

# WCIU Proctored Exam Policy

10.25.2019

Beginning with the 2019-20 academic year, WCIU has implemented the following proctored exam policy for the MA in International Development Program.

MA students will be required to successfully pass two proctored exams:

- Mid-Program Exam
- End of Program Exam

## Examination Schedule

Students will be required to take the proctored exams based on the chart below:

- Mid-Program Exam: after completion of the Core Courses (610,611, and 612) and 2-3 more courses and prior to completion of the Practicum (after completing 11 hours of course work (14 for students in the prior 32 credit program)).
- End of Program Exam: prior to completion of the Capstone Course (near or after completing 30 hours of course work)

	Credits Prior to 1st Exam	Mid Program Exam and Practicum	Electives	Credits Prior to 2nd Exam	End of Program Exam and Capstone	Total Credits
Current 36 credit program	11	6	13	30	6	36
Prior 32 credit program	14	N/A	16	30	2	32

## Examination Content

The exams are designed to assess student progress in achieving the eight program outcomes. The exam will require students to provide narrative answers. Students will be given two hours to complete the exam. Students will be permitted to use two (double-sided) pages of typed or handwritten notes to assist them with preparing their answers. The exam will be graded as Pass or Fail.

## Program Outcomes: MA in International Development

**1. Develop strategies for self-directed learning:** They will be able to initiate, manage, and modify their own learning goals and activities and to use that learning to help serve and benefit others.

**2. Model critical and discerning thinking:** They are scholars who question assumptions and weigh evidence related to theories, ideas, and practices. But they are informed

activists who use their knowledge and learning to discern the most appropriate ways to work within systems and with people to bring about transformational good.

**3. Conduct competent research and report and apply their findings:** As scholar-activists they choose appropriate research methods for the challenges at hand, conduct effective research into those challenges, and can report their findings in ways that are both academically and culturally appropriate. Ultimately, no research is of any use unless they can take their findings and apply them to real-world challenges and opportunities in viable, sustainable ways.

**4. Articulate the implications of the biblical meta-narrative for international development:** How does God call human beings to work with Him in restoring the whole creation, to “develop the nation/region/local area for good”? Students integrate this meta-narrative into their study of other fields and into their research and practice in their contexts.

**5. Employ sound Biblical study methods and hermeneutical principles to explain what the Bible says about God’s purposes in history:** They are able to study, understand, and apply Scripture as it relates to the challenges and opportunities they are facing.

**6. Describe, compare, and contrast societies, cultures, worldviews, and religious systems:** What are the implications of these comparisons for understanding and fostering international development? Students are competent at identifying how worldview influences the challenges they face and how a change of worldview might lead to transformational good within the families and societies they serve.

**7. Integrate theories, principles, and practices of international development to address concrete situations in the graduate’s particular context in sustainable ways:** They have mastered the concepts, principles, and practices of their field and are recognized as competent professionals within the agencies and organizations where they work.

**8. Demonstrate the skills and competencies needed to address the challenges and opportunities students face as they pursue international development goals in the context of their work:** Graduates model the interpersonal and intercultural skills required to work in challenging contexts in ways that foster “inside out” transformation rather than simply solving problems for people.

### Proctored Exam Grading Criteria

The following criteria will be used to grade the exam:

- Description of the specific ideas, models, or theories 20%

- Description of how these ideas relate to one or more of the outcomes (#4-8) 20%
- Discussion of examples of how these ideas relate to your work, ministry, or research interests 20%
- Evaluation or critique of these ideas 20%
- Evidence of self-directed learning, critical thinking and research reporting (naming the source) 20%

### **Examination Proctoring**

The exams will be proctored at a proctored exam test center or by a live online proctoring service. In order to use an online proctoring service, students will need the following:

- High-speed internet connection
- Webcam (internal or external)

At the scheduled exam time, the proctor will verify the student's identity using an official government issued photo ID. The proctor will monitor the exam for any suspicious activities or abnormalities.

### **Examination Preparation**

Faculty will provide students with a study guide and provide additional guidance to assist students in preparing for the exam.

### **Examination Retakes**

Students will be permitted to retake the exam one time. Students that fail the exam the second time will be put on probation.

### **Examination Debrief**

After administration and grading of the exams, the MA Committee will debrief regarding the exam and solicit feedback from students to improve the exam content, process, and experience.