



**WILLIAM CAREY**  
INTERNATIONAL UNIVERSITY

*Be Changed. Bring Change.*

**CATALOG**  
2019–2020 Academic Year

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**September 30, 2019 – August 31, 2020**

**William Carey International University**

Office of the Registrar

1605 E. Elizabeth Street

Pasadena, CA 91104

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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](http://www.wciu.edu). *Students who have questions about the policies found in this Catalog may contact [registrar@wciu.edu](mailto: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](http://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 international development.

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,

Kevin Higgins

President

William Carey International University

# 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, international 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 international development practitioners over the past 2,000 years. WCIU's reason for equipping students for international 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 international development 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 administrating 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 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 resources 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 international 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 international 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 international 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](http://www.deac.org)

Tel: 202.234.5100

Email: [info@deac.org](mailto: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 MA degrees in Development Studies and PhD degrees in International Development. 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](http://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

# 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:

## 2019-2020 Academic Calendar

### MA PROGRAM

#### Term 1 (September-December 2019)

Important Dates	September 30 through December 7
Course Registration Opens	August 26, 2019
Course Registration Ends	September 15, 2019
Deadline for Payment of Tuition & Fees	September 22, 2019
Coursework Begins	September 30, 2019
Last Day to Drop Courses	November 16, 2019
Coursework Ends	December 7, 2019
Deadline for Submission of Assignments	December 15, 2019
Deadline for Courses to be Finalized	December 29, 2019

#### Term 2 (January-March 2020)

Important Dates	January 13 through March 21
Course Registration Opens	December 9, 2019

Course Registration Ends	December 29, 2019
Deadline for Payment of Tuition & Fees	January 5, 2020
Coursework Begins	January 13, 2020
Last Day to Drop Courses	February 29, 2020
Coursework Ends	March 21, 2020
Deadline for Submission of Assignments	March 29, 2020
Deadline for Courses to be Finalized	April 11, 2020

### Term 3 (April-July 2020)

Important Dates	April 27 through July 3
Course Registration Opens	March 23, 2020
Course Registration Ends	April 12, 2020
Deadline for Payment of Tuition & Fees	April 19, 2020
Coursework Begins	April 27, 2020
Last Day to Drop Courses	June 13, 2020
Coursework Ends	July 3, 2020
Deadline for Submission of Assignments	July 12, 2020
Deadline for Courses to be Finalized	July 26, 2020

## Holidays

### 2019-2020 Academic Year

November 28 & 29, 2019 – Thanksgiving Holiday

December 24 & 25, 2019 – Christmas Holiday

January 1, 2020 – New Year’s Day

January 20, 2020 – Martin Luther King Jr. Day

February 17, 2020 – President’s Day

April 10, 2020 – Good Friday

May 25, 2020 – Memorial Day

July 4, 2020 – Independence Day

September 7, 2020 – Labor Day

## Contact Information

**WCIU Office:** (626) 398-2222

**Admissions** – [admissions@wciu.edu](mailto:admissions@wciu.edu)

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

**Office of the Registrar** - [registrar@wciu.edu](mailto: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](mailto:academicaffairs@wciu.edu)

*Academic Affairs primarily serves faculty, but also serves students with activities related to syllabi revisions, cohort support, the WCIU online journal, graduation, and routine faculty communication.*

**Student Services** - [studentservices@wciu.edu](mailto:studentservices@wciu.edu)

*Student Services primarily serves students, but also serves faculty with activities related to Populi maintenance, 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 basis. The University encourages students to pace themselves by enrolling in one 2-credit course every 3 months 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.** such as that reported in any academic paper or publication. such as that reported 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](mailto: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.

### **Instructors**

Instructors 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](mailto: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's 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 any WCIU students and will not do so if students seek to relocate near the school. It remains a distance only school.

WCIU owns over 130 houses near to the institution's facilities that are rented to tenants that can include WCIU students and faculty. These houses range in size from studio-type duplex units to units with more than 4 bedrooms. The housing price range is from \$900.00 to \$3,500.00 per month. WCIU does not arrange for or provide housing for students. Students are responsible for locating and arranging their own housing.

WCIU is a non-residential university and accepts no responsibility to find or assist a student in finding housing. Students who choose to locate near the school are totally responsible for their own housing arrangements.

## ADMISSIONS

**For admissions-related questions, email [admissions@wciu.edu](mailto: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.**

*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.*

## 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 to application process, including the key dates.

### Important Admissions Dates

	Term 1	Term 2	Term 3
<b>Application Deadline</b>	Aug. 1, 2019	Nov. 1, 2019	Mar. 1, 2020
<b>Due Date for Enrollment Documents</b>	Sept. 1, 2019	Dec. 1, 2019	Apr. 1, 2020
<b>Course Registration Closes</b>	Sept. 15, 2019	Dec. 29, 2019	Apr. 12, 2020
<b>Coursework Begins</b>	Sept. 30, 2019	Jan. 13, 2020	Apr. 27, 2020

## Admission Requirements

### Application to WCIU

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](#): (pay \$50 one-time application fee)
2. Identify a professional reference on the application who will need to fill out an online reference form. This will also be used to confirm the applicant's agency membership (to determine if they are eligible for the 50% discount on the Foundations of Biblical Faith Course).
3. Have a bachelor's degree or international equivalent from an accredited university as evidenced by submitting an official transcript from said university. We prefer to receive official transcripts as soon as possible. During the application phase, WCIU can use an unofficial transcript to initially process candidacy. Candidates must be aware, however, that final acceptance and enrollment can only happen after WCIU has received and evaluated an official transcript.

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.

4. Meet the appropriate English requirement:
  - a. **Applicants whose first language is not English or not from a country on the [Purdue List of English-Speaking Countries](#)** will need to demonstrate English proficiency at the graduate level in one of the following ways:
    - Duolingo English Test score of at least 110\_ <https://englishtest.duolingo.com/applicants>
    - 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
    - Successful completion of a post-secondary degree program in which the primary language of instruction was English.
  - b. **Applicants from a country on the [Purdue List of English-Speaking Countries](#) who did not grow up speaking English in their home** will also need to demonstrate English proficiency in one of the ways identified above.
  - c. **Applicants from a country on the [Purdue List of English-Speaking Countries](#) who grew up speaking English in their home** will be asked to complete a web interview with a faculty member and a member of the Admissions or Registrar's staff.
5. Provide a certified copy of government-issued photo identification (upload to application).
6. WCIU is required by California law to notify applicants of WCIU's current accreditation status.
7. Meet the [Technology & Computer Requirements](#)

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

If the application is accepted, the applicant may then pursue final acceptance and enrollment.

## Final Acceptance

Final acceptance and enrollment is granted to students who, after the application process, still desire to pursue the Master of Arts in Development Studies degree program. In order to be considered for final acceptance and enrollment, the applicant must:

1. Arrange for their university to submit all **official transcripts** to WCIU at least 30 days prior to the start of the term they wish to enroll as a student.

WCIU must receive, evaluate, and accept all official transcripts before the applicant can be fully admitted and enrolled in their first class. Timely submission of official transcripts will

enable applicants to begin their studies on time. Accrediting standards require WCIU to withdraw a student who has not submitted official transcripts within their first term of study. In order to protect students from facing such a disruption, immediately after beginning the program, WCIU will not enroll students in their first term of study until their official transcripts have been received and processed. Once students begin the program, WCIU wants them to be able to continue without interruption. Therefore, no exceptions can be made to this requirement.

Official transcripts and other documentation should be mailed to the following address:

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

2. Complete, sign, and submit (to Populi) the required acceptance forms which include the School Performance Fact Sheet and Enrollment Agreement. Once the signed acceptance forms are reviewed and approved, the student will receive access to enroll in courses in Populi. The signed Enrollment Agreement will be posted in Populi within 10 days of acceptance.

## Provisional Enrollment

**All WCIU students are initially accepted with provisional enrollment. They will advance to fully matriculated status upon successfully completing their first 9 credits at WCIU (4 courses). Successful completion involves attaining and maintaining a 3.0 cumulative GPA for the initial credits. Students may retake a course while in provisional enrollment status to replace the original grade if needed.**

## Prior Admissions Policy (through July 2018)

### **NOTE FOR CONDITIONAL ADMISSION STUDENTS FROM THE PRIOR ADMISSIONS POLICY (2017-18)**

Students who entered under the prior admissions policy (2017-18) and are awaiting an official transcript will be allowed to complete courses in the July 2018 term. They cannot take further courses until an official transcript has been received, evaluated, and approved. See below for Prior Admissions Policy.

#### Conditional Admissions Policy

Prospective students desiring to enter WCIU's MA Program or take the Foundations of Biblical Faith introductory course must first apply for conditional admission. Conditionally admitted students may

take a maximum of 2 courses (5 semester credit hours). This provides students the opportunity to determine whether WCIU's Master of Arts in Development Studies will meet their academic and professional goals and allows individuals interested in our program the chance to benefit from our courses while being introduced to the academic culture and expectations of WCIU. In order to be considered for full admission, students must complete 1 or 2 courses with a cumulative GPA of 3.0 or higher. Additional courses beyond a conditional enrollment period can only be taken after a student applies for full admission and is accepted.

#### Conditional Admission Requirements

- Bachelor's degree or international equivalent from an accredited university
- English Requirement:
  - Applicants whose first language is not English are required to demonstrate English proficiency at the graduate level in one of the following ways:
    - TOEFL score of 90 (for the internet-based test)
    - TOEFL score of 550 (for the paper-based test)
    - IELTS score of 6.5
    - At the discretion of the university applicants may be required to complete a telephone interview and/or write a 250-word essay.
- Submit Unofficial Transcripts
- Provide government-issued photo identification
- Meet Technology & Computer Requirements

#### Conditional Admissions Process

- Complete the initial online MA Conditional Admission application
  - Note: The professional reference listed on the application will be required to fill out an online reference form. The reference will also be used to confirm the applicant's agency membership (to determine if the applicant is eligible for the 50% discount on the Foundations of Biblical Faith introduction course).
- Submit government-issued photo identification (Driver's license, passport, or a national document)
- Submit Unofficial Transcripts
- Complete, sign and submit required acceptance forms which include the School Performance Fact Sheet and Course Enrollment Agreement – once the signed acceptance forms are reviewed and approved, the student may enroll in courses. Signed Enrollment Agreements will be posted in Populi within 10 days of acceptance.

#### Full Admission Policy

Full Admission is granted to students who desire to complete the Master of Arts in Development Studies degree program. In order to be considered for full admission students must meet all full admission requirements listed below:

#### Full Admission Requirements

- Earn a cumulative GPA of 3.0 or higher upon completion of 1 or 2 courses (One of which must be the Foundations of Biblical Faith intro course)

- Submit Official Transcripts 45 days prior to the start of the term they wish to enroll as fully admitted student.

#### Full Admission Process

Fill out the MA in Development Studies online application: (\$50 one-time application fee)

- Submit Official Transcripts 45 days prior to the start of the term the student wishes to enroll as a fully admitted student. Official transcripts and other documentation should be mailed to the following address: William Carey International University Office of the Registrar 1605 E. Elizabeth Street, Pasadena CA, 91104
- Complete, sign, and submit required acceptance forms— once the signed acceptance forms are reviewed and approved, the student may enroll in courses. Signed Enrollment Agreements will be posted in Populi within 10 days of acceptance.

## General English Requirements

Please see the English Requirements explained above on page 21 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.

When enrolled in a WCIU English language program, foreign students are expected to enter the program with high English language reading competence. They must also have reasonable audial comprehension and be able to communicate with faculty and each other in spoken English. WCIU does not always expect the student to generate major academic work in English, recognizing 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 who 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 must have access to 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](http://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](http://www.adobe.com))

## Electronic Signature Policy

This policy outlines the approval of electronic signatures to sign 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](mailto: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](mailto:studentservices@wciu.edu) or from the WCIU website.
- Submit the completed form to [studentservices@wciu.edu](mailto: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](mailto: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](mailto: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. When the registration period ends, students will no longer be able to access the option in Populi to enroll in courses. There is an additional week-long late registration period. Students who desire to register during the late registration period need to send an email requesting their desired course to [registrar@wciu.edu](mailto:registrar@wciu.edu). **Registration during the late period is not guaranteed but will depend on whether a course facilitator and other resources can be secured prior to the beginning of the term.** If a student is able to register, the Registrar will enroll the student in the requested course and a \$50 late fee will be charged to the student's account.

## 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 (beginning on page 23) 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 an emergency 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 unsubmitted 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.

## **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](mailto: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 by the official end date of the term in order for a degree to be conferred.*

- Complete all coursework for their degree with a cumulative GPA of 3.0 (B) or higher.
- Submit a "Intent to Graduate" application form at least three 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 all fees and tuition and have a \$0.00 balance in Populi.
- Have completed all coursework with a cumulative GPA of 3.0 (B) or higher.

## 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](mailto: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). Add \$25 if you want Express shipping.
- 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). Add \$35 if you want Priority shipping (6-10 business days). Add \$65 if you want Express shipping (3-5 business days).

For further information send an e-mail to [registrar@wciu.edu](mailto:registrar@wciu.edu).

Costs for additional services are not subject to refund after the five (5) calendar day student-right-to-cancel enrollment.

### **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](http://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 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

If you are unable to pay by check, you can pay by credit or debit card by calling 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](mailto: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 [academicaffairs@wciu.edu](mailto:academicaffairs@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](mailto: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

<b>C+</b>	2.3
<b>C</b>	2.0
<b>C-</b>	1.7
<b>D+</b>	1.3
<b>D</b>	1.0
<b>F</b>	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](mailto: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 has implemented the following 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 (610,611, and 612) and 2-3 more courses and prior to completion of the Practicum (after completing 11 hours of course work (14 for students in the prior 32 credit program)).
- End of Program Exam: prior to completion of the Capstone Course (near or after completing 30 hours of course work)

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

### Examination Content

The exams are designed to assess student progress in achieving the eight program outcomes. The exam will require students to provide narrative answers. Students will be given two hours to complete the exam. Students will be permitted to use two (double-sided) pages of 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 international development: How does God call human beings to work with Him in restoring the whole creation, to “develop the nation/region/local area for good”? Students integrate this meta-narrative into their study of other fields and into their research and practice in their contexts.

5. Employ sound Biblical study methods and hermeneutical principles to explain what the Bible says about God's purposes in history: They are able to study, understand, and apply Scripture as it relates to the challenges and opportunities they are facing.
6. Describe, compare, and contrast societies, cultures, worldviews, and religious systems: What are the implications of these comparisons for understanding and fostering international development? Students are competent at identifying how worldview influences the challenges they face and how a change of worldview might lead to transformational good within the families and societies they serve.
7. Integrate theories, principles, and practices of international development to address concrete situations in the graduate's particular context in sustainable ways: They have mastered the concepts, principles, and practices of their field and are recognized as competent professionals within the agencies and organizations where they work.
8. Demonstrate the skills and competencies needed to address the challenges and opportunities students face as they pursue international development goals in the context of their work: Graduates model the interpersonal and intercultural skills required to work in challenging contexts in ways that foster "inside out" transformation rather than simply solving problems for people.

### **Proctored Exam Grading Criteria**

The following criteria will be used to grade the exam:

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

### **Examination Proctoring**

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

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

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

### **Examination Preparation**

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

### **Examination Retakes**

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

### **Examination Debrief**

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

## 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 Tuition and Fees

Charges to M.A. 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. **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 \$200 per credit hour. A two-credit course therefore costs \$400 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.

**Total tuition for MA students:**

36 credits x \$200/credit= \$7200\*

(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.

3. **Curriculum Fee (online library access fee).** WCIU's online library, Latourette Library, allows students access to required reading and textbooks. The curriculum fee (online library access fee) for each course 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:**

16 courses x \$50/course= \$800

4. **Books.** Most of the M.A. 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. Students may contact [reference@wciu.edu](mailto:reference@wciu.edu) for further information regarding textbook costs.

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

**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.

**Example of Total Cost per Term (for one 2-credit course)**

\$ 400 Tuition (\$200 per semester credit x 2 credits)

50 Curriculum Fee (online library access fee)

\$ 450 Total Cost Per Term **(TOTAL DUE FROM STUDENT FOR THIS PERIOD OF ATTENDANCE)**

Due by the end of the payment period (unless a payment plan is established).

**ESTIMATED TOTAL COST FOR THE PROGRAM**

- Application Fee: \$50
- Tuition: \$7,200 (\$200 per semester credit hour x 36 credits)
- Curriculum Fee (Online Library Access Fee): \$800 (\$50 per course x 16 courses)
- Estimated Total Textbook Costs: \$480-\$960 (plus shipping costs)
- Graduation Fee: \$50 (diploma and official transcript)
- **Estimated Total Program Cost: \$8,580-\$9,060**

**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](http://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](mailto: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. Please contact [studentservices@wciu.edu](mailto:studentservices@wciu.edu) for more information.

### Discounts

WCIU offers a fifty percent tuition discount to new students on the introductory course (Foundations of Biblical Faith) for members of agencies, development organizations, or alumni of the Perspectives on the World Christian Movement course. Refunds on discounted tuition will be made on the same basis as refunds on full tuition rates. Please write to [studentservices@wciu.edu](mailto:studentservices@wciu.edu) for more information.

### 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

All students unable to pay in full for a term prior to the payment deadline must submit this form to WCIU for approval and processing as part of the term registration process. Enrollment is not considered complete until this payment plan has been approved. 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 3-month term.

Students must fill out the “WCIU Payment Plan” form if interested in setting up a payment plan. Please email [registrar@wciu.edu](mailto:registrar@wciu.edu) to get a payment plan set up.

## 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](mailto: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 days attended prior to withdrawal.

### Sample Refund Calculation

If a student contacts the University (in any manner) and requests to withdraw on the 21<sup>st</sup> day of the term, the student will receive a refund of \$315.00.

- Course Completion Percentage: (21 days divided by 70 days (standard course length) = 30%
- Refund Percentage: 100% less 30% = 70%
- Tuition & Fees: (tuition of \$400 plus online library fee of \$50) = \$450
- Refund: \$450 x 70% = \$315.00

**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: 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.***

## STUDENT SERVICES

Students unable to find information they seek in this Catalog or in the student handbook can email [studentservices@wciu.edu](mailto:studentservices@wciu.edu) for additional information.

### Orientation

WCIU offers a thorough orientation process to all MA students during the admissions process, and through the “Foundations of Biblical Faith” course. This course is designed to provide orientation to program mechanics such as academic load, coursework, online library, and the Populi online management system. It also provides a foundation to the worldview and philosophy of international development held by WCIU.

### Student Advisement

The Student Services department is available to help students answer questions related to Populi software questions and additional information related to academics. Students may email questions that remain unanswered in the Catalog, Student Handbook and website at [studentservices@wciu.edu](mailto: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](mailto:studentservices@wciu.edu). Cost is \$30 U.S. 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](http://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/library-tutorials>. 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](mailto:librarian@wciu.edu).

## Academic Counseling

The Student Services Department 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 international development. 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 International 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 department at [studentservices@wciu.edu](mailto: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 PROGRAM

The MA in Development Studies 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 international development 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.

*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.*

**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.**

Total Credits: 36\*

The length of a term for a 2-credit course is typically 3 months. Students may enroll in up to 8 courses per calendar year.

\* 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.

### Program Purpose

The purpose of the MA degree in Development Studies is to meet the needs of WCIU's constituency of international 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 international development positions in the so called "developing" nations.
- working for an international 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 International 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
- 11-3010 Administrative Services Managers
- 11-9030 Education Administrators
- 11-9150 Social and Community Service Managers
- 11-9190 Miscellaneous 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 Development in the Catalog further observes: “That 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 international development through the lens of a holistic biblical faith that integrates insights from sociology, anthropology, and history with international 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 international development:*** How does God call human beings to work with Him in restoring the whole creation, to “develop the

nation/region/local area for good”? Students integrate this meta-narrative into their study of other fields and into their research and practice in their contexts.

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

**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 international development? Students are competent at identifying how worldview influences the challenges they face and how a change of worldview might lead to transformational good within the families and societies they serve.

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

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

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

## 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

Enrollment in each of the 2-credit courses is offered every three months. Students may enroll in one or two courses at a time. Students in the WCIU MA Program should plan for an average of 90 hours of work per 2-credit course.

The 36 credits required for the Master of Arts in Development Studies are integrated courses and are generally taken as follows:

**Core Courses (15 - 19 credits)**

Course Code	Course Name	Credits
IntlDev 610	Foundations of Biblical Faith	3
IntlDev 611	International Development in the Contemporary World	2
IntlDev 612	Global Transformation	2
IntlDev 620	Practicum*	6
IntlDev 629	Capstone Project**	6

**Elective Courses (17 - 21 credits)\*\*\***

Course Code	Course Name	Credits
IntlDev (630-699)	Electives and Independent Study	2 per elective

\* Practicum can only be taken after completion of 610, 611, 612 and two electives courses.

\*\* Capstone Project is the last course of program.

\*\*\* Completion of 610, 611, and 612 are prerequisites for the Elective Courses.

**Coursework for the MA program is as follows: Total Credits: 36\***

\* 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.

### ***Ancient World (Origins to 400 BC)***

Former Course Number	Current Course Number	Course Title	Credits
Intl Dev 505A (Course 1)	IntlDev 630	Origins	2
Intl Dev 505B (Course 2)	IntlDev 631	Old Testament	2
Intl Dev 505C (Course 3)	IntlDev 632	Religious Traditions of the Ancient World	2
Intl Dev 505D (Course 4)	IntlDev 633	Theology and Culture	2

### ***Classical World (400 BC to AD 200)***

Former Course Number	Current Course Number	Course Title	Credits
Intl Dev 506A (Course 5)	IntlDev 634	New Testament World	2
Intl Dev 506B (Course 6)	IntlDev 635	World Religions and the Life of Jesus	2
Intl Dev 506C (Course 7)	IntlDev 636	The Apostolic Era	2
Intl Dev 506D (Course 8)	IntlDev 637	The Early Church and the World	2

### ***Expanding World (AD 200 to 1945)***

Former Course Number	Current Course Number	Course Title	Credits
Intl Dev 507A (Course 9)	IntlDev 638	Early Expansion of the Gospel	2
Intl Dev 507B (Course 10)	IntlDev 639	Developments in World Religions	2
Intl Dev 507C (Course 11)	IntlDev 640	Europe's Influence on the Rest of the World	2
Intl Dev 507D (Course 12)	IntlDev 641	The Global Advance and Retreat of the Gospel	2

### ***Modern World***

Former Course Number	Current Course Number	Course Title	Credits
Intl Dev 508A (Course 13)	IntlDev 642	Analyzing Global Trends	2
Intl Dev 508B (Course 14)	IntlDev 611	International Development	2
Intl Dev 508C (Course 15)	IntlDev 612	Global Transformation	2
Intl Dev 508D (Course 16)	IntlDev 629	Capstone Project	2 -6

### ***Practicum***

Former Course Number	Current Course Number	Course Title	Credits
N/A	IntlDev 620	Practicum	6

## Course Equivalency

Upon completion of the 36 credits, students will have earned credits equivalent to these disciplines:  
***International Development: Theory, Methods, History***

Course Number	Course Title	Credits
<b>Anthropology 504</b>	Anthropology and Development	2
<b>Intercultural Communication 504</b>	Intercultural Communication: Development Applications	2
<b>International Development 511</b>	International Development: Theory and Methods	1
<b>International Development 513</b>	History & Methods of Intl Development	3
<b>Literature 501</b>	Inductive Analysis	3

## Format of Courses

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 international 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 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

### **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.

### **IntlDev 632: Religious Traditions of the Ancient World (IntlDev 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.

### **IntlDev 633: Theology and Culture (IntlDev 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.

## PHD IN INTERNATIONAL DEVELOPMENT PROGRAM

**Note:** *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).*

*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.*

### 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 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
<b>Anthro505</b>	Cultural Anthropology	2
<b>InterCultr565</b>	Foundations	2
<b>IntlDev565</b>	History and Trends in International Development	2
<b>InterCultr580A</b>	Introduction to Mentoring	2
<b>InterCultr580B</b>	Mentoring Practicum	2
<b>IntlDev531</b>	Introduction to Research Methods	2
<b>IntlDev574</b>	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***

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

## ***Dissertation***

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
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](mailto: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](mailto: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](mailto: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 a 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 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 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](mailto:reference@wciu.edu) for further information regarding textbook costs. Approximate total book cost for the entire program: \$150-\$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 - \$36,600**

- **TOTAL ESTIMATED COST OF PHD PROGRAM FOR THREE YEARS:**  
\$50 + \$10,800 + \$150-\$300 + \$200 + 50 = \$11,250- \$11,400
- **TOTAL ESTIMATED COST OF PHD PROGRAM FOR SIX YEARS:**  
\$50 + \$21,600 + \$150-\$300 + \$200 + 50 = \$22,050- \$22,200
- **TOTAL ESTIMATED COST OF PHD PROGRAM FOR TEN YEARS:**  
\$50 + \$36,000 + \$150-\$300 + \$200 + 50 = \$36,450- \$36,600

## Example Costs Per Term

1. \$ 900 Total for the term (2-8 units)
2. Less any scholarships and reductions
3. \$0 STRF fee assessed (See below)
4. **\$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](http://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](mailto: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 days 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 Calendar for 6-Month Courses

### 2019-2020 Academic Calendar PhD Program

### Term 1 (September 2019 - March 2020)

Important Dates	September 30 through March 21
Course Registration Opens	August 26, 2019
Course Registration Ends	September 15, 2019
Deadline for Payment of Tuition & Fees	September 22, 2019
Coursework Begins	September 30, 2019
Last Day to Drop Courses	November 16, 2019
Coursework Ends	March 21, 2020
Deadline for Submission of Assignments	March 29, 2020
Deadline for Courses to be Finalized	April 11, 2020

### Term 2 (January - July 2020)

Important Dates	January 13 through July 3
Course Registration Opens	December 9, 2019
Course Registration Ends	December 29, 2019
Deadline for Payment of Tuition & Fees	January 5, 2020
Coursework Begins	January 13, 2020
Last Day to Drop Courses	February 29, 2020
Coursework Ends	July 3, 2020
Deadline for Submission of Assignments	July 12, 2020
Deadline for Courses to be Finalized	July 26, 2020

### Term 3 (April - October 2020)

Important Dates	April 27 through October 17
Course Registration Opens	March 23, 2020
Course Registration Ends	April 12, 2020
Deadline for Payment of Tuition & Fees	April 19, 2020
Coursework Begins	April 27, 2020
Last Day to Drop Courses	June 13, 2020
Coursework Ends	October 17, 2020
Deadline for Submission of Assignments	October 25, 2020
Deadline for Courses to be Finalized	November 8, 2020

### Term 4 (July 2020 - January 2021)

Important Dates	July 13 through January 16
Course Registration Opens	June 8, 2020
Course Registration Ends	June 28, 2020

Deadline for Payment of Tuition & Fees	July 5, 2020
Coursework Begins	July 13, 2020
Last Day to Drop Courses	August 29, 2020
Coursework Ends	January 16, 2021
Deadline for Submission of Assignments	January 24, 2021
Deadline for Courses to be Finalized	February 7, 2021

## Holidays

2019-2020 Academic Year

November 28 & 29, 2019 – Thanksgiving Holiday

December 24 & 25, 2019 – Christmas Holiday

January 1, 2020 – New Year’s Day

January 20, 2020 – Martin Luther King Jr. Day

February 17, 2020 – President’s Day

April 10, 2020 – Good Friday

May 25, 2020 – Memorial Day

July 4, 2020 – Independence Day

September 7, 2020 – Labor Day

## WCIU BOARD, STAFF, FACULTY, AND ADVISORY COUNCILS

### Staff

President: Kevin Higgins, PhD

Vice President for Academic Affairs: Paul Pennington, PhD

Dean of Academic Affairs: Yalin Xin, PhD

Research Librarian: Joel Hamme, PhD

Reference Librarian: Tim Skinners, MLS

Registrar: Tom Rutherford

PhD Program Administration: Tony Pina

Controller: John Husman

Security Manager: John Ludwig

Operations: Ramon Solis

## 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, 2015.  
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

*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
- Greg Parsons
- Bob Tickner
- Richard Gunasekara
- Rhonda McEwen
- Monica Mitchell
- Mike Soderling
- Kevin Higgins

## Advisory Councils

WCIU Advisory Councils consist of practitioners and employers in the field of international 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 Development Studies Advisory Council Members**

Dr. Robert Brynjolfson

Dr. Don Moon

Dr. Dave Wood

**PhD 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](http://www.wciu.edu).

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