

William Carey

International University

Catalog

July 1, 2015 – July 1, 2016

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 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, 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. 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

WCIU prepares men and women to discover and address the roots of human problems in order to bring God's blessing to the peoples of the world. WCIU is a faith-based educational institution that focuses on the broad field of International Development as understood and practiced by transnational NGOs (Non-Governmental Organizations). WCIU offers two degrees in this field: an MA and a PhD in International Development.

Institutional Purpose

WCIU fulfills its purpose as an academic institution by offering field-based mentored educational programs that assist NGO workers. This approach provides a relationally oriented learning experience for students who work toward a degree on a part-time basis while actively serving in their local community. WCIU's classes are online-based, so studies can be undertaken anywhere in the world.

The roots of human problems lie deep within socio-cultural, socio-economic, political- scientific, and technological 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.

WCIU's graduate programs are designed primarily for working adults already serving or preparing to serve with NGOs in integrated development efforts across cultures.

Philosophy and Objectives

Educational Philosophy

William Carey International University guides students to identify the roots of pervasive problems associated with the multifaceted nature of human need and to address such problems effectively from a biblical and Christ-centered perspective. Our graduate programs are designed to empower students—already leaders within their faith-based organizations—to follow in the legacy given to Abraham in Genesis 12:3: "all peoples on earth will be blessed through you."

Our focus on international development is based in the Hebrew concept of *shalom*—right relationship with God, with self, with others, and with God's creation. According to the biblical story, all of these relationships have been corrupted by malignant intentional evil.

Believers are responsible to demonstrate signs of the reign of Christ, helping people and societies turn Christward to better reflect God's character and will for humans and creation. Development is a dynamic process of change and growth. It is most effective when generated from within a socio-cultural system.

Development that aims at seeing societies transformed provides not only options and resources for physical and social betterment, but also hope and biblical answers for spiritual questions and needs. Only through such development practices can lasting change be achieved.

WCIU's Educational Programs are *Integrated*

Consonant with this understanding of international development, integration is a core value in WCIU's educational philosophy, reflecting a commitment to reflective and critical thinking aimed at connecting faith and learning with the real world of international development. WCIU's educational programs intentionally encourage integration of:

- 1) Biblical, cultural, and historical insights into understanding the purposes of God in this world
- 2) academic learning within one's spiritual life and in the lives of those in their ministry in order to see Jesus transform lives and societies
- 3) various academic disciplines, which too often have been isolated from each other in their contribution to international development.

WCIU's Educational Programs are *Mentored*

We create collaborative opportunities for students with experienced scholar-practitioners, with core faculty, and with other students. This provides a relationally oriented learning experience for students in which they can share application of academic learning to life, ministry, and spiritual growth.

WCIU's Educational Programs are *Flexible*

A field-based approach allows students to work toward a degree on a part-time basis while maintaining active participation in their area of cross-cultural ministry. We make learning as convenient, applicable, and enjoyable as possible by considering students' work and ministry circumstances, interests, learning styles, and study conditions. We deliver course content in a variety of ways, depending on contexts. These include online conversations and face-to-face discussions, with the goal of discovering and addressing the root of human problems around the world.

WCIU's Educational Programs Aspire to be *Orality Friendly*

Approximately seventy percent of the world's population is either non-literate or semi-literate. We aspire to prepare our students to teach to the learning style and needs of this "oral majority." The WCIU curriculum provides oral tools and adapted learning activities that acknowledge the unique ways that oral learners process information.

Constituency

William Carey International University normally accepts applicants and appoints faculty and administrators from a community of international faith-based NGOs (non-governmental organizations) and voluntary associations. WCIU seeks to improve the understanding and practice of these NGOs and their workers through research, analysis, and evaluation toward cross-cultural engagement. This engagement takes place 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.

Institutional Perspective

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.

WCIU is traditional in maintaining approved entrance requirements, in meeting standards of academic rigor 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 curricula for WCIU's graduate programs are mentored and field-based. The courses are offered and administered online. The graduate programs integrate the contributions of many disciplines to provide a foundational historical perspective on international development.

The University utilizes 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.

Educational Objectives

WCIU graduates are scholar-activists who identify and address the roots of human problems, thereby bringing the blessing of the God of Abraham to the peoples of the world.

WCIU's holistic approach to international development requires that students be able to:

1. Apply insights from the integration of biblical, cultural, and historical research to identify the roots of pervasive problems associated with the multifaceted nature of human need.
 2. Integrate biblical, cultural, and historical insights in order to explain to others the purposes of God within their own lives and in the lives of those in their ministry setting.
 3. Propose ways in which they can work with others through appropriate structures to help a particular society fight against specific evils and better reflect God's will for humans and creation.
 4. Reason analytically when assessing theories and proposing solutions.
 5. Organize their own learning and thinking and communicate the results of their research in effective ways to a variety of audiences, including other scholars as well as oral learners.
-

University Community

Biblical Foundations Statement

WCIU is affiliated with faith-based non-governmental organizations (NGOs) whose vision is to see Jesus transform lives and societies. We work in the tradition of the biblical covenant with Abraham to “be a blessing to all the peoples of the earth.”

We adhere to the Lausanne Covenant <http://www.lausanne.org/content/covenant/lausanne-covenant> and agree with the WEA Statement of Faith: <http://www.worlddea.org/whoweare/statementoffaith>.

In addition we affirm:

- That God created everything and made humankind in his own image, Adam and Eve being the first historical parents.
- The existence of Satan, a personal adversary to God’s people and God’s purposes in the world, who was defeated by Jesus’ death and resurrection.

Our Heritage

William Carey International University is named after one of the most brilliant and enterprising Englishmen of the eighteenth and nineteenth centuries. Dedicating his entire adult life to the people of India, William Carey served that country as a missionary with unique distinction in an exceptionally broad context of community and national development. His achievements spanned the realms of scientific research, economic and ecological innovation, social reform, linguistic and literary works, and educational advancement. He established the first printing press, the first English newspaper, the first horticultural society, the first banking house, and the first school for girls in India. He was the first to translate portions of the Bible into forty different languages of the country, and he founded one of India’s oldest colleges.

WCIU was established in 1977 with the major goal of providing a holistic educational program for scholar-activists within their own local regions for the furtherance of international development, following the model of William Carey. The University admits qualified students who are committed to this goal, who are self-reliant, flexible, and willing to sacrifice in breaking new ground in international service appropriate to today’s complex world. Students and staff share common values of integrity, high academic standards, mutual cooperation in community life, and a commitment to serve others.

Our Values

The University seeks to maintain a campus environment that is conducive to a wholesome, simple lifestyle based on sound ethical values. (See Colossians 3:5-14). All persons at WCIU, or representing WCIU, are expected to act with consideration for others, maintaining a high standard of moral conduct and sensitivity in interpersonal relationships: compassion, kindness, humility, gentleness, patience, forgiveness, and love. Dishonest, immoral, abusive, and harmful practices (including ethnic/gender discrimination, harassment, and sexual relationships outside of marriage between one man and one woman) are to be avoided. All are expected to support our community

convictions by abstaining from the use of non-prescription narcotics and hallucinogenic drugs at all times, and from alcohol and tobacco while on campus and when participating in University activities.

In view of WCIU's purpose, values, and constituency, prospective students and staff are requested to indicate their willingness to represent such a constituency and to act in harmony with the University's goals.

Faculty and Student Body

WCIU faculty combine academic attainment with careers in International 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 facilitate Global Civilization courses through our online platform, Populi. Students meet on-line with faculty to discuss their studies on a regular basis. In addition, our MA program also includes the role of a Mentor-Coach, a personal mentor who 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, 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.

Major Advisors and PhD Committee Members must have held the PhD for at least three years, with active scholarly research within the last five years through such expressions as faculty appointment, peer-reviewed publications, grants, or other scholarly contribution appropriate to their students' area of specialization.

For MA Faculty, an earned terminal degree (normally from an accredited institution) related to the curriculum of the program is required. Faculty members who do not meet the degree requirement will be contracted only after the Graduate Programs Committee have assessed and determined that they have demonstrated competence equivalent to the required degree.

WCIU contracts with adjunct faculty members to serve in the roles of doctoral committee members and MA facilitators. Doctoral committee members must have a PhD in the discipline related to what their students intend to specialize within the broad field of international development. MA

facilitators and mentor-coaches must have at least an MA degree in a related field. Graders must either have a PhD or ABD in a relevant subject to what is covered by students' assignments.

Faculty whose degrees come from an institution outside of the US or Canada must have their degree evaluated by a NACES approved evaluator.

Office of the President

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

Core and Teaching Faculty

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

Kevin Book-Satterlee, MA in Ministry Leadership, George Fox University, 2010
Lecturer/Facilitator of Transformative Urban Leadership

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

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

Paul Johnson, MDiv, Trinity International University, 1994
Lecturer/Facilitator of Biblical and Theological Studies

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

Grace Ying May, ThD in Systematic Theology, Boston University School of Theology (2000)
Assistant Professor of Biblical Studies

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

Joe Rice, MA in Philosophy, University of Oxford, 2011
Lecturer/Facilitator of Islamic and Historical Studies

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

Steven Youngren, MA in International Development, William Carey International University, 2014
Lecturer/Facilitator of International Development

Emeritus

Herbert L. Brussow
Associate Professor Emeritus of Intercultural Communications

Institutional Recognition

William Carey International University was founded in 1977 and is a private institution, approved by the Bureau for Private Postsecondary Education to offer MA, and PhD 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. The Bureau's most recent inspection was January 4, 2013.

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 THE 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.

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 an online management system called Populi to host our classes. The web address is 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 give 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. Students 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 2015 and 2016:

January 1, 2015

New Year's Day

January 19, 2015	Martin Luther King, Jr. Day
February 16, 2015	Presidents Day
April 3, 2015	Good Friday
May 25, 2015	Memorial Day
July 4, 2015	Independence Day
September 7, 2015	Labor Day
November 26-27, 2015	Thanksgiving
December 24-25, 2015	Christmas
January 1, 2016	New Year's Day
January 18, 2016	Martin Luther King, Jr. Day
February 15, 2016	President's Day
March 25, 2016	Good Friday
May 30, 2016	Memorial Day
July 4, 2016	Independence Day
September 5, 2016	Labor Day
November 24-25, 2016	Thanksgiving
December 24-25, 2016	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

Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs in International Development. To continue to offer degree programs this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation as defined in regulations by 2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation it must:

- Stop all enrollment in its degree programs and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended

WCIU Student Profile

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.

Thus, those accepted into WCIU's MA will likely be:

- Referred by a group that seeks training for the student before sending him or her into cross-cultural service;
- Referred by 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;
- Recommended by 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
- Accepted with the applicant's expression of interest in working as a protégé or "student" of a particular recognized scholar.

Mentor-Coaches

WCIU offers field-based, mentored graduate studies for proven leaders working cross-culturally with NGOs. The Mentor-Coach is key to a relationally oriented learning experience for students, who work toward a degree on a part-time basis while maintaining active participation in their NGO.

The Mentor-Coach contributes on a part time basis and serves in a volunteer capacity.

We require students to locate a Mentor-Coach with advanced academic and ministry experience, who will serve both as a coach and an accountability partner. An online facilitator for each course will be responsible for grading students' responses to reflection questions and discussions. Therefore, a Mentor-Coach is not expected to do any grading for the student(s).

Description of Mentor-Coach Responsibilities:

- Meet regularly (in person, by Skype, phone, or email) with students to encourage, debrief, and coach in their academic work.
- Interact with the student's responses to the Reflection Questions and Bible Studies for each lesson to coach them in applying what is being learned to spiritual development and ministry.
- Feel free to participate in the online discussions of the current course your students are taking, as Mentor-coaches are given the role of Teaching Assistant in Populi.
- Help students select research topics that will benefit their ministry.
- Encourage students to meet the deadlines for posting responses to the Reflection Questions. Discuss practical steps they can take to manage their time in work, family, and study priorities.
- Periodically review how students are doing in progressing toward MA Program Outcomes and Course Outcomes, found in the syllabus.

Desired Experience and Skills:

- Graduate degree that is as high, or higher, than the degree the student is seeking in a field related to the cultural, biblical, and social aspects of international development (see Understanding the Concept of International Development)
- Experience in mentoring, facilitating, coaching, or counseling.

How to Apply: Please complete the Mentor-Coach Application.

Once complete, a member of the WCIU staff will contact the applicant regarding the remaining process of becoming a Mentor-Coach. Applicants must complete the entire approval process to become a Mentor-Coach for the program.

MA in International Development, with a specialization in Global Civilization

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 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.

Specialization Purpose

WCIU's specialization in Global Civilization 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.

MA 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. Use Biblical study methods and sound hermeneutical principles to understand and explain what the Bible says about God's purposes in history.
6. Compare and contrast societies, cultures and religions by engaging in cultural anthropological study, in order to diagnose and address the roots of human problems.
7. Describe how one's home culture influences his/her own spirituality and world view.

8. Integrate Biblical, Cultural-Anthropological and Historical perspectives for the purpose of solving human problems.
9. Communicate clearly in culturally appropriate ways the results of their research and study.
10. Demonstrate proficiency with oral strategies of teaching and learning,
11. Demonstrate knowledge of the disciplines involved in WCIU's understanding of international development.
12. Apply theories and methods in international development to concrete situations in their particular setting.
13. Prayerfully seek God's guidance when applying learnings to address the roots of human needs.

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.

Other Languages

On a limited basis, WCIU offers Global Civilization courses in Korean and Chinese. Students must have successfully completed a post-secondary degree in that language.

Attendance and Participation

Because our MA 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 and submit Research Papers and Capstone Projects to WCIU for grading.

Global Civilization Required Courses

The 32-units required for the Master of Arts in International Development with a specialization in Global Civilization 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>
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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
Phil/Relig	512 Development in Classical Near Eastern Philosophy, Religion, 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. Contrast the creationist and evolutionist views of human origins.
3. Integrate knowledge of ancient civilizations and religions with knowledge of the “Old Testament” Scriptures.
4. Defend a position about the activity and purposes of God in history.
5. Reflect critically on their own culture and worldview and the implications for understanding the roots of human problems.
6. Explain the story of Genesis, in its historical and theological contexts, including the purpose of God for all peoples.
7. Analyze evidence for the interpretation of history as a cosmic struggle.
8. Relate the concept of the threat to the fulfillment of God’s promises during the Patriarchal period to similar obstacles to God’s work in the contemporary world.
9. Demonstrate an appreciation for the cultural and religious diversity among human societies.
10. Identify a problem within a society and begin to examine the roots of that problem.

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. Describe the object and the nature of saving faith in the Old Testament.
2. Explain how the ethical formation of the Israelites relates to contemporary attempts to articulate biblical ethics.
3. Compare two or more cultures’ views of demonic spiritual activity and in turn compare those views with a biblical view of the spirit world.
4. Propose a correlation between a specific cultural perspective on the spirit world and that culture’s level of social development.
5. Explain the relationship between Wisdom Literature and the Promise Plan and between the Prophets and the Promise Plan.
6. Identify the genres of Wisdom Literature and Prophecy, describe their purposes, and explain their relationship to the overall Promise Plan of the Old Testament.
7. Evaluate the relationship between a culture’s commitment to the principles of the Word of God and its level of development.
8. Engage in inductive Bible study.
9. Propose the roots of a societal problem and possible solutions.

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. Formulate and defend a preliminary position statement about communicating the biblical message to those from Hindu and Buddhist traditions.
4. Articulate the key ideas in Jainist and Buddhist philosophies on the origin of the universe.
5. Discuss the primary characteristics of Tibetan and Theravada Buddhism from a missiological perspective.
6. Summarize the influence of Confucianism and Taoism on the development of early Chinese society.
7. Evaluate the usefulness of a knowledge of world religions for cross-cultural communication of the gospel and for international development.
8. Express an informed opinion about which elements of ancient civilizations were contrary to God’s purposes and which He might have wanted to redeem.
9. Discuss the implications for themselves personally of the concept that the “Messiah” is for all the peoples of the world.

10. Relate insights gained through biblical studies to events in societies around the world.

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. Identify phrases in the Old Testament prophets that found fulfillment in the life of Christ.
4. Give a rationale for the use of the Old Testament by believers in Jesus.
5. Speculate on the problems in cross-cultural communication that arise due to ignorance of local cultural practices and their deep-seated origins.
6. Explain how understanding the difference between “gospel” and “religion” might help a person working among a people of a different religion.
7. Identify key elements of ancient Greek civilization that were part of the cultural background of the residents in the land of Israel before and during the time of Christ.
8. Describe the political situation in the ancient Mediterranean world.
9. Explain the value of understanding the Mediterranean world for gaining insights into the biblical world and Scripture.
10. Apply appropriate hermeneutical methods and tools to the study of biblical texts and other sacred literature

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.
5. Identify the missional aspects of the Christian faith in Matthew and Luke’s account of Jesus’ birth.
6. Discuss the principles of the Kingdom expressed by Jesus in his prayer in Matthew 6:9-13.
7. Compare the teachings of other belief systems with those articulated in the Gospels.

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. Discover missiological emphases in each of the Synoptic Gospels.
2. Apply knowledge of the social background of the New Testament to an understanding of Jesus’ exorcisms and healings.
3. Summarize the teaching of John’s Gospel about the agent of evil in this world.
4. Justify a personal choice of how to best describe the doctrine of atonement based on your understanding of Scripture.
5. Theorize about the connection between the Resurrection and the commissions found in the Gospels.
6. Consider ways to personally be involved in fulfilling the Great Commission.
7. 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.
8. 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.
9. Apply appropriate hermeneutical methods and tools to the study of biblical texts. societies.

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. Explain the missionary significance of Pentecost.
2. Discuss the “two structures” found in the primitive church.
3. Explain the significance of the concept of “the excluded middle” for intercultural religious communication.
4. Identify principles of contextualization in the book of Acts and Paul’s epistles.
5. Notice in Scripture examples of the early church’s attempts at intercultural adaptations.
6. Articulate a personal stance on church organizational patterns, supported by evidence from Paul’s letters.
7. Correlate themes about the rulership of the “evil one” (known by a variety of titles) found in the last books of the New Testament.
8. Defend a personal position on the “end times” and articulate the importance of that position for missionary work.
9. Apply appropriate hermeneutical methods and tools to the study of biblical texts.

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 the heresies, opposition and persecution faced by early Christians.
2. Describe and evaluate key factors in the spread of Christianity in the first 400 years.
3. Evaluate the relationship between cultural achievements and race, ethnicity, linguistic group, and/or geographical location.
4. Relate the nature of “the consistent counterforce” confronting human development throughout history.
5. Explain the concept and value of sodality.
6. Compare the cultures of the first century Mediterranean world (the world of the Bible) with cultural practices in other parts of the world.
7. Describe the distinctives of the Persian Church and how it differed from Christianity in the west.
8. Apply appropriate hermeneutical methods and tools to the study of biblical texts.

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 how a person’s view of Islam might affect their understanding of Christian history.
4. Compare monastic structures with the organizational principles of contemporary parachurch organizations.
5. Discuss the significance of the “Carolingian Renaissance” in relation to world history and the progress of biblical faith.
6. Explain reasons for the progress of the Christian movement during the epoch from 800-1200 CE.
7. Defend a position on why the West was able to become the dominant force in the world.
8. Explain basic aspects of Muslim faith and practice, and how Christian witness and worship can be contextualized among Muslims.
9. Describe the lasting impact of the Crusades on both Muslims and Western Christendom.

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 changed 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. Identify factors that influenced either the spread or curtailment of Christianity in this time period.
2. Describe the role social tensions play in the development of a people’s religious self-identity.
3. Discover the influence of religious values on social and political structures.
4. Compare the effectiveness of methods used by several religions to seek the deeper spiritual life.
5. Describe similarities and differences in the early introduction of Islam and Christianity into West African societies.
6. Identify cultural and religious factors that have affected development or the lack of it on the African continent.
7. Compare the pattern of plague and religious change in the Americas with that in Europe.
8. Defend a position on the potential advantages and applications in viewing Christ as the fulfiller of culture.
9. Compare and contrast the progress of the gospel in European and non-European areas of the world during the time period 500–1200 CE.

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 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.
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.
6. Classify the various waves of reform, revolution, and reaction in 19th century Europe and the Americas.
7. Assess the social and cultural impact of missions in African societies during this period, and possible implications for today.
8. Describe the impact of the European invasion on other peoples.

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. Perceive the relationship of the spiritual awakenings to developments in the world of missions.
2. Recount the key events in the background, origin, and growth of the Student Volunteer Movement.
3. Describe the enormous Western “explosion” in the latter half of the 19th century.
4. Relate the idea of progress to social, political, economic, intellectual, moral, and religious movements prominent in Western society in this period.
5. Discuss the role of “the civilizing mission” as motivation for imperialism.
6. Describe the problems of missions and attempted solutions in the 19th and early 20th centuries.
7. Propose a list of benefits and problems of colonialism during this period.
8. Compare and contrast developments in the Christian movement in Africa and Asia during this period.
9. Explain the factors that had an impact on the mission churches around the world due to nationalistic movements and the two World Wars.
10. Select key factors that are important in developing a theology of God and evil.

Course 13: ANALYZING GLOBAL TRENDS

Course Description

This is the first 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. 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.

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

1. Discuss the role of education in political independence and in Kingdom mission.
2. Reflect critically on the changes taking place in global development as related to the growth of world Christianity.
3. Analyze the negative effects of globalization in terms of poverty and inequality.
4. Discuss differing approaches appropriate for voluntary organizations in working with the rural and urban poor.
5. Appreciate the role of women around the world as vital participants in sustainable development.
6. Suggest possible actions that can be taken in the quest for greater social and economic justice, including enhancing grassroots participation in development efforts.
7. Defend a position on the role of holistic mission in the global evangelical movement.
8. Describe the complexity in the focus on Unreached Peoples.

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. Define Kingdom Mission and its relationship to international development.
5. Analyze the relationship between culture, worldview and the spread of biblical faith.
6. Identify key development principles which can be put into practice within a specific society.
7. Describe the difference that has been made by biblical faith in societies.
8. Evaluate the usefulness of the concept of “shalom,” for a biblical understanding of international development.

Course 15: GLOBAL TRANSFORMATION

Course Description:

The purpose of Course 15 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, the student will write and submit the Capstone Project Proposal.

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. Describe a biblical foundation for good governance and national leadership.
5. Propose solutions to common problems faced in leadership and politics
6. Propose solutions to common problems faced in cultural transformation.
7. Analyze a segment of a specific society with a Discipleship Scale tool.

Course 16: CAPSTONE PROJECT

Course Description:

The capstone project is the final assignment of the WCF curriculum, which integrates relevant elements of the WCF curriculum (Biblical Studies, Theological Studies, Historical Studies, Cultural-Anthropological Studies and Comparative Religions) in order to state a human problem and propose a solution to that problem. The project clearly states the problem and analyzes it in an integrative fashion. It proposes a feasible, integrative solution in the context of a ministry/NGO setting.

All of WCF is intended to help the student learn how to recognize, diagnose and propose solutions to problems in International Development. The capstone project gives the student practice in doing just that. As such, the CP is the fulfillment of the learning outcome that the student can “integrate Biblical, cultural anthropological and historical perspectives for the purpose of solving human problems.” Also important for the CP is the ability to “articulate implications of the meta-narrative of God’s fight against evil . . .”

In the CP, the student is required to integrate multiple perspectives both in an analysis of the causes of a human problem and in a proposed solution to it. In the CP, the student applies

these perspectives in a manner informed by the meta-narrative that informs WCF, that God is in a battle against evil, and invites humans to join him in that battle. Thus the student demonstrates his facility in using the knowledge and skills gained in the study program.

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

1. Integrate biblical, cultural, anthropological and historical perspectives for the purpose of solving human problems.
2. Identify the roots of problems within a specific society that need to be addressed from a biblical perspective.
3. Articulate the implications of the meta-narrative of God's fight against evil in a focused, concrete way in a specific ministry and/or NGO context.

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 withdraws 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
	<u>\$6400 Total Tuition +\$800 curriculum fees</u>

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. _____ Less any scholarships and reductions
3. \$400 Subtotal (Line 1 – Line 2)
4. \$ 50 Curriculum Fee (Non-refundable)
5. \$0 STRF fee assessed*
6. \$450 TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE (Line 3 + Line 4)
7. \$250 TOTAL DUE UPON ENROLLMENT (Line 3* ½ + Line 4)

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, paid 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 Transformational Urban Leadership

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 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.

Specialization Purpose

The purpose of the specialization in Transformational Urban Leadership is to form a life-long contextual learner for cross-cultural urban contexts. The program's goal is to address spiritual needs in an urban, Hispanic context, and thus contribute to that context's development. The program is field-based with an integrative and facilitative format. The typical graduate will be a reflective practitioner constantly developing and forming a Christian worldview in context through action-reflection praxis, missiological reflection, and spiritual formation while immersed in a cross-cultural urban context. As a large component requires field-education, students gain specific ministerial skills related to a ministry of interest as well as "soft" cross-cultural skills. Typical assignments will include inductive, exegetical, and ethno-hermeneutical methodology for biblical study and contextualization, ministerial impact analysis, and a written capstone research project. The specialization requires coursework in Spanish conversation for immersive living and some assignments will require Spanish reading and writing appropriate to the level of the student.

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

MA Program, Transformational Urban Leadership Specialization, Learning Outcomes

As a result of their studies in the WCIU Transformational Urban Leadership 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. Use Biblical study methods and sound hermeneutical principles to understand and explain what the Bible says about God's purposes in history.
6. Describe how one's home culture influences his/her own spirituality and world view.
7. Communicate clearly in culturally appropriate ways the results of their research and study.
8. Prayerfully seek God's guidance when applying learnings to address the roots of human needs.
9. Communicate clearly and relate in culturally appropriate ways as a result of their cultural immersion, research, and study.
10. Demonstrate proficiency in the phases of action research in transformative development alongside or under local ministerial leadership.
11. Utilize the Spanish language to work alongside or under local ministry leaders.
12. 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.
13. Use Biblical study methods, sound hermeneutical principles, and contextualization methods to understand and explain what the Bible says about God's purposes in history.
14. 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.
15. Seek out and utilize local resources, including human resource networks, to diagnose and address local problems alongside or under local ministerial leadership.

16. Demonstrate cross-cultural leadership skills in ministry as well as by facilitating others in ministry.

17. 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.” This course will provide an introduction to the culture(s) of Mexico, and covers in cross-cultural communication, cross-cultural attachment, and skills of living with a Mexican family. All readings, lectures, and discussions recognize the immersive living and serving under local leadership components of the Avance program. The three-day orientation to “living and succeeding in Mexico City” initiates the course. The course 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.

Throughout the course and following the course students live with Mexican families in the Mexico City metropolitan area and participate in a local Mexican church and/or social ministry. Students also participate in various cultural excursions and talks given by both national and expatriate experts.

Intl Dev 533 Avance Field Internship Fall (2)

Course Description

Avance's Field Internship is the primary component to the entire Avance semester. 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 60 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 reflects on themes of mission in the Old Testament. The course provides tools for biblical study in two languages and provides tools for biblical reflection on transformational leadership in mission. The course provides an opportunity for a literature review including research comparative tools for discussing mission in the Old Testament. The student is strongly encouraged as part of the practicum to continue the Bible and Missions sections of the curriculum to lead an inductive Bible Study (not specifically tied to the Old Testament). A final project for this course is an exegetical study on an Old Testament passage regarding mission as highlighted by the Glasser or Wright texts.

January – May

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

Course Description

Contextualization is one of the most critical concepts in mission, be it church planting, evangelism, or community development (or all three holistically). Students already having lived and served within the context will buttress their lived/situated experience with a mapping of contextual models as well as learning theories of postmodern contextualization for mission. The overall purpose is not just to be effective, but that the student can serve as a reflective-practitioner in a variety of dynamic contexts and subcultures found in Mexico City and the globe.

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. 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.

Throughout the course and following the course students live with Mexican families in the Mexico City metropolitan area and participate in a local Mexican church and/or social ministry. Students also participate in various cultural excursions and talks given by both national and expatriate experts.

Intl Dev 534 Avance Field Internship Spring (3)

Course Description

Avance's Field Internship is the primary component to the entire Avance semester and requires the participant to participate in 90 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. 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 is an introduction to the Bible for mission with an emphasis on the New Testament. The student will gain a deeper understanding of the scripture both for personal spiritual growth and missiological competence. For ministerial practicality, this course also provides tools for inductive study methods of scripture to be applied for personal devotion as well as conducting a Bible study. Assignments will be completed in both English and Spanish with a focus on cross-cultural and contextual hermeneutic sensitivity, while maintaining an Evangelical centered worldview. As part of this course, the student will also engage a post-colonial hermeneutic critical for scriptural and cultural formation of Mexico. The overall course is to be able to deepen a mature Evangelical understanding of scripture and mission, understand the hermeneutical implications of culture, and have the skills for biblical study applicable for personal growth and missional engagement.

May – August

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

Course Description

This course is a culmination of learning from previous experiences and courses, especially Christian Mission I & II, learning how to lead others in cross-cultural mission. While much of practical aspects of leadership will be through lessons, its application will apply to the course: Summer Leadership Practicum. This course provides cross-cultural leadership theory as well as practical training on leading young adults in cross-cultural short-term mission with an emphasis for the long-term mission vision. This course will provide the student with tools for organizational planning, teamwork in ministry, cross-cultural communication with leaders, cross-cultural conflict management, and mentoring others in cross-cultural competency.

Intl Dev 544 Cross-Cultural Leadership Practicum (3)

Course Description

The Cross-Cultural Leadership Practicum allows for the previous two semester's internship and cultural immersion to provide an opportunity in leading others in missional engagement in a local, cross-cultural church context. Participants serve as facilitators for 8-week teams. This course include the preparation of setting up homestays, ministry placements, ministerial training, 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.

Throughout the course and following the course students live with Mexican families in the Mexico City metropolitan area and participate in a local Mexican church and/or social ministry. Students also participate in various cultural excursions and talks given by both national and expatriate experts.

Intl Dev 508C National Transformation (2)

Course Description

The purpose of Course 15 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, the student will write and submit the Capstone Project Proposal.

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 Transformational Urban Leadership

Application Fee

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

Note: A Reapplication Fee of \$50 will be assessed if a student withdraws 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. _____ Less any scholarships and reductions
3. \$0 STRF fee assessed*
4. \$400 TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE.
5. \$200 TOTAL DUE UPON ENROLLMENT (same as Line 4*½)

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, paid 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

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 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.

Specialization Purpose

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). A major tenet of this specialization is that development is fostered most effectively when a culture is engaged in its mother tongue. 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.

MA Program, Translation Studies Specialization, Learning Outcomes

As a result of their studies in the WCIU Translation Studies 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. Use Biblical study methods and sound hermeneutical principles to understand and explain what the Bible says about God's purposes in history.
6. Describe how one's home culture influences his/her own spirituality and world view.
7. Communicate clearly in culturally appropriate ways the results of their research and study.
8. Prayerfully seek God's guidance when applying learnings to address the roots of human needs.
9. Serve as competent consultants to translators of religious literature.
10. Articulate the key issues that affect the successful completion of multi-year translation projects.
11. Demonstrate an understanding of the ostensive inferential nature of human communication.
12. Evaluate translations of religious texts for accuracy and relevance.
13. Utilize Role and Reference Grammar to identify grammatical mismatch in translation and advise translators on potential translation shifts.
14. Train translators to accurately convey that cognitive text in a written translation.
15. Analyze presupposed religious and cultural assumptions that influence the understanding of a translated text.
16. Have developed coherent meta-narratives of sacred texts that inform their individualized style of consulting.
17. 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, the student will write a paper analyzing one of the five spheres in the society in which they work.

Ling 523 Meaning and Communication (3 units)

Course Description

This course examines recent approaches to the understanding of texts and speech, making use of cognitive, inferential and pragmatic approaches. Such a knowledge is essential for translators, who are expected to undertake translation with a meaning-based approach; it provides them with essential tools not only to assess the meaning which will be understood from a text by someone from a particular background and context, but also to understand the complementary processes of testing a translation.

Ling 522 Biblical Language Tutorial (3 units)

Course Description

The Biblical Languages Tutorial challenges students to develop practical competency in Hebrew. 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. Using the Project Management Body of Knowledge, fifth edition, the student will learn to visualize the different stages of a translation project (initiating, planning, executing, monitoring & controlling, and closing), and how to assess progress in each of these using the ten PMBOK knowledge areas (integration management, scope management, time management, cost management, quality management, human resource management, communication management, risk management, procurement management and stakeholder management). The course will expose students to tools to manage the time, cost, quality and scope of a translation project so that they will have improved project management skills, and be able to achieve deliverables that are consistent with stakeholder expectations. This knowledge and skill will be directly applied to a mock translation project using templates that are customary for funding organizations.

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. _____ Less any scholarships and reductions
3. \$0 STRF fee assessed*
4. \$400 TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE.
5. \$200 TOTAL DUE UPON ENROLLMENT (same as Line 4*½)

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, paid 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 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.
- A recently-earned 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 globaleiv@wciu.edu for more information. WCIU will vouch for student status, with no associated charges.

Provisional Admission

Applicants who are unable to complete all of the components required for admission may, in some cases, be provisionally admitted to the MA 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 MA 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 MA 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 MA degree, transfer credit is normally not accepted for the MA 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 prospective student's prior learning should be sent to WCIU Global Civilization Office, 1539 E Howard Street, Pasadena, CA 91104.

Credit by Challenge

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, 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. WCIU does not have an articulation or transfer agreement with any other college or university.

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, that student 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

MA lesson assignments:

Faculty have discretion in the granting of extensions for lesson assignments for the MA courses. However, if the assignment is not turned in after 2 weeks (the due date of the next lesson assignment), the faculty is to enter a zero into the gradebook for the assignment grade. An exception may be made for the student if he or she submits documentation of an emergency situation that warrants granting a longer extension to the MA program administrator.

MA final course projects:

Students may receive a 2-week extension for the final project by emailing the MA program administrator, and documenting an emergency situation that prevents the student from finishing and submitting the project on time. Any extensions beyond 2 weeks require the student receiving an incomplete as a grade until the assignment is turned in. As with the 2 week extension, the granting of an incomplete requires documentation of an emergency situation that prevents the student from finishing the course on time.

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 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. WCIU's business days are Monday – Friday.

Good Standing

To remain in good standing and to graduate, students must maintain a minimum GPA of 3.0 for the MA 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, and then notify the Director of Graduate Programs by writing to the Global Civilization Program Office at 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

MA 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

MA 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 MA 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

Notice to Prospective Degree Program Students

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education with the scope of the accreditation covering at least one degree program

- Achieve accreditation candidacy or pre-accreditation as defined in regulations by 2017, and-full accreditation by July 1, 2020.

If this institution stops pursuing accreditation it must:

- Stop all enrollment in its degree programs and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended

Program Purpose

The PhD 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, 52 units of advanced course work beyond the MA level is required in a specialization within the field of international development. Students who do not have the MA 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 52 units required for the doctoral program.

The heart of the PhD 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.

PhD Program Outcomes

Doctoral graduates will demonstrate the capacity to:

1. Formulate viable research questions, manage information, design, conduct, and report original research, informed by insights from the integration of biblical, cultural-anthropological, historical research.
2. Explore key disciplinary and multi-disciplinary norms and perspectives relevant to the area of specialization in international development.
3. Show a profound respect for truth and intellectual integrity, and for the ethics of research and scholarship.
4. Apply research to refine the international development efforts of NGOs, to advance the understanding and practices of international development contextually and globally.
5. 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.
6. 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.
7. 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

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

* All those applying to the PhD in International Development 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 PhD 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, that student would need to begin IGC December 1.

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 for more information. WCIU will vouch for student status with no associated charges.

Transfer Credit

A maximum of 8 units may be considered for credit transfer from graduate research level degree programs such as a Th.M, and doctorate in a related field to the student's dissertation topic.

- a. Courses requested for credit transfer should be equivalent of the WCIU Standard Courses.
- b. Courses requested for credit transfer need to be in the same subject area as specified in the student's DLC. No more than 6 units can be applied to Individualized Courses

WCIU MA graduate can request credits transfer (up to 8 units) into the following standard courses:

- c. Foundations (2)
- d. Introduction to Mentoring (2)
- e. History and Trends (4)
- f. Cultural Anthropology (2)

Credit transfer is only considered for coursework completed within the past 8 years. A minimal grade of B- must be received in every course requested for credit transfer.

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 PhD 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 have an articulation or transfer agreement with any other college or university.

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, 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 for additional information.

Committee members must have held an earned PhD 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. _____ Less any scholarships and reductions
5. \$0 STRF fee assessed*
4. \$900 TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE (Line 1 – Line 2)
5. \$450 TOTAL DUE UPON ENROLLMENT (Line 4*½)

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, paid 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 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 PhD 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.

No Credit (NC): 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 Chairman of the Graduate Programs Committee.

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, PhD 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 and 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 PhD 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 PhD 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 PhD 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 PhD Program Office. The student must give explicit reasons why he or she feels that the grading was inappropriate.

The PhD 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 PhD 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 PhD 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 seek 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 PhD 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.

Other Languages

On a limited basis, WCIU offers PhD courses in Korean and French. Students must have successfully completed a post-secondary degree in the language of instruction.

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 PhD 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 PhD 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 PhD 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 PhD 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 PhD 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 must normally 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 MA degree (or equivalent)	Minimum of 30 units
Post MA (or equivalent) Doctoral level work	Minimum of 52 units
Combined total of MA or equivalent and Doctoral degree	Minimum of 82 units

Attendance

Because our PhD 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.

Required Courses

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

Antro 505, Cultural Anthropology	2 units
InterCultr 565, 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
InterCultr 580A, Introduction to Mentoring	2 units
InterCultr 580B, Mentoring Practicum	2 units

Required Course Descriptions

Antro 505--Cultural Anthropology

Course Description

As part of the mission of the William Carey International University (WCIU) to bring God’s blessings to all the peoples of the world, this course will enhance students’ appreciation of human culture. Learning to view the world through sociocultural lenses will aid in the process of discovering and addressing the roots of human problems. Students will gain a systematic understanding of key anthropological concepts, such as, culture, communication, social structure and kinship, worldview, religious beliefs and practices, and cultural change. By applying anthropological insights to cultural analysis, students will develop a sensitivity to their own cultures as well as others. Ultimately students will learn culturally appropriate ways to communicate principles of the Kingdom.

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

1. Describe the strengths and weaknesses of one's culture and worldview from a cultural anthropological framework with integrated biblical insights on the impact of one's culture personally and on the people within the student's culture.
2. Relate anthropological principles to a discrete problem in a cross-cultural setting.
3. Apply anthropological insights in effectively communicating the good news and practicing holistic principles of the Kingdom.

InterCultr 565--Foundations of the World Christian Movement

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.

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 cultures and worldviews and the implications for understanding the roots of human problems.
5. Analyze evidence for the interpretation of history as a cosmic struggle.

IntlDev 565--History and Trends in International Development

Course Description

As part of the mission of William Carey International University (WCIU) to address the roots of human problems in the world and bring shalom, this course is designed to provide an overview of the history and trends in international development. It provides a wide range of perspectives relevant and current in the field, surveys key theories and models, and prepares students to engage international development as an integrated academic field. The complexity and multi-faceted nature of human need requires cross-disciplinary research and analysis.

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

1. Reference key literature that approaches development from a variety of perspectives.
2. Explain key theories and models in international development.
3. Provide a biblical and Christ-centered perspective of the intentionality of evil as it relates to the problems in the world.
4. Evaluate the ability of a development NGO's chosen strategies to address the roots of human problems.
5. Assess the scope of poverty in the student's country of origin or residence in terms of population, living standards and implications for social inclusion.
6. Provide a wholistic approach toward development, including best practices that can transform a society physically, socially and spiritually.
7. Demonstrate the meaning of biblical *shalom* – right relationship with God, with self, with others, and with God's creation – in the context of one country.

IntlDev 531--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.

IntlDev 574--Research Design

Course Description:

As part of the rich mission of the William Carey International University (WCIU) to discover and address the roots of human problems in order to bring God's blessing to all the peoples of the world, this course, seeks to equip scholar-activists with the skills needed to make a contribution in their chosen study. Building on the various research methodologies in Introduction to Research Methods, this course will guide students through the development of the Doctoral Learning Contract and a first draft of the 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 should be able to:

1. Develop a research topic that will potentially contribute to the existing scholarship in international development.
2. Identify the research methodology or methodologies he/she will adopt for the dissertation research project.
3. Develop the *Doctoral Learning Contract* that includes tutorial outlines for the related library and field research.
4. Write a preliminary *Dissertation Research Proposal* that follows WCIU's Dissertation Proposal Guidelines.

InterCultr 580A--Introduction to Mentoring

Course Description:

In keeping with the mission of William Carey International University (WCIU) to equip scholar-activists, mentoring is an essential element of the core curriculum. Coaching, tutoring, imparting knowledge, increasing skills, and growth are part of a healthy mentoring relationship and integral to the work of development. WCIU is committed to maintaining a flexible and high level of interchange with the student mentors via telecommunication. The student mentor is encouraged to engage fellow students and the instructor through the Populi bulletin board, providing ample room for questions and comments. The free exchange of ideas is grounded in the assigned texts and the unique experiences and knowledge that each student mentor brings to the class. The regular and guided communication then prepares the student mentor to teach, a process closely supervised by the instructor. Expanding on this foundational course, Mentoring Practicum (IntrCultr 580B) will provide a semester-long experience of mentoring.

The goal of the course is to orient students to the World Christian Foundations (WCF) curriculum used in the MA Program and to introduce the student-mentor to the practicalities of mentoring for this program. The larger theoretical framework is discussed as it directly intersects with the practice of mentoring in the WCF program.

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

1. Engage reflectively with the ethos and content of WCF.
2. Evaluate ways in which an online mentor-facilitator can guide students to identify social and spiritual evils in their societies and propose how to attack the root causes of the problem.
3. Describe distinctives of Theological Education by Extension.

InterCultr 580B--Mentoring Practicum

Course Description:

In keeping with the rich tradition of William Carey International University's mission to equip scholar-activists, Mentoring Practicum seeks to build on the principals and practices established in Introduction to Mentoring. The intentionality, nurture and insightfulness of the mentoring relationship grows with experience and further coaching. Teaching a course on-line will give student mentors first-hand experience of participating in Theological Education by Extension, which was initiated by Ralph Winter, the founder of WCIU. The relationship with the instructor and other students is key to the progress and development of the student mentor.

Prerequisite: Introduction to Mentoring (InterCultr 580A).

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

1. Mentor another student at an academic level in an online environment
2. Value 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 22 units of courses leading up to, and including, the writing of the dissertation. Individualized courses can start the any quarter, once the Individualized Course Outlines and Doctoral Learning contract have been approved. The 22 units for the Individualized Courses should be broken down into 3 6-unit courses and 1 4-unit course.

Other Units

Units are also awarded for the following major projects:

Doctoral Qualifying Exam – 2 units
Research Proposal – 4 units
Dissertation – 6 units

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 PhD 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, and 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 Chairman of the Graduate Programs Committee. The determination of the Chairman 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.

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 <http://www.wciuproperties.com/>. Housing in the surrounding area averages approximately \$1500 - \$2500+/month for a 1 – 2 bedroom respectively. As the MA and PhD 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.

Ability-to-Benefit

WCIU does not offer undergraduate degrees and does not offer Ability-to-Benefit.

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.