

Catalog Addendum
William Carey International University
Addendum to the July 1, 2015 – July 1, 2016 Catalog, Added 11/17/15

Pages 12 and 13 - Added the following Teaching Faculty:

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

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

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

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

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

Page 18 - Updated Program Purpose and Specialization Purpose

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.

Page 32 - Updated Program Purpose and Specialization Purpose

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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."

Page 38 - Updated Program Purpose and Specialization Purpose

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.

Page 21 – 29 - Updated Global Civilization Course Descriptions and Learning Outcomes

Course 1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

Page 33 - 37 – Updated Course Descriptions and Learning Outcomes

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 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.

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 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.

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 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.

Page 40-43 – Updated Course Descriptions:

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.

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.

Page 73-76 – Updated Course Descriptions and Learning Outcomes

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.

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 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

Catalog Addendum
William Carey International University
Addendum to the July 1, 2015 – July 1, 2016 Catalog, Added 01/06/2016

Page 8 – Updated Mission and Purpose and Educational Philosophy

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.

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.

Page 11-12 – Updated University Community

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.

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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.