all studied in historical, cultural and sociopolitical contexts from a global perspective.

Consonant with this broad understanding of international development, *integration* is a key word in WCIU's educational philosophy:

- *Integration* of various academic disciplines, which too often have been isolated from each other in their contribution to international development.
- *Integration* of the energies of numerous social institutions, which often act largely independently of each other in their developmental efforts.
- *Integration* of the growing body of theoretical literature joined with a strong emphasis on practical application to projects throughout the developing world.

As an expression of its intent to integrate experience with scholarship, WCIU encourages significant field experience for both faculty and students. Faculty, students and graduates are involved in training, research and teaching as well as practical projects in many areas of the developing world. Thus, WCIU's programs are:

- *Integrated*, reflecting a commitment to reflective and critical thinking aimed at connecting learning with the real world of international development.



- *Accessible*, reflecting a commitment to delivering courses in a variety of contexts, allowing individuals to maximize their learning by finding the best fit and making learning convenient by considering students' circumstances, interests, learning styles and study conditions.
- *Mentored*, reflecting a commitment to creating instructor-to-student and student-to-student collaboration, to enhancing reflective interaction with experienced professor/practitioners and to student sharing of what they have learned.
- *Outcomes-based*, reflecting a commitment to identifying learning outcomes and their corresponding competencies and to empowering students to learn for a lifetime in a world of social, cultural and technological change.

## **Constituency**

William Carey International University serves a well-defined constituency of nongovernmental organizations (NGOs), the majority of which are faith-based in the evangelical Protestant tradition. Such voluntary organizations work across cultures internationally, primarily in developing countries. They engage in such fields as holistic community development, organizational development, disaster relief, primary health care, appropriate technology, micro-enterprise, social justice, educational and religious programs, spiritual life, literacy, language teaching, translation, publishing and other forms of social, economic and cultural development. They typically work in association with local groups and community voluntary associations. WCIU seeks to improve the understanding and practice of these NGOs and their workers through research, analysis, and evaluation. Its degree programs are designed primarily for working adults already serving or preparing to serve across cultures with these organizations.

Historically speaking, the impact of such voluntary organizations on international development in non-Western countries has only possibly been rivaled by colonial and commercial influences. It has been estimated that these nonprofit NGOs are responsible for approximately 70% of the work of international development in the majority world. They have founded over half of the colleges and hospitals of Africa and Asia. To this day, voluntary associations of all types – religious and secular, self-supporting, and philanthropic – continue to have enormous influence on the international scene.

WCIU was founded for continuing study of and training for such development so that the manifest needs of the peoples of the world might be met by *culturally appropriate* methods. The University seeks to draw upon the vast resources and experience of these agencies and to serve their personnel in a research and educational capacity. The University normally accepts applicants and appoints faculty and administrators from the community of evangelical, international faith-based NGOs and voluntary associations. It asks its applicants how they relate to such agencies or their constituencies and how these agencies relate to them.

## **Institutional Perspective**

WCIU is traditional in maintaining approved requirements for entrance into programs, in meeting standards of academic balance in the master's and doctoral programs, and in monitoring the educational quality of the degrees it confers.

The University addresses the needs of non-traditional students for whom residential studies are not feasible.

The M.A. curriculum is an online, field-based graduate study program that integrates the contributions of many disciplines to provide a foundational historical perspective on international development. Likewise, the Ph.D. program at WCIU is designed to be an online, field-based graduate study and research degree built on a broad foundation of global studies.

WCIU serves as a catalyst for an integrated approach to international development as a multifaceted field of study.

The University provides for a uniquely integrated curriculum and mentored approach to education, utilizing academically qualified personnel from the voluntary organizations it serves, as well as drawing upon the faculty of like-minded educational institutions who serve WCIU as part-time adjunct faculty.

WCIU serves the worlds of academia and of voluntary organizations with its broad foundational curriculum and flexible field-based approach, enabling those working for voluntary organizations to function in culturally appropriate ways in today's complex, interconnected world.

## **Educational Objectives**

WCIU's holistic approach to international development requires that students be able to demonstrate achievement of the following educational objectives:

- Comprehension of an integrated and holistic body of knowledge related to and foundational for international development, with emphasis on cultural and social dimensions.
- Understanding of the present within the context of the past and the critical historical forces that have influenced the way groups and individuals think, feel, and act.
- Awareness of other world views and values, and discernment of the ethical dimensions underlying the decisions facing NGOs involved in international development efforts.
- Listening and reading effectively, communicating clearly and persuasively, applying basic skills for communicating with peoples of other cultures, and developing insights into other patterns of thought and modes of expression.
- Reasoning carefully when assessing theories and inaugurating programs in international

development, taking into consideration cultural, social, spiritual, technical, political, economic, and other relevant factors affecting holistic societal development.

- Engaging in scholarly research related to international development.
- Developing a commitment to life-long learning, reflection, and service characteristic of voluntary development agencies.

## **University Community**

### **Heritage and Values**

WCIU was established in 1977 with the major goal of providing a balanced educational program for the refinement and furtherance of international development. WCIU is unique for its integrated and holistic curricular construction; focus on international development; emphasis on practical involvement; intentional curricular, program, and structural experimentation; diverse and dispersed faculty; field-based, mentored approach to education; and close working relationship with NGOs worldwide.

NGOs that partner with WCIU are considered part of the broader University community. These partnering, faith-based NGOs are involved in various kinds of cross-cultural international development work in many contexts. Given the fact that the task of international development is both immense and complex, it comes as no surprise that faith-based NGOs provide a large and especially strategic segment of the resources needed in critical areas around the world.

WCIU also receives information from voluntary associations and training centers involved in development. Cooperation with some of these organizations provides diverse opportunities for cross-cultural experience, field research, and career placement. WCIU students may be referred to like-minded training centers and educational institutions in other countries and to cross-cultural opportunities with NGOs around the world. Career advice may come from this wide world of voluntary organizations, including over 40 agencies on the WCIU campus, from its partner, Frontier Mission Fellowship, or from similar groups in the U.S. and abroad.

The University admits qualified applicants who are committed to its goals and who are self-reliant, flexible, and willing to sacrifice in breaking new ground in international service appropriate to today's changing world. Faculty, staff, and students share common values of integrity, high academic standards, mutual cooperation in community life, and commitment to serve others, typical of the world of faith-based NGOs that are its major constituency.

On campus, WCIU seeks to maintain an environment that is conducive to a wholesome, simple lifestyle based on sound ethical values and conduct consistent with its constituency of faith-based NGOs. All persons enrolled or working at WCIU are expected to act with consideration for others, maintaining a high standard of moral conduct and sensitivity in interpersonal relationships. Our Purpose and Constituency Statement gives more specific guidelines and standards of conduct that are expected to be followed. Prospective students,

faculty and staff are required to sign and abide by the Purpose and Constituency Statement, and to act in harmony with the University's goals.

### **Faculty and Student Body**

WCIU faculty often combine academic attainment with careers in development work in connection with a wide range of voluntary organizations, and have been significantly involved in work in many countries, as well as among diverse ethnic and linguistic groups in the United States.

Faculty who work in the MA Program typically facilitate Global Civilization courses through our online platform, Populi. Occasionally, cohorts of students are formed who meet together and are guided by a single Mentor, who is Adjunct Faculty. Students meet on-line with faculty to discuss their studies on a regular basis. In addition, our MA program also includes the potential role of a Mentor-Coach, which is selected by each student and approved through the university.

At the doctoral level, Major Advisors and other Committee Members work with their students to design individualized programs of studies to facilitate the writing of students' PhD dissertations. Major Advisors and Committee members may also serve as instructors for directed readings and field research.

Although nearly all faculty at WCIU are located at some distance from the campus in Pasadena, a few faculty members work at the University, helping to manage and improve the two degree programs, as well as engaging in other academic activities.

### **Faculty Requirements:**

For core faculty at WCIU, a PhD degree is required in a field related to the integrated field of international development. Disciplines include, but are not limited to inter-cultural studies, Bible and theology, history.

For Major Advisors and Ph.D. Committee members, an earned Ph.D. for at least three years is required and active scholarly research within the last five years is evidenced through such expressions as faculty appointment, peer-reviewed publications, grants, or other scholarly contribution appropriate to their students' area of specialization.

For M.A. Faculty, a master's degree is required, and terminal degree preferred, normally from an accredited institution, with at least 18 hours in a discipline related to the curriculum of the program. Teaching and field service in higher education is preferred.

WCIU contracts with adjunct faculty members to serve in the roles of doctoral major advisors and MA facilitators. Each doctoral student must have a major advisor who has a PhD in the discipline in which the student intends to specialize within the broad field of international development. MA students have facilitators and mentor-coaches who have at least an MA degree in one of the related fields. Graders must either have a PhD or ABD in a relevant subject to what is covered by the student's assignment.

Students at WCIU are equally diverse, composed of persons of various ages, typically from 30 to 60, both single and married, from many states and countries. Given the fact that WCIU's degree

programs are intended for people who wish to remain in place and study while continuing to serve, few students are ever in residence at the Pasadena campus. Many have participated in short- or long-term projects abroad.

WCIU students in different countries are involved in the University's field-based degree programs. Under the direction of qualified mentors or advisors, they study in the standard M.A. program or undertake individualized directed studies and field research in the PhD Program. Some doctoral students also enroll in courses at other educational institutions under the guidance of their WCIU advisors. The intent is for students to remain in their own communities, combining studies with their on-going work, family, and community commitments.

### **Core and Teaching Faculty**

William Bjoraker, PhD in Intercultural Studies, Fuller Theological Seminary, 2007  
*Associate Professor of Judeo-Christian and Contemporary Western Culture Studies*

James Butare-Kiyovu, PhD in Applied Linguistics, Sorbonne University, 1982  
*Professor of Applied Linguistics*

Clara Cheng, PhD in Intercultural Studies, Fuller Theological Seminary, 2001  
*Associate Professor of Psychological Anthropology*

John Crandall, DMin, Fuller Theological Seminary, 2003  
*Intercultural Studies*

Robert Delgadillo, MDiv, Jesuit School of Theology at Berkeley, 2005  
*Church History*

Joel T. Hamme, PhD in Theology, Fuller Theological Seminary, 2014  
*Assistant Professor of Biblical and Ancient Near Eastern Studies*  
*Reference Librarian*

Peter Im, PhD in Intercultural Studies, Fuller Theological Seminary, 1992  
*Professor of Intercultural Studies and Director of the Global Leadership Center*

James Mathew, PhD in International Development, William Carey International University, 2014  
*International Development*

Greg Parsons, PhD in Historical Studies, University of Wales, 2012  
*Ralph D. Winter Associate Professor of Intercultural Studies*

Beth Snodderly, D Litt et Phil, University of South Africa, 2009  
*Associate Professor of Judeo Christian Studies*

Yalin Xin, Ph.D in Intercultural Studies, Asbury Theological Seminary, 2008  
*Associate Professor of Intercultural Studies*

## **Emeritus**

Herbert L. Brussow

*Associate Professor Emeritus of Intercultural Communications*

Dale W. Kietzman

*Professor Emeritus of Intercultural Communications*

Virgil A. Olson

*Professor Emeritus of History and Religion*

## **Institutional Recognition**

William Carey International University was founded in 1977 and awarded its first degrees in 1979 under authorization of the State of California. William Carey International University is approved to operate in the State of California. After a thorough review, WCIU was granted the further status of Institutional Approval in January 1987 to grant M.A., and Ph.D. degrees. The Bureau's most recent inspection was January 4, 2013.

WCIU is a private institution, approved by the Bureau for Private Postsecondary Education to offer M.A., and Ph.D. degrees in International Development. This means that WCIU operates in compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009, but does not imply the endorsement or recommendation of the Bureau.

William Carey International University's degree programs are not accredited. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California. A student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

WCIU recently received validation (for the period of October 2013-October 2018) from the International Council for Higher Education (ICHE) for both our MA and PhD program in International Development (<http://www.ichenetwork.net/>).

## **Notice Concerning Transferability of Credits and Credentials Earned At Our Institution**

The transferability of credits you earn at WCIU is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the educational program is not accepted at the institution to which you transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending WCIU to determine if your degree will transfer.

## **I-20 Forms**

WCIU is authorized by the U.S. Citizenship and Immigration Services to provide non-immigrant alien applicants the I-20 form needed to obtain a student visa.

## **Career Placement**

The program is designed for mid-career professionals seeking to engage in humanitarian service, research, program development and direction, or training of personnel in the broad field of international development. Therefore, WCIU does not habitually offer placement services. However, WCIU receives information from voluntary associations and training centers involved in development. Cooperation with these organizations may provide opportunities for career placement. WCIU students may be referred to like-minded training centers and educational institutions in other countries and to cross-cultural opportunities with NGOs around the world. Career advice may come from this wide world of voluntary organizations, including over 40 agencies on the WCIU campus, from its partner, the Frontier Mission Fellowship, or from similar groups in the U.S. and abroad.

## **Facilities**

WCIU's programs are distance education only and our facilities are not used for instruction. Students are welcome to visit our campus and use our library, which is described in the section below.

WCIU uses a university management system called Populi to host our classes. The web address is [wciu.populiweb.com](http://wciu.populiweb.com). Students and instructors may also interact over email and video messaging software such as Skype.

## **Latourette Library**

Latourette Library is the on-campus physical library of WCIU, located at 1530 E Elizabeth Street, Pasadena, CA, and named after the church historian Kenneth Scott Latourette. The library has around 60,000 holdings in a variety of formats, both print and digital. Besides the print and digital holdings that the library has catalogued, WCIU subscribes to several research databases that gives students and faculty access to a wealth of articles and e-books on a variety of subjects. Instructions and tutorials that help students and faculty access the on-line catalog of Latourette Library are located on the Latourette Library homepage. Our digital collections are very important as most WCIU students study at a large distance from campus, and WCIU is moving toward an all digital curriculum. WCIU's digital library is located at [latourette.worldcat.org](http://latourette.worldcat.org). Students will receive a username and password from their program office in order to access password protected materials.

# Academics

## Academic Calendar

WCIU will be closed on the following days in 2014:

January 1	New Year's Day
January 20	Martin Luther King, Jr. Day
February 17	Presidents Day
April 18	Good Friday
May 26	Memorial Day
July 4	Independence Day
September 1	Labor Day
November 27-28	Thanksgiving
December 24-25	Christmas

The Application Deadlines for all degree programs are:

November 1 to begin the program January 1  
February 1 to begin the program April 1  
May 1 to begin the Program July 1  
August 1 to begin the program October 1

Enrollment Starting Dates for all courses are January 1, April 1, July 1, and October 1 only, of each year.

Enrollment Agreements and payment for all courses must be received no later than one month prior to the Enrollment Period Starting Date.

Enrollment Agreement Due:	Enrollment Period Starting Date:	Enrollment Period:	*Introduction to Global Civilization
December 1	January 1	Jan 1 - July 1	December 1 – February 1
March 1	April 1	April 1 - Oct 1	March 1 – May 1
June 1	July 1	July 1 - Jan 1	June 1 – August 1
September 1	October 1	Oct 1 - April 1	September 1 – November 1

\* All those applying to the MA in International Development with a Specialization in Global Civilization are required to take *Introduction to Global Civilization* (IGC), an 8-week non-credit online course. Enrolling in, completing and passing this course is part of the application process for admission into the Global Civilization Program. Students should plan their program start date with this in mind. For example, if a student wished to begin the program on April 1, they would need to begin IGC December 1.



# **Academic Programs**

## **Master of Arts in International Development**

### **Program Purpose**

The purpose of the M.A. degree in International Development is to meet the needs of WCIU's constituency of voluntary organizations, many of which are faith based. The degree is intended to provide cross-cultural workers of those organizations with an understanding of the social, cultural, and religious factors that have affected global development throughout history. Through an analysis of past and present attempts to address the roots of human problems, graduates will be prepared to propose solutions to the unsolved problems of our world.

### **Rationale**

WCIU seeks to equip students to understand these factors, to identify the roots of pervasive problems associated with human need (economic, political, cultural, mental, emotional, physical, social, and spiritual), and to address such problems effectively. Development is a dynamic process of change and growth, and is most effective when generated from within a socio-cultural system. Development that aims at transforming societies provides not only options and resources for physical and social betterment, but also hope and answers for spiritual questions and needs. Only through such development practices can lasting change be achieved.

### **Study Program**

WCIU's primary constituency is faith-based NGOs. Therefore, special reference is made in this program to the study of the Judeo-Christian scriptures and traditions for the particular light they shed on both the roots of human problems around the world and the attempts, past and present, to solve them.

The curriculum lays a basic foundation for graduate education, one that integrates insights from a wide range of disciplines. The course work is set out in lessons with reading assignments in textbooks, on-line articles, etc. Students are also expected to learn by teaching; they are to pass on to another person or small group some aspects of their lessons, thereby gaining teaching experience as they progress in their studies. Students discuss Reflection Questions online with other students and course facilitators.

The M.A. program offers flexibility in choosing learning experiences relevant to students' goals. The study program in each case is designed to assure that students acquire:

- a. A general base of knowledge in WCIU's understanding of international development.
- b. Familiarity with the thinking of scholars in the discipline throughout history.
- c. Comprehension of the theory and methods within the student's area of focus and its practical application to specific areas of international development.

- d. An in-depth understanding of a particular facet of the discipline, gained as a result of the research necessary to write the various papers required for the course of study.

### **Preferred Students**

WCIU primarily exists to provide advanced education to proven leaders, such as those working cross-culturally with NGOs, bicultural leaders or scholars from the Global South, and globally minded members of churches from North America. Each student must receive a referral from an NGO recognized by WCIU, such as a mission agency or a local church. All students must be able to study in English.

Thus, those accepted into WCIU's M.A. will likely come:

- by referral from a group which seeks training for the student before sending him or her into cross-cultural service;
- by referral from organizations which have an area of research they wish to explore, suggesting one or more of their people who would be capable of doing that task best under field-based academic guidance;
- from the recommendation of a qualified scholar who will, in the role of a mentor, shepherd students through a program within WCIU options, thereby fulfilling the research needs of the mentor or the organization represented by the mentor; or
- with the applicant's expression of interest in working as a protégé or 'student' of a particular recognized scholar.

### **Mentor-Coaches**

A key part of WCIU's mentored graduate studies program is the student's learning experience of working with a Mentor-Coach who meets regularly with the student for discussions, accountability, and encouragement. The Mentor-Coach contributes on a part time basis and serves in a volunteer capacity.

WCIU values the academic, spiritual and ministry growth contribution that Mentor-Coaches add to our program and highly encourage all of our students to seek out an individual who can faithfully commit to this role. Mentor-Coaches should have advanced academic and ministry experience. Most of our students select Mentor-Coaches whom they currently have established relationships with (either through their NGO or ministry).

All Mentor-Coaches must be approved by WCIU.

For additional information on Mentor-Coach expectations, please visit:  
[http://www.wciu.edu/docs/resources/Mentor\\_coach\\_guidelines.pdf](http://www.wciu.edu/docs/resources/Mentor_coach_guidelines.pdf)

## **M.A. Program, Global Civilization Specialization, Learning Outcomes**

**IDEAL GRADUATES** are self-directed learners who are able to interact critically with Biblical, Cultural-Anthropological, and Historical knowledge, keeping in mind the larger picture of God's global purposes. As a result, graduates are scholar-activists who use research and communication skills to identify and solve real world problems.

*As a result of their studies in the WCIU Global Civilization Program, students will be able to:*

1. Become self-directed learners, who initiate, manage and modify their own learning goals and activities.
2. Think critically and reflectively by questioning assumptions and weighing evidence related to ideas and practices.
3. Demonstrate proficiency in the phases of research, such as formulating a research question and analyzing the research results
4. Articulate implications of the meta-narrative of God's fight against evil, in which He calls human beings to work with Him, in order to restore the whole creation.
5. Compare societies, cultures and religions by engaging in cultural anthropological study, in order to diagnose and address the roots of human problems.
6. Describe how one's home culture influences his/her own spirituality and worldview.
7. Use Biblical research methods and compare theological interpretations to understand and explain what the Bible says about God's purposes in history.
8. Draw valid historical comparisons between different societies in order to identify and synthesize solutions to real world problems.
9. Integrate Biblical, Cultural-Anthropological and Historical perspectives for the purpose of solving human problems.
10. Communicate clearly in culturally appropriate ways the results of their research and study.

### **Program Focus**

WCIU's M.A. degree is designed to provide students with a broad foundation in international development from a multidisciplinary approach. Students may choose to focus on a specific subfield, culture, world region, religion, or subject in their research papers and Capstone Project. Thus a student may add depth in one area of knowledge as well as preparation for doctoral studies. Students planning to pursue doctoral studies after

completing this degree program are encouraged to focus in an area of study relevant to their intended doctoral work.

## **Courses**

### **About the curriculum:**

1. The Global Civilization curriculum integrates perspectives from a wide range of disciplines through a historical, biblical, and cultural approach to understanding God's global purposes. The curriculum covers four time frames of civilization:
  - A. Ancient world (Creation to 400 BCE)
  - B. Classical world (400 BCE to 200 CE)
  - C. Expanding world (200 CE to 1945)
  - D. Modern world (1945 to present)
2. The original curriculum was designed by nationally recognized scholars: Dr. Walter Kaiser (Trinity Evangelical Divinity School and Gordon-Conwell Seminary); Dr. Walter Russell, Jr. (Biola University); Drs. Paul Pierson and Ralph Winter (Fuller School of World Mission); and Dr. John Gration (Wheaton Graduate School).
3. Each of the 16 courses represents 2 units of graduate credit.

### **Format of Courses**

Universities typically provide a list of individual courses that a student must complete successfully in order to graduate. WCIU instead requires students to complete 32 units of integrated courses. In this context, integrated courses means that subjects such as history and cultural anthropology are not studied in separate courses as is customary. Rather, information from various subject areas is included in individual lessons, as appropriate to the time or era being studied. The overall organization of the course of study is chronological, from ancient times to the present.

Since students are not required to be in residence in Pasadena to complete these courses, students complete their academic work wherever they live or work. Reflection questions, Research Papers and Capstone Projects are sent to WCIU for grading.

### **Attendance**

Because our M.A. is a distance education program, attendance in a classroom at a specific time is not required. Students must participate in the online discussion for each lesson.

### **Global Civilization Required Courses**

The 32-units required for the Master of Arts in International Development are integrated courses and must be taken sequentially, as shown below:

The Enrollment Period for a 2 unit course is 3 months. Students in the WCIU MA Program should plan for an average of 120 hrs of work per 2-unit course.

***Ancient World--Origins to 400 BC***

<u>Course #</u>	<u>Title</u>	<u>Units</u>
Course 1	Origins	2
Course 2	Old Testament	2
Course 3	Religious Traditions of the Ancient World	2
Course 4	Theology and Culture	2

***Classical World--400 BC to AD 200***

<u>Course #</u>	<u>Title</u>	<u>Units</u>
Course 5	New Testament World	2
Course 6	World Religions and the Life of Jesus	2
Course 7	The Apostolic Era	2
Course 8	The Early Church and the World	2

***Expanding World--AD 200 to 1945***

<u>Course #</u>	<u>Title</u>	<u>Units</u>
Course 9	Early Expansion of the Gospel	2
Course 10	Developments in World Religions	2
Course 11	Europe's Influence on the Rest of the World	2
Course 12	The Global Advance and Retreat of the Gospel	2

***Modern World***

<u>Course #</u>	<u>Title</u>	<u>Units</u>
Course 13	Analyzing Global Trends	2
Course 14	Analyzing World Religions in the Modern World	2
Course 15	International Development	2
Course 16	Perspective on God's Global Purposes	2

Total Units: 32

**Course Equivalency**

Upon completion of the 32 units, students will have earned credits equivalent to these disciplines:

***17 units in International Development: Theory, Methods, History***

<i>Course Number</i>	<i>Course Title</i>	<i>Units</i>
Anthro 504	Anthropology and Development	2
InterCultr 504	Intercultural Communication: Development Applications	2
Intl Dev 511	International Development: Theory and Methods	1
Intl Dev 513	History & Methods of Intl Development	3
Literature 501	Inductive Analysis	3
Literature 511	Hermeneutic Analysis	4
Phil/Relig 514	Logic and Systematics	2

***15 units in Historical Development of Culture***

<i>Course Number</i>	<i>Course Title</i>	<i>Units</i>
History 501	Development in World History	6
Phil/Relig 501	Development in World Religions and Philosophy	3
Phil/Relig 511	Development in Ancient Near Eastern Philosophy, Religions, Literature	3

Total Units: 32

### **Course 1: EXPLORING ORIGINS**

#### **Course Description**

This is the first of four courses exploring God's activity in history during the Old Testament era, with a chronological and interdisciplinary approach. The origins of matter, life, and civilization will be studied in this course, in the context of God's central plan and promises for the world.

Discovering the roots of human problems and seeking solutions requires an understanding of these origins. This course demonstrates the goal of international development: God's will on earth, as it was originally intended.

Upon completion of this course, students will be able to:

1. Compare biblical teachings on creation with other religions' teachings on this topic.
2. Integrate knowledge of ancient civilizations and religions with knowledge of the "Old Testament" Scriptures.
3. Reflect critically on one's own culture and worldview and the implications for understanding the roots of human problems.
4. Demonstrate an appreciation for the cultural and religious diversity among human societies.

### **Course 2: EXPLORING THE OLD TESTAMENT**

#### **Course Description**

This is the second of four courses exploring God's activity in history during the Old Testament era, with a chronological and interdisciplinary approach. This course has a strong emphasis on introductory biblical studies, including exegesis, hermeneutics and word studies. The "Promise Plan" of the Old Testament guides discussions about the Law, Atonement, Wisdom Literature and the Prophets. Comparisons will be made to views of the spirit world and afterlife in other cultures during this time period.

Upon completion of this course, students will be able to:

1. Explain how the ethical formation of the Israelites relates to contemporary attempts to articulate biblical ethics.
2. Compare two or more cultures' views of the spirit world.
3. Identify the genres of Wisdom Literature and Prophecy, describe their purposes, and explain their relationship to the overall Promise Plan of the Old Testament.
4. Evaluate the relationship between a culture's commitment to the principles of the Word of God and its level of development.

### **Course 3: EXPLORING RELIGIOUS TRADITIONS OF THE ANCIENT WORLD**

#### **Course Description**

This is the third of four courses exploring God's activity in history during the Old Testament era from a global perspective, with a chronological and interdisciplinary approach. This course has a

strong emphasis on world religious traditions within the big picture of God’s activity and purposes in history. Inductive Bible Studies are a featured component of each lesson.

Upon completion of this course, students will be able to:

1. Outline major developments in civilizations around the world during the time before 500 BCE.
2. Identify similarities between Zoroastrianism and New Testament thinking.
3. Summarize the influence of Confucianism and Taoism on the development of early Chinese society.
4. Evaluate the usefulness of a knowledge of world religions for cross-cultural communication of the gospel and for international development.

#### **Course 4: EXPLORING THEOLOGY AND CULTURE**

##### **Course Description**

This is the last of four courses exploring God’s activity in history during the Old Testament era from a global perspective, with a chronological and interdisciplinary approach. This course has a strong emphasis on theology and the culture of the ancient Mediterranean world within the big picture of God’s activity and purposes in history.

Upon completion of this course, students will be able to:

1. Describe Jeremiah’s and Ezekiel’s distinctive contributions to “promise theology.”
2. Distinguish the characteristics of the Kingdom of God from the kingdoms of men.
3. Speculate on the problems in cross-cultural communication that arise due to ignorance of local cultural practices and their deep-seated origins.
4. Explain the value of understanding the Mediterranean world for gaining insights into the biblical world and Scripture.

#### **Course 5: EXAMINING THE NEW TESTAMENT WORLD**

##### **Course Description**

This is the first of four courses exploring God’s activity in history during the New Testament era from the perspective of God’s purposes in the world, with a chronological and interdisciplinary approach. This course focuses on the Intertestamental period, cultural background of the New Testament, an overview of the New Testament writings, the Kingdom teachings of Jesus, and the implications for international development.

Upon completion of this course, students will be able to:

1. Compare the contemporary Western and ancient Mediterranean worldviews.
2. Choose and defend a personal position regarding the value of the New Testament for understanding the nature of international development.
3. Dialog with a secular audience about the nature of the gospel of the Kingdom.
4. Defend a personal position on the role of believers in the expansion of the Kingdom.

#### **Course 6: EXAMINING “WORLD RELIGIONS” AND THE LIFE OF JESUS**

##### **Course Description:**

This is the second of four courses exploring God’s activity in history during the New Testament era from a global perspective with a chronological and interdisciplinary approach. Jesus’ mission, His death, resurrection and the Great Commission, as well as teachings on salvation and the hereafter in other religions will be studied in this course. Bible studies will be a component of each lesson.

Upon completion of this course, students will be able to:

1. Apply knowledge of the social background of the New Testament to an understanding of Jesus' exorcisms and healings.
2. Justify a personal choice of how to best describe the doctrine of atonement based on your understanding of Scripture.
3. Compare the views held by followers of the main world religions with those of the Bible, pointing out the similarities and differences in religions' approaches to knowing God.
4. Propose ways to approach followers of the world religions with the gospel, starting with what degree of truth they already have resident within their culture and belief system.

### **Course 7: EXAMINING THE APOSTOLIC ERA**

#### **Course Description**

This is the third of four courses exploring God's activity in history during the New Testament era from a missionary perspective, with a chronological and interdisciplinary approach. This course has a strong emphasis on the Apostolic Era and mission in the early church. Inductive Bible Studies are a featured component of each lesson.

Upon completion of this course, students will be able to:

1. Discuss the "two structures" found in the primitive church.
2. Explain the significance of the concept of "the excluded middle" for intercultural religious communication.
3. Identify principles of contextualization in the book of Acts and Paul's epistles.
4. Defend a personal position on the "end times" and articulate the importance of that position for missionary work.

### **Course 8: EXAMINING THE EARLY CHURCH AND THE WORLD**

#### **Course Description**

This is the last of four courses exploring God's activity in history during the New Testament era from a missionary perspective, with a chronological and interdisciplinary approach. This course focuses on the growth of the early church and the spread of Christianity in the first 400 years, as well as the developments in cultures and societies around the world during this period. Inductive Bible Studies are a featured component of each lesson.

Upon completion of this course, students will be able to:

1. Describe and evaluate key factors in the spread of Christianity in the first 400 years.
2. Relate the nature of "the consistent counterforce" confronting human development throughout history.
3. Compare the cultures of the first century Mediterranean world (the world of the Bible) with cultural practices in other parts of the world.
4. Compare factors the world religions have in common, such as purpose, practice, role in society.

### **Course 9: DISCOVERING THE EARLY EXPANSION OF THE GOSPEL**

#### **Course Description**

This is the first of four courses that leads the student to discover the expansion of the gospel throughout church history and around the world with a chronological and interdisciplinary approach. The influence of the Gospel throughout the Mediterranean area and Europe up until 1200 CE will be studied. Comparisons will be made with the simultaneous growth of the Islamic



movement. Reasons will be sought for the advances and retreats of the civilizations associated with each of these major world religions within the context of God's purposes in history. Inductive Bible studies will be a component of each lesson.

Upon completion of this course, students will be able to:

1. Explain the consequences of the serious cultural differences between Christians during this time, especially as related to the later spread of Islam.
2. Distill principles from the Celtic experience that could apply to modern nations in need of development.
3. Discuss the significance of the "Carolingian Renaissance" in relation to world history and the progress of biblical faith.
4. Defend a position on why the West was able to become the dominant force in the world.

### **Course 10: DISCOVERING DEVELOPMENTS IN WORLD RELIGIONS**

#### **Course Description:**

This is the second of four courses that leads the student to discover the expansion of the gospel throughout church history and around the world with a chronological and interdisciplinary approach. The influence of the gospel on culture and cultural and religious factors that have had long-lasting effects on societal development will be studied. Comparisons will be made between patterns of religious change in different parts of the world, in the context of God's purposes in history. Inductive Bible studies will be a component of each lesson.

Upon completion of this course, students will be able to:

1. Describe the role social tensions play in the development of a people's religious self-identity.
2. Discover the influence of religious values on social and political structures.
3. Identify cultural and religious factors that have affected development or the lack of it on the African continent.
4. Compare the pattern of plague and religious change in the Americas with that in Europe.

### **Course 11: DISCOVERING EUROPE'S INFLUENCE ON THE REST OF THE WORLD**

#### **Course Description**

This is the third of four courses that leads the student to discover the expansion of the gospel throughout church history and around the world with a chronological and interdisciplinary approach. Europe's impact on the world will be assessed in the areas of scientific, social, political, and religious developments. Continuing results from the successes and failures this time period will be discussed in the context of God's purposes in history. Inductive Bible studies will be a component of each lesson.

Upon completion of this course, students will be able to:

1. Explain the positive and negative effects of the Crusades and black plague on the development of western and world civilization.
2. Evaluate the influence of the English Reformation on scientific, social, political, and religious developments.
3. Compare the influence of Christianity and Islam on slavery and the slave trade from an historical perspective, and indicate implications for today.
4. Describe the political decentralization and theological diversity stimulated by the Enlightenment.
5. Describe the impact of the Evangelical Awakening on subsequent events, political and religious.

## **Course 12: DISCOVERING THE GLOBAL ADVANCE AND RETREAT OF THE GOSPEL**

### **Course Description**

This is the fourth of four courses that leads the student to discover the expansion of the gospel throughout church history and around the world with a chronological and interdisciplinary approach. Relationships between spiritual awakening and societal development will be studied, including relationships between mission movements and colonialism. The impact of two major world wars on global civilization, the problem of evil, and the advance of the gospel will be examined within the context of God's purposes in history. Inductive Bible studies will be a component of each lesson.

Upon completion of this course, students will be able to:

1. Relate the idea of progress to social, political, economic, intellectual, moral, and religious movements prominent in Western society in this period.
2. Propose a list of benefits and problems of colonialism during this period.
3. Compare and contrast developments in the Christian movement in Africa and Asia during this period.
4. Explain the factors that had an impact on the mission churches around the world due to nationalistic movements and the two World Wars.

## **Course 13: ANALYZING GLOBAL TRENDS**

### **Course Description**

This course leads the student to analyze contemporary trends in history, resistance to the gospel, and the advance of the Kingdom, in all parts of the world. The positive and negative results of the end of the colonial era and two major world wars will be analyzed, including both global evils and the expansion of new missions. The new phenomenon of globalization and the implications for the Christian faith will be examined. Bible studies are a component of each lesson.

Upon completion of this course, students will be able to:

1. Reflect critically on the changes taking place in global development as related to the growth of world Christianity.
2. Analyze the negative effects of globalization in terms of poverty and inequality.
3. Discuss differing approaches appropriate for voluntary organizations in working with the rural and urban poor.
4. Appreciate the role of women around the world as vital participants in sustainable development.
5. Suggest possible actions that can be taken in the quest for greater social and economic justice, including enhancing grassroots participation in development efforts.

## **Course 14: INTERNATIONAL DEVELOPMENT IN THE CONTEMPORARY WORLD**

### **Course Description:**

This is the second of four courses that leads the student to analyze contemporary trends in history, resistance to the gospel, and the advance of the Kingdom, in all parts of the world. International development and its relationship to "missions" will be explored from the perspective of international authors and practitioners.

Upon completion of this course, students will be able to:

1. State a personal understanding of the concept of international development.
2. Identify the roots of problems within a specific society that need to be addressed from a biblical perspective.

3. Describe development needs of a society within which they serve.
4. Analyze the relationship between culture, worldview and the spread of biblical faith.
5. Identify key development principles which can be put into practice within a specific society.

### **Course 15: GLOBAL TRANSFORMATION**

#### **Course Description:**

This is the third of four courses that leads the student to analyze contemporary trends in a globalized world. Five major spheres of society are examined with application to a specific society in which the student currently works.

Upon completion of this course, students will be able to:

1. Apply the study of the purposes of God in history and the development in societies throughout history to working cross-culturally in today's globalized world.
2. Propose development strategies that identify roots of societal problems and attempt to solve those problems.
3. Use methods of hermeneutics to apply the message of the Bible to contemporary issues in concrete contexts.
4. Evaluate what constitutes good political and organizational governance with special emphasis on biblical paradigms of leadership
5. Express a perspective on the importance of developing/preserving the arts within a culture.

### **Course 16: CAPSTONE PROJECT**

#### **Course Description:**

This is the last course in the Global Civilization specialization. Students develop a major project that integrates historical, biblical, and cultural principles to identify the root of a specific problem within a specific society and to propose solutions to that problem. Guidance is given by the instructor in selecting the topic, choosing and applying appropriate research methodologies, and in developing the final presentation.

### **Typical Costs for the specialization in Global Civilization**

Expenses for students are moderate, in line with WCIU's emphasis on a lifestyle rich in spiritual, cultural, social, and intellectual values rather than materialism. The approximate costs listed here reflect estimated minimal expenses. Costs are subject to change at any time, without notice.

#### **Application Fee**

\$50 Application Fee (nonrefundable)- for admittance into MA Program

Note: A Reapplication Fee of \$50 will be assessed if a student withdrawals from the program and applies for readmission

## Curriculum Fee

All students will pay a curriculum/library fee of \$25 per unit and will receive access to our online library, where most of the required books can be accessed. The cost for electronic access to these books is:

2 unit courses: \$50/course (Curriculum Fee)

\$800 = Total Cost of Online Access to Study Guide/Lesson  
Overviews and Digital Library Resources for entire program

## Global Civilization – Tuition and Fees

*20% of the course tuition is non-refundable.*

Course 1	\$400 tuition + \$50 curriculum fee= \$450 total
Course 2	\$400 tuition + \$50 curriculum fee= \$450 total
Course 3	\$400 tuition + \$50 curriculum fee= \$450 total
Course 4	\$400 tuition + \$50 curriculum fee= \$450 total
Course 5	\$400 tuition + \$50 curriculum fee= \$450 total
Course 6	\$400 tuition + \$50 curriculum fee= \$450 total
Course 7	\$400 tuition + \$50 curriculum fee= \$450 total
Course 8	\$400 tuition + \$50 curriculum fee= \$450 total
Course 9	\$400 tuition + \$50 curriculum fee= \$450 total
Course 10	\$400 tuition + \$50 curriculum fee= \$450 total
Course 11	\$400 tuition + \$50 curriculum fee= \$450 total
Course 12	\$400 tuition + \$50 curriculum fee= \$450 total
Course 13	\$400 tuition + \$50 curriculum fee= \$450 total
Course 14	\$400 tuition + \$50 curriculum fee= \$450 total
Course 15	\$400 tuition + \$50 curriculum fee= \$450 total
Course 16	\$400 tuition + \$50 curriculum fee= \$450 total
	<hr/>
	\$6400 Total Tuition +\$800 curriculum fees

**Example of Costs** per 2 unit course (Fees are subject to change at any time.)

1. \$ 400 Total for the course: \$200 per semester unit (2 units)  
    \$ 320 Tuition for the course (80% of total for the course)  
    \$ 80 Nonrefundable Fee for the course (20% of Line 1)
2. \$ 0.50 X \$1,000 of tuition Nonrefundable Student Tuition Recovery Fund (STRF)\*
3. \_\_\_\_\_ Less any scholarships and reductions
4. \_\_\_\_\_ Subtotal (Line 1 – Line 4)
5. \$ 50 Curriculum Fee (Non-refundable)
6. \_\_\_\_\_ TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE (Line 5  
+ Line 6)
7. \_\_\_\_\_ TOTAL DUE UPON ENROLLMENT (Line 7)

ESTIMATED TOTAL COST FOR THE PROGRAM = \$7730-\$8244.50

\*You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The state of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, prepaid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

## **Books**

Most of the MA program course readings are accessible free of charge electronically in course lessons or through our online library catalog. However, students may need to purchase additional books (either hard copy or Kindle e-book) for the completion of course requirements. Many of these books will be used in multiple courses throughout the program.

Approximate total book cost for the entire program: \$480 - \$ 960 plus shipping.

# **Master of Arts in International Development with a Specialization in Transformative Development**

WCIU offers an MA in International Development with a Specialization in Transformative Development in partnership with Latin American Mission (LAM). In addition to the regular admission requirements, applicants to this specialization must first be accepted by LAM and then apply to WCIU.

The specialization is 34 units and is 1 year of full time study.  
*Students live in Mexico for the duration of their program.*

## **M.A. Program, Transformative Development Specialization, Learning Outcomes**

*As a result of their studies in the WCIU Transformative Development Program, students will be able to:*

1. Become self-directed learners, who initiate, manage and modify their own learning goals and activities.
2. Think critically and reflectively by questioning assumptions and weighing evidence related to ideas and practices.
3. Communicate clearly and relate in culturally appropriate ways as a result of their cultural immersion, research, and study.
4. Demonstrate proficiency in the phases of action research in transformative development alongside or under local ministerial leadership.
5. Utilize the Spanish language to work alongside or under local ministry leaders.
6. Articulate implications of the meta-narrative of God's transformative and salvific work, in which He calls human beings to work with Him, in order to restore the whole creation.
7. Use Biblical study methods, sound hermeneutical principles, and contextualization methods to understand and explain what the Bible says about God's purposes in history.
8. Compare and contrast societies, cultures and religions by engaging in cultural anthropological study and participant observation, in order to diagnose and address the roots of human problems.
9. Seek out and utilize local resources, including human resource networks, to diagnose and address local problems alongside or under local ministerial leadership.
10. Demonstrate cross-cultural leadership skills in ministry as well as by facilitating others in ministry.
11. Describe how one's home culture influences his/her own spirituality and world view and articulate differences and similarities appropriately with host culture.

## **Course Descriptions**

### **October – January**

#### **Intl Dev 538A Christian Mission I: Contextual Studies and Missionary Living (2)**

##### **Course Description**

This course describes the basic “what you should know while living and ministering in Mexico,” and covers basic skills in cross-cultural communication, cross-cultural attachment, and skills of living with a Mexican family. It will also cover practical basics, including: Support partnership development/maintenance, self-care, tools for transportation, and local relationship building. The tools are intended to be contextual, relevant to Mexico, yet are developing the ability to adapt these learning skills to many cross-cultural contexts.

#### **Intl Dev 547 Spanish for Missions (3)**

##### **Course Description**

This course is an introduction to reading, writing and oral Spanish with an emphasis on practical application in daily language usage in mission and development. Student level placement will be determined by the initial placement examination. Low student to instructor ratio allows for practice and language growth pertaining to the specific areas of need.

#### **Intl Dev 533 Avance Field Internship Fall (2)**

##### **Course Description**

Spearhead’s Field Internship is the primary component to the entire Spearhead semester and requires the participant to participate in 60 hours of ministry per credit. Placement may be in transformative Christian development, campus-based, education, or church-based ministries, depending on the interests of the participant, and requires the participant to work under local/indigenous leadership for. The first semester requires a minimum of 45 internship hours for 2 credits. Hours may be divided over multiple ministries, and will most likely include time ministering with the assigned local church.

#### **Intl Dev 541A Christian Spirituality I: Cultivating a Personal Spirituality (1)**

##### **Course Description**

Knowing oneself is essential to learning how to know God. Knowing self comes through understanding how God formed you, and how God is calling you. In this course, you will reflect on a number of ways God has formed you and is calling you for this upcoming year, including developing a mission statement, understanding your work style preferences, and finally by learning how, through contemplative prayer, to listen to God to let yourself be revealed as God desires to show you.

#### **Intl Dev 536 Biblical Studies and Mission: Old Testament (2)**

##### **Course Description**

This course walks through the biblical books, Genesis and Micah utilizing the inductive method of study to discern the relationship of God and humanity and explore the role of transformational development in ministry. Genesis will be studied inductively in English and Micah inductively in Spanish. The course provides tools for biblical study in two languages and provides tools for biblical reflection on transformational development. Each participant will participate in a group

Bible study and will be required to prepare for and facilitate at least one of the weekly studies. Also, accompanying the inductive study are a series of questions for reflection for a final prayer project.

## **January – May**

### **Intl Dev 538B Christian Mission II: Discipleship & Partnership in Mission (2)**

#### **Course Description**

This course is about discipleship in a cross-cultural context and is focused on the formation of one of Latin America Mission's core values – partnership in mission with local leadership. Students having already served under local leadership and lived with a local family, will now take their cultural living and experience to discern modes of true partnership, having learned some of the local context, they discern how they can fit into partnership. To develop in partnering skills, this course requires principles of missionary anthropology applied to the specific partnership situation.

### **InterCultr 566TD Foundations of the World Christian Movement (3)**

#### **Course Description**

The purpose of this course is to provide a chronological overview of the historical and cultural aspects of the global development of the biblical faith and the Christian movement, with special attention to the biblical foundations for addressing the roots of human problems around the world. An overview is given of the past and present with focus on understanding factors that enabled the biblical faith to become a global phenomenon. The positive and negative impact of the Christian movement on culture and human development is examined as well as principles for effective cross-cultural communication of biblical faith.

### **Intl Dev 546 Spanish Conversation for Missions Spring (2)**

#### **Course Description**

This course is a “helps” course to promote the learning of vocabulary to develop relationships in ministry and in the local setting.

### **Intl Dev 534 Avance Field Internship Spring (3)**

#### **Course Description**

Spearhead's Field Internship is the primary component to the entire Spearhead semester and requires the participant to participate in 60 hours of ministry per credit. Placement may be in transformative Christian development, campus-based, education, or church-based ministries, depending on the interests of the participant, and requires the participant to work under local/indigenous leadership for. The first semester requires a minimum of 45 internship hours for 2 credits. Hours may be divided over multiple ministries, and will most likely include time ministering with the assigned local church.

### **Intl Dev 541B Christian Spirituality II: Contextual Approaches to Spirituality (1)**

#### **Course Description**

Knowing one's spiritual context determines how spiritual growth is perceived as well as where some areas may be lacking. This course examines an emotionally healthy spirituality, as well as provides tools for analyzing the spiritual growth of a local community/congregation.



**Intl Dev 537      Biblical Studies and Mission: New Testament (2)**

**Course Description**

This course walks through the biblical books, Luke & Acts to discern the relationship of Jesus and His missional calling while exploring the role of transformational development in mission. Both books may be studied in English or Spanish. This course also requires the participant to begin and prepare for an inductive Bible study with at least one Mexican friend on a weekly or bi-weekly basis for the duration of the semester.

**May – August**

**Intl Dev 538C      Christian Mission III: Leading Others in Context (2)**

**Course Description**

A course continuing on previous courses, Christian Mission I & II, to focus on leading others in cross-cultural contextual ministry. It is a culmination of learning from previous experiences and courses throughout the year, and then learning how to apply this learning to leading others.

**Intl Dev 544      Cross-Cultural Leadership Practicum (3)**

**Course Description**

The Cross-Cultural Leadership Practicum allows for the previous two semester's work and cultural experience be translated into leading in missional engagement and transformative development in a local church context. Participants serve as facilitators for 8-week teams. This course include the preparation of setting up homestays, ministry placements, coaching team members, and working with local pastoral leadership in families.

**Intl Dev 541C      Christian Spirituality III: Leading Others in Missional Spirituality (1)**

**Course Description**

A combined course continuing on previous courses, Christian Spirituality I & II, and will focus on leading others in cross-cultural missional spirituality. It is a culmination of learning from previous experiences and courses throughout the year, and then learning how to apply this learning to leading others spiritually while serving cross-culturally.

**Intl Dev 448      Spanish for Missions Summer (1)**

**Course Description**

During the Avance Summer Internship, participants take intensive formal Spanish language courses for the first four weeks. This course is an introduction to reading, writing and oral Spanish with an emphasis on practical application in daily language usage in mission and development. Student level placement will be determined by the initial placement examination. Low student to instructor ratio allows for practice and language growth pertaining to the specific areas of need.

**Intl Dev 508C      National Transformation (2)**

**Course Description**

The purpose of this course is to provide a framework for evaluating the extent to which the Great Commission mandate to “disciple all peoples” is taking place within a particular nation or people group. Five critical areas will be examined in the spheres of education, health, economics, government and the arts. In each lesson, one of these areas will be examined and an assessment report produced. As a final project for the course, these five areas will be integrated into a comprehensive report on the state of “national discipleship” among the people group or country in

focus. As an appendix to the report, a discipleship assessment survey will be completed that will evaluate the overall state of national discipleship according to the National Discipleship Index.

## January– August

### Intl Dev 549 Capstone Project (2)

#### Course Description

The purpose of a Capstone Project is to provide time for reflection at the end of this phase of the Spearhead program. In any learning process, reflection and practice are crucial. Spearhead lends itself to action, leaving some reflective questions potentially unanswered. This Capstone Project is an opportunity to reflect on your experience and time in Mexico and produce something which can be shared with others.

## Typical Costs for the specialization in Transformative Development

### Application Fee

\$50 Application Fee (nonrefundable)- for admittance into MA Program

Note: A Reapplication Fee of \$50 will be assessed if a student withdrawals from the program and reapplies for readmission

### Books

Approximate total cost: \$1,000

**Course Fees** - 20% of the course fees are nonrefundable.

\$200/unit

\$6,800 Total Course Fees

**Example of Costs** per 2 unit course (Fees are subject to change at any time.)

1. \$ 400 Total for the course: \$200 per semester unit (2 units)
  - \$ 320 Tuition for the course (80% of total for the course)
  - \$ 80 Nonrefundable Fee for the course (20% of Line 1)
2. \$ 0.50 Nonrefundable Student Tuition Recovery Fund (STRF)\*
3. \_\_\_\_\_ Less any scholarships and reductions
4. \_\_\_\_\_ TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE. 5. \_\_\_\_\_
- TOTAL DUE UPON ENROLLMENT (same as Line 5)

**ESTIMATED TOTAL COST FOR THE PROGRAM** = \$7853.50 – 7903.50

\*You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and

2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The state of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, prepaid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

## **Master of Arts in International Development with a Specialization in Translation Studies**

Master of Arts in International Development with a Specialization in Translation Studies This specialization in Translation Studies aims to equip candidates with the skills necessary to function within a Bible translation project whose primary agents are mother tongue translators (MTTs). The overarching goal of this program is to equip candidates to coach and encourage MTTs in translation project development and coordination, exegetical accuracy, relevant linguistic issues, translation studies, and in the implementation of a translation impact strategy.

Potential assignments would include Project Facilitator, Exegetical Facilitator and Scripture Impact Coach. This training would also provide the academic foundation necessary for those who desire an official apprenticeship as a translation consultant.

This specialization requires a total of 39 units.

## **M.A. Program, Translation Studies Specialization, Learning Outcomes**

*As a result of their studies in the WCIU Translation Studies Program, students will be able to:*

1. Serve as competent consultants to translators of religious literature.
2. Articulate the key issues that affect the successful completion of multi-year translation projects.
3. Demonstrate an understanding of the ostensive inferential nature of human communication.
4. Evaluate translations of religious texts for accuracy and relevance.
5. Utilize Role and Reference Grammar to identify grammatical mismatch in translation and advise translators on potential translation shifts.
6. Train translators to accurately convey that cognitive text in a written translation.
7. Analyze presupposed religious and cultural assumptions that influence the understanding of a translated text.
8. Have developed coherent meta-narratives of sacred texts that informs their individualized style of consulting.
9. Understand the human relational dimension of translation and are able to constructively give and receive criticism.

## **Course Descriptions**

### **Intercultr 566 Foundations of World Christian Movements (3 units)**

#### **Course Description**

The purpose of this course is to provide a chronological overview of the historical and cultural aspects of the global development of the biblical faith and the Christian movement, with special attention to the biblical foundations for addressing the roots of human problems around the world. An overview is given of the past and present with focus on understanding factors that enabled the biblical faith to become a global phenomenon. The positive and negative impact of the Christian movement on culture and human development is examined as well as principles for effective cross-cultural communication of biblical faith

### **Intl Dev 508C National Transformation (3 units)**

#### **Course Description**

The purpose of this course is to provide a framework for evaluating the extent to which the Great Commission mandate to “disciple all peoples” is taking place within a particular nation or people group. (Each student will choose a particular group to focus on for this lesson). Five critical areas will be examined in the spheres of education, health, economics, government and the arts. In each lesson, one of these areas will be examined and an assessment report produced. As a final project for the course, these five areas will be integrated into a comprehensive report on the state of

“national discipleship” among the people group or country in focus. As an appendix to the report, a discipleship assessment survey will be completed that will evaluate the overall state of national discipleship according to the National Discipleship Index.

### **Ling 523      Meaning and Communication (3 units)**

#### **Course Description**

The purpose of this course is to give students an understanding of the way language communicates meaning. Students will learn to identify the process by which a hearer or reader assigns meaning to a text and to understand the role of context. This will enable the student to understand the relationship between text and context in the communication of meaning.

### **Ling 522      Biblical Language Tutorial (3 units)**

#### **Course Description**

The Biblical Languages Tutorial challenges students to develop practical competency in one of the Biblical languages. The instructor will work with each student to address any deficiencies in her knowledge of the Biblical language. Students will translate assigned passages weekly and interact with the instructor on basic issues of grammar and exegesis.

### **New Testament Theology Tutorial (3 units)**

#### **Course Description**

The tutorial in New Testament Theology cultivates a theoretical framework for students to pursue deeper interests in the interpretation of the New Testament. Theology can be understood as a hermeneutical tool that allows Christian communities to interpret Scripture through the lens of interpretative themes that they value collectively. By its very nature “theologizing” is shaped by the culture and background of different Christian communities. The student will be challenged to consider how different communities settle into different patterns of theological thinking, yet all share a commitment to the authority of the New Testament. The course will address theological themes discussed by NT theologians, but will not divorce these discussions from the underlying hermeneutical issues. As students accompany Mother Tongue Translators, they should be able to interact in a positive way with the emergence of scripture-based, indigenous theology.

### **Old Testament Theology Tutorial (3 units)**

#### **Course Description**

Old Testament Theology consists of weekly tutorials in which students present ideas they have developed from the assigned readings. Students will have the opportunity to explore a variety of topics and to pursue research questions from their own interests. Tutorials will guide students through difficult questions of translation: Which books and passages have priority when a full translation of the OT is impractical? What theological trajectories were developed by the inspired authors? How should translations reflect the fullness of revelation given in the NT? Students will be encouraged to consider the relationship between these questions and the literary, historical, cultural, and religious contexts of ancient Israel. Emphasis will be placed upon important themes undergirding the relationship of the OT to the NT. The course will include the translation and analysis of key OT texts.

### **Ling 524      Grammatical Analysis (3 units)**

#### **Course Description**

Grammatical Analysis introduces students to Role and Reference Grammar (RRG) as a methodology for exploring the morphosyntactical structure of languages represented in potential

translation projects. This grammatical approach is built on principles that allow professionals working within very diverse linguistic contexts to discuss linguistic problems with the same vocabulary. RRG also strives to explain the complex interaction of syntax, semantics and pragmatics within a unified model. Practically, the course encourages the student to apply this model in exegesis of the biblical text.

### **Translation Studies (3 units)**

#### **Course Description**

The Translation Studies course will introduce students to the theory, description and application of translation. What is translation and how do strategies of translation differ from one context to the next? Students will consider how the stakeholders in a translation project determine the skopos of that project, and how this skopos in turn effects the translation itself. What is the role of a translation writ or brief within translation projects? The instructor will lead students in discussing the characteristics of a good translation and how those characteristics can be practically assessed. The course will also explore ethical issues of translation and how translation may function to empower or oppress different groups within a community.

### **Discourse and Text Analysis (3 units)**

#### **Course Description**

Discourse and Text Analysis is the most advanced course offered in the MA specialization in Translation Studies. Meaning and Communication, Grammatical Analysis, Ethnography of Communication and Translation Studies courses build upon one another to prepare the student for analyzing how specific language communities structure natural texts. The course will explore key principles through interaction with selected passages from the Biblical text. Those principles will then be extended in the analysis of discourse selections from a living language. Upon completion, students should have confidence that they can partner with Mother Tongue Translators to produce translations whose discourse structure functions naturally within their language community.

### **Dynamics of Translation Projects (3 units)**

#### **Course Description**

Dynamics of Translation Projects addresses practical aspects of managing a translation project. Projects can easily abort because of practical issues surrounding project planning and implementation. This course will address these issues. The student will learn to visualize the different stages of a translation project, and how to assess progress in each of these stages. The course will expose students to industrial research on continuous improvement and efficiency studies which focus on identifying and reducing waste. The course will also present a model of interaction between project members that is both personal and professional.

### **Religion and Translation (3 units)**

#### **Course Description**

Religion and Translation explores the complicated relationship between accurate translation and religious tradition. How do religious assumptions influence a reader's comprehension of a translated text? How should a translator compensate for these influences? In order to answer these questions, the student will interact deeply with key genres of the religion in focus—currently Islam. The instructor will guide students through a critical reading of key texts (in translation) from significant genres of Islamic tradition: Quran, Hadith, Prophetic Biography, Islamic law and Islamic mysticism. Students will have some freedom to pursue their own interests within the vast field of Islamic studies.

### **Ethnography of Communication (3 units)**

#### **Course Description**

The *Ethnography of Communication* course will provide students with categories and questions that guide them in understanding how communication functions within specific societies. How do individuals within a society participate in their own culture through their communication with others? In order for a translation to function appropriately within a context, project members must assess the language use patterns of the individuals who should benefit from the translation. This course will teach students to discern which communication acts and/or codes are important to different groups and what types of meaning groups apply to different communication events. This course will rely heavily upon concepts taught in the Meaning and Communication course.

### **Translation Practicum (3 units)**

#### **Course Description**

Translation Practicum is a capstone course for a specialization in Translation Studies. Skills and knowledge acquired in prior courses will be applied to two specific aspects of the translation process. First, the candidate will produce a pragmatically active front translation for a specific language context. Second, the student will interact with scripture selections from a Bible translation project and provide relevant feedback to improve the accuracy and effectiveness of the text. Both of these projects will require interaction with others in the capacity of an advisor and translator. Through this interaction, the student will practice the interpersonal skills learned in other courses. These soft skills are considered a critical part of this degree.

### **Typical Costs for the specialization in Translation Studies**

#### **Application Fee**

\$50 Application Fee (nonrefundable)- for admittance into MA Program

Note: A Reapplication Fee of \$50 will be assessed if a student withdrawals from the program and reapplies for readmission

#### **Books**

Approximate Total Cost: \$1,000

**Course Fees** - 20% of the course fees are nonrefundable.

\$200/unit

\$7,800 Total Course Fees

**Example of Costs per 2 unit course** (Fees are subject to change at any time.)

1. \$ 400 Total for the course: \$200 per semester unit (2 units)  
    \$320 Tuition for the course (80% of total for the course)  
    \$80 Nonrefundable Fee for the course (20% of Line 1)
2. \_\_\_\_\_ \$ 0.50 Nonrefundable Student Tuition Recovery Fund (STRF)\*
3. \_\_\_\_\_ Less any scholarships and reductions

4. \_\_\_\_\_ TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE. 5. \_\_\_\_\_  
TOTAL DUE UPON ENROLLMENT (same as Line 4)

**ESTIMATED TOTAL COST FOR THE PROGRAM = \$8854-8904**

\*You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and

2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or

2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The state of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, prepaid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.

2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

## **Policies**

### **Refund and Cancellation Policy**

Refund amounts are the same whether tuition is paid in advance or on a deferred payment plan. Those with a deferred payment plan are expected to meet all financial obligations, including paying the full tuition and fees due, minus the refund indicated.



You have a right to a full refund of all charges and tuition associated with a course, less amounts indicated non-refundable, if you cancel the enrollment agreement through attendance at the first class session or the seventh day after enrollment, whichever is later. Students withdrawing after the seventh day of the course may be eligible for partial reimbursement. Withdrawal requests made after 60% of course completion will not receive any reimbursement.

WCIU bases its refund schedule on the work completed or time elapsed between the approved Starting Date and Completion Date for individual courses.

If the university cancels or discontinues an educational program, the university will make a full refund of all fees for services that have not been rendered.

As a distance education program where instruction is not transmitted in real time, the following disclosures are relevant to our students:

(a) An institution offering a distance educational program where the instruction is not offered in real time shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission.

(b) The student shall have the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date written notice of cancellation is sent. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

(c)(1) An institution shall transmit all of the lessons and other materials to the student if the student:

(A) has fully paid for the educational program; and

(B) after having received the first lesson and initial materials, requests in writing that all of the material be sent.

(2) If an institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

(d) The enrollment agreement shall disclose the institution's and student's rights and duties under this section.

## **Scholarships**

WCIU offers its students scholarships based on Grade Point Average. Students with a GPA of 3.5 or higher will receive a scholarship of at least 25% off of tuition. Please contact the program office for additional details.

In the interest of partnering with NGOs in cross-cultural service, WCIU offers scholarships to their members. Applicants referred to WCIU by the director or leader of those NGOs receive scholarships according to need level and academic standings. Please write to [globalciv@wciu.edu](mailto:globalciv@wciu.edu) for more information.

## **Federal and State Financial Aid**

WCIU does not participate in Federal or State Financial Aid Programs.

## **Loans**

If a student obtains a loan, the student must repay the full amount of the loan plus interest, less the amount of any refund. If a student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

## **Admission**

### **Master of Arts Admission Qualifications**

Applicants must be referred by a voluntary agency involved in cross-cultural service.

Applicants must have been in good standing at the last institution attended.

Applicants must have a bachelor's degree from a regionally accredited liberal arts institution or equivalent preparation as determined by WCIU.

Applicants must have earned a 3.00 (B) GPA or higher in the last 60 semester (90 quarter) units attempted (two years of full-time studies).

Applicants with a specialized non-liberal arts bachelor's degree from a regionally accredited institution may be admitted with special approval under certain circumstances.

All those applying to the Specialization in Global Civilization are required to take *Introduction to Global Civilization (IGC)*, an 8-week non-credit online course. Learning is text-based, and online interactions are asynchronous. The course is a chronological overview of the historical and cultural aspects of the global development of the biblical faith and the Christian movement, with special attention to the biblical foundations for addressing the roots of human problems around the world. Students examine the impact of the Christian movement on culture and human development as well as principles for effective cross-cultural communication of biblical faith. Enrolling in, completing and passing this course is part of the application process for admission into the Global Civilization specialization for the MA in International Development. The 5-7 page academic paper that the student writes for IGC, will serve as the writing requirement for the application process.

Applicants whose first language is not English will be required to demonstrate the ability to study and complete assignments in English, at the graduate level. The ability to study at the graduate level in English may be demonstrated in one or more of the following ways:

TOEFL score of 90 (for the internet based test) or 550 (paper based test).

IELTS score of 6.5.

Having recently earned a degree from an approved Western institution where instruction is in English.

All applicants must demonstrate their ability to write and interact at the graduate level in the Introduction to Global Civilization course which includes a 5-7 page Academic Research Paper and online interaction with the instructor and other participants. These components will be used to assess a student's writing and ability to study and complete assignments in English. There is no cost for this service.

WCIU does not provide English language services.

Applicants must provide personal and educational references.

### **Nondiscrimination**

Within the context of its announced commitment to the expectations and values of the world of faith-based voluntary agencies engaged in international development, WCIU does not discriminate on the basis of age, race, color, national or ethnic origin, gender, marital status, or physical disability.

### **Admission for International Students**

International Applicants are defined as those who are not U.S. citizens or Permanent Residents (Green Card holders). International Applicants must meet all the usual qualifications for admission, which are listed in the section above.

Provided that the applicant has regular, reliable access to the internet, essential library and other information resources, International Applicants are welcomed to apply for admission to WCIU. Students are encouraged to remain in their current context for study rather than to relocate to the U.S.

### **I-20 Forms**

WCIU is authorized by the U.S. Citizenship and Immigration Services to provide non-immigrant alien applicants the I-20 form needed to obtain a student visa. Please contact [globalciv@wciu.edu](mailto:globalciv@wciu.edu) for more information.

### **Provisional Admission**

Applicants who are unable to complete all of the components required for admission may, in some cases, be provisionally admitted to the M.A. program. This might be due to, for instance, an application being completed during the final term of one's Bachelor's degree studies.

Course grade records and transcripts will not be released, and registration for studies beyond the initial term in the M.A. program will be delayed until the required records have been received and all requirements for admission have been fulfilled.

## **Admission on Probation**

Applicants who do not meet WCIU's academic requirements for admission may, in some cases, be admitted on probation to the M.A. program.

Applicants whose previous academic work is below the required GPA for their program, or who were not in good standing at the last educational institution attended, may in some cases be admitted on probation.

When admission on probation is granted, the student is required to receive a grade of B or higher in Courses 1-4.

Upon fulfilling the terms of probation, the student will be reclassified from "probation" to "regular" status.

## **Transfer Credits**

Because of the modular format of the M.A. degree, transfer credit is normally not accepted for the M.A. program.

If a course of the Global Civilization program is completed through another university prior to transferring to WCIU, transfer credit may be considered. In this instance, a minimum of 26 units must be completed through WCIU.

Transfer credits accepted from other institutions are assigned grade points according to WCIU's grading system, as far as possible. Transfer credit is granted for appropriate courses having a passing grade: B- or higher for graduate students.

An official transcript of your prior learning should be sent to WCIU Global Civilization Office, 1539 E Howard Street, Pasadena, CA 91104.

## **Credit for Prior Experiential Learning**

*WCIU does not grant credit for life experience or other prior experiential learning.*

The challenge process is used to document understanding acquired through planned academic learning, such as courses at foreign language institutes or other unaccredited institutions, independent study, professional experience, and other types of learning for which transfer credit is not available. A qualified instructor with expertise in that area assesses the student's knowledge by giving written examinations, reviewing relevant documentation (research papers for work taken at unaccredited institutions, certificates for language learning and special study programs, publications, artistic productions, etc.), or determining by other appropriate documented means the student's competence in the subject. The instructor's written assessment and the student's written work are kept on file as documentation.

Students seeking credit by challenge should make a request to the Director of Graduate Programs by writing to [globalciv@wciu.edu](mailto:globalciv@wciu.edu), after completing at least 8 units of graduate

credit through WCIU. No credit may be granted for work that overlaps studies for which credit has already been given by any institution, including WCIU.

## **How to Apply**

The Application Deadlines are:

November 1 to begin the program January 1

February 1 to begin the program April 1

May 1 to begin the Program July 1

August 1 to begin the program October 1

Please go to <https://wciu.populiweb.com/application/> to begin the application process for the Master's Program.

\* All those applying to the MA in International Development with a Specialization in Global Civilization are required to take *Introduction to Global Civilization* (IGC), an 8-week non-credit online course. Enrolling in, completing and passing this course is part of the application process for admission into the Global Civilization Program. Students should plan their program start date with this in mind. For example, if a student wished to begin the program on April 1, they would need to begin IGC December 1.

## **Initial Starting Date for Studies**

When students are admitted to the Master's program, acceptance letters will specify when they can enroll. Starting Dates are January 1, April 1, July 1, and October 1 of each year. Students must enroll in one of the two Enrollment Periods specified in the acceptance letters. Applicants are considered automatically withdrawn from the program if they are not enrolled by the deadline, and will have to apply for readmission. (See **Readmission** section.)

## **Change of Starting Date**

If, due to extenuating circumstances, students are unable to enroll within the time period specified in their acceptance letters, students may request later Starting Dates, as long as they request it prior to their Starting Dates. If students fail to enroll and do not request later Starting Dates, students will be considered automatically withdrawn and will need to apply for readmission. (See consequence of readmission in the next section.)

## **Enrollment**

Students whose primary language is not English and who cannot understand the terms and conditions of the Enrollment Agreement, have the right to receive a clear explanation of all terms, conditions, cancellation, and refund policies in their primary language. Explanation will be provided by a WCIU faculty member. Receipt of a clear explanation will be confirmed by the student and faculty member.

In cases where the recruitment of the student leading up to their enrollment was conducted in a language other than English, the enrollment agreement, including all terms and conditions, disclosures and statements, will be written in that language.

### **Readmission**

Students who must apply for readmission are required to pay a Readmission Fee of \$50 and meet all the requirements in effect at time of readmission.

## **Progressing in the Master’s Program**

### **Enrollment**

Enrollment periods for 2-unit courses are 3 months. Enrollment Starting Dates will be January 1, April 1, July 1, and October 1 only, of each year.

### **2-Unit Courses:**

Enrollment Agreements must be received no later than one month prior to the Enrollment Period Starting Date.

Session	Enrollment Agreement Due:	Enrollment Period Starting Date:	Enrollment Period:
1	December 1	January 1	Jan 1 - April 1
2	March 1	April 1	April 1 - July 1
3	June 1	July 1	July 1 - Oct 1
4	September 1	October 1	Oct 1 - Jan 1

### **Continuous Enrollment**

Continuous Enrollment is defined as maintaining enrollment from the Starting Date of students’ enrollment in Course 1 until the completion of all degree requirements, without an interruption of more than 6 months between enrollment periods.

After the Approved Completion Date of an Enrollment Period, if students are not enrolled in the next course within six months, students will be automatically placed on inactive status.

To be reinstated in the program, an appeal must be made to the MA Program Committee, and a fee will be assessed. It will be at the discretion of the Director of Graduate Programs whether the student may simply be reinstated to the program, or whether reapplication is necessary.

Example of Continuous Enrollment:

A student enrolls in Course 1 on January 1. The Enrollment Period ends April 1. The student must enroll in Course 2 in one of the next three Enrollment Periods, which are April 1– July 1, July 1 – October 1 or October 1 – January 1.

## **Extensions**

In the event that students have made adequate progress but, due to circumstances beyond their control, are unable to complete all work for a course before the Approved Completion Deadline, the student must contact their course facilitator prior to the due date to request an extension.

Students needing more than a one-week extension on final assignments, may petition the MA Program Office for additional time to complete course requirements. All extension requests, with justification, must be made in writing to [globalciv@wciu.edu](mailto:globalciv@wciu.edu) prior to course deadlines.

## **Incomplete Grade**

If more than three months beyond the Approved Enrollment Deadline is required for students to complete their courses, students may request a Grade of Incomplete by petitioning the MA Program Office.

An Incomplete Grade will appear on the transcript, but will not affect the Grade Point Average. The Director of Graduate Programs will give a deadline by which time all work must be completed. When the course is completed, the grade of Incomplete will remain on the transcript, and the new grade will be recorded on the transcript and listed as an additional Enrollment Period for the same course. Only the new grade will be used to compute the Grade Point Average.

The conditions for granting an Incomplete must be circumstances beyond the control of students such as serious illness or a death in the family. Students in this status will not be able to enroll in their next course until all coursework is completed with a passing grade.

## **Leave of Absence**

Under certain unavoidable circumstances, such as serious illness, injury, or a death in the family, students may be granted a Leave of Absence. A Leave of Absence will be granted for a period no longer than six months.

Students returning after an approved Leave of Absence are not charged a readmission fee but may be required to update their application records before registering for courses. They remain under the requirements of the catalog under which they were accepted.

# Program Policy

## Course Numbering

- 100-499 Undergraduate coursework, some of which may serve as prerequisites in the graduate programs.
- 500-599 Graduate courses. All have a prerequisite of post-baccalaureate or graduate standing. Individual courses may have specific prerequisites.
- 600-699 Doctoral level studies. Open only to doctoral students who have been advanced to candidacy.

## Units

Students earn semester units. The term *unit* is treated as synonymous with credit hour, and graduate courses require 60 hours of work per unit of credit.

Units for each course expire 10 years from the Enrollment Completion Deadline, according to the Approved Enrollment Agreement.

If, for example, a student completes Course 16, and units for Course 1 and any subsequent courses have expired, the student will be required to re-take those courses in order to graduate. The student must petition the Director of Graduate Programs for permission to re-take a course. Petitions must include a plan of study, and convincing evidence that the student has made reasonable arrangements to allow them to complete the program.

## Study Load

WCIU's MA Programs are developed for study on a part-time basis. WCIU encourages students to enroll part-time (2-units every 3 months), so as to continue their commitments to work, service, family, and community.

Students who desire to study full-time, may petition the MA Program Committee for special permission. Only students with special approval will be permitted to enroll in multiple courses at once. Concurrent enrollment at other educational institutions is also considered during the approval process. The minimum study load for full-time status at the master's level at WCIU is 16 semester units per year.

Field Studies and studies at other institutions:

Enrollment in more than 14 units of graduate studies during any one four month period of time, or more than the equivalent of 1 unit per week during short terms, summer sessions, or field-based studies, requires permission from the Graduate Programs Director.

Using the above guidelines, equivalent full-time study loads can be determined for students taking studies through other educational institutions and in the field, using standard



conversions between semester and quarter units (2 semester units equal 3 quarter units) or other measures of full-time studies.

## Grading Policy

### Grading Symbols

These symbols are assigned in accordance with common academic practice:

A+, A, A-	excellent, highest quality
B+, B, B-	very good; passing for graduate students
NC	Substandard performance for graduate students. If a graduate student receives lower than a B- for a course, a grade of NC will be entered. The student will receive zero grade points for a grade of NC, and it will count against his/her grade point average. Grades of NC must be repeated for a passing grade if students are to continue in the program.

### Other Grading Symbols

**I (Incomplete)** — An I is assigned when students have done most of the required work, but are unable to complete certain items during the normal time period for the course for reasons beyond their control, such as unanticipated medical problems. The student must petition the MA Program Committee by writing to [globalciv@wciu.edu](mailto:globalciv@wciu.edu) about their circumstances..

A new course grade will be entered when all requirements are met: the I remains on the student's record, and the new grade and new GPA are entered as an additional Enrollment Period.

An I does not add earned units and does not affect GPA.

**RD (Report Delayed)** — RD is recorded when a delay in reporting the grade is due to administrative circumstances not caused by student actions. RD does not add earned units and does not affect GPA. When available, the earned grade replaces RD and the term's GPA is recalculated.

**W (Withdrawal)** — W is used only for emergency withdrawal after the last day to drop courses, for reasons beyond the control of students such as serious illness or death in the family. W will appear on the transcript, and does not add earned units and does not affect GPA. Students who fail to complete courses, and who have not obtained approval to drop or withdraw from them, will receive grades of NC.

### Course Grading Patterns

All courses toward the Master's degree must be graded for a letter grade: A, A-, B+, B, or B-.

## Calculating GPA (Grade Point Average)

‘+’ adds 0.3, and ‘-’ subtracts 0.3, from the usual grade points for each letter grade except for A.

These grade points are assigned:

4.0	A+
4.0	A
3.7	A-
3.3	B+
3.0	B
2.7	B-
0.0-2.7	NC (No Credit)

A+ is rarely granted.

To determine GPA:

1. For each course or module, multiply the grade points indicated above by the number of units.
2. Add the total number of units (U) and the total number of grade points (GP).  
Divide the total number of grade points by the total number of units.  $GPA = GP/U$

Units not included when determining GPA are: CR, I, IP, RD, and W

### Effect of NC Grades

NC (No Credit) is assigned a value of 0.0 per unit when calculating GPA.

Courses for which an NC is assigned are included in GPA calculations and in determining Probation and Disqualification.

NC course units do not add credits or fulfill degree or program requirements.

### Returning Assignments

WCIU will return student’s graded papers, lessons, or projects within approximately 10 business days of receipt.

### Good Standing

To remain in good standing and to graduate, students must maintain a minimum GPA of 3.0 for the M.A. degree program.

No grades lower than B- may be applied toward graduate degrees.

Students who fall below the required GPA will be placed on probation. If the deficiency is not corrected in the following quarter-module, they will not be allowed to continue in the program. See Probation and Disqualification policies below.

Students must not have an unpaid balance on their account, unless they have received permission in advance to pay in installments.

### **Repeating Courses**

Students may repeat a course that they have failed. A request to repeat the same course more than once requires a petition for an exception to normal practice.

When a course is repeated, all grades received for the course and all past GPAs are shown in students' transcripts, but only the highest grade is calculated in the GPA.

### **Grade Appeals**

If a student has a question about a grade, they should first speak to their facilitator, then notify the Director of Graduate Programs by writing to the Global Civilization Program Office at [globalciv@wciu.edu](mailto:globalciv@wciu.edu). The question will be forwarded to the faculty member responsible for the grade. The student will be sent a copy of the Grading Inquiry and Appeals Policy, and the Graduate Programs Director will ensure that the process is carried through in a way that is timely and serves the student well.

The faculty member will communicate with the student to answer the question, copying all communication to the Graduate Programs Director.

If the student is not satisfied, he or she may file a request for a review of his or her grade with the Graduate Programs Director by responding again to the Global Civilization Program Office. The student must give explicit reasons why he or she feels that the grading was inappropriate.

The Graduate Programs Director will notify the faculty member and that an appeal has been made.

The faculty member will confer with the Graduate Programs Director, consider the student's concerns, and make a response in writing, explaining why the original grade was given and why a new grade is or is not being given. If necessary, the faculty member will correspond directly with the student to gain clarification if he does not understand the objection.

The Graduate Programs Director will inform the student of the faculty member's decision and will file the student's appeal and the faculty response in the student's file.

If the student is still not satisfied, the student may appeal to the Director of Graduate Programs to re-review the appeal. The Director of Graduate Programs will inform the student of his or her decision and will file the student's appeal and the faculty response in the student's file.

If the student is still not satisfied, the final level of appeal is to the Chief Academic Officer. The Chief Academic Officer will inform the student of his or her decision and will file the student's appeal and the faculty response in the student's file. The response of the Chief Academic Officer will be final.

The deadline for filing an appeal regarding a grade is six weeks after the student receives the grade.

## **Academic Probation and Disqualification**

The University reserves the right to place students on or to disqualify students for cheating, other disciplinary reasons, lack of adequate progress toward a degree, and other justifiable causes. See the statement of [Academic Integrity](#).

### **Probation**

M.A. students are placed on probation if their cumulative GPA is below 3.0, or if their GPA falls below 3.0 for two consecutive courses.

Students on probation must have permission from the Director of Graduate Programs before enrolling in any course, and may be asked to sign a study contract until good academic standing has again been attained.

### **Disqualification**

M.A. students will be reviewed by the MA Program Committee and may be disqualified from the program if they fail to remove the current deficiency in their cumulative GPA in the following course.

To continue studies, a student who has been disqualified must petition for reinstatement and show adequate reason to suggest that satisfactory work will be completed in the future.

## **Graduation**

### **Graduation Requirements**

An Application for Graduation must be filed no later than week 8 of Course 13 for students in the MA program. . Failure to apply by the deadline may result in a later graduation date.

The Registrar will supply a letter notifying the student of degree requirements that have been met, and degree requirements that have yet to be met.

All payments due to the University must be paid before student diplomas or complete transcripts will be released, but approved deferred payments that are not yet paid will not affect the date of graduation.

A cumulative GPA of 3.0 (B) or higher must be attained in all work applied toward the M.A. degree. No grades lower than B- may be applied toward graduate degrees.

All program requirements, including GPA standards, must be met prior to graduation.

The Registrar will supply a letter confirming that all degree requirements have been met.

### **Date of Graduation**

When students have completed all degree requirements, they may request a letter from the Registrar stating that they have met all requirements for the degree.

The date of graduation, which will appear on their diploma and transcript, is the end of the month in which all requirements are met.

If students have not yet met all financial or other obligations to WCIU, the date of their graduation will not be delayed, but the University will not issue the diploma or transcript showing their degree until the obligations have been met.

### **Commencement Ceremonies**

Because of the field-based nature of WCIU's degree programs, most students are unable to come to campus for commencement ceremonies. Whether or not a student participates in the commencement ceremonies does not affect when and if a student graduates. This is based on when a student completes degree requirements.

Commencement ceremonies occur annually and students may incur additional expenses to participate.

To qualify for participation in commencement, students must have filed all necessary paperwork, submitted all required fees and completed all requirements for the degree.

Exception: Students who have completed almost all degree requirements may petition to participate in commencement ceremonies if their facilitator certifies that there is good reason to expect them to complete the remaining requirements within three months after the date of the ceremonies and upon approval of the Vice President for Academic Affairs.

# Doctor of Philosophy in International Development

## Mentored Graduate Education

### A Model for Today's World

By Ralph D. Winter, WCIU Founder

## The Context

Because the world has been changing at an accelerated pace, businesses, governments, and institutions of all kinds are having to adapt to new circumstances. One of these is the general, even uncritical, acceptance all around the globe of the magic and power of a university education. This global commitment to the university institution as a major contributor to society has confronted the university itself with new opportunities. The thirst for the knowledge and advancement attributed to universities is now so great in many countries that it is clear that residential institutions alone cannot meet the demand.

Most of those who yearn to go to university could not 'go' even if universities had the capacity to handle all of the students. The vast majority of these mid-career people are not able to arrange their lifestyle to allow for the radical dislocation that would be necessary to attend a university in the usual fashion.

## A Mentored Approach

Thus, the starting point of the solution must be the harnessing of a new external resource, which lies mainly untapped: the output of the university tradition itself. For example, in today's world scores of cross-cultural workers with Ph.D.s are found in dozens of Third World cities. Joining forces with such field resources is an attractive first step forward for this University.

We think that an *on-site mentor* ought to be the heart of the doctoral program wherever this arrangement is at all possible. Our first task, then, is to remind a number of the scholar-activists out there who already have a Ph.D. that their degree allows them to mentor others who later can become mentors themselves.

It may not be obvious, but it is true that there will never be enough day schools operating in enough places to meet all of the different kinds of educational needs of all of the key leaders who need education. Why? Because even if classes were available next door to everyone's residence, it would still be true that the average person in our world is involved irrevocably in the productive work of society and will never be able to make room in the normal work day for daytime classes.

Here is where the mentor fits in. A mentor who can meet weekly with a learner can be a highly valuable source of accountability in almost any configuration of the learner's lifestyle. Failure in the area of person-to-person mentoring has been, in our estimation, the Achilles' heel in the majority of field-based programs that have not worked out successfully. We recognize, however, that accountability is a necessary but not sufficient function of a mentor.

## The Ph.D.—A Classical Concept

The basic role performed today by a graduate education mentor is not something that has been invented in modern times. It has existed throughout history with or without any relationship to any conferred degree, much less the relatively recent degree called the Ph.D. The kind of mentor/apprenticeship role to which we refer relates to something inherent in the very nature of learning. As all of us, as learners, grow older, we very reasonably need to become teachers as well as learners, and our energies may very naturally begin more and more to flow to others— usually younger people—who can benefit from our experience and guidance and eventually become mentors to others. It seems equally reasonable that while these potential mentors are further along in age and experience, they can operate most effectively only with the help of associates who may not be as far along in age or experience.

What WCIU is doing, then, in graduate mentored education programs is establishing healthy relationships between 1) *mentors* who are older scholar-activists who are willing to pass on their experience and in return gain the help of those who seek their experience, and 2) *associates* who are younger budding scholar-activists who would like to learn by assisting those with existing effective ministries (paying for what they learn by both their help and their tuition) and thus in turn becoming mentors themselves who are both qualified and certified to help others.

We seek to avoid the tendency to see the Ph.D. as an end in itself. That is why we see such a degree rather as ‘a license to practice’. In the case of WCIU we would like to resist the thought of working with persons who have no intention of eventually becoming mentors in their own right. We feel that we need to avoid those who do not expect ever to take on other apprentices for mutual benefit. For us, then, it is clearly a double achievement to produce a person who can not only mentor but who can also produce other mentors, and we are determined to maintain this dual, reproductive feature.

A Ph.D. means a doctorate in what once was thought of as the philosophy of the subject. Today the word philosophy must be understood to mean a level of knowledge and skills that a competent professor in the field should have. It is the premier degree of the university tradition, the main degree that allows the holders to mentor others up to their same level. Mentoring is a skill emphasized by WCIU.

The Ph.D. requires students to orient their learning and research process within the history and theory of the academic discipline. They will become thoroughly conversant with its classic literature, major theorists, and schools of thought sufficiently in depth to assess their findings in relation to

- (a) previous research,
- (b) current research and trends in theory, and
- (c) WCIU’s basic orientation within the field of international development.

The doctorate thus demands that students think critically and interrelate facts within a broad theoretical framework.

## **Program Purpose**

The Ph.D. in International Development at WCIU provides an interdisciplinary approach that focuses on identifying the basic roots of human problems and identifying long-term solutions that can be practiced and taught by Non-Governmental Organizations (NGOs), many of which are faith-based. The program is designed for mid-career professionals seeking to engage in humanitarian service, research, program development and direction, or training of personnel in the broad field of international development.

## **Distinctive Nature of the Program**

The WCIU doctoral program is field-based with independent study components and does not require on-campus or classroom studies. Following the American system, 46 units of advanced course work beyond the M.A. level is required in a specialization within the field of international development. Students who do not have the M.A. in international development with a specialization in Global Civilization from WCIU may be asked to take 28 units of the Global Civilization courses as the core of the total of 46 units required for the doctoral program.

The heart of the Ph.D. program is the relationship between the student and their Major Advisor, who serves in a mentoring role. In this collaborative relationship, students contribute to the professional and scholarly goals of their Major Advisors as they pursue their own research under the supervision and guidance of the Major Advisor. Students in turn share what they are learning in mentoring relationships of their own as a key component of the program.

## **Understanding the Concept of “International Development”**

The goal of international development is found in the Hebrew concept of *shalom*—right standing with God, with other humans, and with God’s creation. According to the biblical story, all of these relationships have been corrupted by hideous intentional evil. Believers are responsible to work toward restoring some aspect of God’s creation to his original design for the world and its inhabitants. In *Transforming Mission: Paradigm Shifts in Theology of Mission* (Bosch, 1991, 400), South African missiologist David Bosch wrote:

Those who know that God will one day wipe away all tears will not accept with resignation the tears of those who suffer and are oppressed now; anyone who knows that one day there will be no more disease can and must actively anticipate the conquest of disease in individuals and society now, and anyone who believes that the enemy of God and humans will be vanquished will already oppose him now in his machinations in family and society.

The roots of human problems lie deep within socio-cultural, socio-economic and political systems, and science and technology systems. WCIU seeks to equip students to understand these systems, to identify the roots of pervasive problems associated with human need



(economic, political, cultural, mental, emotional, physical, social, and spiritual), and to address such problems effectively. Development is a dynamic process of change and growth, and is most effective when generated from within a socio-cultural system. Development that aims at transforming societies provides not only options and resources for physical and social betterment, but also hope and answers for spiritual questions and needs. Only through such development practices can lasting change be achieved.

## **Educational Outcomes**

Doctoral graduates will demonstrate the capacities to:

Formulate viable research questions; manage information, including conventional bibliographic and electronic information retrieval methods; and design, conduct, and report original research, contextualized within an international sphere of professional activity.

Show a profound respect for truth and intellectual integrity, and for the ethics of research and scholarship.

Explore key disciplinary and multi-disciplinary norms and perspectives relevant to the relationship between the area of specialization and international development.

Apply research to refine the international development efforts of voluntary organizations, utilizing alternative approaches while acting as a “change-agent” in seeking to address and solve problems and issues in his or her organization.

Articulate and communicate effectively with skills in listening, speaking, and writing, in order to disseminate the results of research and scholarship by oral and written communication to a variety of audiences.

Exhibit the knowledge of an informed professional about the international development enterprise in relation to the chosen field of specialization, being able to evaluate the relevance and value of their research to national and international communities of scholars and co-laborers in international development.

Mentor others who are their juniors in the academic world in the foundational knowledge and skills of international development.

Achievement of these learning outcomes is measured by means of course assignments, evaluation of field experience, Doctoral Qualifying Examination, doctoral dissertation with oral defense, and mentoring of a junior student.

## **WCIU Student Profile**

Admission to WCIU is open to people whose goals are in accord with the University’s purpose, who are willing to abide by the University’s policies, whose educational objectives may be met by WCIU’s programs, who are seriously committed to academic excellence, who show promise of success in their pursuit of an education, and who are self-reliant,

flexible, and willing to sacrifice in breaking new ground in international service appropriate to today's complex world.

In keeping with WCIU's mission and purpose, admission to University programs typically is granted to current and potential workers who are involved in cross-cultural service with its constituency of faith-based voluntary organizations in the evangelical Protestant tradition. WCIU normally expects all who are studying under our guidance to be working toward a degree.

Within the context of its announced commitment to the expectations and values of the world of faith-based voluntary agencies engaged in international development, WCIU does not discriminate on the basis of age, race, color, national or ethnic origin, gender, marital status, or physical disability.

## **Admission**

### **Doctoral Degree Admissions Qualifications**

Admission is granted to those who meet the University-wide admission qualifications and whose records indicate their ability to pursue advanced study and research in line with the research goals of WCIU faculty.

In addition to University-wide requirements, specific admission requirements are as follows:

Applicants must be referred by a voluntary agency involved in cross-cultural service.

Applicants must have been in good standing at the last institution attended.

An appropriate master's degree in a related area from a regionally accredited institution or comparable institution recognized by WCIU, or equivalent preparation as determined by WCIU.

A GPA of 3.5 or above in the master's degree or equivalent, or similar high standing from foreign institutions.

Evidence of a substantial background in the expected specialization within the broad field of international development.

A demonstrated ability to undertake disciplined, self-directed studies and research at the doctoral level, as documented by a 2,500-3,500 word admissions essay.

Doctoral students are usually admitted simultaneously with a qualified Major Advisor.

Applicants whose first language is not English will be required to demonstrate the ability to study and complete assignments in English, at the graduate level. The ability to study at the graduate level in English may be demonstrated in one or more of the following ways:

TOEFL score of 90 (for the internet based test) or 550 (paper based test).

IELTS score of 6.5.

Having recently earned a graduate degree from an approved Western, English-speaking institution.

Submission of a Master's Thesis, written in English.

Submission of a 2,500-3,500 word Admission Essay, written in English.

WCIU does not provide English language services.

Students may take courses in another language with duly qualified faculty. To be accepted to take courses in another language, the student must have a graduate degree completed in that language and must have submitted a Master's Thesis in that language, which must be evaluated by qualified faculty as part of the application process.

### **Admission on Probation**

Applicants whose previous academic work was below the required GPA for their program, or who were not in good standing at the last educational institution attended, may in some cases be admitted on probation. Students admitted on probation must receive a grade of A or A- in each core course or quarter-module until eight units have been earned. When the terms of probation have been met, students are reclassified from "probation" to "regular." If the terms are not met in any course, students are automatically withdrawn from the program.

### **How to Apply**

The Application Deadlines are:

November 1 to begin the program January 1

February 1 to begin the program April 1

May 1 to begin the Program July 1

August 1 to begin the program October 1

To begin the application process, go to <https://wciu.populiweb.com/application/>.

### **International Applicants**

International Applicants are defined as those who are not U.S. citizens or permanent residents (Green Card holders). International Applicants must meet all the usual qualifications for admission, which are listed in the section above.

## **I-20 Forms**

WCIU is authorized by the U.S. Citizenship and Immigration Services to provide non-immigrant alien applicants the I-20 form needed to obtain a student visa. Contact [phd@wciu.edu](mailto:phd@wciu.edu) for more information.

## **Transfer Credit**

Of the minimum of 46 units to be completed at the Doctoral level, a minimum of 30 units must be completed at WCIU.

Therefore, students whose Master's degrees (or equivalent) were completed at other institutions must complete all of the course work toward the Doctoral degree at WCIU.

Students who complete their Master's degrees at WCIU may transfer a maximum of 15 units of transfer work toward the Doctoral degrees at WCIU, provided that their Doctoral Committee and the PhD Program Committee approve this pattern of course work in their Doctoral Learning Contract.

Transfer credits accepted from other institutions are assigned grade points according to WCIU's grading system, as far as possible. Transfer credit is granted for appropriate courses having a passing grade: Credit or Pass; B- or higher for graduate students.

The University reserves the right to determine the acceptability and relevance of degrees and credits earned at other institutions. Work applied toward any other degree may not be applied toward WCIU graduate degrees.

## **Concurrent Enrollment**

Within the transfer guidelines above, studies relevant to students' program may be taken for credit through institutions recognized by WCIU—either on the institution's campus or at a distance—upon approval of the student's program advisor or mentor. Such studies are considered concurrent enrollment if taken during a term when students are also registered for courses or are in a WCIU degree program.

Transferring credit for these approved studies taken through other WCIU recognized institutions requires that an official transcript (academic record) be sent to the Ph.D. Program Office upon completion of the work.

## **Credit by Challenge**

Students may be granted credit by challenge for subject areas relevant to their degree program in which they have attained knowledge and competence equivalent to that expected in university courses. Typically, a maximum of 3 units of graduate credit may be granted for each challenge attempted. Students may request up to 9 units for graduate program prerequisites, and 6 units toward a graduate degree.

WCIU does not grant credit for life experience or other prior experiential learning. The challenge process is used to document understanding acquired through planned academic learning, such as courses at foreign language institutes or other unaccredited institutions, independent study, professional experience, and other types of learning for which transfer credit is not available. A qualified instructor with expertise in that area assesses the student's knowledge by giving written examinations, reviewing relevant documentation (research papers for work taken at unaccredited institutions, certificates for language learning and special study programs, publications, artistic productions, etc.), or determining by other appropriate documented means the student's competence in the subject. The instructor's written assessment and the student's written work are kept on file as documentation.

Students seeking credit by challenge should make a request to the Director of Graduate Programs by writing to [phd@wciu.edu](mailto:phd@wciu.edu), after completing at least 8 units of graduate credit through WCIU. No credit may be granted for work that overlaps studies for which credit has already been given by any institution, including WCIU.

## **Doctoral Committee**

Governmental guidelines require that three members of a Doctoral Committee must be faculty members of the institution granting the degree. Since, in WCIU programs, learners are more widely scattered geographically than in traditional doctoral programs, adjunct faculty members play a major role in the academic process. Consequently, we ask all those who are invited to be members of a Doctoral Committee to submit an application, including a resume and degree transcripts, in order that we may make the formal appointment of them as adjunct faculty. Those with a degree from a country other than the U.S. and Canada must have their degree evaluated by a current member of the National Association of Credential Evaluation Services (NACES). Please contact [admissions@wciu.edu](mailto:admissions@wciu.edu) for additional information.

Committee members must have held an earned Ph.D. for at least three years and have been active in scholarly research within the last five years, as evidenced by faculty appointment, peer-reviewed publications, grants, or other such expressions appropriate to their students' area of specialization.

Doctoral Committees work with their students to develop Doctoral Learning Contracts (DLCs) that will provide direction to their individualized portions of study, including the dissertation topic and proposal.

## **Fees**

Fees are subject to change at any time.

Students pay a quarterly Program Fee that will cover tuition for independent study courses and payments to Doctoral Committee members. The standard fee is \$3600 per year, or \$900 per quarter. The Program Fee does not include pre-requisite courses (if required). Pre-requisite courses are \$200 per unit, and subject to a refund schedule if dropped up to 60% through the course. 20% of tuition and Program Fees are nonrefundable.

The PhD Program is a minimum of 3 years for a full time student and a maximum of 10 years.

Estimated Total Cost for 3 years: \$10,855.40. Estimated Total Cost for 10 years: \$36,118.

You have a right to a full refund of all charges and tuition, less amounts indicated nonrefundable, if you cancel this agreement prior to or on the Approved Starting Date or the seventh day after enrollment, whichever is later. You also may withdraw from the course after the seventh day after enrollment and receive a pro rata refund.

Students must be current with all fees owed before grades can be given or recorded.

**Application fee:**

\$50

**Reapplication Fee (in case of withdrawal and readmission):**

\$50

**Example of Costs per quarter**

1. \$ 900 Total for the quarter (2-8 units)  
    \$180 Nonrefundable (20% of Total)
2. \$ 0.50 X \$1,000 of tuition Nonrefundable Student Tuition Recovery Fund (STRF)\*
3. \_\_\_\_\_ Less any scholarships and reductions
4. \_\_\_\_\_ Subtotal (Line 1 – Line 4)
6. \_\_\_\_\_ TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE (Line 5 + Line 6)
7. \_\_\_\_\_ TOTAL DUE UPON ENROLLMENT (Line 7)

**ESTIMATED TOTAL COST FOR THE PROGRAM = \$10,855.40-\$36,118.**

\*You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and

2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or

2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The state of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California

residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, prepaid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

### **Scholarships**

WCIU offers its students scholarships based on Grade Point Average. Students with a GPA of 3.75 or higher will receive a scholarship of at least 25% off of tuition. Students with a GPA of 3.74 or lower, may receive a scholarship.

In the interest of partnering with NGOs in cross-cultural service, WCIU offers scholarships to their members. Applicants referred to WCIU by the director or leader of those NGOs receive scholarships according to need level and academic standings. Please write to [phd@wciu.edu](mailto:phd@wciu.edu) for more information.

### **Billing**

Students will be billed for quarters that begin January 1, April 1, July 1, and October 1 of each year. Students will receive their bills two months prior to the Starting Date of each quarter. Fees will be due one month prior to the Starting Date of each quarter.

### **Federal and State Financial Aid**

WCIU participates in no Federal or State Financial Aid Programs.

### **Loans**

If a student obtains a loan, the student must repay the full amount of the loan plus interest, less the amount of any refund. If a student receives federal student financial aid funds, the student is entitled to a refund of the money not paid from federal financial aid funds.

## **Courses**

### **Course Numbering**

100-400 Undergraduate coursework, some of which may serve as prerequisites in the graduate programs.

500-599 Graduate courses. All have a prerequisite of post-baccalaureate or graduate standing. Individual courses may have specific prerequisites.

600-699 Doctoral level studies. Open only to doctoral students who have been advanced to candidacy.

### **Semester Units**

Students earn semester units. The term unit is treated as synonymous with credit hour, and requires 60 hours of work per unit of credit.

### **Study Load**

The minimum study load for full-time status is 12 semester units per year (6 units per six months) or significant progress toward the doctoral qualifying exam, dissertation research proposal, or dissertation.

Enrollment in more than 14 units of graduate studies during any one four month period of time, or more than the equivalent of 1 unit per week during short terms, summer sessions, or field-based studies, requires permission from the Vice President for Ph.D. Director of Graduate Programs. Concurrent enrollment at other educational institutions is included in assessing the study load.

## **Grading Policy**

### **Grading Symbols**

These symbols are assigned in accordance with common academic practice:

A+, A, A- excellent, highest quality

B+, B, B- very good; passing for graduate students

Grades below a B- will receive a NC and must be repeated for the Student to continue in his or her program.

NC No Credit: unacceptable work, not a passing grade. Zero points earned are added to the GPA calculation.



## Other Grading Symbols

**I (Incomplete)** — An I is assigned by the instructor when a student has done most of the required work, but is unable to complete certain items during the normal time period for the course for reasons beyond their control, such as unanticipated medical problems.

After all requirements have been met, a new course grade is entered. Although the “I” remains on the student’s record, it is not calculated in the GPA.

If instructors do not submit new grades, a grade of NC is recorded by the Registrar, upon approval of the Vice President for Academic Affairs.

**IP (In Progress)** — IP is used for courses that normally extend beyond one academic term or six-month period, such as individualized studies and long-term research. It indicates that work is in progress, but that additional work is required before a final grade is assigned.

IP does not add earned units and does not affect GPA.

IP is also used for the doctoral dissertation. A Pass (P) is entered upon successful completion of the work. If the work is not completed successfully, no change of grade is entered but the student’s program is recorded as terminated.

**RD (Report Delayed)** — RD is recorded when a delay in reporting the grade is due to administrative circumstances not caused by student actions. RD does not add earned units and does not affect GPA. When available, the earned grade replaces RD and the term’s GPA is recalculated.

**W (Withdrawal)** — W is used only for emergency withdrawal after the last day to drop courses when students’ petitions to withdraw from courses or from the University for reasons beyond their control have been approved. W does not add earned units and does not affect GPA. Students who fail to complete courses, and who have not obtained approval to drop or withdraw from them, will receive grades of NC.

## Course Grading Patterns

Most courses are graded on a mandatory letter grade basis, such as A, A-, B+, B or B-. In rare instances and where appropriate and approved on the Doctoral Learning Contract, Ph.D. students may take certain individualized courses CR/NC. The course outline would then signify the course will be graded on a CR/NC basis.

## Calculating GPA (Grade Point Average)

‘+’ adds 0.3, and ‘-’ subtracts 0.3, from the usual grade points for each letter grade, except for A. A+ is awarded rarely, and usually limited to 5% or less of the instructors’ grades. These grade points are assigned:

4.0 A+	3.3 B+	0.0 NC
4.0 A	3.0 B	

3.7 A-            2.7 B-

To determine GPA:

For each course, multiply the grade points indicated above by the number of units.

Add the total number of units (U) and the total number of grade points (GP).

Divide the total number of grade points by the total number of units.  $GPA = GP/U$

No grade points; units not counted when determining GPA: CR I IP RD W

A+ is granted rarely, normally for no more than 5% of an instructor's grades.

### **Effect of Cr/NC**

CR grades do not affect GPA. These course units are ignored when calculating GPA, but the units are included in the total needed to fulfill degree and program requirements.

NC grades are assigned a value of 0.0 per unit when calculating GPA. Courses for which an NC is assigned are included in GPA calculations and in determining Probation and Disqualification.

NC course units do not add credits or fulfill degree or program requirements.

### **Returning Assignments**

WCIU will return student's graded papers, lessons, or project within approximately 10 business days of receipt. WCIU will return dissertations within approximately 45 business days.

### **Good Standing**

To remain in good standing and to graduate, students must maintain a minimum GPA of 3.5.

No grades lower than B- may be applied toward graduate degrees.

### **Repeating Courses**

Students may repeat only courses in which they receive less than a 3.00 (B).

A request to repeat the same course more than once requires a petition for an exception to normal practice.

When a course is repeated, all grades received for the course, and all past GPAs, are retained in the student's permanent record and transcript, but only the highest grade is calculated in the cumulative GPA from that date on.

## **Grade Appeals**

If a student has a question about a grade, he or she should notify the Ph.D. Program Office, who will forward the question to the faculty member responsible for the grade. The student will be sent a copy of the Grading Inquiry and Appeals Policy, and the Major Advisor and the Ph.D. Program Office will ensure that the process is carried through in a way that is timely and serves the student well.

The faculty member will communicate with the student to answer the question, copying all communication to the Major Advisor and the Ph.D. Program Office.

If the student is not satisfied, he or she may file a request for a review of his or her grade with the Director of Graduate Programs by writing to the Ph.D. Program Office. The student must give explicit reasons why he or she feels that the grading was inappropriate.

The Ph.D. Program Office will notify the faculty member and the Director of Graduate Programs that an appeal has been made.

The faculty member will confer with the Director of Graduate Programs, consider the student's concerns, and make a response in writing, explaining why the original grade was given and why a new grade is or is not being given. If necessary, the faculty member will correspond directly with the student to gain clarification if he or she does not understand the objection.

The Ph.D. Program Office will inform the student of the faculty member's decision and file the student's appeal and the faculty response in the student's file.

If the student is still not satisfied, he or she may appeal further to the Director of Graduate Programs by responding again to the Ph.D. Program Office.

If the student is still not satisfied, the final level of appeal is to the Chief Academic Officer. The response of the Chief Academic Officer will be final.

## **Academic Probation and Disqualification**

The University reserves the right to place students on probation or to disqualify students for cheating, other disciplinary reasons, lack of adequate progress toward a degree, and other justifiable causes. See the statement of [Academic Integrity](#).

### **Probation**

Students are placed on probation if their cumulative GPAs are below 3.5, or if their GPAs fall below 3.5 for two consecutive six-month periods.

Students must permission from the Director of Graduate Programs before enrolling in any course, and may be asked to sign a study contract until good academic standing has again been attained. Students must improve their GPA to a 3.5 in the following 6-month period or be automatically withdrawn from the program.

## **Disqualification**

Students in the Ph.D. program will be disqualified from the program if they fail to make satisfactory progress toward removing the current deficiency in their cumulative GPA in the specified time period.

To continue studies, a student who has been disqualified must reapply, and petition for reinstatement and show adequate reason to suggest that satisfactory work will be completed in the future.

## **Enrollment in Courses**

WCIU courses are taught by qualified instructors who are members of WCIU's faculty. Enrollment in core courses can be requested by submitting Enrollment Agreements by one of the appropriate deadlines. Individualized courses require that Course Outlines be written by the instructors and approved by the Major Advisors and WCIU prior to requesting enrollment.

Enrollment Starting Dates will be January 1, April 1, July 1, and October 1 only, of each year.

Enrollment Agreements and Program Fees (or tuition for pre-requisite courses) must be received by the Ph.D. Program Office no later than one month prior to the Enrollment Period Starting Date.

Enrollment Agreement Due	Enrollment Period Starting Date	Enrollment Period
December 1	January 1	Jan 1 - July 1
March 1	April 1	April 1 - Oct 1
June 1	July 1	July 1 - Jan 1
September 1	October 1	Oct 1 - April 1

## **Leave of Absence, Inactive Status, Withdrawal**

### **Leave of Absence**

Under certain unavoidable circumstances, such as serious illness, injury, or a death in the family, Students may be granted a Leave of Absence, during which time the program fees are not required.

Students returning after an approved Leave of Absence are not charged a readmission fee but may be required to update their application records before registering for courses. They remain under the requirements of the catalog under which they were enrolled when their leave began.

## **Inactive Status**

If fees are not paid on time students will be automatically made inactive.

## **Withdrawal**

If students make insufficient progress in the determination of the Director of Graduate Programs, they will be automatically withdrawn from the program.

## **Reinstatement**

Students who have been inactive must request to be reinstated by the Ph.D. Program Office. A reinstatement fee must be paid. It will be at the discretion of the Director of Graduate Programs whether reinstatement will be granted or not.

## **Readmission**

Students who have withdrawn from the program must file an Application for Readmission with the Ph.D. Program Office. Admission and program requirements existing at the time of readmission must be met and relevant fees paid.

## **Length of Time Allowed**

Regardless of a Leave of Absence or other time away from studies, all requirements for the Ph.D. must be completed in no more than 10 years from the official Start Date of their program.

## **Start Date for Active Status**

Prior to active status in the doctoral program, Applicants must submit admission forms and faculty advisor documentation and be admitted to the university. The first Program Fee is due one month prior to the upcoming quarter and will be billed quarterly thereafter.

Active status in the doctoral program begins with the first quarter following payment of the first Program Fee. For those admitted through the Global Civilization path, see the MA portion of the catalog for enrollment and starting date information.

## **Doctoral Level Time Limitations**

All requirements for the Ph.D. must be completed in no less than 3 years from the official Start Date of the program and no more than 10 years from the official Start Date of the program.

Two unit courses must normally be completed within 3 months. Four and six unit courses Each course normally must be completed within 6 months, with a 2-week extension allowed if requested. A No Credit will be entered on the transcript for uncompleted courses. Students must withdraw from a course within the first 2 weeks of enrollment to avoid a No Credit. In

extreme cases, such as illness or death in the family, students may petition to drop a course, receive a W, and enroll again at a later date.

Students must keep in mind, when planning their study schedules, that a total of 10 years is the maximum allowed for the program, and the dissertation research and writing will require a minimum of 2 or more years of intensive studies.

## **Doctoral Program Requirements**

### **Unit Requirements**

Prerequisite work completed prior to admission, including the M.A. degree (or equivalent)	Minimum of 30 units
<hr/> Post MA (or equivalent) Doctoral level work	Minimum of 46 units
Combined total of MA or equivalent and Doctoral degree	Minimum of 76 units

### **Attendance**

Because our Ph.D. is a distance education program, attendance in a classroom at a specific time is not required. The required courses are online courses, requiring reading, coursework, and interaction with the instructor. Learning is text-based, and online interactions are asynchronous.

The individualized courses are taught as independent study courses by WCIU's faculty. The student follows a syllabus and turns in assignments to the instructor through [wciu.populiweb.com](http://wciu.populiweb.com).

### **Required Courses**

All students will be required to take the following standard courses:

Antro 505, Cultural Anthropology	2 units
InterCultr 564, Foundations of the World Christian Movement	2 units
Intl Dev 565, History and Trends in International Development	4 units
Intl Dev 531, Introduction to Research Methods	2 units
Intl Dev 574, Research Design	4 units
Inter Cultr 580A, Introduction to Mentoring	2 units
Inter Cultr 580B, Mentoring Practicum	2 units

## **Required Course Descriptions**

### **Cultural Anthropology**

#### **Course Description**

In this course students will gain a systematic understanding of anthropological concepts: culture, communication, social structure and kinship, worldview, religious beliefs and practices, cultural change, etc. Students will apply anthropological insights to gain sensitivity to their own and other cultures' distinctives and to culturally appropriate communication of Kingdom principles.

Upon completion of this course, students will be able to:

1. Describe strengths and weaknesses of one's culture, including worldview.
2. Relate anthropological principles to a problem situation in a cross-cultural setting.
3. Apply anthropological insights to communicating the good news and holistic practices of the Kingdom.

### **Foundations of the World Christian Movement**

#### **Course Description**

This course provides students a chronological overview of the historical and cultural aspects of the global development of the biblical faith and the Christian movement, with special attention to the biblical foundations for addressing the roots of human problems around the world. An overview is given of the past and present with focus on understanding factors that enabled the biblical faith to become a global phenomenon. The positive and negative impact of the Christian movement on culture and human development is examined as well as principles for effective cross-cultural communication of biblical faith.

Upon completion of the course, the student should be able to:

1. Defend a position about the activity and purposes of God in history.
2. Present a historical overview of the global development of biblical faith that reflects biblical and missiological principles.
3. Compare the progress of biblical faith in different times and places.
4. Reflect critically on their own culture and worldview and the implications for understanding the roots of human problems.
5. Analyze evidence for the interpretation of history as a cosmic struggle.

### **History and Trends in International Development**

#### **Course Description**

WCIU serves a fairly well-defined constituency of non-governmental organizations (NGOs). This course is designed to provide an overview of the historical, social, cultural, religious, educational, economic, technical and political matrix in which WCIU students work. WCIU defines International Development as an integrated academic field involving all different disciplines mentioned above.

Upon completion of this course, students should be able to:

1. Explore key disciplines relevant to their areas of specialization in international development.

2. Refine the international development efforts of voluntary organizations, while acting as “change-agents” in seeking to discover and to address problems and issues in their organizations and countries.
3. Critique the role NGOs have played, and can continue to play, in relation to national and international strategies and performance, as they address the roots of human problems.
4. Evaluate the scope of poverty, both in population terms and the implications for social inclusion, as well as the implications of standards of living resulting from poverty.

## **Introduction to Research Methods**

### **Course Description**

This course provides familiarization with standard research methods used in graduate level academic research. The student gains necessary information about what research is, and the research methods available so as to guide the student to make the correct choice of methods suitable for achieving the specific research goals the student has chosen.

Upon completion of this course, students will be able to:

1. Explain the essential character and uses of the two types or paradigms of research.
2. Compare and contrast the two types of research.
3. Describe the general nature and use of five qualitative methods, and three quantitative methods.
4. Select two methods applicable to the central research issue of their project, and be able to comprehend the theory and practical procedures of the chosen methods well enough to be able and ready to implement them in the actual research designed by the student.

## **Research Design**

### **Course Description**

The course is designed, based on the fact that the student has already become familiar with various research methodologies in the Introduction to Research Methods course, to guide the student to, a) do selected readings on the methodologies relevant to the research, b) become familiar with the stages and components of the research design, and c) develop the Doctoral Learning Contract and a first draft of research proposal, thus equipping the student for the next stages of the doctoral project in preparation for successfully writing a research-based dissertation.

Upon finishing the course, the student will be able to:

1. Identify the research methodology or methodologies with which he/she will design the research plan.
2. Develop Doctoral Learning Contract.
3. Write a preliminary research proposal.

## **Introduction to Mentoring**

### **Course description**

This course is an introduction to mentoring or online facilitation for WCIU’s MA in International Development with a specialization in Global Civilization. It gives students an overview of the content and ethos of the MA program, and introduces them to the role and processes of being a mentor or facilitator for WCIU. It also gives students a basic overview of Theological Education by Extension, Ralph Winter’s vision that is the parent of the WCIU MA Program. It is practical in nature, and is designed to orient the



student to the MA Program, and what he or she will be doing as a mentor in that program. After this course, the student will engage in a mentoring practicum as an online facilitator for the 2-unit course, Foundations of the World Christian Movement, which is a “taste” of the full MA program.

Upon completion of the course, the students will be able to:

1. Engage reflectively with the ethos and content of the MA curriculum
2. Compare the role of a mentor-coach, an online facilitator, and the role of the mentee
3. Explain how the meta-narrative of the curriculum is developed through the content of the MA curriculum.
4. Describe distinctives of Theological Education by Extension

## **Mentoring Practicum**

### **Course Description:**

This course is designed for students to demonstrate learning by facilitating the discussions and learning activities of the Introduction to Global Civilization course, applying the principles adopted in the Introduction to Mentoring course. This facilitation includes online interaction with the students with their questions, stimulating discussion revolving around the reflection questions each week, and coaching students where necessary in writing the final research paper. This course is also deemed necessary preparation for the Ph.D. career path as one of mentoring and teaching others.

Upon completion of the course, students will be able to:

1. Demonstrated ability to mentor another student at an academic level
2. Appreciation of the PhD career path as one of mentoring and teaching others

## **Standard Course Schedule**

The standard courses are offered on a 2x/year schedule (with the exception of Research Design, which is offered quarterly). Most courses begin the first Monday of their starting month.

### **January Start Date**

3 month term (January – April):

Anthro 505, Cultural Anthropology (2 units)

InterCultr 580A, Introduction to Mentoring (2 units)

6 month term (January – July):

Intl Dev 565, History and Trends in International Development (4)

Intl Dev 574, Research Design (4)

### **April Start Date**

3 month term (April – July):

InterCultr 565, Foundations of the World Christian Movement (2)

Intl Dev 531, Introduction to Research Methods (2)

InterCultr 580B, Mentoring Practicum

6 month term (April – October):

Intl Dev 574, Research Design (4)

July Start Date:

3 month term (July – October):

Anthro 505, Cultural Anthropology (2 units)

InterCultr 580A, Introduction to Mentoring (2 units)

6 month term (July – January):

Intl Dev 565, History and Trends in International Development (4)

Intl Dev 574, Research Design (4)

October Start Date:

3 month term (October – January):

InterCultr 565, Foundations of the World Christian Movement (2)

Intl Dev 531, Introduction to Research Methods (2)

InterCultr 580B, Mentoring Practicum

6 month term (October – April):

Intl Dev 574, Research Design (4)

### **Individualized Courses**

The Major Advisor, in consultation with the Student, will design 28 units of courses leading up to, and including, the writing of the dissertation. Individualized courses can start the any quarter, once approved, depending on the schedule of the instructor and the student.

### **Doctoral Learning Contract**

The road to a PhD degree is a long and difficult one. To aid in planning the road ahead, and to help keep the student on some sort of a schedule, WCIU has adopted the use of a Doctoral Learning Contract (DLC).

The DLC specifies the student's individualized study program. It is designed by the student's Doctoral Committee under the leadership of the Major Advisor, in consultation with the student. The DLC will be reviewed and approved by the Graduate Programs Committee. In case of later substantial changes in the DLC, a similar procedure is followed.

The DLC model provided is arranged in sections described below. You can write right on the form (adding extra pages for the various courses selected for the program), or you can create your own document, but these subject areas must be covered.

**Section 1. Summary of Major Focus.** Outline the major areas to be covered in the Doctoral Qualifying Examination (toward the end of the study program) and the research focus of the Doctoral Dissertation, as far as is known at this time. The individualized study program is to be designed keeping in mind these topics and the student's Specialization within International Development.

**Section 2. Background Information.** List learning outcomes, educational resources, and basic

strategies for the doctoral program being proposed.

**Section 3. Required Courses.** These courses ensure a master's level understanding of the broad field of International Development.

The DLC is written during the course Intl Dev 574 – Research Design.

**Section 4. Individualized Courses.** These courses focus on studies in the Specialization and supporting disciplines. They can be taken at any educational institution, or they can be especially designed by the student's own Committee as individualized study courses from WCIU. In either case, a Course Outline must be submitted and approved before enrollment in each course.

At least 30 units of the Required Courses and Individualized Courses must be taken at WCIU.

**Section 5. Other Requirements.** Indicate other types of learning expected of the student, such as an academic or field language that the student's committee considers necessary.

When the student has completed all Required Courses, the DLC has been finalized, and the Doctoral Committee has been confirmed, the student's status is changed from Tentative Graduate Associate to Graduate Associate.

Note that many courses at the individualized study level are in the form of directed readings or field research. They are designed to help Associates become thoroughly acquainted with the scholarship in their field, as well as to prepare them for their more narrowly focused dissertation research.

While many of the specific activities in the doctoral program will become known only gradually as each step is taken and as the student becomes acquainted with the field of study, designing the DLC at the start provides an outline guide to follow. The student and all Committee Members can see the entire program at a glance and can monitor progress more readily.

Ideally, there should be no hidden requirements that appear without warning late in the student's program. Changes in anticipated time schedules for courses, language study, exams, and the dissertation do not require approval by WCIU, unless an extension of time beyond the ten year maximum is required. Changes in courses or other significant modifications of requirements do require approval from the Graduate Programs Director.

### **Changes in the Doctoral Learning Contract**

After approval of the DLC, unforeseen circumstances may develop, preventing fulfillment of some aspects and necessitating changes in the Contract. Upon consulting all committee members, the Major Advisor should send a request for changes in the DLC to the PhD Program Office. Approval for most minor modifications, such as course substitutions, is granted by the Director of Graduate Programs with the Doctoral Committee's knowledge. If major changes are requested, a new Doctoral Learning Contract should be prepared and forwarded to the Ph.D. Program Office for approval.

## **Research Proposal**

The formal Research Proposal is a supplemental major document to be written by the Student, with the guidance of the Major Advisor. The proposal can be submitted as early as the DLC submission but should be submitted before taking the DQE. The Proposal should state the need for and objectives of the intended research, intermediate goals, and the methodology upon which the research will be based. The Proposal is to include both a clear statement of the intended thesis and a carefully selected preliminary bibliography of the most important literature to which the thesis is directly related.

Students are advised to give careful attention to planning and writing the Research Proposal, as it affects their dissertation research. It is not unusual for students to be required to rewrite early drafts of the proposal because their research plans are not framed within the context of current theoretical positions within their discipline. The Proposal, like the DQE, is an assessment tool used to evaluate the student's ability to apply theory to a specific research topic. The Research Design course will provide guidelines to assist the Student in developing the Proposal.

The proposal must be approved by the Doctoral Committee and the Graduate Programs Committee. If, after two unacceptable proposals have been submitted, the Director of Graduate Programs determines that a student will be unable to adequately undertake dissertation research, the student will be terminated from the program.

## **Doctoral Qualifying Exam**

There are two ways to meet this requirement.

a) The Doctoral Committee designs a written exam based on the subject areas listed in the DLC. When the student has completed all studies designated in the DLC—except language studies that may be undertaken when starting field research—the Major Advisor should arrange for the DQE to be given. The DQE may be repeated once. If in the Major Advisor's and Director of Graduate Programs's judgment, the Student has not been able to pass the exam, after the second attempt, he or she will be withdrawn from the program. A Master's Degree in International Development will be conferred at this stage.

b) If the Committee chooses, the Student may submit 3 articles that have been published during the course of studies that relate directly to the DQE main subject areas listed in the DLC. The Director of Graduate Programs will approve or decline this option, depending on the quality and relevance of the material submitted. A statement will also be requested from the Major Advisor documenting specific reasons why the Student is capable of undertaking doctoral level research in the field of Specialization.

When the DQE is passed and all required courses are completed, the Student is advanced to Candidacy status. In some European degree programs this is known as Doctorandus status.

## **Dissertation Writing**

Dissertation research is conducted under the supervision of the Doctoral Committee. The Major Advisor should be available to be consulted and to render supervisory assistance frequently, especially during the initial research phase.

The search of relevant literature may demand that the student utilize research libraries, government archives, the internet, computer databases, and other appropriate information resources. Interviews, discussions, and correspondence with specialists on related topics should be planned both before and during this phase of research.

## **Oral Defense**

Once the final draft of the dissertation is approved by all Doctoral Committee members, an outside reader, and the Director of Graduate Programs, the Major Advisor arranges for an Oral Defense of the dissertation, which he or she will chair. Also participating will be the other committee members, a member of the Graduate Programs Committee, and additional Readers appointed by the University. Guidelines are available from the Director of Graduate Programs for making this a profitable experience of sharing knowledge gained with interested scholars.

While it is ideal for all participants to be present in the same room during the oral defense, it is not unusual for some to participate by phone.

The oral defense is a demonstration of the student's:

- command of the research data and its analysis in terms of appropriate theory, proving the validity of the hypothesis; and
- comprehension of and ability to explain with authority the original contribution of the dissertation within the context of the academic field.

All members of the student's committee must agree, with the concurrence of the Director of Graduate Programs, that the defense was passed. Approved dissertations shall then be signed by all Doctoral Committee members and other Readers, recommending the student for the degree.

A further revision of the dissertation may be required after the oral defense. Failure to successfully write and defend the dissertation will result in termination from the program.

## **Approved Dissertation**

The student must submit an electronic copy of the final approved dissertation and 2 physical copies of the signature sheet, both with original signatures from the Doctoral Committee and all other Readers. WCIU will order the two required bound copies, which WCIU will keep. The student will pay for these two copies as well as any that the student wishes to keep. Procedural instructions for this process may be obtained from the Program Office.

# **Student Handbook**

## **Academic Freedom**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the learning context.

Students should be free to take reasoned exceptions to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course or program in which they are enrolled. Students should exercise their freedom with responsibility.

## **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. Students are expected to do their own thinking when writing quizzes, tests, and term papers, 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.

## **Nondiscrimination**

Within the context of its commitment to the values of the world of NGOs engaged in international development, most of which are faith-based, WCIU does not discriminate on the basis of race, color, national or ethnic origin, gender, marital status, or physical disability. The University's expectation is that its faculty, staff, and students will not discriminate against one another.

## **Student Social Responsibilities**

As an educational institution, William Carey International University has enacted policies to protect student rights and well-being in compliance with state and federal regulations. In turn, the University expects that students enrolled at WCIU will comply with local, state, and federal laws governing dangerous and potentially hurtful behaviors and substances. In

line with the values and expectations characteristic of the faith-based NGOs that make up its constituency, the University expects that students will assume responsibility for establishing and maintaining the level of personal and social decorum needful for life in their community.

Going beyond the level of civil regulations, students are expected to abstain from use of narcotics, hallucinogens, and similar substances, not just for their own well-being, but also as a personal step toward construction of a positive and wholesome community.

### **Suspicion of Academic Dishonesty.**

If a mentor or grader suspects a student of academic dishonesty, they will first gently and discreetly confront the student and solicit a response.

In the case of inadvertent plagiarism, a faculty member (the mentor or grader) may, at his or her discretion, require that the student re-write the assignment and may choose, if appropriate, to assign a grade one letter grade lower than it would otherwise have received.

If the student admits to dishonesty, the faculty member will follow the guidelines for disciplinary measures below and inform the student of his or her right to appeal to the Director of Graduate Programs.

If the student denies dishonesty, but the faculty member continues to suspect it, he or she will refer the matter to the Director of Graduate Programs, who will make a determination. Any further appeals will be made to the Vice President for Academic Affairs. The determination of the Vice President will be final.

### **Disciplinary Measures for Academic Dishonesty**

A faculty member will assign a grade of NC to any individual assignment or test on which a student has been dishonest.

If the student continues to exhibit academic dishonesty, the student will be dropped from that course with a grade of NC, and at the discretion of the Director of Graduate Programs may be expelled from WCIU.

A student who knowingly assists another student in dishonest behavior is subject to the same disciplinary measures.

## **Student's Rights Policy**

### **Grievances**

Since disputes and misunderstandings do arise between even the most well-meaning persons, the intent of WCIU's grievance policy is that grievances be handled in such a way as to restore harmony and effectiveness in our common endeavors. This means that matters preferably are dealt with directly and immediately by the aggrieved parties themselves. If the parties are not able to come to mutual understanding and agreement on the matter in dispute, either or both of them may elect to follow the grievance process outlined below. In addition, some matters will be of sufficient gravity or have such significant implications for the general well-being of the community, that wider counsel should be sought.

The student grievance process involves three progressive levels. Should a student have a grievance against a faculty member, staff person, or fellow student, the student shall first discuss the matter with the person involved. If this does not resolve the conflict and the student wishes to pursue the grievance, the student may present the matter to the Director of Graduate Programs, who will make a determination. If the student is dissatisfied with the action taken by the Director of Graduate Programs, the grievance may be presented to the President. The decision of the President will be final.

### **Maintenance of Student Records**

WCIU maintains all records required by the California Educational Code in student files located at the Office of Admissions and Records for a minimum of five years. When student files are purged, WCIU retains student transcripts permanently.

### **Right to Inspect Records and Disclosure of Educational Records**

WCIU adheres to the requirements of Section 438 of the General Education Act. Students have the right to inspect their educational records. Further, students must give permission in writing before their records may be released to others, except for directory information and disclosure to WCIU faculty and staff with a legitimate educational interest.

WCIU designates the following as directory information: name, email address, date and place of birth, photographs, field of study, enrollment status (full-, part-time, undergraduate, graduate), degrees and awards received, dates of attendance.

Students have the right to refuse to let WCIU designate any or all of those types of information about the student designated as directory information, by notifying WCIU in writing.

Students have the right to challenge inaccurate or misleading material in their records and the opportunity for a hearing before a neutral committee. If this committee decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, the student has the right to have placed in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the committee's decision. If the University discloses the contested portion of the record, it must



also disclose the student's statement. If the University decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student in writing that the record has been amended.

### **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their records. "Student," in this document, is defined as one who has at one time been admitted to William Carey International University for a course or program of study.

These rights are:

The right to inspect and review the student's records within 45 days of the day William Carey International University receives a request for access. Students must submit to the Office of Admissions and Records written requests that identify the record(s) they wish to inspect. The Director of Admissions and Records will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Office of Admissions and Records, the student shall be advised of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate. Students may ask William Carey International University to amend a record that they believe is inaccurate. They should write to the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If William Carey International University decides not to amend the record as requested by the student, the student shall be notified of the decision and advised as to his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by William Carey International University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom William Carey International University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by William Carey International University to comply with the requirements of

FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202- 4605.

Students may release information in educational records by making the request in writing to the Director of Admissions and Records. Please designate the specific categories of information that may be released, the specific individuals to whom it may be released, and the end date for the agreement.

**WCIU reserves the right to refuse student inspection of the following records:**

The financial statement of the student’s parents.

Statements of recommendation for which the student has waived right of access, or which were placed on file before Jan. 1, 1975.

Records that are excluded from the FERPA definition of education records.

In addition, WCIU reserves the right to deny transcripts or copies of records not required to be made available by FERPA in the following situations:

The student has an unpaid financial obligation to WCIU.

There is an unresolved disciplinary action against the student.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-789 toll-free or by completing a complaint form, which can be obtained on the bureau’s internet web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

**Aylward Dormitory and Off-Campus Housing**

WCIU’s campus includes The Aylward House, a residential dormitory at which a student may obtain housing if they are visiting WCIU. WCIU also has a number of off-campus units, ranging from studio apartments to houses. To check on the availability and cost of housing, see [www.wciuproperties.com](http://www.wciuproperties.com). Housing in the surrounding area averages approximately \$1400 - \$1900 for a 1 bedroom and 2 bedroom respectively. As the MA and Ph.D. degree programs are largely non-residential, **WCIU has no responsibility to assist students in finding housing.**

**Student Services**

In addition to the Aylward Dormitory and Off-Campus Housing, WCIU maintains a gym with free-weights and several exercise machines in the Aylward Dorm. A fee to use the gym is included in Aylward’s activity fee for persons who live there. For a nominal fee, other persons associated with WCIU may use the gym.

In Upper Pierce Hall, WCIU has a cafeteria that serves three meals a day Monday-Friday, and Brunch and Dinner on Saturday and Sunday. The cafeteria is closed on Sundays during the summer months. Residents in Aylward Dorm are required to purchase a meal plan for the cafeteria. Items are also available a-la-carte.

**Statement Regarding WCIU's Financial Solvency**

WCIU has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition for bankruptcy in the last five years. WCIU has not had a petition in bankruptcy filed against it within the last five years that resulted in its reorganization under Chapter 11 of the United State Bankruptcy Code.