



WILLIAM CAREY

INTERNATIONAL UNIVERSITY

Be Changed. Bring Change.

CATALOG
2020–21 Academic Year

3.5.2021

September 1, 2020 – August 31, 2021

William Carey International University

Office of the Registrar

1605 E. Elizabeth Street

Pasadena, CA 91104

www.wciu.edu | 626-398-2222

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Student Responsibility

Every student is personally responsible for knowing and adhering to the policies in this catalog. The University retains the right to instate additional policies or to modify existing ones as needs may dictate. The most updated version can be found on the WCIU website at: www.wciu.edu. Students who have questions about the policies found in this catalog may contact registrar@wciu.edu.

Reservation of the Right to Modify

William Carey International University has attempted to provide information, which, at the time of preparation for publication, most accurately described policies, procedures, regulations and requirements of the university. However, this catalog does not establish a contractual relationship. The University reserves the right to alter or change any statement contained herein without prior notice. The catalog is updated throughout the year as needed. A new catalog is published for each academic year.

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. This catalog can be found on our website, www.wciu.edu.

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President's Welcome

Dear Student,

Welcome to William Carey International University! I speak for our faculty and staff in expressing to you how important each of our students are to our University community.

We feel honored by those who have chosen to study in one of our programs and are committed to their personal growth and development as professionals in development work.

The contents of this catalog are intended to inform you of course offerings and assist you in understanding how the university administers its programs. It informs you of services we provide to you, as well as policies and procedures that guide us all in maintaining an orderly and effective administration of the university. Following these guidelines is essential in making your experience with WCIU as satisfying and successful as possible. The catalog helps us all clarify the expectations and standards we have for life in our community.

We trust that as a part of our learning community, you will find that we are indeed committed to your success. Together we can address the significant challenges facing all of us committed to making a difference in the world.

Sincerely,



Dr. Kevin Higgins, President
William Carey International University

For a verdant and flourishing world, ripe with wholeness and peace for all peoples.

ABOUT WCIU

Mission

WCIU provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.

WCIU was founded in 1977 as a faith-based educational institution focusing on international development as understood and practiced by agencies, development organizations, and educational institutions around the world.

Core Commitments

1. WCIU's programs are *Faith-based but Non-sectarian*:

WCIU's underlying core value is a belief in the divine Creator of the cosmos who can be known through the physical universe and the sacred collection of writings commonly known as the Bible, portions or the whole of which are accepted as authoritative by Jews, Muslims and Christians alike, and widely respected by other religions. We are also followers of Jesus, whose teachings have been instrumental in inspiring and motivating social reformers, scientists, and development practitioners over the past 2,000 years. WCIU's reason for equipping students for development work is based on two biblical commandments: *'Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.'* The second most important commandment is this: *'Love your neighbor as you love yourself.'* (Jesus, the Bible, Mark 12:31-32). We welcome persons of every socio-religious background to engage with us in understanding this biblical perspective and to pursue the sacred ideal of biblical *shalom* — the mutual pursuit of right relationship with God, with self, and with others that leads to peace, health, and well-being for all.

2. WCIU's Educational Programs are *Holistic and Integral*:

WCIU's educational is committed to reflection and critical thinking that integrates personal faith-generated commitments with practical service. Core courses integrate an understanding of history and the social sciences with the biblical narrative and worldview. This approach aims at generating the holistic growth and personal development of our students as they work with others to address the social challenges of their field contexts, employing their professional services with the goal of social transformation.

3. WCIU's Educational Programs are *Mentored*:

Although WCIU offers field-based extension programs, we are committed to providing our students virtual contact with experienced scholar-practitioners who comprise our faculty. We also recognize the immense value to professional growth of peer mentoring and as often as possible, organize our students into cohort groups. This lessens the sense of isolation distance learning can produce and provides a stimulating learning experience in which students can share their insights related to their work, their community engagement, and their personal development with others involved in similar work around the world.

4. WCIU's Educational Programs are *Flexible*:

WCIU's programs are designed for working adults serving with organizations in a variety of global contexts or preparing to do so. Our part-time, field-based approach allows students to work toward a degree while actively serving with their organization almost anywhere in the world. We seek to encourage a healthy balance of the student's time commitment by encouraging synergistic integration of study and research with their work.

5. WCIU's Educational Programs are *Collaborative*:

WCIU recognizes the value of working with organizations, both educational and service oriented, who share the same fundamental values and perspective. We work at creating viable partnerships with these organizations in order to generate the best environment and context for learning to take place for students, employees and volunteers. We recognize that these relationships will not always be formal academic partnerships, but rather collaborative efforts aimed at strengthening the hand of those serving to address pervasive problems and challenges faced by the peoples of developing nations. This also means a commitment to providing courses and materials in various languages of instruction.

Institutional Objectives

WCIU strives to generate the following competencies in its students:

1. Apply insights gained from the understanding and integration of biblical, cultural, historical, and applied research in addressing the social challenges they face as part of an agency, organization, or institution working in a particular social context.
2. Generate collaborative grass-roots efforts in addressing pervasive problems facing societies in their specific field and context.
3. Apply research methods in the assessment of needs, and the formulation of programs that effectively address the needs and challenges of specific socio/cultural groups and contexts where they work.
4. Responsible for their own learning by organizing and administering self-generated research and learning programs using primary and secondary resources available to them in the context where they serve.
5. Communicate the results of their research and programs in effective ways to a variety of audiences, including other scholars, supporting constituencies, and the people they work with which may include non-literate populations.

Philosophy of International Development

International Development means anything that is done or could be done to further develop the nation/region/local area for good. Ralph D. Winter, WCIU Founder

WCIU holds the deep conviction that international development is a dynamic process of change and growth that is most effective when generated from within a socio-cultural system, and not by external forces. Thus, development that aims at seeing societies positively transformed must also aim at addressing moral, ethical, and religious dynamics which are often at the core of human suffering and need. Effective development must also capitalize on local initiative and resource development. Only through such development practices can lasting change be achieved and lives be transformed.

WCIU is named after William Carey, an enterprising 19th century Englishman who devoted nearly fifty years to the people of India with an exceptionally broad approach to 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 brought innovation to Indian society by establishing the first printing press, the first English language newspaper, the first horticultural society, the first banking house, and the first school for girls. He also helped found one of India's oldest and most prestigious colleges.

Carey recognized that the major challenges facing the Indian peoples of his day lay deep within the historical, socio-cultural matrix of the nation—its ideology, its politics, socio-economic systems and religious

worldviews. His examples and writings led the way for hundreds of faith-based agencies to be formed and tens of thousands of faith-based workers to be sent over the subsequent two centuries, to the “uttermost parts” of the earth. Where these workers have gone, they have established schools to dispel ignorance, small businesses to address poverty, defended the rights of women and children, established clinics and hospitals, addressed innumerable social ills, and formed communities of faith and hope, often in the face of opposition by colonial powers and other controlling political interests.

In the spirit of William Carey’s legacy, WCIU seeks to equip students to understand the malignant systems that contribute to poverty, disease, crime and injustice, and effectively address their causes. Only through sound development practices can lasting change be achieved. WCIU embraces and proactively promotes the Biblical concept of *shalom*, signifying a state of right relationship with God, with self, with others, and with creation leading to common peace, health and prosperity.

Distance Education

WCIU programs are delivered through distance education. Rather than traditional face-to-face classroom interaction, students interact with instructors and classmates through the Populi Online Classroom Management system. Students must have access to a computer and the web in order to take courses from WCIU. Students who demonstrate initiative in communicating with fellow students, faculty and staff gain the most from distance education course delivery.

Student Body

WCIU was founded to provide a means for those serving on the frontlines of development to continue their education and professional development while maintaining their commitments and influence in their context of practice. We welcome as well, those who would like to broaden their perspective on development, particularly from a cultural, historical, and biblical viewpoint.

WCIU's student body works or is preparing to work primarily in what are commonly referred to as developing countries, in the fields of education, micro enterprise, and community development. Many WCIU students have an undergraduate background in intercultural studies, education, or business, but the university considers a wide range of bachelor degrees in evaluating students who apply to its programs.

As an online university, students can work remotely. To that end, WCIU does not offer student visas and cannot vouch for foreign students studying in the United States.

Students who thrive in WCIU’s programs:

- are aligned with WCIU’s missions and values;
- can effectively balance time between studies, work, and personal responsibilities;
- are able to develop cross-cultural skills;
- are hard-working and diligent in academics;
- are self-directed learners and can maintain communication with people remotely;
- desire to break new ground in the field of development.

INSTITUTIONAL RECOGNITION

Approved To Operate

ACCREDITATION

William Carey International University is accredited by The Distance Education Accrediting Commission (DEAC).

Distance Education Accrediting Commission

1101 17th Street NW, Suite 808

Washington, D.C. 20036

www.deac.org

Tel: 202.234.5100

Email: info@deac.org

The Distance Education Accrediting Commission is listed by the United States Department of Education as a recognized institutional accrediting agency for distance education. The DEAC is also recognized by the Council for Higher Education Accreditation (CHEA). The U.S. Department of Education and CHEA recognition is for postsecondary educational institutions only.

CALIFORNIA BPPE APPROVAL TO OPERATE

William Carey International University was founded in 1977 and is a private not for profit institution, approved to operate by the California State Bureau for Private Postsecondary Education to offer an MA degree in International Development and a PhD degree in International Development. The PhD program is being taught-out. WCIU operates in compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009. Approved to operate means that an institution has received authorization to offer to the public and to provide postsecondary educational programs and that the institution meets the minimum operating standards; this approval does not imply an endorsement or recommendation by the Bureau. The Bureau's most recent inspection was performed October 18, 2018.

Any questions a student may have regarding the WCIU catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at Bureau for Private Postsecondary Education P.O. Box 980818 West Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, or Phone: (916) 431-6959 and Main Fax: (916) 263-1897.

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) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

Financial Solvency

WCIU is financially solvent. It 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.

Legal Identity

William Carey International University is incorporated in the state of California and is approved to operate and grant degrees by the State Bureau for Private Postsecondary Education. Approved to operate means that an institution has received authorization to offer to the public and to provide postsecondary educational programs and that the institution meets the minimum operating standards; this approval does not imply an endorsement or recommendation by the Bureau.

Affiliations

- Accord Network
- Micah Network

GENERAL INFORMATION

Hours of Operation

WCIU Faculty are available to their students through virtual conferences, on a case-by-case basis. Please contact individual faculty members for appointments through their email address located in the Populi directory. WCIU administrative staff are generally available Monday through Friday 9:00 a.m. to 5:00 p.m. (Pacific Standard Time) and make it a goal to respond to most emails and phone calls within two business days. The WCIU Administrative Offices are closed for the following holidays:

Holidays

2020-2021 Academic Year

November 26 & 27, 2020 – Thanksgiving Holiday

December 24 & 25, 2020 – Christmas Holiday

January 1, 2021 – New Year's Day

January 18, 2021 – Martin Luther King Jr. Day

February 15, 2021 – President's Day

April 2, 2021 – Good Friday

May 31, 2021 – Memorial Day

July 4, 2021 – Independence Day

September 6, 2021 – Labor Day

2020-21 Academic Calendar

September Term

Important Dates	September 8 through December 19 (15 weeks)
Course Registration Opens	July 1, 2020
Course Registration Closes	August 31, 2020
Coursework Begins	September 8, 2020
Last Day to Drop Courses	September 14, 2020
Last Day to Withdraw from Courses	October 24, 2020
Thanksgiving Holiday	November 23 through 28, 2020
Coursework Ends	December 19, 2020
Grades Due	December 28, 2020

January Term

Important Dates	January 4 through April 17 (15 weeks)
Course Registration Opens	November 1, 2020
Course Registration Closes	December 28, 2020
Coursework Begins	January 4, 2021
Last Day to Drop Courses	January 11, 2021
Last Day to Withdraw from Courses	February 20, 2021
Easter Holiday	March 29 through April 3, 2021
Coursework Ends	April 17, 2021
Grades Due	April 24, 2021

April Term

Important Dates	April 26 through August 7 (14 weeks)
Course Registration Opens	February 1, 2021
Course Registration Closes	April 19, 2021
Coursework Begins	April 26, 2021
Last Day to Drop Courses	May 3, 2020
Last Day to Withdraw from Courses	June 12, 2021
Coursework Ends	July 31, 2021
Grades Due	August 7, 2021

Contact Information

WCIU Office: (626) 398-2222

Admissions – admissions@wciu.edu

Admissions serves students and faculty with activities related to the application process.

Office of the Registrar - registrar@wciu.edu

The Office of the Registrar serves both students and faculty with activities related to the application process, transcript requests, student records, financial aid, course registration and billing.

Academic Affairs - academicaffairs@wciu.edu

Academic Affairs primarily serves faculty, but also serves and supports students with various administrative matters including graduation, proctored exams, etc.

Student Services - studentservices@wciu.edu

Student Services primarily serves students, but also serves faculty with activities related to Populi, course evaluations, library support, website updates and routine student communication.

President's Office

The President's Office serves students, faculty and our larger constituency with activities related to accreditation, strategic development, assessment, and routine reporting/communication.

Study Load

- WCIU's MA Programs are developed for study on a part-time or full-time basis. The University encourages students to pace themselves by enrolling in one or two 3-credit course each term so that they are able to continue their commitments to work, service, family, and community.
- For full-time status, the minimum study load at the Master's level is 16 semester credits per year. Concurrent enrollment at other institutions is included in assessing a student's academic study load.

Student Code of Conduct

WCIU students are expected to share faith-based values of integrity, respect, and a commitment to service. Additionally, WCIU students are expected to act with consideration for others, maintain a high standard of moral conduct and be sensitive in interpersonal relationships. Dishonest, immoral, abusive, and harmful practices including ethnic/gender discrimination, harassment, and sexual relationships outside of marriage are prohibited. All are also expected to support our community convictions by abstaining from the use of non-prescription narcotics and hallucinogenic drugs at all times, and the use of alcohol and tobacco while participating in University activities.

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.

Code of Ethics

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 moral responsibility.

Academic Integrity

Dishonesty in academic work includes plagiarism, unauthorized collaboration 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. Academic dishonesty is subject to strict disciplinary action, which may include loss of credit for the assignment or course, expulsion from the program of study, and/or expulsion from WCIU.

Students are expected to do their own thinking and academic work, drawing upon the ideas of others and then synthesizing them into the student's own words. Following are definitions of specific violations of WCIU's Code of Ethics.

Plagiarism. Plagiarism is the act of representing the work of others as one's own, such as copying the work of others without citing the source accurately and truthfully, on exams, papers, and other writings. Excessive copying from in lieu of original articulation of thoughts and concepts, even when the original source is acknowledged, is unacceptable and may necessitate rewriting of the paper.

Unauthorized Collaboration. Working with others without the specific permission of the instructor or unauthorized delegation of work to others (with or without pay), on assignments that will be submitted for a grade by the student. This rule applies to all research, writing or other academic assignments.

Fabrication of Data. Reporting false information in any academic paper or publication.

Unauthorized Use of Computer Data. The use of data that the student hasn't been given explicit permission to utilize, such as questionnaire data, charts, graphs or other forms of data reporting.

Excessive Revision by Someone Else. The employment of a person to revise and/or edit work that exceeds the function of "copy editing." Copy editing is the practice of having a skilled reader edit spelling, grammatical, formatting errors. This does not exclude the work of an expert "reader" who checks the work for integrity, validity, organization and other matters related to the content.

Adhering to Copyright Law. WCIU adheres to the copyright law of the United States. Acts of copyright infringement include, but are not limited to, misusing copyrighted material in one's coursework and misusing material for which an institution owns the copyright (web site materials, publications, etc.) WCIU adheres to the copyright law of the United States. Acts of copyright infringement include, but are not limited to, misusing copyrighted material in one's coursework and misusing material for which an institution owns the copyright (web site materials, publications, etc.)

The process of disciplinary action for violating WCIU's Code of Ethics is as follows:

First offense - The student's assignment will be returned for him/her to rewrite and the student will receive reduction of 1 letter-grade on the revised assignment. The course instructor will report this to the Student Services Department, and a note will be made on the student's record.

Second offense - The student will receive a zero on the assignment with no chance of resubmission. His/her instructor will report this to the Student Services Department, and a note will be made on the student's record.

Third offense - The student will receive an "F" for the course. His/her instructor will report this to the Student Services Department, and a note will be made on the student's record.

Fourth offense - The student will be reviewed by the MA Committee and may be asked to leave the program.

Nondiscrimination Policy

WCIU does not discriminate on the basis of race, color, national or ethnic origin, gender, marital status, or physical disability in accordance with Federal, State, and local laws. The University's expectation is that its faculty, staff, and students will not discriminate against one another.

Reasonable Accommodation for Disabilities

William Carey International University is committed to ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy.

The following is the WCIU Plan for Accommodating the Academic Needs of Students with Disabilities which describes the roles of individuals at William Carey International University in ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy.

The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively. These laws establish that students with disabilities may not, on the basis of their disabilities, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any WCIU program or activity. WCIU must make sure that its academic requirements do not discriminate or have the effect of discriminating against persons with disabilities. Academic requirements that are justifiably essential to a student's program of instruction are not considered discriminatory. Academic accommodations to which a student may be entitled include changes in the length of time allowed to complete degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses or examinations are conducted. WCIU's policies are presented in the catalog.

Procedures for Requesting Reasonable Accommodation

A student who wishes to request reasonable accommodation should submit the WCIU Reasonable Accommodation Request Form (available on the WCIU website) to WCIU Student Services at: 1605 E. Elizabeth Street, Pasadena, CA 91104 or send by email to studentservices@wciu.edu.

The request should include the following:

- The nature of the disability and need for accommodation.
- The specific accommodation being requested.
- Documentation regarding the disability.

The request will be forwarded to the Academic Leadership Team for review and resolution.

The Academic Leadership Team

The Academic Leadership Team (ALT) is responsible for reviewing the request for accommodation, reviewing the documentation concerning the student's disability, and assessing the disability's impact on the student's participation in academic activities. The ALT will consider accommodations in instruction and

testing that will be required for the student. In doing so, they will consult the student's instructor. They will ensure that the nature of the accommodations is consistent with WCIU policies. The ALT will make a decision regarding the student's request for accommodation and submit the decision to the Chief Academic Officer for approval. The ALT will provide the decision regarding the request for accommodation to the student and the student's instructor. When possible, this is done at the beginning of each term so that the accommodations can be implemented in a timely manner. The ALT will advise the President when they anticipate issues or problems in determining appropriate accommodations or difficulty coming to agreement with the instructor.

Faculty

Faculty should be mindful, in developing tests or other procedures for evaluating students' academic achievement, that both Federal regulations and institution policy require that methods should be provided for evaluating the achievement of students who have a disability that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represents the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure). [34 C.F.R. § 104.44 (c)]

If an instructor has concerns or questions about an accommodation that the ALT has determined to be appropriate for a particular student, the instructor should contact the ALT promptly. The ALT will attempt to resolve the issue informally. If, after adequately thorough and good faith discussion with the ALT, the instructor disagrees with the accommodation, the instructor should seek its review by contacting the President within five institution working days of being notified by the ALT. The President will review the matter and advise the ALT and instructor of their decision. The President's decision will be final. The instructor must provide the accommodation until it is either set aside or modified by the ALT or President.

The ALT's primary functions include:

- (a) advising WCIU about policies and procedures related to the provision of academic accommodations for students with disabilities,
- (b) recommending steps to be taken by WCIU related to the provision of accommodations for instructors with disabilities,
- (c) developing mechanisms for increasing the understanding of the faculty with respect to disabilities and their accommodation in an academic setting,
- (d) assisting in resolving any issues with faculty that might arise concerning particular accommodations in an academic setting.
- (e) ensuring that these policies are both educationally sound and responsive to the needs of students with disabilities.

In the rare instance when an instructor refuses to comply with the decision, the ALT is responsible for ensuring that the accommodation is provided in a timely manner and that appropriate administrative sanctions are pursued in accordance with established policy and procedures. WCIU's Faculty Code of Conduct, defines as unacceptable conduct "knowing violation of the institution policy, including the pertinent guidelines, applying to nondiscrimination against students on the basis of disability."

Filing a Complaint

In general, the complainant must be able to establish that he or she appropriately requested, in a timely manner, the desired accommodation. The institution has established a process for filing student complaints regarding disability accommodations. See the WCIU Complaint and Grievance Policy below for more information.

Key personnel for implementing the university's Policy for Accommodating the Academic Needs of Students with Disabilities:

The Academic Leadership Team can be reached at:

William Carey International University
1605 E. Elizabeth Street
Pasadena, CA 91104
626-398-2222
Email: studentservices@wciu.edu

The request will be forwarded to the Academic Leadership Team for review and resolution.

Intellectual Property Rights

Credit is always given to the originator of the intellectual property in question, no matter how it is used or who owns the rights. This includes work that is done by or in collaboration with or between students, faculty and/or others.

Written or other creative work by a student is their intellectual property and always should be credited to them when being quoted. If the work is to be published or commercialized in any way, the university and any other person involved (such as a faculty member who may feel they share the intellectual rights), need to clarify the matter with the Vice President for Academic Affairs. An agreement should be made that includes all parties who feel they have a vested interest in the product. Signed copies of the agreement need to be made and filed at the university. If any of the parties do not wish to sign the agreement, the proposed publication or commercialization of the product should be postponed until such agreement is reached.

Student Housing

WCIU is a distance only school. Its unique programs allow for students to remain in their context while completing their education, which removes the need to relocate. WCIU does not provide dormitory space for students and does not arrange for or assist students in finding housing. Students are responsible for locating and arranging their own housing. Housing prices near the campus range from \$900.00 to \$3,500.00 per month.

ADMISSIONS

For admissions-related questions, email admissions@wciu.edu.

WCIU will continue its commitments to all its students currently admitted and enrolled in its programs. However, it is currently only admitting NEW students into its core, MA in Development Studies degree program.

Admissions Calendar

WCIU receives student applications and processes them in as timely a manner as possible. Formal announcements regarding acceptance for admission into the University programs takes place throughout the year. The chart below lists the primary steps needed to complete the application process, including the key dates.

Important Admissions Dates

	Term 1	Term 2	Term 3
Application Deadline	Aug. 15, 2020	Dec. 15, 2020	Apr. 1, 2021

Admission Requirements

In order to apply to study at WCIU the following requirements must be met in full:

1. Fill out the MA in Development Studies online application.
2. Identify a professional reference on the application who will need to fill out an online reference form.
3. Have a bachelor's degree earned from an appropriately accredited institution as evidenced by submitting an official transcript.
4. Meet the appropriate English requirement:
Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:
 - a. Duolingo English Test score of at least 110
 - b. TOEFL score of at least 90 (for the internet-based test)
 - c. TOEFL score of at least 550 (for the paper-based test)
 - d. IELTS score of at least 6.5
 - e. A transcript indicating completion of at least 30 semester credit hours with an average grade of "B" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English.
5. Provide a certified copy of government-issued photo identification (upload to application).
6. Meet the Technology & Computer Requirements

Note: An interview may be required for admission.

Official transcripts should be mailed to the following address:

William Carey International University
Office of the Registrar
1605 E. Elizabeth Street
Pasadena CA, 91104
USA

WCIU will consider the following degrees as earned from an appropriately accredited institution:

- U.S. Department of Education (Office of Postsecondary Education) database of accredited postsecondary institutions and programs <https://ope.ed.gov/dapip/#/home>
- Council for Higher Education Accreditation (CHEA) database of institutions and programs accredited by recognized U.S. accrediting organizations <https://www.chea.org/search-institutions>
- World Higher Education Database <https://www.whed.net/home.php>
- Degrees earned from institutions that are approved by well recognized faith-based accreditors such as the International Council for Evangelical Theological Education (ICETE) and the Association for Christian Theological Education in Africa (ACTEA).

WCIU requests applicants to provide official transcripts in English, or with notarized translation. Students that are unable to provide official transcripts in English are required to go through transcripts evaluation by a member agency of National Association of Credential Evaluation Services (NACES). The University reserves the right to determine the acceptability and relevance of degrees and credits earned at other institutions.

Once all the application materials have been submitted, WCIU will review the application, request any additional information, and schedule any needed interviews. A determination will be made about accepting the applicant into the program. The applicant will then be notified whether their application has been accepted or denied.

If the application is accepted, the applicant may then pursue final acceptance and enrollment which requires the applicant to complete, sign, and submit the required acceptance forms which includes the School Performance Fact Sheet and Enrollment Agreement. Once the signed acceptance forms are reviewed and approved, the applicant will be officially admitted as a student will receive access to enroll in courses in Populi. The signed Enrollment Agreement will be posted in Populi within 10 days of acceptance.

If the application is denied, the applicant will be told why. They have the right to appeal the denial by providing additional evidence of meeting the requirements.

State Authorization

Please see the link below for the list of states where WCIU is currently authorized to accept and serve students. <https://www.wciu.edu/state-authorization>

Non-Degree Student Policy

The WCIU Non-Degree Student Policy applies to the following:

- Students who wish to take a limited number of courses at WCIU without applying for admission as a degree-seeking student. This includes students who desire to explore whether WCIU programs are right for them.
- Students who are currently attending another university and wish to take a limited number of classes at WCIU for academic or personal development purposes.

Non-Degree Student Admissions Requirements and Process:

- To be a non-degree student at WCIU the following requirements must be met:
 - Complete the Non-Degree Student online application.
 - Sign the Non-Degree Student enrollment agreement.
 - Have a bachelor's degree earned from an appropriately accredited institution as evidenced by submitting a transcript (unofficial copy is acceptable).
 - Provide a copy of a government-issued photo identification.
 - Meet the WCIU English requirements:

Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

 - Duolingo English Test score of at least 110
 - TOEFL score of at least 90 (for the internet-based test)
 - TOEFL score of at least 550 (for the paper-based test)
 - IELTS score of at least 6.5
 - A transcript indicating completion of at least 30 semester credit hours with an average grade of "B" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English.
 - Note: An interview may be required for admission.
- Upon approval, a Non-Degree Student may enroll in courses in accordance with the WCIU academic calendar. WCIU standard policies and procedures regarding tuition, refunds, and withdrawals apply to Non-Degree Students.
- A student permitted to enroll as a Non-Degree Student at WCIU is not considered to be enrolled in a degree program and is limited to a maximum of 9 total credit hours in this status.
- If a Non-Degree Student intends to change to Full Admission Student Status, he/she must follow the standard application procedures and submit the required full admission application package. If a student is admitted to an MA program appropriate credits earned as a non-degree student will apply to the program.

General English Requirements

Please see the English Requirements explained above under Admissions Requirements. Students enrolled in English language programs may take courses in a language other than English with the approval and supervision of WCIU faculty. All such courses must be taught by an academically qualified instructor. If written work is submitted by the student in a foreign language, in compliance with such

courses, they must be graded by a qualified instructor who is fluent in the language and has been approved by the WCIU. Any grade assigned must be recorded with the four-point system used by WCIU. Generally, students and instructors must be a native speaker in the foreign language. Students must provide an official transcript demonstrating successful postsecondary study in the appropriate language. Instructors also must provide a transcript from a postsecondary institution where the instruction was in the language in which they must demonstrate proficiency. Students and instructors who did prior study in English must provide documentation of proficiency in the foreign language (such as test results from a standard language proficiency exam) or successfully passing a WCIU online oral interview and writing test.

WCIU does not always expect the student to generate major academic work in English, recognizing the that work may be of much greater value in their own language. At faculty discretion, work may be submitted in another language. In such cases, the work will be assessed and evaluated by a WCIU approved qualified faculty the is fluent in the language. Any grade assigned must be recorded with the four-point system used by WCIU. Courses for learning English (such as ESL courses) are not offered by WCIU.

Technology Requirements

The majority of WCIU coursework requires access to the internet for the use of the online library and Populi, our online course management system where students post assignments, interact in discussions, and correspond with faculty. Students register and pay for their courses online. Therefore, students must have regular access to a computer and reliable internet to achieve successful academic progress.

Computer Requirements

- Windows Vista/7/8/10 or comparable Macintosh/Linux operating system
- High speed Internet connection; cable, DSL, etc. (Dialup connections are not recommended.)
- Word Processor, MS Word recommended. (OpenOffice, a free equivalent to Microsoft Office, is available at www.openoffice.org).
- Internet Web Browser (Chrome or Firefox recommended)
- Personal E-mail Address (Gmail or other free account with web access)
- Adobe Acrobat Reader (free download, www.adobe.com)

Electronic Signature Policy

The use of electronic signatures is permitted for signing required forms and documents to adhere to WCIU terms and conditions. Electronic signature by the student is accepted by WCIU on all forms and documents. Students experiencing technological issues may manually sign required forms and documents, scan, and send them to the Office of the Registrar. Students will have access to the fully executed agreement in Populi within 10 days of acceptance by the Registrar's Office.

Transfer Credits

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at WCIU is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in Development Studies is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to 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 credits or degree will transfer.

Transfer credits are awarded by WCIU on a case by case basis following a formal review process. Transfer credits are only awarded if they were earned from institutions of higher learning accredited by a body recognized by the U.S. Department of Education or the Council of Higher Education Accreditation. Non-U.S. institutions must have an accepted foreign equivalent at an institution listed in the International Handbook of Universities. No more than 6 graduate semester units or the equivalent in other units awarded by another institution may be transferred for credit toward a MA degree. An official transcript evaluation will be performed to determine the number of transfer credits that will be granted for previous academic work. Transfer credits accepted from other institutions are assigned grade points according to WCIU's grading system. The University reserves the right to determine the acceptability and relevance of degrees and credits earned at other institutions. Note: WCIU does not award credit for experiential learning.

Students who wish to transfer credits:

- Must have earned a grade of B or higher for the course to be considered for credit transfer.
- Must have completed the course within the last ten years.
- Must have an official transcript from the transfer institution mailed directly to the WCIU Office.
- Must provide any additional information or materials required by the review committee, including the course syllabi or course descriptions in the catalog.
- Must email a completed Transfer Credit Request Form to WCIU at: studentservices@wciu.edu

Instructions for Requesting Transfer Credit:

- Review the WCIU Transfer Credit Policy above.
- Complete the Transfer Credit Request Form. The form can be obtained by contacting studentservices@wciu.edu or from the WCIU website.
- Submit the completed form to studentservices@wciu.edu
- Have an official transcript from the transfer institution mailed directly to WCIU Office at:
William Carey International University
Office of the Registrar
1605 E. Elizabeth Street
Pasadena, CA 91104 USA

Students are able to appeal transfer credit decisions by submitting a request for appeal to the Vice President for Academic Affairs. Requests for appeal may be mailed to the WCIU Office at the address above or sent by email to studentservices@wciu.edu. The Vice President for Academic Affairs will review the transfer credit request and issue a final decision.

Transfer Agreements

WCIU has not entered into an articulation or transfer agreement with any other college or university regarding acceptance of transfer credits.

Student Identification Verification

Students are required to provide a valid government issued photo identification during the admissions process. Students are also required to show a valid ID to their instructor twice each term via remote

conferencing. The instructor will take a screen shot of the student with their ID. In addition, students are required to upload a current photo to their Populi profile.

Student access to the college management system requires a secure login and passcode.

REGISTRAR

For registrar-related questions not answered in this catalog, please email: registrar@wciu.edu.

Registration for Courses

To register for MA courses students are required to submit an online Course Registration Request Form. Students are required to include their current address (i.e., their physical location for the term). Students receive notification when the registration period opens and receive reminders prior to the conclusion of the registration period.

Concurrent Enrollment

Within the transfer credit guidelines above, studies relevant to a student's program may be taken for credit through institutions recognized by WCIU upon the recommendation of the student's program advisor or field supervisor and approval by the program director. Such studies are considered concurrent enrollment if taken during a term when students are also registered for courses 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 Office of the Registrar upon completion of the work. See the Transfer Credit section of the catalog for information on receiving transfer credit.

Course Completion and Extensions

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Students are expected to comply with that schedule and complete all assignments by due dates. No credit will be given for an incomplete course, unless the student is granted an extension by the instructor, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses and can grant students an extension of up to 6 weeks beyond the course end date under mitigating circumstances. (Coursework extensions granted for more than one week after the end of the course requires documentation be recorded in Populi of the situation that prevents the student from finishing the course on time.) The student will be charged a \$50 extension fee. Students will receive an "Incomplete" as a course grade until the instructor submits their final grade. Failure to submit coursework by the extension deadline will translate automatically into a "0" on the student's un-submitted assignment.

Withdrawal Policies

Course Withdrawal

A course withdrawal may be effectuated by a student's written notice or by the student's conduct, including, but not necessarily limited to, the student's lack of attendance.

Procedure to Withdraw from Courses

Students who desire to withdraw from a course should submit a Course Withdrawal Request Form. Students have until the end of the 7th week to withdraw from (drop) a course.

Lack of Attendance

A student will be administratively withdrawn from a course if no assignments have been submitted and the student has not participated in any graded activities or communicated with the instructor for three consecutive weeks.

Course Withdrawal Effective Date

The effective date of the withdrawal will be the date the student submitted the course withdrawal request form. If a student is administratively withdrawn due to lack of attendance the effective date of the withdrawal will be the later of the last submitted assignment, graded activity, or communication from the student to the faculty. If no assignments have been submitted and the student has not participated in any graded activities or communicated with the instructor, the effective date will be the first day of the course. A student who withdraws from a course will receive a "W" and be eligible for a prorated refund (see Refund Policy).

Institutional Withdrawal

An institutional withdrawal may be effectuated by a student's written notice or by the student's conduct, including, but not necessarily limited to, the student's lack of attendance.

Procedure to Withdraw from WCIU

Students who desire to withdraw from WCIU should submit a WCIU Institutional Withdrawal Request Form to the Registrar's Office at: registrar@wciu.edu.

Lack of Attendance

If a student has not enrolled in any courses or participated in course activities for two consecutive terms, he/she may be deemed to have withdrawn from the university. Active participation in courses includes submission of assignments, posting to class forums, and participation in Zoom sessions. The institution will consider the student's program progress to date and their communication with the institution.

Institutional Withdrawal Effective Date

The effective date of the withdrawal will be the date the student submitted the institutional withdrawal request form. If a student is administratively withdrawn due to lack of attendance the effective date of the withdrawal will be the later of the last submitted assignment, graded activity, or communication from the student to the institution. If no assignments have been submitted and the student has not participated in any graded activities or communicated with institution for two consecutive terms, the effective date of the institutional withdrawal will be the first day of the second course. A student who withdraws from the institution will be eligible for a prorated refund (see Refund Policy).

Administrative Withdrawal (Non-Academic Dismissal Policy)

The University Registrar may initiate a withdrawal for violation of policy without students' request. The Registrar enters an administrative withdrawal, if students:

- Fails to return from a standard period of non-enrollment.
- Fails to maintain satisfactory academic progress.
- Fails to maintain passing grades.
- Fails to pay tuition and fees on time.
- Fails to comply with University academic policies.
- Fails to comply with the University's rules and regulations as published in the catalog.
- Engages in improper or unlawful conduct.

Any refund due to students or other agencies are calculated and refunded according to the Tuition Refund Policy.

Course Cancellation

Should WCIU cancel a course before the starting date, students will be given due notice by email and be entitled to a full refund of all fees and tuition paid.

Leave of Absence

A leave of absence may be granted for up to twelve months and may be renewed annually for a maximum total of four years. A student's absence due to an approved leave will not be included in the computation of their time toward degree. Students may request a leave of absence by emailing the WCIU Registrar at registrar@wciu.edu. The request will be submitted to the MA Program Committee for review. The Committee's decision will be communicated to the student by the Registrar.

When the student returns to the program a \$50 readmission fee will be charged. Students on an approved leave of absence may submit a petition for an earlier return if so desired.

Graduation Requirements

Note: all requirements must be completed for a degree to be conferred.

- Complete all required coursework for their degree with a cumulative GPA of 3.0 (B) or higher.
- Submit an "Intent to Graduate" application form at least two months prior to the end of the final term. Students may reference the Academic Calendar for exact dates. Failure to submit this form by the deadline may result in a delay in the student's official graduation date until the next processing cycle.
- Pay the \$50 Graduation Fee.
- Pay all fees and tuition and have a \$0.00 balance in Populi.

Diplomas

Once students are approved for graduation, they will be billed a \$50 graduation fee. Degrees are conferred and diplomas are printed at the end of each term for all students who have met the graduation requirements. Students will then be mailed a diploma and an official transcript.

Transcript Requests

Unofficial transcripts can be accessed by current and recent students by signing into one's Populi account, clicking on the "My Profile" tab, and then clicking on the "Student" tab. To request an official transcript, current and former students can fill out the WCIU Transcript Request Form found on the website and send the completed form to registrar@wciu.edu.

Please note that official transcript requests will not be approved if the student's account has an unpaid balance.

On the transcript request form, students may authorize a representative to pick up the transcript on their behalf by completing the release statement and identifying the representative. The representative will be required to show proof of identification prior to the release of the transcript at the time of pick up. Transcripts not picked up within two weeks of the transcript request will be mailed to the address listed on the transcript request form.

Transcript Fees

Note: Fees for transcripts by mail or expedited carrier are the same for official and unofficial transcripts.

- Standard Transcript Request (US/Canada): \$15 (mailed within 10 business days of date of payment).
- Expedited Transcript Request (US/Canada): \$35 (mailed within 3 business days of date of payment). An additional \$25 for postage will be charged if you request express mailing.
- Standard Transcript Request (International): \$25 (mailed within 10 business days of date of payment).
- Expedited Transcript Request (International): \$40 (mailed within 3 business days of date of payment). An additional \$35 for postage will be charge if you request priority mailing (6-10 business days). An additional \$65 for postage will be charged if you request express shipping (3-5 business days).

For further information contact registrar@wciu.edu.

Costs for additional services are not subject to refund after the five (5) calendar days.

Transcript Payments in Populi

Once the charges have been made to the student's account, students who have used the Populi system may pay the transcript charges through Populi. To do so, sign into the student account at www.wciu.populiweb.com, click on the "My Profile" tab, and then click on the "Financial" tab. Populi will show the outstanding balance on the right side of the screen, with two options: a button that can be clicked to immediately "Make a Payment," as well as a link stating "someone else paying?" That will direct students to a link that can be sent to another individual who will be paying the fee. The credit card used will be charged immediately if the "Make a Payment" option is selected.

Students who did not use the Populi online management system may pay by credit/debit card or check. Please make checks out to William Carey International University and mail to the following address:

William Carey International University
Financial Services Office
1605 E. Elizabeth Street
Pasadena, CA 91104 USA

To pay by credit or debit card: call WCIU's Financial Services Office at (626) 398-2429.

Student Privacy Policies FERPA

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 paper files are purged after five years, WCIU retains student transcripts permanently in digital form.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their records. "Student," 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 the Registrar written requests that identify the record(s) they wish to inspect. The Registrar 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 and 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 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. 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 emailing the request to the WCIU Registrar. 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

- the student has an unpaid financial obligation to WCIU.
- there is an unresolved disciplinary action against the student.

Note that federal law allows for several additional circumstances listed (see the full list below) under which PII (Personally identifiable information, which includes information that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information) may be disclosed to third parties without the student's prior written consent. In all other circumstances, the university must obtain prior written consent before disclosing non-directory information.

List of Disclosures Postsecondary Institutions May Make Without Consent

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

William Carey International University may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials, including teachers, within the university whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary

authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

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, to others, except for directory information and disclosure to WCIU faculty and staff with a legitimate educational interest.

At William Carey International University, directory information is designated to be the following:

- Student name
- Verification of enrollment status including full-time, part-time, graduate, undergraduate, and classification.
- Student major and minor fields of study, academic honors, and degrees.
- Dates of attendance.

The primary purpose of directory information in the higher education context is to provide enrollment information to employers or other interested parties. Students have the right to "opt out" of providing directory information. Requests to limit the release of directory information must be submitted by email to the Office of the Registrar at registrar@wciu.edu.

Before a student opts out of providing directory information (also known as requesting a "FERPA directory block"), it should be considered that this may make it impossible for employers or other interested parties to verify the student's dates of attendance at William Carey International University. Even if a student requests a FERPA directory block, lending agencies will still be able to confirm 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 also 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.

ACADEMIC AFFAIRS

For Academic Affairs related questions not answered in this catalog, please email registrar@wciu.edu.

Grading Policies and Procedures

The goal of WCIU faculty is to evaluate and respond to most submitted assignment within one week. For PhD research proposals the timeframe is generally two weeks for Doctoral Examining Committee feedback and two weeks for WCIU Graduate Programs Committee review. For dissertations the timeframe is generally four weeks for Doctoral Examining Committee feedback for the initial draft and two to three weeks for subsequent drafts. Graduate Programs Committee review and copy-editing of dissertations is generally one month.

Each course has a defined grade type (A-F scale, credit/no credit or pass/fail). Course grades are based on online discussion participation, quizzes, exams, papers and projects. Please refer to individual course syllabi for specific information regarding assignment grades. Course instructors are expected to post final course grades by the end date of the term, which is two weeks after coursework ends.

In all courses, except those designated as credit/no credit or pass/fail, scholarship is ranked as follows:

Grading Symbols

- **A+, A, A-** Exceptional
- **B+, B, B-** Superior
- **C** Average
- **D** Poor
- **F** Failure

Note: A course that is failed or deemed incomplete for any reason may be reattempted one time. If completed successfully, the student may continue their course of study. If not, the student may be withdrawn from the program at the discretion of the program committee.

I: Incomplete – An “I” is granted when students have completed most required coursework but are unable to complete the course **due to extenuating circumstances**. An “I” remains on the student’s record until the final grades are recorded in Populi. Failure to submit coursework by the extension deadline will translate automatically into a “0” on the student’s un-submitted assignment(s).

IP: In Progress – An “IP” appears as the course grade when a student is still enrolled in a term or has applied for and has been granted the extension. If the course is not completed by the stipulated date, the “IP” will translate automatically into a “0” on the student’s un-submitted assignment(s).

NC: No Credit – This mark was previously recorded by the institution when a student who had not applied for an extension did not complete a course, failing to submit assignments. It is no longer in use in this capacity. An “NC” on a transcript is assigned a value of 0.0 per credit hour when calculating GPA. Courses marked as NC are included in GPA calculations and in determining Academic Standing, Academic Probation, and Academic Disqualification. NC courses do not add credits or fulfill degree or program requirements.

RD: Report Delayed – An “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 credits and does not affect GPA. When it becomes available, the earned grade replaces RD.

W: Withdrawal – A “W” is assigned only for emergency withdrawal after the last day to drop courses, **for reasons beyond the control of the student**, such as serious illness or death in the family. A “W” will appear on the transcript and does not add earned credits and does not affect GPA.

Policy for Faculty Interactions with Students

All interactions with students should be done through the Populi LMS, including grading, feedback on assignments, emails, and so forth. This allows for the interaction to be recorded.

Faculty are expected to give meaningful feedback on assignments, within a week of the assignment being turned in. There is a comments box, along with a place to put a grade in the assignments section of Populi. Also, within Populi, faculty can give annotations and feedback in the assignments that students turn in. In order to facilitate this, all assignments should be turned in via the Populi LMS.

Academic Standing

Satisfactory Academic Progress Policy

WCIU requires students to maintain Satisfactory Academic Progress (SAP) throughout their program enrollment. Students must complete all coursework for their degree while maintaining a cumulative GPA of 3.0 (B) or higher. Academic standards of performance are established to ensure satisfactory progress towards a degree.

Quantitative Standards for Measuring Student Progress

The maximum time allowed for the completion of the MA Program for any students who start after the 2016-2017 school year is 6 years from the start date of the student’s first course.

Qualitative Standards for Measuring Student Progress

There is a large degree of qualitative evaluation throughout the curriculum. This includes research papers, lesson reflection questions, annotated bibliographies, and course discussions. These evaluations are designed to assess if the student is meeting the goals and developing the skills and attitudes that will lead to success.

These performance standards form a basis for the following academic classifications:

- Good Standing
- Academic Probation
- Academic Dismissal

Good Standing (Active)

A minimum cumulative grade point average of 3.0 (B) for graduates must be maintained to be in good standing.

Academic Probation

If a student’s GPA has fallen below the minimum requirement of 3.0 (B) cumulative GPA, he or she will be placed on academic probation. The following steps occur for a student on Academic Probation:

- The student will be notified by the registrar's office that they have been placed on academic probation.
- The student may enroll in three additional courses but must achieve a 3.0 (B) cumulative GPA by the end of the third course to continue in the program.

Academic Dismissal

- If the student on academic probation does not achieve a 3.0 (B) cumulative GPA after completing three courses after he or she has been placed on probation, they will be dismissed from the program unless their supervising faculty submits a petition on their behalf outlining remedial actions that the student agrees to undergo, in order to be readmitted. The petition should be made within six-months of a student's placement on academic probation and include a specific remedial course of action (such as taking an academic writing courses), or other courses of action (such as taking action to make adequate time for studies). The petition will be ruled on by the program committee and their decision communicated to the supervising faculty member who will then communicate the decision to the student. The student will be accountable to the supervising faculty in the completion of the remedial course of action.
- The student will be allowed to enroll in courses when to the satisfaction of the supervising faculty member, the needed competencies or conditions have been achieved and advises the program committee that the student is ready to be readmitted. The committee will then advise the registrar. All communications should be directed to studentservices@wciu.edu.
- Simultaneously, the student must submit the Application for Readmission form found on the website.
- Upon receiving the student's application for readmission and notification from the program committee, the Registrar will contact the student to inform him/her of readmittance.
- Decisions regarding student readmission may take 7-10 days and may not be appealed.

Calculating GPA (Grade Point Average)

For each credit in which the student is enrolled, point values are awarded as follows:

Grade	Point Value
A+, A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

To Determine Grade Point Average (GPA)

- Determine the grade points received for each course by multiplying the point value indicated above times the number of credits the course is worth.
- Add up the total number of grade points (GP) and the total number of credits (U). (Do not add credits for any course that received the grades of: I, W, or RD.)
- Divide the total number of grade points by the total number of credits. $GPA = GP/U$

Suspension and Probation for Misconduct

WCIU reserves the right to fail the student in a given course or ask a student to leave the program if they are found to be repeatedly dishonest in academic practice such as plagiarism (the use of uncited work as one's own work) and/or the fabrication of data to support arguments. If a student plagiarizes, Student Services will be notified, it will be noted on the student's record, and the student's grade will drop. Students who choose to plagiarize after being warned may be expelled or put on probation for the remainder of their studies at the sole discretion of the academic committee examining the case. Students on probation will automatically be expelled from the program if they are found guilty of the same or similar practices while on probation.

WCIU also reserves the right to put the student on probation or ask a student to leave the program if they demonstrate lack of adequate progress towards a degree, and other justifiable causes.

Academic Disqualification

Students who are put on probation and failed to meet expectations of remedial actions established with their supervising faculty member, will be dismissed from the program based on academic disqualification.

Grade Appeals

Any students who have questions or concerns about a grade they have received should first send an email directly to their supervising faculty. The faculty member will respond to the student to answer the question, copying communication to Student Services studentservices@wciu.edu. If the student does not feel the issue has been satisfactorily resolved, he/she may email the Student Services department within six weeks of the initial grade being given to file a request for review of the grade with the program committee, giving clear, detailed reasons of why he/she believes the grading was inappropriate. The program committee will notify the supervising faculty that an appeal has been made and request an explanation in writing of why the original grade was given and why a new grade is or is not being given. The program director will respond directly to the student with information regarding their ruling, in a timely and appropriate manner. The student's appeal, faculty response, and committee ruling will be filed in the student's file.

Proctored Exams

Beginning with the 2019-20 academic year, WCIU implemented a proctored exam policy for the MA in Development Studies 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 (DS 510, DS 515, and DS 520) and 2 elective courses (after 15 hours of course work).
- End of Program Exam: prior to completion of the Capstone Course (after completing 33 hours of course work).

	Credits Prior to 1st Exam	Applied Learning Course	Electives	Credits Prior to 2nd Exam	Capstone Course	Total Credits
Current 36 credit program	15	3	15	33	3	36
Prior 32 credit program	N/A	N/A		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 notes to assist them with preparing their answers. The exam will be graded as Pass or Fail.

Program Outcomes: MA in Development Studies

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 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 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 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 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.

FINANCIAL INFORMATION

Note: Fees are subject to change at the discretion of the University. These projected costs only include those charged by the WCIU for its services and does not include additional costs associated with the student's personal internet access, any travel occasioned by their studies or any other expense that may be incurred while in the pursuit of a degree from WCIU.

MA in Development Studies Tuition and Fees

Charges to M.A. students for WCIU courses are divided into the following categories:

1. **Tuition.** The tuition fee will be paid to WCIU when the student registers for a course. This is the charge for instruction or instructional services. The tuition cost for each course is \$450 per credit hour. Three-credit course therefore costs \$1,350 in tuition. Tuition will remain fixed for a given academic year but may change from one academic year to the next. Students are notified in advance if the tuition amount changes. Students who entered WCIU prior to September 2020 will continue to pay \$200 per credit.

Total tuition for MA students:

36 credits x \$450/credit= \$16,200

(Excludes cost of books and other materials and one-time application fee of \$50.)

A payment plan is available for students to pay in one-month increments. Please see "Financial Aid and Payment Plan" section of this catalog.

In an effort to recognize economic differences around the world in the ability to afford education, WCIU offers a tiered tuition discount (see table below). The tiers are based on the United Nations Human Development Scale which ranks each country's development on a scale of Very High, High, Medium and Low. The tuition discount is determined by where the student is living at the time of their application to attend WCIU. For more information please visit the WCIU website at www.wciu.edu/tiered-tuition/#country-index-list

Tier	Human Development Scale	Tuition	Tuition Discount
1	Very High	\$ 450 per credit	\$00.00 per credit
2	High	\$ 360 per credit	\$90.00 per credit
3	Medium	\$ 270 per credit	\$180.00 per credit
4	Low	\$ 180 per credit	\$270.00 per credit

2. **Online Library Access Fee.** WCIU's online library, Latourette Library, allows students access to required reading and textbooks. The online library access fee for each term is \$50. The costs of access to the online library are subject to change at any time. Students are notified in advance if the fee changes.

Total online library access fees:

12 terms x \$50/per term = \$600

3. **Books.** Most of the M.A. program course readings are accessible electronically in course lessons or through our online library. 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. Students may contact reference@wciu.edu for further information regarding textbook costs.

Approximate total book cost for the entire program:

\$960 plus shipping

4. **Graduation Fee**

Students are required to pay a \$50 graduation fee. This fee covers the cost of issuing a diploma and an official transcript delivered to the student's address.

Example of Total Cost per Term (for one 3-credit course)

\$ 1,350 Tuition (\$450 per semester credit x 3 credits)

50 Online Library Access Fee (\$50 per term)

\$ 1,400 Total Cost Per Term (**TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE**)

Due by the start of the term (unless a payment plan is approved).

ESTIMATED TOTAL COST FOR THE MA IN DEVELOPMENT STUDIES PROGRAM

- Tuition: \$16,200 (\$450.00 per semester credit hour)
- Online Library Access Fee: \$600 (\$50 per term)
- Estimated Total Textbook Costs: \$960 (plus shipping costs)
- Graduation Fee: \$50 (diploma and official transcript)
- Optional Payment Plan Set-Up Fee (non-refundable) \$10 per term
- **Estimated Total Program Costs: \$17,810**

For Californian residents:

- Standard Program Costs: \$17,810
- Student Tuition Recovery Fund (non-refundable) \$0.50 per \$1000.00: \$9.00
- **Total Estimated Program Costs: \$17,819**

Unpaid Balances:

Students with an overdue unpaid balance are not able to register for additional courses. In addition, students with a balance due (except in the case of bankruptcy) may not receive an official transcript or diploma. Students with an unpaid balance are sent payment reminders and requests for payment. Students are not referred to a collection agency.

Student Tuition Recovery Fund Notice

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225, Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 574-8900. Fax: (916) 263-1897. www.BPPE.ca.gov

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student

eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.”

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

Student's Right to Cancel

Cancellation Policy: Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. A notice of cancellation shall be in writing. A withdrawal may be effectuated by the student’s written notice or by the student’s conduct, including, but not necessarily limited to, a student’s lack of attendance. Cancellation is effective on the date the University is notified by students of their intent to cancel. Students may contact the University Registrar by email at registrar@wciu.edu or by telephone at 626.398.2222.

Financial Aid

Federal and State Financial Aid

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

Scholarships

WCIU, at its own discretion, may award scholarships to qualified students. Prior to being considered for a scholarship a student must first be admitted to the MA Program. Non-degree students are not eligible for scholarships. Please contact info@wciu.edu for more information.

Discounts

WCIU, at its own discretion, may offer discounts to qualified students. Discounts offered by WCIU include:

- Global Tiered Tuition Discount: based on the U.N. Development Scale. (see “Tuition and Fees” above).
- Frontier Ventures Discount: 50% Tuition Discount for members of Frontier Ventures.
- WCIU Partnership Discount: 10% Tuition Discount for members of WCIU Partner Organizations.
- Foundations Course Tuition Discount: 50% Tuition Discount on the introductory course for alumni of the Perspectives on the World Christian Movement course, development workers and members of development agencies.

Please contact info@wciu.edu for more for more information. Refunds on discounted tuition will be made on the same basis as refunds on full tuition rates.

Loans

The University does not offer lending to students who wish to finance the cost of their education with loans. WCIU does offer a payment plan each term to students who wish to pay the school directly. WCIU's payment plan and practices adhere to the FTC’s Regulation Z (Truth in Lending”) requirements.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal financial aid funds.

WCIU operates in a financially responsible and ethical financial manner in the collection of fees and tuition. Any complaint about collection procedures and practices should be made to the Registrar who will respond within two business days.

Institutional (non-Title IV) Financial Assistance, Payment Programs

The university will accept payments from non-Title IV assistance programs, unless they condition the function and/or policies of the university in restricting or inhibiting the university in the pursuit of its mission or violate its core values. The university retains the rights to evaluate financial assistance programs on a case-by-case basis and determine whether or not they can or will attempt to meet their criteria.

Payment by Guarantor

Students may have their tuition and fees paid by another individual or organization (also known as a guarantor). A guarantor may request a student to sign a release of academic information if assisting in paying tuition and/ or fees.

Payment Plans

Students who are unable to pay their tuition and fees prior to the start of any term must submit a request for a payment plan. There is a \$10 Payment Plan for the initial set-up for this payment plan. This payment plan allows you to pay 3 installments in one month increments during each term. Please email registrar@wciu.edu to request a payment plan.

Maintaining Eligibility for Academic Scholarships

To maintain a contractual discount of tuition fees and/or scholarships, students must demonstrate reasonable academic performance and progress. Students who do not complete courses or lapse into inactive status will not continue to receive financial aid.

Refunds

Cancellation and Withdrawal Policy: Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. A notice of cancellation shall be in writing. A withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. Cancellation is effective on the date the University is notified by students of their intent to cancel. Students should contact the University Registrar by email at registrar@wciu.edu or by telephone at 626.398.2222.

WCIU will refund 100% of the amount paid for institutional charges, less the non-refundable application fee of \$50, if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Students who have completed 60 percent or less of the period of attendance shall receive a pro rata refund based on number of weeks attended prior to withdrawal.

WCIU Refund Table

Period of Attendance	Refund Percentage
Less than 1 Week	100%
More than 1 Week	95%
More than 2 Weeks	85%
More than 3 Weeks	80%
More than 4 Weeks	70%
More than 5 Weeks	65%
More than 6 Weeks	60%
More than 7 Weeks	50%
More than 8 Weeks	45%
More than 9 Weeks	0% (no refunds after completion of 60% of the course)

Standard term is 14 weeks.
Standard school week is Monday through Saturday.

Sample Refund Calculation: If a student who is taking one course contacts the University (in any manner) and requests to withdraw during the 5th week of the term, the student will receive a refund of \$980.00.

- Refund Percentage: 70%
- Tuition & Fees: \$1,400 (tuition of \$1,350 plus online library fee of \$50)
- Refund: \$1,400 x 70% = \$980.00

Refund Payments

WCIU processes all refund payments within 30 days following students' notice of cancellation or withdrawal. Any credit balance on the student's account after the student's completion of the program will be refunded within 45 days.

Note: *The prorated refund percentage is the same whether tuition has already been paid in full or the student has created a payment plan that has not yet been paid in full.*

STUDENT SERVICES

Student services information is available to students in the WCIU catalog and WCIU website (wciu.edu). For additional information students may call the WCIU Office at (626) 398-2222 or email the Student Services staff at studentservices@wciu.edu

Orientation

WCIU offers an orientation to MA students. Also, the “Foundations of Biblical Faith” course is designed to provide an orientation to program mechanics such as academic load, coursework, online library, and the Populi online learning system. It also provides a foundation to the worldview and philosophy of Development Studies held by WCIU.

Student Advisement

Student advisement information is available to students in the WCIU catalog and website (wciu.edu). For additional information students may call the WCIU Office at (626) 398-2222 or email the Student Services staff at studentservices@wciu.edu

Student Grievance Policy

WCIU Grievance Policy

William Carey International University (WCIU) acknowledges that students have the right to seek a remedy for a dispute or disagreement through a comprehensive complaint and grievance procedure.

A complaint is defined as dissatisfaction when a decision or action has been made inconsistently with university policies and procedures, or improper, unfair, arbitrary, or discriminatory treatment has occurred.

A grievance is defined as a complaint for which a mutual resolution has not been achieved through informal mediation at Levels I and II. A grievance must be accompanied by supporting evidence that the decision made at Level II was unjustly rendered.

WCIU reserves the right to amend use of the Complaint and Grievance Policy in any circumstance that is deemed necessary by the university. Additionally, should a complaint be against a faculty member or administrator, an opportunity will be provided for the faculty member or administrator to respond to the received complaint in attempt to aid in its resolution.

Complaint Procedure

Level I

Students may file a complaint by contacting the specific department or faculty member that the complaint is against or by submitting the Complaint Form within Populi. Submission of a complaint should take place within ten business days of the occurrence. The student will be notified that the complaint has been received within 48 hours. A decision will be communicated to the student within ten business days after receiving the complaint.

Level II

Students not satisfied with the decision rendered at Level I should contact the Student Services department within five business days of receiving the Level I decision and request that the decision be considered at a higher level. The student will be informed that the request has been received. The Student Services department will then take this Level II request to the Registrar who will provide a secondary review, consideration, and will communicate the decision to the student within ten business days following receipt.

Level III

Students not satisfied with the decision rendered at Level II may file a formal, written grievance. This grievance must be a letter that is sent to the University President at 1605 E. Elizabeth Street, Pasadena, CA 91104 USA within ten business days of the Level II notification date. The grievant must include the following criteria, as appropriate in the letter:

- The specific university policy or procedure that has been allegedly violated,
- Factual information and/or evidence supporting the grievant's views on the alleged violation, and
- A description of the outcome the grievant seeks.

The grievant will be notified that the grievance has been received and the University President will then give independent consideration, adjudication, and a written decision about the grievance within seven business days of the notification which includes information on how students can file complaints for states WCIU is approved to offer its program.

Filing Complaints with External Agencies

If a student has completed the university's process for filing a complaint and satisfactory resolution has not been achieved, the student may also file a complaint at the address below.

California Bureau for Private Postsecondary Education
1747 North Market, Suite 225
Sacramento, CA 95834
Phone: (916) 574-8900

Change of Contact Information

Students should keep their contact information (i.e., address, phone number, and email) current by logging into Populi and going to "my profile" and clicking the "info" tab.

Student ID Cards

Interested students may request an ID card by contacting studentservices@wciu.edu. The cost is \$30 plus shipping fees. Once students are invoiced for the fee, they may pay through Populi.

Library Services

Our extensive digital collections are a key asset to WCIU students around the globe. WCIU subscribes to several research databases that give students and faculty access to a wealth of articles and eBooks on a variety of subjects. WCIU's digital library is located at www.latourette.worldcat.org. Students receive a username and password when accepted to the University in order to access password protected materials. Instructions and tutorials that help students and faculty access the on-line catalog of Latourette Library are located on the Latourette Library homepage. They can be accessed at any time at

<https://www.wciu.edu/latourette-library-guide>. For more information on how to get the most out of Latourette Library resources, please visit <https://www.wciu.edu/latourette-library>. For additional information, please email librarian@wciu.edu.

Academic Counseling

The Student Services staff is available to provide students directly with academic counsel, or to connect them with faculty and staff who can provide assistance.

Alumni Services

WCIU alumni are a valued part of our community, and we strive to keep the alumni community informed on current WCIU activities through social media and our WCIU academic journal. Alumni are encouraged to submit articles for consideration to the WCIU International Development Journal, as well as proposing other means of communicating and interacting with our WCIU community.

Career Services

WCIU programs are 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 Development Studies. Therefore, WCIU does not habitually offer placement services. However, WCIU receives information from voluntary associations and training centers involved in development, and cooperation with these organizations may provide opportunities for career placement. WCIU students may be referred to training centers and educational institutions in other countries and to cross-cultural opportunities with NGOs around the world.

Honor Society

While WCIU places great value on academic performance, we feel that we best honor our students by supporting them in their endeavors to serve others. There is no standing academic honor society, but the university grants honorary degrees from time to time, for persons in development fields that have demonstrated outstanding achievement in their work.

Visiting Pasadena

Students who will be in the Pasadena area and are interested in visiting our academic offices are encouraged to contact our Student Services staff at studentservices@wciu.edu approximately one month in advance of the visit for information regarding housing, places to eat, and other logistics.

MA IN DEVELOPMENT STUDIES

(MA-DS)

The MA in Development Studies (MA-DS) degree provides students 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 challenges to human, social and national development, graduates will be prepared to conduct research and design programs to address current global challenges. Additionally, this degree provides students with a broad foundation in Development Studies with an interdisciplinary approach while focusing on their own specializations and contexts, conducting research and competency development that furthers their own work within the entity that employs them.

Program Purpose

The purpose of the MA degree in Development Studies is to meet the needs of WCIU's constituency of development organizations. 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 and prepare them to address the challenges they face in their work.

Students accepted into WCIU's MA will likely be:

- seeking preparatory training for development positions in the so called "developing" nations.
- working for an development agency and desires a flexible continuing education option.
- referred by organizations with which they work or plan to work.
- recommended by a qualified scholar/leader who sees leadership potential in the student and wishes to mentor him or her in the development of professional skills
- those who wish to study and be mentored professionally by a particular recognized scholar/leader.

Employment positions related to the field of development may include the following Bureau of Labor Statistic's Standard Occupational Classification categories:

- 21-1090 Miscellaneous Community and Social Service Specialists
- 21-2020 Directors, Religious Activities and Education
- 21-2090 Miscellaneous Religious Workers
- 11-9030 Education Administrators
- 11-9150 Social and Community Service Managers

This is not a comprehensive list and some positions may require additional education or experience.

Program Outcomes

Any discussion of program outcomes should begin with an understanding or definition of the field of study. Ralph Winter, the founder of WCIU, defined international development as, "anything that is done or could be done to further develop the nation/region/local area for good". The philosophy of international development in the catalog further observes: "That international development is a dynamic process of change and growth that is most effective when generated from within a socio-cultural system, and not by external forces" — an inside out approach to social change.

Graduates of WCIU's master's degree program are scholar activists who practice development through the lens of a holistic biblical faith that integrates insights from sociology, anthropology, and history with development principles and practices. They aim at worldview change that leads to transformation for good in families and societies.

With this purpose in mind, WCIU graduates are expected to attain the following learning outcomes.

Program Goal A. Students will model graduate level proficiency in scholarship (Scholarship Proficiency)

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.

Program Goal B. Students will integrate biblical perspectives into their principles and practices

4. *Articulate the implications of the biblical meta-narrative for 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.

Program Goal C. Students discern the cultural and worldview influences in the ID challenges they face

6. *Describe, compare, and contrast societies, cultures, worldviews, and religious systems:* What are the implications of these comparisons for understanding and fostering 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.

Program Goal D. Students exhibit competence in development principles and practices

7. *Integrate theories, principles, and practices of 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 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.

Academic Content

The MA in Development Studies 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)

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).

MA Program Overview

Coursework for the Master of Arts in Development Studies Program is 36 credits.*

* MA students enrolled before the October 2016 Term are required to complete the number of credits stated in the Catalog for the academic year in which they entered the MA Program.

Enrollment in courses is offered three times per year. Students may enroll in one or two courses at a time. Students in the WCIU MA Program should plan for an average of 135 hours of work per 3-credit course.

Master of Arts in Development Studies Courses

Core Courses (required):

- DS 510 Foundations of Biblical Faith (3 credits)
- DS 515 International Development in the Contemporary World (3 credits)
- DS 520 Global Transformation (3 credits)
- DS 680 Applied Learning (3 credits)
- DS 690 Capstone Project (3 credits)

Elective Courses (choose 7 of the following):

- DS 610 Origins and Old Testament
- DS 615 Religious Traditions of the Ancient World (3 credits)
- DS 620 Theology and Culture (3 credits)
- DS 625 New Testament and Life & Teachings of Jesus (3 credits)
- DS 630 The Apostolic Era and Early Church (3 credits)
- DS 635 Early Expansion of the Gospel (3 credits)
- DS 640 Developments in World Religions (3 credits)
- DS 645 Europe's Influence and the Global Advance & Retreat of the Gospel (3 credits)
- DS 650 Analyzing Global Trends (3 credits)

- DS 670 Special Studies in Development (3 credits)
- CS 510 China and International Development (3 credits)
- CS 610 Introduction to Contemporary Chinese Culture and Society (3 credits)
- CS 620 Dynamics of Christian Revitalization Movements in China (3 credits)
- GWE 510 Women in Development (3 credits)
- GWE 610 Women and Men in Leadership (3 credits)
- GWE 620 Spirituality of Women in Transformative Leadership (3 credits)
- TUL 500 Biblical Theology in an Urban Context (3 credits)
- TUL 520 Urban Spirituality (3 credits)
- TUL 560 Theology and Practice of Community Economics (3 credits)

* DS 680 Applied Learning can only be taken after completion of 510, 515, 520 and two electives courses.

** DS 690 Capstone Project is the last course of program.

*** Students in the MA-DS Program must complete DS 510, DS 515, and DS 520 prior to taking any elective courses. Exceptions may be permitted with the recommendation of the Program Director and approval of the WCIU Academic Team. Normally, non-degree students may take one elective course prior to taking the three required courses.

Course Map

Former Number	Current Name	Credits	New Number	New Name	Credits
IntlDev 610	Foundations of Biblical Faith	3	DS 510	Foundations of Biblical Faith	3
IntlDev 611	International Development in the Contemporary World	2	DS 515	International Development in the Contemporary World	3
IntlDev 612	Global Transformation	2	DS 520	Global Transformation	3
IntlDev 630	Origins	2	DS 610	Origins and Old Testament	3
IntlDev 632	Religious Traditions of the Ancient World	2	DS 615	Religious Traditions of the Ancient World	3
IntlDev 633	Theology and Culture	2	DS 620	Theology and Culture	3
IntlDev 634	New Testament World	2	DS 625	New Testament and Life & Teachings of Jesus	3
IntlDev 636	The Apostolic Era	2	DS 630	The Apostolic Era and Early Church	3
IntlDev 638	Early Expansion of the Gospel	2	DS 635	Early Expansion of the Gospel	3
IntlDev 639	Developments in World Religions	2	DS 640	Developments in World Religions	3
IntlDev 640	Europe's Influence on the Rest of the World	2	DS 645	Europe's Influence and the Global Advance & Retreat of the Gospel	3
IntlDev 642	Analyzing Global Trends	2	DS 650	Analyzing Global Trends	3
IntlDev 619	Mid-Program Proctored Exam	0	DS 660	Mid-Program Proctored Exam	0
IntlDev 628	End of Program Proctored Exam	0	DS 665	End of Program Proctored Exam	0
IntlDev 690	Special Studies in Development	2	DS 670	Special Studies in Development	3
IntlDev 620	Practicum	6	DS 680	Applied Learning	3
IntlDev 629	Capstone Project	6	DS 690	Capstone Project	3
IntlDev 631	Old Testament	2	N/A	(merged with former 630 into new 610)	N/A
IntlDev 635	The Life and Teachings of Jesus	2	N/A	(merged with former 632 into new 615. And merged with 634 into new 625)	N/A

Former Number	Current Name	Credits	New Number	New Name	Credits
IntlDev 637	The Early Church and the World	2	N/A	(merged with 636 into 630. And merged with 638 into former 635)	N/A
IntlDev 641	The Global Advance and Retreat of the Gospel	2	N/A	(merged with former 640 into 645)	N/A
Global Women's Empowerment Area of Focus					
New			GWE 510	Women in Development	3
New			GWE 610	Women and Men in Leadership	3
New			GWE 620	Spirituality of Women in Transformative Leadership	3
China Studies Area of Focus					
New			CS 510	China and International Development	3
New			CS 610	Introduction to Contemporary Chinese Culture and Society	3
New			CS 620	Dynamics of Christian Revitalization Movements in China	3
Urban Poor Movements Area of Focus					
New			TUL 500	Biblical Theology in an Urban Context	3
New			TUL 520	Urban Spirituality	3
New			TUL 560	Theology and Practice of Community Economics	3

Format of Courses

Each course represents 14 weeks of coursework. WCIU requires students to complete 36 credits of integrated coursework. Integrated coursework 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.

Attendance and Participation

Because WCIU offers a distance education program, cohort groups meet virtually according to a schedule developed through interaction with students in each group with the cohort facilitator. Cohort group meetings will be both "synchronous" (at the same time) and "asynchronous" (not at the same time) through forums, online blogs, and other available means. Students must participate in the online discussion for each lesson (whether synchronous or asynchronous) and submit assignments as indicated in the course syllabi.

Other Languages

Since WCIU also is focused on serving national workers working with development organizations, WCIU is committed to developing courses that serve national languages other than English. To date, WCIU has developed courses in Chinese, Korean and French. This is to facilitate the understanding of foreign students of core curriculum. WCIU also recognizes that development requires contextual understanding and that local language resources may be a key to creating understanding and implementing programs that address development issues effectively. Written work may be accepted for assignments, particularly if it is prepared for publication, when there is a qualified English speaking bilingual faculty member supervising the coursework.

Maximum Length of Time Allowed for Completion of MA in Development Studies Program

The maximum time allowed for the completion of the MA Program for any students who start after the 2016-2017 school year is 6 years from the start date of the student's first course.

MA in Development Studies Course Descriptions

DS 510 Foundations of Biblical Faith (3 credits)

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. An overview is given of the past and present with focus on understanding factors that enabled the biblical faith to continue to expand its ideal of "shalom" and implement transformational strategies in developing nations. The positive and negative impact of religion on culture and human development is examined as well as principles for effective cross-cultural communication of biblical faith and practice.

DS 515 International Development in the Contemporary World (3 credits)

Course Description:

This course leads the student to analyze contemporary trends in history, resistance to the gospel, and the advance of the Kingdom, in all parts of the world. Development and its relationship to “missions” will be explored from the perspective of international authors and practitioners.

DS 520 Global Transformation (3 credits)

Course Description:

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

DS 610 Origins and Old Testament (3 credits)

Course Description

This course explores the Old Testament, including different views concerning the origin stories in Genesis and the emergence of civilization. It gives special attention to the relationship between people and God, and the implications that has for human vocation through an examination of the humans being in the Image of God and the call and life of Abraham in Genesis. The course explores various biblical theological topics in an overview of OT Law, Wisdom Literature and Prophets. The course introduces students to basic skills in inductive Bible study and exegesis.

DS 615 Religious Traditions of the Ancient World (3 credits)

Course Description

This course critically examines the idea of religion, and explores it in the context of East and South Asian cultural traditions. The course examines the central concerns of these traditions, and introduces the student to key concepts in faith based cross-cultural work like contextual theology and redemptive analogies. Although the course does some comparison between the East and South Asian traditions and biblical faith, it emphasizes understanding these traditions. Inductive Bible studies are a part of each lesson.

DS 620 Theology and Culture (3 credits)

Course Description

This course explores 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.

DS 625 New Testament and Life and Teachings of Jesus (3 credits)

Course Description

This course explores God’s work during the Intertestamental and New Testament period with an emphasis on the death and resurrection of Jesus. Perceptions of Jesus, sin, and salvation will be examined and compared with other world religions. The nature of the gospel and Jesus’ teachings on God’s reign (“kingdom”) will be considered in its cultural and religious context for its implications on international development.

DS 630 The Apostolic Era and Early Church (3 credits)

Course Descriptions

This course explores God’s activity in the contexts of the Roman, African, Persian, Indian, and Chinese empires. The historical period covered starts from the New Testament era through the sixth century. This interdisciplinary course has a strong emphasis on the missional impetus of the early church. Inductive Bible Studies are a featured component of each lesson.

DS 635 Early Expansion of the Gospel (3 credits)**Course Description**

This course focuses on the growth and influence of the early church and the Gospel throughout the Mediterranean and Europe up till 1200 CE. Students will utilize a chronological and interdisciplinary approach to analyze the impact of this growth and influence vis-à-vis the developments in cultures and societies during this period, with attention given to the rise of Islam and other major world religions. The themes explored include opposition and persecution faced by early Christians, distinctives of the early church, and contextualization. Inductive Bible studies are incorporated into each lesson.

DS 640 Discovering Developments in World Religions (3 credits)**Course Description**

This course leads the student to discover the expansion of the gospel globally from 500-1400 A.D., using an interdisciplinary approach. The influence of the gospel on culture and cultural and religious factors that have had long-lasting effects on societal development will be studied. Comparisons will be made between patterns of religious change in different parts of the world in the context of God's purposes in history. Inductive Bible studies are a featured component of each lesson.

DS 645 Europe's Influence and the Global Advance & Retreat of the Gospel (3 credits)**Course Description**

This 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 of this time period (1200-1945) will be discussed. Relationships between spiritual awakening (e.g. Protestant Reformation) and societal development (e.g. cultural renaissance and reform movements) 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.

DS 650 Analyzing Global Trends (3 credits)**Course Description**

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

DS 670 Special Studies in Development (3 credits)**Course Description**

This course enables a student (with faculty pre-approval) to study a special area of development.

DS 680 Applied Learning (3 credits)**Course Description:**

WCIU's MA in Development Studies aims to enhance the effectiveness of scholar practitioners in their development work. Our students need to grow not only in scholarship, but even more in their ability to translate what they learn into improved performance in the field. The Applied Learning course requires students to evaluate their current level of practice, and then to work with a mentor/supervisor in the field to craft and implement a plan to enhance their development practice.

DS 690 Capstone Project (3 credits)

Course Description:

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

China Studies (CS) Area of Focus

(3 courses, 9 credits out of 36)

China, as the most noted country in economic and technological development in the past four decades, is becoming an active player in international development today. According to the World Bank report, from 1990 to 2015, China lifted approximately 700 million people out of poverty (from 62% down to 0.7%). Since 2013, the Belt and Road Initiative (BRI) has steadily grown on a global scale, with contracts, projects, development plans drawn by China with over a hundred participating countries.

Some facts about China in international development:

- China was top on the list of poverty relief efforts to eradicate extreme poverty. According to the United Nations Millennium Development Goals 2015 report, “As a result of progress in China, the extreme poverty rate in Eastern Asia has dropped from 61 per cent in 1990 to only 4 per cent in 2015.”
- China has become the second largest economy in the world
- China is among the most talked about countries in global forums (international development, trade wars, geopolitical tensions)
- BRI is the largest international development plan initiated by China, that will not only promote development in the Belt and Road regions, but also cultural exchange and religious dialogue.
- China’s Christian movement almost grew hand in hand with China’s economy in the past four decades and is among the largest and most dynamic in the world.

China Studies as an area of focus within WCIU’s MA program in Development Studies enables students to evaluate key areas of Chinese society and their intersection with development issues. The three courses allow students to explore emerging trends in Chinese culture and society, history and dynamics of religious movements in China, and issues related to China and international development today. This area of focus will also help students develop an integrated vantage point through which they may further explore areas of interests within the general China studies field.

CS 510 China and International Development (3 credits)

Course Description

This course focuses on the major developments in China in the past four decades as they relate to international development, including China’s economic growth and its global impact, the Belt and Road Initiatives, trade war with the US, United Nations Millennium Development Goals and Sustainable Development Goals vs China’s development efforts. Students will be able to read from primary sources concerning these areas and research in depth a specific area of development.

CS 610 Introduction to Contemporary Chinese Culture and Society (3 credits)

Course Description

This course introduces emerging trends in Chinese culture and society. It covers the period of time from the beginning of China's economic reform under Deng Xiaoping to the present and highlights key socio-cultural and economic changes. These processes of changes are intimately interwoven in the fabrics of China in the past four decades as it has emerged as a major economic power of the world. Students will have the opportunity to explore in depth areas of interest within the scope of the course.

CS 620 Dynamic Religious Movements in China (3 credits)

Course Description

In this course, students read and research on significant historical and contemporary religious movements, particularly the dynamics and expressions of faith of Christian movements in modern China. Special attention will be given to the relevance of such religious movements to the revitalization of society and insights gleaned from these movements.

Global Women's Empowerment (GWE) Area of Focus

(3 courses, 9 credits out of 36)

This area of focus recognizes that women contribute socially, economically, religiously, and politically to the flourishing of the world. By exploring the Bible and history, students will see that women have always been at the forefront of God's work in families, communities, and nations. What's more, Global Women's Empowerment will promote the integration of heart and mind by inviting students into cohorts to develop spiritual rhythms and practices for their continual vitality and growth.

Women in Development (GWE 510)

Course Description

This course introduces women leaders who have contributed to the holistic transformation of the world. Students will survey women leaders, from the first century through the present. They will consider the impact of marriage and singleness and analyze case studies focusing on the interplay of culture, politics, and religion on gender equity. Finally, they will critique the 2030 UN Agenda for Sustainable Development and potential effects on the next generation of girls.

Women and Men in Leadership (GWE 610)

Course Description

This course seeks to establish a biblical and theological basis for women and men leading and using their gifts to enhance societal development, including their religious community. Students will participate in close textual analysis, which is helpful in communities that derive principles and practices of faith from sacred texts. Special consideration will be given to the impact of women and men's partnership in advancing God's reign.

Spirituality of Women in Transformative Leadership (GWE 620)

Course Description

A close-knit global cohort of women, under a faculty mentor as spiritual director, will examine our human spiritual needs in connection to the Holy Spirit and Triune God, building habits, including rest, silence and retreats, that nurture our souls. At a master's level this engages conversation between multicultural identities, spiritual practices and faith traditions, sharing in how to develop self-care, so as to thrive long-term in transformative leadership of family, community and nations.

Urban Poor Movements (UPM) Area of Focus

(3 courses, 9 credits out of 36)

This area of focus is for those working with the urban poor. It is estimated that by 2050 the world's urban population will increase by 2.5 billion people representing 68 percent of the world's population. The majority will be urban poor. The Urban Movements area of focus will provide students with a theological context for the issues in urban development, perspectives on spiritual dynamics happening in urban spaces, and ways to engage economic issues including asset development among the urban poor.

TUL 500 – Biblical Theology in an Urban Context (3 credits)

Course Description

This course builds a biblical theology overview that connects the motif of the Kingdom of God to issues of poverty, oppression, community development, and church growth in urban poor communities.

TUL 520 – Urban Spirituality (3 credits)

Course Description

This course expands theologies of the Holy Spirit and his work among the urban poor. It emphasizes care and nurturing of workers, practical application of the spiritual disciplines, and communicating between diverse understandings of the work of the Spirit.

TUL 560 – Theology and Practice of Community Economics (3 credits)

Course Description

This course relates biblical and theological perspectives to the theory and practice of community wealth building. Special emphasis is given to cooperatives, microenterprises, and entrepreneurship as a basis for asset building and ownership.

Former MA in Development Studies Course Descriptions

Intl Dev 610 -Foundations of Biblical Faith

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. An overview is given of the past and present with focus on understanding factors that enabled the biblical faith to continue to expand its ideal of "shalom" and implement transformational strategies in developing nations. The positive and negative impact of religion on culture and human development is examined as well as principles for effective cross-cultural communication of biblical faith and practice.

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

1. Understand the purposes of God throughout history
2. Articulate biblical and missiological perspective
3. Evaluate the progress of biblical faith in different times and cultures
4. Reflect critically on your own culture and worldview

IntlDev 611: International Development in the Contemporary World (IntlDev 508B: 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. Assess Kingdom Mission and its relationship to international development.
3. Prioritize development needs of a society within which they serve.
4. Analyze the relationship between culture, worldview and the spread of biblical faith.
5. Articulate key development principles which can be put into practice within a specific society.

IntlDev 612: Global Transformation (IntlDev 508C: GLOBAL TRANSFORMATION)

Course Description:

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

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

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

IntlDev 620: Practicum

Course Description:

WCIU's MA in Development Studies aims to enhance the effectiveness of scholar practitioners in their development work. Our students need to grow not only in scholarship, but even more in their ability to translate what they learn into improved performance in the field. The International Development Practicum requires students to evaluate their current level of practice, and then to work with a mentor/supervisor in the field to craft and implement a plan to enhance their international development practice.

IntlDev 629: Capstone Project (Course 16: CAPSTONE PROJECT)

Course Description:

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

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

1. Integrate multiple disciplines for the purpose of solving human problems.
2. Analyze 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 constant work to extend his blessing and heal the world in a practical, concrete way for a specific ministry and/or NGO context.

IntlDev 630: Origins (Intl Dev 505A: 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. Articulate an understanding of different Christian approaches to creation, and views concerning the origin of evil.
2. Integrate knowledge of ancient civilizations and religions with knowledge of the "Old Testament" Scriptures.
3. Interpret the story of Genesis, in its historical and theological contexts, including the purpose of God for all peoples.
4. Apply the skills of paragraph grouping and observation in Inductive Bible Study

IntlDev 631: Old Testament (IntlDev 505B: 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 22 Plan" of the Old Testament guides discussions about the Law, Atonement, Wisdom Literature and the Prophets. Comparisons will be made to views of the spirit world and afterlife in other cultures during this time period.

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

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

IntIDev 632: Religious Traditions of the Ancient World (IntIDev 505C: 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. Articulate an understanding of the overarching questions that the cultural traditions of Hinduism and Buddhism are answering.
3. Articulate an understanding of basic principles in contextual theology.
4. Evaluate the usefulness of a knowledge of world religions for cross-cultural communication of the gospel and for international development.
5. Write an annotated bibliography for an academic research project.

IntIDev 633: Theology and Culture (IntIDev 505D: 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 the world.
3. Speculate on the problems in cross-cultural communication that arise due to ignorance of local cultural practices and their deep-seated origins.

4. Explain the value of understanding the Mediterranean world for gaining insights into the biblical world and Scripture.
5. Write a research paper with the use of appropriate secondary sources.

IntlDev634: New Testament World (IntlDev 506A: 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. Draw applicable conclusions regarding missiology from Matthew and Luke.

IntlDev 635: The Life and Teachings of Jesus (IntlDev506B: EXAMINING "WORLD RELIGIONS" AND THE LIFE OF JESUS)

Course Description:

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

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

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

IntlDev 636: The Apostolic Era (IntlDev 506C: EXAMINING THE APOSTOLIC ERA)

Course Description

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

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

1. Discuss the “two structures” found in the primitive church.
2. Explain the significance of the concept of “the excluded middle” for intercultural religious communication.
3. Analyze principles of contextualization in the book of Acts and Paul’s epistles.
4. Defend a personal position on the “end times” and articulate the importance of that position for missionary work.
5. Apply appropriate hermeneutical methods and tools to the study of biblical texts.

IntlDev 637: The Early Church and the World (IntlDev 506D: 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. Evaluate key factors in the spread of Christianity in the first 400 years.
2. Consider the heresies, opposition and persecution faced by early Christians.
3. Associate the cultures of the first century Mediterranean world (the world of the Bible) with cultural practices in other parts of the world.
4. Compare factors the world religions have in common, such as purpose, practice, role in society.
5. Discuss the distinctives of the Persian Church and how it differed from Christianity in the west.

IntlDev 638: Early Expansion of the Gospel (IntlDev 507A: 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. Analyze the consequences of the serious cultural differences between Christians during this time, especially as related to the later spread of Islam.
2. Distill principles from the Celtic experience that could apply to modern nations in need of development.
3. Discuss the significance of the “Carolingian Renaissance” in relation to world history and the progress of biblical faith.
4. Explore contextualization as it relates to Islam.

IntlDev 639: Developments in World Religions (IntlDev 507B: 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.

IntlDev 640: Europe's Influence on the Rest of the World (IntlDev 507C: 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. Examine the positive and negative effects of the Crusades and black plague on the development of western and world civilization.
2. Evaluate the influence of the English Reformation on scientific, social, political, and religious developments.
3. Assess the social and cultural impact of missions in African societies during this period, and possible implications for today
4. Examine the political decentralization and theological diversity stimulated by the Enlightenment.
5. Analyze the impact of the Evangelical Awakening on subsequent events, political and religious.

IntlDev 641: The Global Advance and Retreat of the Gospel (IntlDev 507D: DISCOVERING THE GLOBAL ADVANCE AND RETREAT OF THE GOSPEL)

Course Description

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

within the context of God's purposes in history. Inductive Bible studies will be a component of each lesson.

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

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

IntlDev 642: Analyzing Global Trends (IntlDev 508A: ANALYZING GLOBAL TRENDS) Course Description

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

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

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

MA IN TRANSFORMATIONAL URBAN LEADERSHIP MATUL

Program Description

1.3 billion live in the global slums, 2 million are urban poor. Through a unique combination of online conceptual learning and mentored fieldwork among these marginalized urban poor, this program trains entrepreneurial leaders in the multiplication of indigenous spiritual movements and social movements (e.g., schools, health clinics, churches, advocacy initiatives) that bring hope, spiritual liberation, family transformation, new educational opportunities, meaningful jobs, and advocacy for just housing and land rights.

In this 42 credit program students are mentored by senior leaders of urban poor movements in church growth, develop an urban spirituality, and complete supervised service-learning in a variety of community development fields (e.g. community health, small business development, slum education, housing or land rights advocacy, and solidarity with the marginalized such as street kids, sex trafficking...).

Program Purpose

The aim of the MA in Transformational Urban Leadership is to enhance the effectiveness of emergent leaders among urban poor movements with wisdom, knowledge, character and skill.

A Unique Pedagogy

Action-Reflection Leadership Pedagogy – Action in practice drives the desire for formal academic learning (study, research, writing, and active problem solving) in an integrated approach to leadership development. This pedagogy requires that students live and work in an urban poor community and have a measure of fluency in the local language. Students who are not US migrant community leaders or leaders already working among the urban poor globally must relocate to an urban poor community and learn the language.

Following language study (may be tested out those who are fluent), students begin *service-learning* in areas of church growth or community transformation through local community organizations. The degree culminates in integrating the academics in a research project with a local community organization.

Spirituality-Based Pedagogy - Each course builds spirituality and character combining compassionate action, social analysis, and theological reflection.

Online Delivery –Students interact with their faculty and fellow students via the learning management system (Populi) and through web conferencing software. Course assignments and projects require active engagement with individuals and organizations within the community. Students are responsible for identifying and engaging appropriate communities, churches and/or organizations to live with and learn from.

Field Support – The challenge of living and learning in distressed environments is balanced with practical support. Students live with supportive families from local faith communities, master the language, and relate regularly to other students. The program provides support in identifying and engaging with appropriate organizations.

Program Outcomes

As a result of their studies in the WCIU MATUL program, students will be able to:

1. Utilize Dual Level Wisdom in Relationships and Communication: Model skill and discernment in the appropriate use of both oral culture dialogical learning and self-directed critical academic thinking.

- 2 Conduct Action-Reflection Research:** Carry out competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe.
- 3. Integrate Biblical Metanarratives:** Articulate the implications of Biblical meta-narratives for contemporary urban/urban poor leadership in community development and ministry.
- 4. Build Holistic Faith Communities:** Design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as to multiply multicultural ministries and leadership.
- 5. Exercise Movement Leadership:** Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.
- 6. Exercise Entrepreneurial Leadership:** Creatively apply Biblical social entrepreneurship and economic principles to facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit.
- 7. Exercise Cross-Cultural Spiritual Leadership:** Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor.
- 7.1 **Character:** Model Christian character at a level acceptable to local Christian leaders and faculty.
- 7.2 **Movement Leadership:** Demonstrate team leadership, community building leadership and entrepreneurial leadership capacities and skill.
- 7.3 **Cross-cultural Flourishing:** Demonstrate Cross-Cultural Competencies demonstrated in language learning to a high intermediate level, and ability to work with indigenous leadership.

Program Overview

Core Courses (30 credits)

Course Code	Course Name	Credits
TUL 500	Biblical Theology in an Urban Context	3
TUL 520	Urban Spirituality	3
TUL 503	Language and Culture Learning I*	3
TUL 504	Language and Culture Learning II*	3
TUL 530	Building Faith Communities	3
TUL 540	Social Science Theories of the City	3
TUL 620	Leadership in Urban Movements	3
TUL 640	Entrepreneurial and Organizational Leadership	3
TUL 670	Qualitative Urban Research Methods	3
TUL 675	Integrative Final Project	3

Elective/Service-Learning Courses (12 credits)

(Students complete four of five)

Course Code	Course Name	Credits
TUL 550	Solidarity with the Marginalized (Service-Learning Course)	3
TUL 555	Educational Center Development (Service-Learning Course)	3
TUL 560	Theology and Practice of Community Economics (Service-Learning Course)	3
TUL 650	Urban Community Health Programs (Service-Learning Course)	3
TUL 655	Advocacy and the Urban Environment (Service-Learning Course)	3

*All students are required to pass a language fluency exam to graduate. Students able to demonstrate and intermediate-high oral proficiency of the local language in which service-learning courses may test out of these courses.

Intermediate – High oral proficiency is defined as:

Learners can participate in simple conversations about various topics and social situations. They can discuss subjects beyond basic survival, such as personal history and leisure time activities. They are using correct grammar constructions correctly.

I can understand and correctly respond to questions about my marital status, nationality, occupation, age, current address, and purpose for being in the community.

- I can ask for or tell the time, date, and day of the week.
- I can handle simple business at the post office, a bank, and grocery store.
- I can talk about the weather, daily routines, and leisure activities.
- I can take and give simple messages over the telephone.
- I get personal subject prefixes/suffixes and possessives right almost every time.
- I can work with a language helper almost entirely in the language.
- I can elicit and accept practical correction on language usage from people during normal conversation.
- I can move the conversation back into the field language when the national is trying to use English.

Program Length

Full time students complete the MATUL in two years. Part time students doing one or two courses per semester can expect to complete within five years. The maximum length of time allowed for completion of the MATUL program is seven years.

MATUL Course Descriptions

TUL 500 – Biblical Theology in an Urban Context

This course builds a biblical theology overview that connects the motif of the Kingdom of God to issues of poverty, oppression, community development, and church growth in urban poor communities

TUL 503 – Language and Culture Learning I

This course guide students in working with local language schools or language helpers in the acquisition of knowledge and skills for independent language and culture learning within urban-poor communities [May be tested out for those with high intermediate language skills, or those working within their own cultural context. This course is a credited part of 4 days per week of language learning].

TUL 504 – Language and Culture Learning II

A continuation of TUL 503, this course guide students in working with local language schools or language helpers in the acquisition of knowledge and skills for independent language and culture learning within urban-poor communities [may be tested out for those with high intermediate language skills, or those working within their own cultural context. This course is a credited part of 4 days per week of language learning]. *Prerequisite: TUL 503.*

TUL 520 – Urban Spirituality

This course expands theologies of the Holy Spirit and his work among the urban poor. It emphasizes care and nurturing of workers, practical application of the spiritual disciplines, and communicating between diverse understandings of the work of the Spirit.

TUL 530 – Building Faith Communities

This course applies a story-telling approach to the process of entering poor communities and developing holistic poor peoples' churches in ways faithful to the values and goals of the Kingdom of God.

TUL 540 – Social Science Theories of the City

This course organizes an interdisciplinary dialogue between urban theology and urban analysis, drawing upon studies in urban economics, urban planning, community development, urban anthropology, sociology, and the history of cities. It generates Christian perspectives on social science tools for transformative urban development.

TUL 550 – Solidarity with the Marginalized

This course guides students in understanding marginalized populations (e.g., street children, substance users, commercial sex workers, the elderly...) and in formulating a theology and strategy for team-based responses to free individuals and change structural causes.

TUL 555 – Educational Center Development

This course focuses on developing and improving preschool, elementary school, and vocational school education in global slums as integral to the work of urban poor churches. Topics include philosophy of education among the poor, and the course includes a practical project evaluating school effectiveness, models of community-based (slum) schooling, curriculum development, long-term management, and financial viability.

TUL 560 – Theology and Practice of Community Economics

This course relates biblical and theological perspectives to the theory and practice of community wealth building. Special emphasis is given to cooperatives, microenterprises, and entrepreneurship as a basis for asset building and ownership.

TUL 620 – Leadership in Urban Movements

This course explores the dynamics of leadership within holistic, urban poor movements. Special emphasis is given to urban religious movements, social movements, civil sector organizational leadership models and citywide leadership networks for proclamation, revival and transformation. It includes being part of a conference leadership team.

TUL 630 – Community Transformation

Students in this course explore the challenges, models of, and prospects for, transformational change within slum communities while developing a Christian framework for holistic development, organization, and advocacy among the urban poor and gaining facility in community asset mapping.

TUL 635 – Community Conflict Transformation

This course explores nonviolent responses to conflict that are oriented to the transformation of relationships damaged by hate, crime, family, or community violence or prejudice. The course introduces key concepts and skills toward the restoration of self and the rebuilding of relationships.

TUL 640 – Entrepreneurial and Organizational Leadership

This course introduces the concepts and skills of entrepreneurial and organizational leadership required to initiate new movement structures among the urban poor. *Prerequisite: TUL 560.*

TUL 650 – Urban Community Health Programs

This course is an exploration of the public health challenges facing the Church and local non-governmental organizations (NGO's) within urban poor communities, along with innovative, community-based responses. Topics include environmental health, maternal and child health, and chronic health conditions prevalent in marginal urban communities.

TUL 655 – Advocacy and the Urban Environment

Students in this course examine relations between urban poor communities, the land, and broader environmental problems including natural disasters. Fieldwork focuses on advocacy for adequate housing, infrastructure services, and effective disaster response.

TUL 670 – Qualitative Urban Research Methods

Students in this course design qualitative/participatory research projects related to missiologically significant issues on behalf of an urban church movement or community organization.

TUL 675 – Integrative Final Project

In this course, students conduct the qualitative/participatory research projects they designed in TUL670. This culminates in the writing and oral presentation of a report that involves local residents in transformation.

Prerequisite: TUL 670.

MATUL Admissions Requirements

Please see the standard WCIU admissions requirements section of the Catalog.

Additional requirements for MATUL:

Once the admissions office has received all admissions materials, generally, this is followed by an online video call with two of the program staff. The Graduate Admissions and MATUL staff review the application. This may be followed by psychological testing to evaluate fit for high stress cross-cultural ministry. The applicant is then notified of the committee's decision by email.

Applicants for WCIU must submit the following:

Along with the application materials above, applicants for the MATUL must submit:

- A single spaced 1-2 page essay showing evidence of urban ministry and leadership experience and making the case for the MATUL being a good fit for their gifts and calling.
- A single spaced 1-2 page essay describing their spiritual growth.
- Evidence of academic capacity for study (a paper from your undergraduate studies may be asked for to demonstrate academic skills), and personal maturity for graduate field study in complex cross-cultural urban poor communities as demonstrated through the GPA, personal references (one academic reference, and one pastoral/ministry leader reference), and though an interview online with two staff members.
- Students are required, in addition to cognitive standards to meet physical-sensory standards adequate for extended cross-cultural situations of high stress. If required, some evaluation of this criteria may be done through the review of psychological testing that evaluates cross-cultural and emotional capacities.
- Evidence of sufficient oral proficiency in the field language (e.g. Tamil, Tagalog), so as to be able to interact with community members through fieldwork and professional service activities (Non-natives must fulfil this admissions requirement in their first year of intensive language learning on the field in courses TUL503 and TUL504)
- After acceptance and prior to the tenth week of the first semester, those students going overseas are encouraged to be sent by a missions or development agency, and must provide evidence of financial capacity to live on the field, a health clearance and a police clearance. Based on missions recommendations, references, multiple engagements in class contexts, through written projects and student-initiated discussions of psych testing of cross-cultural capacity (should students wish), a faculty committee will evaluate capacity to manage extended living in a high-stress cross-cultural environment

and make a recommendation to continue to the field or advice to potential continue the program but in the home country context.

- While working with a mission etc., do not delay your application for these. Once admitted, a staff advisor can work with you to facilitate these while beginning the program in your home country. But permission to relocate to the field to study requires these conditions to be met.

PHD IN INTERNATIONAL DEVELOPMENT

Note: *The PhD program is being taught-out. WCIU is not accepting any new students into the PhD program. Current PhD students must complete the program within 10 years from the date they started the program (i.e., within the maximum length of the program).*

Prerequisites

To be eligible to enroll in the WCIU PhD program, a prospective student needs to have a WCIU MA degree (or equivalent) - minimum of 30 credits.

Program Purpose

The PhD in International Development at WCIU provides an interdisciplinary approach that focuses on equipping 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.

Notice: **Students register and pay for their courses online, and assignments are submitted online. Therefore, all students are required to have regular access to a computer and the Internet.**

Program Outcomes

As a result of their studies in the Ph.D. in International Development Program, students will be able to:

- formulate viable research questions, manage information, design, conduct, and report original research, informed by insights from the integration of biblical, cultural-anthropological, historical and applied research.
- apply key disciplinary and multi-disciplinary norms and perspectives relevant to the area of specialization in international development to their field and work.
- show a profound respect for intellectual integrity, and for the ethics of research and scholarship.
- apply research to refine the efforts of international development organizations in ways that advance the understanding and practices of international development programs contextually and globally
- articulate and communicate effectively through oral and written means in order to disseminate the results of research and practice to a variety of audiences.
- exhibit the knowledge of an informed professional of international development, in their field of specialization.
- evaluate the relevance and value of their research to national and international communities of scholars and co-laborers in international development.
- mentor others in the development of foundational knowledge and skills in their field 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 activities.

Academic Content

The WCIU doctoral program is field based with independent study components and does not have a residential component on the WCIU campus. Following the American system, 52 credits of advanced coursework beyond the MA level is required in a specialization within the field of international development. Students who do not have the MA in Development Studies as the core of the total 52 total credits 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.

In addition to completing 16 credits of standard courses, PhD students must also complete 22 credits worth of Independent Study, a Doctoral Qualifying Exam, and a dissertation. A minimum of 30 credits of the Required Courses and Individualized Courses must be taken at WCIU.

PhD Program Overview

The 52 credits required for the PhD in International Development are integrated courses are generally earned as shown below:

Standard Courses

Course Number	Course Title	Credits
Anthro505	Cultural Anthropology	2
InterCultr565	Foundations	2
IntlDev565	History and Trends in International Development	2
InterCultr580A	Introduction to Mentoring	2
InterCultr580B	Mentoring Practicum	2
IntlDev531	Introduction to Research Methods	2
IntlDev574	Research Design	4
		Standard Course Total = 16

Individualized Courses (as approved by student's doctoral committee)

Course Number	Course Title	Credits
	Determined by Student	6
	Determined by Student	6
	Determined by Student	6
	Determined by Student	4
		Independent Course Total = 22

Doctoral Qualifying Exam

Course Number	Course Title	Credits
PhD 701	Doctoral Qualifying Exam	2
PhD 702	Research Proposal	4
		DQE Total = 6

Dissertation

Course Number	Course Title	Credits
PhD700	Dissertation	6

Schedule of Course Offerings

Standard PhD courses are offered twice a year (with the exception of Research Design, which is offered each term). Courses begin on Tuesdays.

January Term Start Date

3-month courses (January – March):

Anthro 505, Cultural Anthropology (2 credits)

InterCultr 580A, Introduction to Mentoring (2 credits)

6-month courses (January – June):

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

Intl Dev 574, Research Design (4 credits)

April Term Start Date

3-month courses (April – June):

Intl Dev 510, Foundations of Biblical Faith (3 credits)

Intl Dev 531, Introduction to Research Methods (2 credits)

InterCultr 580B, Mentoring Practicum

6-month courses (April – September):

Intl Dev 574, Research Design (4)

July Term Start Date:

3-month courses (July – September):

Anthro 505, Cultural Anthropology (2 credits)

InterCultr 580A, Introduction to Mentoring (2 credits)

6-month courses (July – December):

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

Intl Dev 574, Research Design (4 credits)

October Term Start Date:

3-month term (October – December):

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

Intl Dev 531, Introduction to Research Methods (2 credits)

InterCultr 580B, Mentoring Practicum

6-month courses (October – March):

Intl Dev 574, Research Design (4 credits)

Doctoral Learning Contract (DLC)

WCIU has adopted the use of a Doctoral Learning Contract (DLC) which clearly charts the student's individualized study program. It is designed by the student and Major Advisor and submitted to the student's Doctoral Committee for input, approval, and monitoring. The DLC is also reviewed and approved by the Graduate Programs Committee. Similar reviews and approvals must take place if there are substantial changes in the DLC.

The DLC is created during the course "Intl Dev 574 – Research Design" and arranged in the sections as described below. Students can choose to fill in the PDF form provided during their Research Design course (adding pages for the various courses selected for the program) or choose to create their own document following the same format, 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.

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. Many courses at the individualized study level are in the form of directed readings or field research. They are designed to help students become thoroughly acquainted with the scholarship in their field, as well as to prepare them for their more narrowly focused dissertation research. In either case, a Course Outline must be submitted and approved before enrollment in each course.

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.

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 unknown requirements that become apparent late in the student's program. Significant modifications of requirements require approval from the VP of Programs. Students are to report all changes made to their course schedules to registrar@wciu.edu and it will be noted on the students' record.

Note: All PhD students must complete the program within 10 years from the date they started the program (i.e., within the maximum length of the program).

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 academicaffairs@wciu.edu. Approval for most minor modifications, such as course substitutions, is granted by the Chair of Graduate Programs Committee with the Doctoral Committee's knowledge. If major changes are requested, a new Doctoral Learning Contract should be prepared and forwarded to academicaffairs@wciu.edu for approval.

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' judgment, the Student has not been able to pass the exam, after the second attempt, he or she will be withdrawn from the program.
- 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.

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 registering for Dissertation. 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 Vice President for Academic Affairs determines that a student will be unable to adequately undertake dissertation research, the student will be terminated from the program.

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 Chair of Graduate Programs Committee, 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 Chair of 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 or video conferencing.

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 Vice President for Academic Affairs, 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 bound copies of the dissertation on behalf of the student. Two of the bound dissertations will remain with WCIU, for the library and archive.

Dissertation Bindery

- The student is responsible for paying the bindery fee for two copies for WCIU plus any additional copies that he/she would like to order.
- WCIU will request an estimate from the bindery.
- When the estimate is received the Financial Services Office will charge the fee to the student's Populi account and an invoice will be created.

- Once the student pays the estimated bindery fee the bindery order will be submitted.
- The student is responsible for paying all shipping costs for all copies ordered.
- WCIU will obtain a shipping estimate, notify the student, and inform the Financial Services Office to charge the shipping fee and create an invoice.
- When the student pays the invoice, the additional copies will be shipped.
- Students can make arrangements to pick up copies from our campus, but they cannot be picked up directly from the bindery.

Maximum Length of Time Allowed for Completion of PhD Program

The PhD Program is a minimum of three years for a full-time student and a maximum of 10 years. No NEW students are being accepted into the current PhD program.

Start Date for Active Status

Applicants must submit admission forms and faculty advisor documentation and be admitted to the university prior to being granted active student status in the doctoral program. Active status in the doctoral program begins with the first term following payment of the first Program Fee. The first program fee is due one month prior to the upcoming term and will be billed every term thereafter.

Doctoral Committee

work with their students to develop Doctoral Learning Contracts (DLCs) that will provide direction to their individualized portions for additional information. Committee members must have held an earned Ph.D. for at least three years and have been active in scholarly research within the last five years, as evidenced by faculty appointment, peer-reviewed publications, grants, or other such expressions appropriate to their students' area of specialization. Doctoral Committees work with their students to develop Doctoral Learning Contracts (DLCs) that will provide direction to their individualized portions

PhD in International Development Courses

Anthro 505 - Cultural Anthropology

Course Description

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 challenges faced by societies around the globe. 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.

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, integrating biblical insights on the impact of culture personally and in other socio-religious contexts.
2. apply anthropological insights in effectively understanding, communicating, practicing holistic principles that lead to personal and social transformation.

InterCultr 565 - Foundations

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. An overview is given of the past and present with focus on understanding factors that enabled the biblical faith to continue to expand its ideal of "shalom" and implement transformational strategies in developing nations. The positive and negative impact of religion on culture and human development is examined as well as principles for effective cross-cultural communication of biblical faith and practice.

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

1. explain the activity and purposes of God in history.
2. present a historical overview of biblical faith from a missiological perspective.
3. explain factors behind the progress of biblical faith in different times and places.
4. reflect critically on their own cultures and worldviews.

IntlDev 565 - History and Trends in International Development

Course Description

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. explain the principal theories and models in international development referencing key literature.
2. provide a biblical rationale for the existence of evil as it relates to pervasive social problems.
3. evaluate the ability of an international development organization's chosen strategy to address pervasive social problems.
4. 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.
5. articulate a holistic approach toward international development, including best practices that can transform a society physically, socially and spiritually.

InterCultr 580A - Introduction to Mentoring

Course Description:

Coaching, tutoring, imparting knowledge, increasing skills, and growth are part of a healthy mentoring relationship and integral to the work of international development. The course provides the opportunity for the student/mentor to develop a mentoring relationship with another student or workplace colleague. The course readings lead to a greater understanding of the practice of mentoring. Regular and guided communication equips the student/mentor to relate effectively to the person they are assigned to mentor, a process closely supervised by the instructor. Expanding on this foundational course, Mentoring Practicum (InterCultr 580B) will provide a six-month experience of mentoring.

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

1. value mentoring and commit to being a mentor to others
2. successfully engage a student in active reflection on coursework being taken.
3. evaluate implement ways in which an online mentor-facilitator can effectively engage others in developing their understanding and skills related to their work.

InterCultr 580B - Mentoring Practicum

Course Description:

The Mentoring Practicum seeks to build on the principles 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 active mentoring through course facilitation. The relationship with the course 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 students in an online environment.
2. commit to mentoring and teaching others during and after they complete their doctoral studies.

IntlDev 531 - Introduction to Research Methods

Course Description

This course informs the student of standard research methods used in graduate level academic research. The student gains understanding about the purpose of research, its legitimate usage and best practices, and methods available. The student is thus enabled to make an informed decision regarding the correct method(s) to use in their own research.

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

1. explain the essential character and uses quantitative and qualitative research.
2. compare and contrast qualitative and quantitative research as it relates to their specific field of interest.
3. become familiar with several specific methods used for both qualitative and quantitative research and under what circumstances they are used
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 one or the other or both, in their research

IntlDev 574 - Research Design

Course Description:

This course seeks to equip scholars with the skills needed to perform research that makes a contribution in their chosen field 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 contribute to knowledge within the context of international development.
2. select and articulate a rationale for 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. draft a preliminary *Dissertation Research Proposal* that follows WCIU's Dissertation Proposal Guidelines.

Note: Courses requested for credit transfer need to be in the same subject area as specified in the student's Doctoral Learning Contract (DLC).

PhD Tuition and Fees

Note: Fees are subject to change at the discretion of the University. These projected costs only include those charged by the WCIU for its services and does not include additional costs associated with the student's personal internet access, any travel occasioned by their studies or any other expense that may be incurred while in the pursuit of a degree from WCIU.

Note: WCIU is not receiving NEW applicants for the PhD program.

Charges to PhD students for WCIU courses are divided into the following categories:

1. **Application fee.** Students enrolling in WCIU for the first time are required to pay an application fee of \$50.00. This fee is paid only once and covers the initial cost of establishing and maintaining a student's file and reviewing the supporting documentation of the student's application. This fee is non-refundable. [Please note that students who are inactive for more than 2 consecutive term will be automatically placed on inactive status and must be re-activated. The re-admission fee is \$50.]

2. **Program fees.** PhD Program fees will be paid to the university for every term that the student is enrolled in the PhD Program (whether or not the student is enrolled in a specific course). The tuition cost for each 3-month term is \$900, so PhD students typically pay \$3600 per year. The PhD Program is a minimum of three years for a full-time student and a maximum of 10 years. Tuition will remain fixed for a given academic year but may change from one academic year to the next. This fee covers access to WCIU's online library, Latourette Library, allows students access to required reading and textbooks. This fee also covers the costs for the dissertation manuscript to manuscripts to be reviewed by an outside reader. *A payment plan is available for students to pay in one-month increments. Please see "Financial Aid and Payment Plan" section of this catalog.

Total program fees for PhD students depends on how many terms they are enrolled. Ideally, PhD students complete all their coursework within six years, as explained below:

3 years x \$3600 = \$10,800
6 years x \$3600 = \$21,600
7 10 years x 3600 = \$36,000

*Excludes cost of books and other materials and one-time application fee of \$50.

3. **Books.** Most of the PhD program course readings are accessible 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. Please contact reference@wciu.edu for further information regarding textbook costs. Approximate total book cost for the entire program: \$300.

4. **Dissertation Printing Fees.** Students are responsible for paying fees related to printing two hardcover, bound copies of the dissertation for WCIU.

Estimated cost for two hardcover, bound dissertations:
2 dissertation copies x \$100 each = \$200.

5. **Graduation Fee**

Students are required to pay a \$50 graduation fee. This fee covers the cost of a diploma and an official transcript delivered to the student's address.

TOTAL ESTIMATED COST OF PHD PROGRAM

ESTIMATED TOTAL COST FOR THE PROGRAM = \$11,400 - \$36,618

- **TOTAL ESTIMATED COST OF PHD PROGRAM FOR THREE YEARS:**

$\$50 + \$10,800 + \$300 + \$200 + 50 = \$11,400$

For Californian residents:

- Standard Program Costs: \$11,400
- Student Tuition Recovery Fund (non-refundable) \$0.50 per \$1000.00: \$6.00
- **Estimated Total Program Costs: \$11,406**

- **TOTAL ESTIMATED COST OF PHD PROGRAM FOR SIX YEARS:**

$\$50 + \$21,600 + \$300 + \$200 + 50 = \$22,200$

For Californian residents:

- Standard Program Costs: \$22,200
- Student Tuition Recovery Fund (non-refundable) \$0.50 per \$1000.00: \$11.00
- **Estimated Total Program Costs: \$22,211**

- **TOTAL ESTIMATED COST OF PHD PROGRAM FOR TEN YEARS:**

$\$50 + \$36,000 + \$300 + \$200 + 50 = \$36,600$

For Californian residents:

- Standard Program Costs: \$36,600
- Student Tuition Recovery Fund (non-refundable) \$0.50 per \$1000.00: \$18.00
- **Estimated Total Program Costs: \$36,618**

Example Costs Per Term

1. \$ 900 Total for the term (2-8 units)
2. Less any scholarships and reductions
3. \$900 **TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE**
due by the end of the payment period, unless a payment plan is established.

Student Tuition Recovery Fund Notice

Student Tuition Recovery Fee Fund: The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225, Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 574-8900. Fax: (916) 263-1897. www.bppe.ca.gov.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been

eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.”

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

Student's Right to Cancel

Cancellation and Withdrawal Policy: Students have the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. A notice of cancellation shall be in writing. A withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. Cancellation is effective on the date the University is notified by students of their intent to cancel. Students should contact the University Registrar by email at registrar@wciu.edu or by telephone at 626.398.2222.

WCIU will refund 100% of the amount paid for institutional charges, less the non-refundable application fee of \$50, if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Students who have completed 60 percent or less of the period of attendance shall receive a pro rata refund based on number of weeks attended prior to withdrawal.

Refund Payments: WCIU processes all refund payments within 30 days following students' notice of cancellation or withdrawal. Any credit balance on the student's account after the student's completion of the program will be refunded within 45 days.

Note: *Refund amounts are the same whether tuition has already been paid in full or the student has created a payment plan that has not yet been paid in full.*

PhD 2020-21 Academic Calendar

Term 1 (October 2020 - March 2021)

Important Dates	October 5 through March 19
Course Registration Opens	September 1, 2020
Course Registration Ends	September 20, 2020
Coursework Begins	October 5, 2020
Coursework Ends	March 12, 2021
Deadline for Submission of Assignments	March 19, 2021
Deadline for Courses to be Finalized	March 26, 2021

Term 2 (January 2021 – June 2021)

Important Dates	January 4 through June 18
Course Registration Opens	December 1, 2020
Course Registration Ends	December 15, 2020
Coursework Begins	January 4, 2021
Coursework Ends	June 11, 2021
Deadline for Submission of Assignments	June 18, 2021
Deadline for Courses to be Finalized	June 25, 2021

Term 3 (April 2021 – September 2021)

Important Dates	April 5 through September 17
Course Registration Opens	March 1, 2021
Course Registration Ends	March 20, 2021
Coursework Begins	April 5, 2021
Coursework Ends	September 10, 2021
Deadline for Submission of Assignments	September 17, 2021
Deadline for Courses to be Finalized	September 24, 2021

Term 4 (July 2021 – December 2021)

Important Dates	July 5 through December 10
Course Registration Opens	June 1, 2021
Course Registration Ends	June 20, 2021
Coursework Begins	July 5, 2021
Coursework Ends	December 3, 2021
Deadline for Submission of Assignments	December 10, 2021
Deadline for Courses to be Finalized	December 17, 2021

WCIU BOARD, STAFF, FACULTY, AND ADVISORY COUNCILS

Staff

President - Kevin Higgins, PhD
Executive Vice President - Peter McLallen, PhD, MBA
Vice President Academic Affairs – Daniel Low, PhD, MDIV
Dean of Academic Affairs - Yalin Xin, PhD
Director of Agency Relationships - Darrell Dorr, MA
Reference Librarian - Tim Skinner, MA
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Communications Coordinator - Theresa Babbitt
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Chief Facilities & Planning Officer - Steven Smith
Facilities Director - Ramon Solis
Controller - John Husman
Enrollment Specialist - Kirsten Feldman
Recruiter - Emily Graham
Admissions Counselor - Ericka Otárola

Faculty

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

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

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

Joel T. Hamme, PhD in Biblical Studies, Fuller Theological Seminary, 2014. Associate Professor of Biblical and Ancient Near Eastern Studies

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

Grace May, ThD in Systematic Theology, Boston University School of Theology, 2000. Associate Professor of Biblical Studies

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

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

Viv Grigg, PhD in Theology, The University of Auckland (New Zealand), 2006. Professor of Urban Leadership and Director of WCIU's Institute for Transformational Urban Leadership.

WCIU additionally contracts adjunct faculty who may not be listed in this catalog.

Board of Trustees

WCIU is governed by a board of trustees that is currently comprised of the following members:

Lee Purgason, MA
Greg Parsons, PhD
Bob Tickner, BS
Richard Gunasekara, PhD
Rhonda McEwen, PhD
Monica Mitchell, EdD
Mike Soderling, MD, MBA
Kevin Higgins, PhD

Advisory Councils

WCIU Advisory Councils consist of practitioners and employers in the field of development not otherwise employed or contracted at the University. This council provides the University with advice on the current level of skills, knowledge, and abilities individuals need for entry into the occupation, as well as with recommendations on the adequacy of our educational program outcomes, curricula, and course materials.

MA Programs

T. Aaron Smith, DMin, MDiv; Servant Partners
Andrea C. Vogt, MSc; Operation Mercy
John Jay Travis, PhD, MA; Frontiers
Joanna Kretzer Chun, MA; World Relief
Paul Rollet, DTL, MA; Companion With the Poor
Peter Macharia, MA; World Concern

PhD in International Development Advisory Council Members

Len Bartlotti, PhD
Steve Hoke, PhD

Each student is responsible for knowing and adhering to all of the policies and procedures in this catalog. The University retains the right to instate additional policies or to modify existing ones as needs may dictate. The most updated version can be found on the WCIU website at: www.wciu.edu.

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