



WILLIAM CAREY INTERNATIONAL UNIVERSITY

Be Changed. Bring Change.

ACADEMIC CATALOG
2024–2025 Academic Year

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William Carey International University

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As a prospective student, you are encouraged to review this academic catalog prior to signing an enrollment agreement. You are also encouraged to review the [School Performance Fact Sheet](#). If you are a California resident, you must be provided the School Performance Fact Sheet prior to signing an enrollment agreement.

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Welcome

Dear Student,

Welcome to William Carey International University! On behalf of the faculty and staff of WCIU we wish to express to you how important each of our students are to our University community.

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

The contents of this academic 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 academic 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.

William Carey International University

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

ABOUT WCIU

Mission

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

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

Distinctives:

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

WCIU's underlying core value is a belief in a divine Creator who can be known through the physical universe and the sacred collection of writings commonly known as the Bible, portions or the whole of which are accepted as authoritative by Jews, Muslims and Christians alike, and widely respected by other religions. We are also followers of Jesus, whose teachings have been instrumental in inspiring and motivating social reformers, scientists, and development practitioners over the past 2,000 years. WCIU's reason for equipping students for development work is based on in 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,” “salaam” or “peace” — the mutual pursuit of right relationship with God, with self, and with others that leads to peace, health, and well-being for all.

WCIU's Educational Programs are Holistic, Integrative-Interdisciplinary, and Integral:

WCIU's educational programs are committed to reflection and critical thinking, utilize an interdisciplinary approach of integrating biblical, historical, cultural perspectives with personal faith-generated commitments and translating these into practical service. Core courses critique 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.

WCIU's Educational Programs are Supported by Mentors:

Although WCIU offers field-based extension programs, we are committed to provide our students virtual contact with experienced scholar-practitioners who comprise our faculty. We also recognize the immense value to professional growth of peer mentoring. This lessens the sense of isolation that distance learning can produce. It also 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.

WCIU's Educational Programs are Flexible:

WCIU's programs are designed for working adults serving with 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.

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.

For the MATUL program, the additional and unique distinctives are in the following areas.

Action-driven:

MATUL utilizes action and project driven learning, apprenticeship **style, and learning from local leaders.** It also draws upon oral and academic wisdom that is embedded among the urban poor; learning from them and valuing oral culture wisdom yet engaging global academia and producing papers that actually help to solve development issues among the urban poor.

Community-driven:

MATUL students impact communities as they learn from and serve the marginalized. They participate in movements for change, organizing projects to catalyze local leadership such as small group multiplication, self-help savings groups, and teacher-training.

Skills-Character-Theological-Cross-cultural-Entrepreneurial-driven:

MATUL students learn skills that range from communicating the gospel and small group formation to the complexities of community and international development. They receive mentorship from NGO management and community leaders who supervise character-building fieldwork. They are afforded opportunities to join the ranks of top theological thinkers on poverty through theological reflection, studying global literature, and working with the urban poor. They learn crucial cross-cultural skills such as communication, cultural sensitivity, adaptability, and anthropology. Finally, they initiate projects and organizations in multiple contexts and disciplines.

Institutional Objectives

WCIU strives to generate the following competencies in its students:

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

Philosophy of International Development

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

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

WCIU is named after William Carey, an enterprising 19th century Englishman who devoted nearly fifty years to the people of India with an exceptionally broad approach to community and national development. His achievements spanned the realms of scientific research, economic and ecological innovation, social reform, linguistic and literary works, and educational advancement. He brought innovation to Indian society by establishing the first printing press, the first English language newspaper, the first horticultural society, the first banking house, and the first school for girls. He also helped found one of India's oldest and most prestigious colleges.

Carey recognized that the major challenges facing the Indian peoples of his day lay deep within the historical, socio-cultural matrix of the nation—its ideology, its politics, socio-economic systems and religious worldviews. His examples and writings led the way for hundreds of faith-based agencies to be formed and tens of thousands of faith-based workers to be sent over the subsequent two centuries, to the “uttermost parts” of the earth. Where these workers have gone, they have established schools to dispel ignorance, small businesses to address poverty, defended the rights of women and children, established clinics and hospitals, addressed innumerable social ills, and formed communities of faith and hope, often in the face of opposition by colonial powers and other controlling political interests.

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

WCIU DNA Statement

WCIU strives to address the roots of human problems both globally and locally.

"The integrated approach goes beyond the usual understanding of International Development."¹ Our holistic approach is integrative, integral, and internal.

Integrative

Seeking the purposes of God in this world, WCIU emphasizes the integration of biblical, historical, and cultural perspectives, using various academic disciplines, in their contribution and relevance to international development. To provide tailor-made field experiences, we partner and encourage students to partner with other organizations.

Committed to cultivating leaders with integrity, WCIU encourages the holistic growth of students, encouraging academic learning with their spiritual lives and the lives of those in their ministry.

Integral²

Seeing the flourishing of relationships with God, with one another, and with creation is the ultimate goal of development. WCIU seeks to establish biblical *shalom*: wholeness, fulfillment, well-being, health, safety, reconciliation, economic integrity and peacemaking. Extending *shalom* means following the example of Jesus³ in "words, deeds, and signs"⁴ to redeem all of creation.⁵ Instead of divorcing evangelism from social action, WCIU believes that "doing God's will on earth" requires a unified front to fight evil in all its manifold expressions from the spiritual realm down to the molecular level.⁶

Internal

Peacemaking is ending wars, but it is also bringing economic justice that engages the poor themselves. Development is a dynamic process of change and growth. The complex work of discovering and

¹ James Butare-Kiyovu, *International Development from an Integrative Perspective*, 2.

² C. René Padilla and other members of the Latin American Theological Fellowship coined this phrase, and it was adopted in The International Congress on World Evangelization in Lausanne in 1974.

³ Luke 4:18-19 (NIV) "The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to set the oppressed free, to proclaim the year of the Lord's favor."

⁴ Kirk Franklin, "Holistic Help for the Peoples of This Earth: From Sudan to Switzerland" in James Butare-Kiyovu, *International Development from a Kingdom Perspective*, 67.

⁵ In the case of Rwanda, the aftermath of genocide requires not only addressing poverty and illiteracy but the "damaged identities" of individuals, families, and communities. (See James Butare-Kiyovu, *International Development from a Kingdom Perspective*, 165.)

⁶ Beth Snodderly, "*Shalom*: The Goal of the Kingdom and of International Development" in James Butare-Kiyovu, *International Development from a Kingdom Perspective*, 85.

addressing root problems must derive from within the community affected. While the change is internally led, the indigenous community works collaboratively and in partnership with others (including faith communities, NGOs, and governments).

WCIU Statement of Faith and Belief

Introduction

WCIU is a university centered on a faith in God who exists as the Father, Son and Holy Spirit. We are followers of Jesus the Christ the Messiah, though we represent diversity in cultural background and religious heritage. This statement of faith is a declaration of our trust in God. We seek to build our lives and educational ministry around the central message of the Bible which we understand to be the good news of God's blessing the whole world through Jesus. We experience God's revelation as we probe, study, meditate upon and seek to obey and apply the Scriptures of both the Hebrew Bible and the New Testament, interpreted as a unified story that is focused on Jesus.

The biblical mandate to disciple (teach, educate) the nations, when applied to WCIU, involves educating students in the fullness of Scripture and in the search for truth within all aspects of God's created order. "All nations" includes socio-cultural-religious groups and geo-political countries. We seek to discern truth in accordance with James 3:13-18 and so we seek to be open to reason, and to have a spirit of gentleness as we seek to broaden opportunities for such engagements that lead to transformative involvement in the public domain inclusive of diverse peoples, politics, religions, worldviews.

We endeavor, by God's grace, to obey Jesus and participate with God in seeking to bless all peoples of the earth. In keeping with this, we affirm our faith as follows:

We have faith ...

- In the Holy Scriptures – God's word to humanity.
- In the Triune God, revealed in Exodus 34 as "compassionate and gracious, slow to anger, and abounding in loyal love and faithfulness, keeping loyal love for thousands, forgiving iniquity and transgression and sin...
- This God has existed eternally as the Father, Son and Holy Spirit and is just and pure in all His ways.
- In the redeeming power of Jesus, the Christ, which He demonstrated by His life, teaching, death and resurrection whereby he took upon Himself the sins of all so that all might be saved through Him.

1. The Purposes of God

We believe God governs and is sovereign over all things according to the purpose of his will. God has been calling forth a people for himself from all the peoples of the earth and sending them to be His servants and his witnesses, for the extension and fullness of him and his kingdom, the building up of the whole body of Jesus' followers, and the glory of his name.

See: Isa. 40:28; Matt. 28:19; Eph. 1:11; Acts 15:14; John 17:6,18; Eph. 4:12; Rom. 12:2; 1 Cor. 5:10; 2 Cor. 4:7.

2. The Person of Jesus

We believe that in and through Jesus, and Him alone, God makes available to all people reconciliation with Him and in that reconciled relationship a wholeness and peace (shalom) that passes human understanding. We believe there is one Savior Whose saving work ultimately encompasses every aspect

of our humanness and all the created world, seen and unseen. The incarnation of Jesus – the Word made flesh – shapes our understanding of transformational development begins from within (a person, and a society).

See: Gal. 1:6-9; Rom. 1:18-32; 1 Tim 2:5,6; Acts 4:12; John 3:16-19; 2 Peter 3:9; 2 Thess. 1:7-9; John 4:42; Matt. 11:28; Eph. 1:20-21; Phil. 2:5-11; John 1:14.

3. God's Spirit

We believe that the Spirit of God, fully divine and personal, has been at work in the created order since its beginning. We believe the Spirit empowers individuals in diverse ways to do God's work. The same divine Spirit is the Spirit of wisdom, understanding and knowledge who leads Jesus' disciples into all truth, the Spirit who brings forth the good fruit of godly character, and the Spirit of mysterious and miraculous gifts and works of power. The Holy Spirit of God who empowered particular people at particular times in the Old Covenant, is revealed in the New Covenant as the one who filled and rested upon Jesus and who came in a new way to God's people in Pentecost. The Spirit constantly indwells followers of Jesus and unites them as the Body of Christ. The Spirit of God is involved in the full scope of God's work of redemption as well as in sanctifying, guiding and empowering God's people in their witness to Jesus and his kingdom and in their works of wisdom, love, justice, and transformational development.

See: Gen. 1:2; Ex. 31:3; Ex. 35:31; Isa. 11:1-3; Isa. 42:1; Matt. 3:16; Matt. 12:28; John 14:17; Acts 1:8; Acts 2:1ff; 1 Cor. 12:3-13; Gal 5:22-23; Eph. 4:3-4.

4. Humanity and the People of God (imago dei)

We believe that all humans are made in the image of God. We believe that all humans are born with a capacity to do good. At the same time, all are born into sin and equally capable of causing harm. We believe that the greatest evils experienced in history were caused by the fallenness of humanity and not the will of God.

Scripture reveals that all humanity is broken, but also reveals that in Christ, God is reconciling all things to Himself. Through Christ, all are afforded the opportunity to become the "people of God" (Romans 1:16, 10:12; Galatians 3:28). The New Testament vision for the people of God is a people who live holy lives: living in Christ and living in and among their surrounding communities.

God provides the community of faith and the work of the Spirit to help us see our blind spots and call us to repent and submit to one another (Eph 5:21) and to God's loving discipline. The New Testament vision for the people of God is a people who live holy lives: living in Christ and living in and among their surrounding communities.

5. The Place of the Bible

The message of the Old and New Testaments is addressed to all people. God's Spirit inspired the writers of the Scriptures, and thus God speaks with a unique authority through the Bible. The Spirit illumines the minds of God's people in every culture to perceive the truths of the scriptures in fresh ways within their various contexts and thus discloses to the whole world ever more the multi-faceted wisdom of God.

See: 2 Tim. 3:16; 2 Peter 1:21; Isa. 55:10-11; Rom. 1:16; 1 Cor. 1:21; John 10:35; Matt 5:17-18; Jude 3; Eph. 1:17-18.

6. Social Responsibility

We share God's concern for justice and reconciliation throughout human society and for the liberation of human beings from every kind of oppression. We are all made in the image of God. Every person, regardless of race, religion, color, culture, class, gender, or age, has an intrinsic dignity which should be respected and served, not exploited. The message of salvation as the fullness of God's blessing also

implies a message of judgment upon every form of alienation, oppression, and discrimination, and we denounce evil and injustice wherever they exist. When people follow Jesus, they become citizens of his kingdom and must seek not only to exhibit but also to experience and serve to further transformational development in the midst of an unrighteous world. The salvation we claim to experience should be transforming us in the totality of our personal and social responsibilities. Faith without works is dead. See: Acts 17:26,31; Gen. 18:25; Ps. 45:7; Isa. 1:17; Gen. 1:26-27; Lev. 19:18; Luke 6:27,35; James 3:9; John 3:3,5; Matt 5:20; Matt. 6:33; 2 Cor. 3:18; James 2:14-26.

7. Spiritual Conflict

Creation is in constant spiritual struggle with the principalities and powers of evil. These powers can include spiritual beings which seek to bring devastation and destruction to frustrate human flourishing. Often these powers work through humans to use government, corporate, and/or cultural elements of society.

We encounter this struggle in many forms: a perfectly created and now broken world, sickness, broken relationships, injustice, demonic activity within people as individuals, and in some of the institutions and social structures they create, and also in false ideologies. These expressions of evil also exist among the followers of Jesus, in false representations of Jesus and his message which distort Scripture. We acknowledge that we ourselves are not immune to misunderstandings and misapplications of God's truth in our own thoughts and actions. In response, we believe that transformational development provides a holistic approach which is required to address evil in its many forms. We recognize that every response, as followers of Jesus, needs to be rooted in the empowerment of God's Spirit and the fruit and gifts of the Spirit.

See: Eph. 6:12; 2 Cor. 4:3-4, Eph. 6:11,13-18; 2 Cor. 10:3-5; 1 John 2:18-26; 4:1-3; Gal. 1:6-9; 2 Cor. 2:17; 4:2; John 17:15; 1 Corinthians 12; Galatians 5:22-23.

8. Culture

Transformational development calls for imaginative and innovative methods in response to ever changing situations and needs. Under God, efforts will be deeply rooted in Jesus's life and character, and also closely related to the culture in which they are formed. The universe was made by God, who declared it to be good and filled it with blessing so that it might flourish. Human culture must always be tested and judged by scripture. This is true of every culture, including our own. Human beings are God's creatures, made in God's image. We recognize that everyone has some knowledge of God through God's revelation in nature, human conscience, and through the reality of humans being made in God's image. This means that human cultures, including religious aspects of human cultures, though marred by sin, still reflect his character. Because of this, every culture is rich in beauty and goodness, while at the same time every culture is also tainted with sin and susceptible to the influences of evil spiritual forces. The gospel does not presuppose the superiority of any culture to another but evaluates all cultures according to its own criteria of truth and righteousness and insists on moral absolutes in every culture. Jesus's servants must humbly seek to empty themselves of all but their personal authenticity in order to become the servants of others, and must seek to transform and enrich culture, all for the glory of God.

See: Mark 7:8-9,13; Gen. 1:26ff, and 4:21-22; 1 Cor. 9:19-23; Phil. 2:5-7; 2 Cor. 4:5.

Conclusion

WCIU believes God's future for this world can be summarized as "a verdant and flourishing world, ripe with wholeness and peace."

WCIU is committed to pursuing our work as a university in allegiance to the statements above, and with excellence in the pursuit of our Mission:

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

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 internet in order to take courses from WCIU. Students who demonstrate initiative in communicating with fellow students, faculty and staff gain the most from distance education course delivery.

Student Body

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

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

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

Students who thrive in WCIU's programs:

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

INSTITUTIONAL RECOGNITION

Approval to Operate

ACCREDITATION

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

Distance Education Accrediting Commission

1101 17th Street NW, Suite 808

Washington, D.C. 20036

www.deac.org

Tel: 202.234.5100

Email: info@deac.org

The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).

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 Transformational Urban Leadership. 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 March 2, 2023.

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

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

Financial Solvency

WCIU is financially solvent. It has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition for bankruptcy in the last five years. WCIU has not had a petition in bankruptcy filed against it within the last five years that resulted in its reorganization under Chapter 11 of the United State Bankruptcy Code.

Legal Identity

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

Affiliations

- Accord Network
- Micah Network
- Missio Nexus
- Christian Community Development Association

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 available Monday through Friday 9:00 a.m. to 5:00 p.m. (Pacific Standard Time) and make it a goal to respond to emails and phone calls within two business days. The WCIU Administrative Offices are closed for the following holidays:

Official Holidays

- Labor Day: September 2, 2024
- Thanksgiving: November 28-29, 2024
- Christmas: December 24-31, 2024
- New Year's Day - January 1, 2025
- Martin Luther King Jr. Day: January 20, 2025
- President's Day: February 17, 2025
- Good Friday: April 18, 2025
- Memorial Day – May 26, 2025
- Juneteenth – June 16, 2025
- Independence Day - July 4, 2025

2025-26 Academic Calendar

January Term 2025

Important Dates	January 6 through April 12
Course Registration Opens	November 6, 2024
Admissions Deadline	December 10, 2024
Course Registration Closes	December 20, 2024
Coursework Begins	January 6, 2025
Last Day to Drop (100% refund)	January 20, 2025
Last Day to Withdraw from Courses	March 15, 2025
Coursework Ends	April 12, 2025
Grades Due	April 19, 2025

April Term 2025

Important Dates	April 21 through July 26
Course Registration Opens	February 21, 2025
Admissions Deadline	April 1, 2025
Course Registration Closes	April 8, 2025
Coursework Begins	April 21, 2025
Last Day to Drop (100% refund)	May 5, 2025
Last Day to Withdraw from Courses	June 28, 2025
Coursework Ends	July 26, 2025
Grades Due	August 2, 2025

September Term 2025

Important Dates	September 2 through December 13
Course Registration Opens	July 2, 2025
PhD Admissions Deadline	July 22, 2025
MA Admissions Deadline	August 12, 2025
Course Registration Closes	August 19, 2025
Coursework Begins	September 2, 2025
Last Day to Drop (100% refund)	September 16, 2025
Last Day to Withdraw from Courses	November 8, 2025
Thanksgiving Break	November 24 through 29, 2025
Coursework Ends	December 13, 2025
Grades Due	December 20, 2025

January Term 2026

Important Dates	January 12 through April 25
Course Registration Opens	November 12, 2025
PhD Admissions Deadline	December 1, 2025
MA Admissions Deadline	December 22, 2025
Course Registration Closes	December 29, 2025
Coursework Begins	January 12, 2026
Last Day to Drop (100% refund)	January 26, 2026
Last Day to Withdraw from Courses	March 21, 2026
Coursework Ends	April 18, 2026
Grades Due	April 25, 2026

April Term 2026

Important Dates	April 27 through August 1
Course Registration Opens	February 27, 2026
PhD Admissions Deadline	March 16, 2026
MA Admissions Deadline	April 6, 2026
Course Registration Closes	April 13, 2026
Coursework Begins	April 27, 2026
Last Day to Drop (100% refund)	May 11, 2026
Last Day to Withdraw from Courses	July 3, 2026
Coursework Ends	August 1, 2026
Grades Due	August 8, 2026

Contact Information

WCIU Office: (626) 398-2222

Admissions: admissions@wciu.edu

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

Student Services: studentservices@wciu.edu

Student Services provides assistance to students related to transcript requests, course registration, academic calendar dates, graduation procedures, student inquiries, financial matters, scholarship applications, and Populi guidance.

Academic Affairs: academicaffairs@wciu.edu

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

Registrar's Office: registrar@wciu.edu

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

President's Office:

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

Study Load

- WCIU's MA Programs are developed for study on a part-time or full-time basis. The University encourages students to pace themselves by enrolling in one or two 3-credit course each term so 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 18 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. The following are definitions of specific violations of WCIU's Code of Ethics.

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

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

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

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

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

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

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

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

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

Students are encouraged to review the following resource links on plagiarism:

- Plagiarism Tutorial
- Avoiding Plagiarism
- Understanding Plagiarism
- 10 Types of Plagiarism

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 Provost of 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.

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 academic catalog.

Procedures for Requesting Reasonable Accommodation

A student who wishes to request reasonable accommodation should submit the WCIU Reasonable Accommodation Request Form (available at [WCIU Forms](#)) to WCIU Student Services at: 1010 E Union St., Suite 110, Pasadena, CA 91106 or send by email to studentservices@wciu.edu.

The request should include the following:

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

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

The Academic Team

The Academic Team 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 Academic Team 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 Academic Team will make a decision regarding the student's request for accommodation and submit the decision to the Vice President Academic Affairs for approval. The Academic Team 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 Academic Team will advise the President when they anticipate issues or problems in determining appropriate accommodations or difficulty coming to agreement with the instructor.

Faculty

Faculty should be mindful, in developing tests or other procedures for evaluating students' academic achievement, that both Federal regulations and institution policy require that methods should be provided for evaluating the achievement of students who have a disability that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represents the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure). [34 C.F.R. § 104.44 (c)] If an instructor has concerns or questions about an accommodation that the Academic Team has determined to be appropriate for a particular student, the instructor should contact the Academic Team promptly. The Academic Team will attempt to resolve the issue informally. If, after adequately thorough and good faith discussion with the Academic Team, 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 Academic Team. The President will review the matter and advise the Academic Team 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 Academic Team or President.

The Academic Team 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 Academic Team 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 Team can be reached at:

William Carey International University
1010 E Union St., Suite 110,
Pasadena, CA 91106
626-398-2222
Email: studentservices@wciu.edu.

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

Student Housing

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

ADMISSIONS

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

Admissions Calendar

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

Important Admissions Dates

	September Term	January Term	April Term
Application Deadline	Aug. 15, 2024	Dec. 10, 2024	Apr. 1, 2025

MA Admission Requirements

To be admitted to study at WCIU the following requirements must be met in full:

1. Complete the online application form.
2. Provide evidence of a bachelor's degree earned from an appropriately accredited institution with a minimum cumulative GPA of 3.0 by submitting an official transcript.
3. Identify a professional reference on the application who will need to fill out an online reference form.
4. Meet the WCIU English requirement:
Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:
 - a. Duolingo English Test score of at least 105
 - b. TOEFL score of at least 80 (for the internet-based test)
 - c. IELTS score of at least 6.5
 - d. A transcript indicating completion of at least 30 semester credit hours with an average grade of "B" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English.
5. Provide a copy of a current government-issued photo identification (upload to application).
6. Meet the Technology & Computer Requirements (see below).

Notes:

- If an applicant's official transcript has not been received prior to the start of their enrollment, he/she may be provisionally accepted for one term. If the official transcript is not received by the end of the term, the applicant will be withdrawn from the program.
- If an applicant does not meet the minimum 3.0 GPA requirement, he/she may be provisionally accepted and required to complete a course (stipulated by the Academic Team) in the first semester with a B or higher.
- An interview may be required for admission.

Official transcripts should be mailed to the following address:

William Carey International University
Registrar's Office
1010 E Union St., Suite 110,
Pasadena, CA 91106
USA

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

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

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

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

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

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

State Authorization

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

It is the student's responsibility to notify the institution of a change in physical location.

Visiting Student Policy

The WCIU Visiting Student Policy applies to the following:

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

Visiting Student Admissions Requirements and Process:

- To be a Visiting Student at WCIU the following requirements must be met:
 - Complete the Visiting Student online application.
 - Sign the Visiting Student enrollment agreement.
 - Have a bachelor's degree earned from an institution of higher learning as evidenced by submitting a transcript (unofficial copy is acceptable). If the institution is an unaccredited institution, WCIU requires a portfolio from applicant that constitutes the following documents:
 - a. Current Resume.
 - b. Two letters from Supervisors/Employers (1 current and 1 previous) who are able to document work experience, work responsibilities, and work performance.
 - Provide a copy of a government-issued photo identification.
 - Meet the WCIU English requirements:

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

 - Duolingo English Test score of at least 105
 - TOEFL score of at least 80 (for the internet-based test)
 - TOEFL score of at least 65 (for the paper-based test PBT). PBT scores will no longer be accepted after April 2023.
 - IELTS score of at least 6.5
 - A transcript indicating completion of at least 30 semester credit hours with an average grade of "B" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English.
 - Satisfactory completion of the Immerse Intensive English Language Program at the Advanced Level per the Immerse-WCIU Articulation Agreement dated 8/29/2022 with an overall average grade of 3 or higher (on a 4-point scale). The Advanced level Certificate of Achievement is equivalent to WCIU's graduate level English proficiency admissions requirements.

Note: An interview may be required for admission.

- Upon approval, a Visiting Student may enroll in courses in accordance with the WCIU academic calendar. WCIU standard policies and procedures regarding tuition, refunds, and withdrawals apply to Visiting Students.
- A student permitted to enroll as a Visiting Student at WCIU is not considered to be enrolled in a degree program and is limited to a maximum of 9 total credit hours in this status.
- Courses completed as a Visiting Student do not lead to admission to WCIU degree programs. If a Visiting Student intends to apply for Full Admission Student Status, he/she must follow the standard application procedures and submit the required full admission application package (including an official transcript). A key requirement to apply to an MA program is an undergraduate degree obtained from an accredited university. If a student is admitted to an MA program appropriate credits earned as Visiting Student will apply to the program.

General English Requirements

Please see the English Requirements explained above under Admissions Requirements. Students enrolled in English language programs may take courses in a language other than English with the approval and supervision of WCIU faculty. All such courses must be taught by an academically qualified instructor. If written work is submitted by the student in a foreign language, in compliance with such courses, they must be graded by a qualified instructor who is fluent in the language and has been approved by the WCIU. Any grade assigned must be recorded with the four-point system used by WCIU. Generally, students and instructors must be a native speaker in the foreign language. Students must provide an official transcript demonstrating successful postsecondary study in the appropriate language. Instructors also must provide a transcript from a postsecondary institution where the instruction was in the language in which they must demonstrate proficiency. Students and instructors who did prior study in English must provide documentation of proficiency in the foreign language (such as test results from a standard language proficiency exam) or successfully passing a WCIU online oral interview and writing test.

WCIU does not always expect the student to generate major academic work in English, recognizing 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 register and pay for their courses online. Therefore, students must have regular access to a computer and reliable internet to achieve successful academic progress.

Computer Requirements

Student Computer Requirements:

- Windows 10/11 or comparable Macintosh/Linux operating system
- High speed Internet connection; cable, DSL, etc. (Dialup connections are not recommended.)

- Word Processor, MS Word recommended. (OpenOffice, a free equivalent to Microsoft Office, is available at www.openoffice.org).
- Internet Web Browser (Brave or Firefox recommended)
- Personal E-mail Address (Gmail or other free account with web access)
- Adobe Acrobat Reader (free download, www.adobe.com)

Electronic Signature Policy

The use of electronic signatures is permitted for signing required forms and documents to adhere to WCIU terms and conditions. Electronic signature by the student is accepted by WCIU on all forms and documents. Students experiencing technological issues may manually sign required forms and documents, scan, and send them to the Registrar's Office. 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, Transformational Urban Leadership, or Global Development or the certificate you earn in Social Entrepreneurship, Leadership of Urban Movements, or Urban Community Development 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 based on a standard administrative review process in accordance with the WCIU Transfer Credit Policy. 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 or other appropriately accredited institution. 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. No more than 9 graduate semester units or the equivalent in other units awarded by another institution may be transferred for credit toward a PhD 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 academic catalog.
- Must complete Transfer Credit Request Form through Populi.

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 registrar@wciu.edu or from the WCIU website.
- Submit the completed form to registrar@wciu.edu.
- Have an official transcript from the transfer institution mailed directly to WCIU Office at:
William Carey International University
Registrar's Office
1010 E Union St., Suite 110,
Pasadena, CA 91106
USA

Students are able to appeal transfer credit decisions by submitting a request for appeal to the Vice Provost of Academic Affairs. Requests for appeal may be mailed to the WCIU Office at the address above or sent by email to registrar@wciu.edu. The Vice Provost of 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 Identity Verification

WCIU employs a comprehensive approach to verify student identity throughout the admissions process and during enrollment. Applicants are required to provide a government-issued photo identification at the time of admission. Furthermore, students must upload a current photograph to their Populi profile. Access to the learning university management system necessitates a secure login and password. Students bear the responsibility for providing accurate and complete identity information during any identification verification processes. It is explicitly against university policy for an individual to share their password or permit others to access their account. Access credentials must not be shared or transferred to any individual other than the authorized user for any reason. Users are accountable for all activities conducted through their accounts and are advised to change their passwords regularly to uphold security.

Students are required to submit all assignments through the learning management system. Assignments not submitted through the learning management system may not be accepted.

Student identification is additionally confirmed during course Zoom sessions with faculty members. In at least one session during the term, the faculty member will capture a screenshot of the class (with cameras on) and submit it to the Registrar for verification purposes. The Registrar will ensure that the screenshot corresponds with the student's profile picture and the government-issued photo identification provided during the admissions process. Please note that MA-DS courses (Applied Learning & Capstone) are exempt from the requirement to submit a screenshot.

REGISTRAR'S OFFICE

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

Registration for Courses

For course registration information please contact the Registrar's Office at registrar@wciu.edu.

Students will receive a notification when the registration period opens and will receive reminders prior to the conclusion of the registration period.

Concurrent Enrollment

Within the transfer credit guidelines above, studies relevant to a student's program may be taken for credit through institutions recognized by WCIU upon 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 Registrar's Office upon completion of the work. See the Transfer Credit section of the academic catalog for information on receiving transfer credit.

Course Completion and Extensions

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

To request a course extension, the student should email their course instructor and the Registrar's Office (registrar@wciu.edu) specifying the length of the extension being requested and the reason why it is needed. 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. The student will be charged a \$50 extension fee for extensions exceeding one week. 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

- Students may drop their course within the first 2 weeks of the term and receive a full refund. The dropped course will not be reported on their transcript.
- Students may withdraw from their course within the first 10 weeks and receive a partial refund. The course withdrawal will be reported on their transcript as a "W".

Students who drop a course within the first 2 weeks will not be charged for the course. However, students who are enrolled in a course for more than two weeks will be charged a prorated amount based on the number of days they were enrolled in the course prior to their withdrawal.

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 notify the Registrar's Office at registrar@wciu.edu. Students have until the end of the 10th week to withdraw from 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 latter 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 notify 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 the institution for two consecutive terms, the effective date of the institutional withdrawal will be the first day of the second term. 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 institutional policy. The Registrar may enter an administrative withdrawal if a student:

- 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 academic catalog.
- Engages in improper or unlawful conduct.

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

Course Cancellation

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

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 Registrar's Office at registrar@wciu.edu. The request should include the length of leave being requested and the reason for the request. The request will be submitted to the Program Director for review. The decision will be communicated to the student by the Registrar's Office. Students on an approved leave of absence may submit a petition for an earlier return if so desired.

Graduation Requirements

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

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

Diplomas

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

Transcript Requests

Unofficial transcripts can be accessed by current and recent students by signing into their 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 online Transcript Request form found on the website or send a request to registrar@wciu.edu.

California students are not subject to withholding of transcripts.

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

Transcript Fees

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

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

For further information contact registrar@wciu.edu.

Transcript Payments in Populi

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

Former students who did not use the Populi online management system may pay by bank transfer or check. For bank transfer instructions please contact registrar@wciu.edu. To pay by check, please make checks out to William Carey International University and mail to the following address:

William Carey International University
Financial Services
1010 E Union St., Suite 110,
Pasadena, CA 91106
USA

WCIU Record Retention Standards

Per DEAC's recommendation, WCIU policies for maintaining all student and alumni records are developed from AACRAO's data maintenance standards. AACRAO is the American Association of Collegiate Registrars and Admissions Officers. However, when the California BPPE standards exceed AACRAO standards, WCIU adheres to the California standards. California generally requires that files be maintained for a minimum of 5 years from the date of the student's completion or withdrawal.

The following is a summary of the AACRAO record retention times:

- Admission documents (applicants who do not enroll): 1 year
- Admission documents (applicants who enroll): 3 years
- Course registration/enrollment records: until administrative need is satisfied
- Academic records:
 - Faculty grade book: 5 years after course completion
 - Student correspondence: 3 years after graduation or last term of attendance
 - Exams/graded coursework: 1 year after course completion
 - Other academic records: until administrative need is satisfied
- Electronic Data:
 - Data change logs: 10 years
 - Enrollment data: 10 years
 - Grade data: permanent
 - Student demographic information: 50 years
- FERPA related records: permanent
 - Requests for formal hearings
 - Requests for personally identifiable information
 - Requests for nondisclosure of directory information
 - Statements on content of records regarding hearing panel decisions
 - Written consent for records disclosure
 - Waivers for rights of access
 - Written decisions of hearing panels
- Specific records to be maintained permanently:
 - Notice of academic dismissal
 - Notice of violation of academic integrity policy
 - Academic evaluations (that are part of the academic transcript)
 - Thesis/Dissertations
 - Transcripts
 - Graduation lists
 - Grade submissions sheets
 - Student demographic information
 - Catalogs
 - Commencement programs
 - Records of degrees granted
 - Enrollment statistics
 - Grade statistics
 - Race/ethnicity reporting

Student transcripts are permanently maintained in digital format. Digital copies of diplomas are attached to the student's activity feed on Populi and maintained permanently. Older WCIU records from

previous systems prior to the implementation of Populi are maintained permanently in digital format. Files are maintained in digital format on Populi, SharePoint, and OneDrive. The records are located at the university headquarters in Pasadena. WCIU is in the process of digitizing the paper archive records from the early years of WCIU. Records that are not required to be permanently maintained will be properly shredded.

WCIU Privacy Policy

William Carey International University (WCIU) is committed to the responsible use of information collected from and about our students. We respect your right to keep your personal information confidential and understand your desire to avoid unwanted solicitations. We hope that by taking a few minutes to read this privacy policy, you will have a better understanding of what we do with the information that is collected and the steps we take to keep it private and secure.

A. Types of Information We Collect

1. Non-Personal Information Collected Automatically. WCIU collects limited, non-personal information that your browser makes available when visiting websites. This information may include your IP address, your browser type, access times, cookie information (described below), referring or exit website address, internet service provider, date/time stamp, operating system, device, geographic locale, language preferences and system configuration information.

We use non-personally identifiable information while you are browsing the WCIU site to improve your individual experience and provide you with a more personalized experience in subsequent visits. We also aggregate non-personally identifiable information from many users into statistical reports on website traffic to better administer our website and improve its effectiveness, diagnose server issues, and improve the user experience.

- **Social Media.** We may use services provided by social media providers, including, but not limited to Facebook, Instagram and Twitter, to display content. In these cases, the social media site may provide us with certain information about you, which may include your postings and account activity. Please see the privacy policy for the applicable social media site to learn more about how these sites share your personal information.

- **Cookies.** Cookies are small files that a site or its service provider transfers to your computer's hard drive through your web browser that enables the sites or service providers systems to recognize your browser and capture and remember certain information. We may assign your computer one or more cookies for the purpose of facilitating access to our website and to personalize your online experience. Through the use of a cookie, we also may automatically collect information about your use of our site, such as the web pages you visit, the links you click, and the searches you conduct on our site. If you desire to remove such technologies you may do so by disabling these features in your browser program, but this may render our websites unusable to you. Consult your browser's Help Menu for assistance in changing cookie settings or removing cookie files.

2. Personal Information You Voluntarily Provide. In addition to the web analytical information collected when you visit the WCIU website, WCIU also collects and uses personal information that you

voluntarily provide to us when you fill out a form on our website, respond to an advertisement, sign-up for an event or mailing list, request information, submit an admissions application, register for classes, apply for products or services, etc. By completing any of these forms, you are agreeing that we can use the information for the purposes of the form and for follow up communication. If you do not wish to provide your contact information or other private information online, you may call WCIU and request that information be sent through the mail.

B. Parties to Whom We Disclose Information

We will not sell, trade or transfer your personally-identifiable information to third parties, except in accordance with this policy. However, WCIU may use or disclose personal information for the following purposes:

- If required by law. For example, to comply with a validly issued and enforceable subpoena or summons.
- When necessary for any legitimate interests of WCIU, except where your interests or fundamental rights override those legitimate interests.
- When necessary to protect your vital interests or the vital interests of another individual.
- To provide information to affiliates of WCIU and nonaffiliated third parties who perform services or functions for us in conjunction with our services to you, but only if we have an agreement with the other party which prohibits them from disclosing or using the information other than for the purposes for which it was disclosed.
- To employees of WCIU and other parties who must use that information to provide services to you. Their right to further disclose and use the information is limited by this policy, applicable law, and nondisclosure agreements where appropriate.
- To communicate information that WCIU thinks may be of interest to you.
- Any other purpose when you provide consent to the processing of your personal data.

Non-personally identifiable visitor information may be provided to other parties for marketing, advertising and other uses.

C. Confidentiality and Security of Nonpublic Personal Information

We maintain physical, electronic, and procedural safeguards in material compliance with applicable laws and regulations to guard your personal information from unauthorized access, alteration, or premature destruction. However, as effective as any security measures implemented by WCIU may be, no security system is impenetrable. WCIU cannot guarantee the security of its database environment, nor can it guarantee that the information you provide will not be intercepted while being transmitted over the internet.

D. GDPR Privacy Rights

This notice provides certain information to persons located in the European Union (EU) or the European Economic Area (EAA) and is intended to satisfy requirements in Regulation 2016/679 (General Data Protection Regulation or GDPR). WCIU may be a data “controller” or “processor” with regard to certain activities as defined under the GDPR. If you are an individual located in the EU, you may have additional rights available to you, including:

- You have the right to request access to your personal information, and the rectification of inaccurate personal information concerning you.
- You have the right to obtain the deletion or the restriction of processing of your personal information in certain circumstances, including when the information is no longer necessary in relation to the purposes for which it was collected or otherwise processed, except when we are required by law to maintain or otherwise process your personal information, for the establishment, exercise, or defense of legal claims, or for the protection of the rights or another person.
- In certain circumstances, you may have the right to be provided with your personal information in a structured, machine readable and commonly used format and to request that we transfer the personal information to another data controller without hindrance.
- Where our processing of your personal information is based on your consent, you have the right to withdraw your consent at any time. This does not affect the lawfulness of the processing based on consent before its withdrawal.

You may exercise these rights by contacting us using the contact information provided below. To protect your privacy and security, we may take steps to verify your identity before taking action on your request.

You also have the rights and remedies set forth in GDPR Articles 77-82, which includes the right to lodge a complaint with a supervisory authority.

The GDPR requires that your personal data be kept no longer than necessary. The applicable time period will depend on the nature of such personal data and will also be determined by legal requirements imposed under applicable laws and regulations

E. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), also known as the Buckley Amendment, is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA strictly limits parental access to the educational records of enrolled students above the age of 18 (“eligible students”) and provides certain rights of access to parents of underage students. WCIU intends to comply fully with FERPA. FERPA guidelines do allow eligible students to voluntarily surrender some of their privacy rights. Accordingly, while WCIU recognizes the legitimate interests of parents to consult with staff about the academic well-being of their student, WCIU cannot do so without a written release from the eligible student. Release forms are available by contacting WCIU.

The following information is available from the U.S. Department of Education at:

<https://studentprivacy.ed.gov/ferpa>

F. Third Party Links

Occasionally, at our discretion, WCIU website may offer third party products or services, including links to other websites outside the wciu.edu domain. Such sites have separate and independent privacy policies and are not governed by this privacy statement. Users should become familiar with the privacy practices of those other sites.

G. Changes to Policy.

WCIU reserves the right to amend or otherwise modify its privacy policy at any time. We expect any such changes to be minor, and notification of any changes will be made on this page. You should check back at this site periodically to obtain a current copy of this privacy policy. We urge you to review this privacy policy frequently to obtain the current version. Your continued provision of personal information or use of our services following any changes to this privacy policy constitutes your acceptance of such changes if we intend to use information that personally identifies you.

H. Contact Information

Questions about this privacy policy should be directed to the WCIU Office at registrar@wciu.edu.
1010 E Union St., Suite 110, Pasadena, CA 91106 (626) 398-2222

ACADEMIC AFFAIRS

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

Grading Policies and Procedures

The goal of WCIU faculty is to evaluate and respond to most submitted assignment within one week. 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 within one week after coursework ends.

Grading Symbols

Scholarship is ranked by the following grading symbols:

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

Students who receive a course grade of D or F will receive zero credits for the course. The course will not fulfill degree or program requirements. If the course is a required/core course, the student will need to repeat the course.

The above scale applies to all courses except those designated as credit/no credit or pass/fail.

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 – NC courses do not add credits or fulfill degree or program requirements. 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.

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 for a withdrawal prior to the end of the tenth week of the term. A “W” will appear on the transcript and does not add earned credits and does not affect GPA.

Retaking Courses

A course that is failed or deemed not successfully completed for any reason may be reattempted only one time (unless the Program Director approves an exception). 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 director. When a course is repeated, only the highest grade is calculated in the cumulative GPA. Courses that have been repeated are marked with an “R”. Note: the “R” appears on the first attempt of the course to indicate the course was retaken during a subsequent term.

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 for the MA-DS program and 7 years for MATUL program (from the start date of the student’s first course).

The maximum time allowed for the completion of the PhD Program for any students who started after the 2023 school year is 10 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 Warning and Probation

If a student's GPA has fallen below the minimum requirement of 3.0 (B) cumulative GPA, he or she will receive an academic warning. If the student fails to earn at least a B (i.e., above a B-) in any of his/her remaining courses after receiving an academic warning, he/she will be placed on academic probation. Upon being placed on academic probation, the Program Director will inform the student of a specific remedial course of action (such as taking an academic writing course) and the assignment of a faculty member to supervise the student during the probationary period. The student will be accountable to the assigned faculty member and expected to follow through with the course of action and to achieve a B (i.e., above a B-) in her/his next 2 courses. Students who are placed on probation will be limited to taking one course in their next term. Exceptions to the course limit must be approved by the Program Director.

Academic Dismissal

If the student fails to follow through with the course of action and/or does not achieve a B in her/his next 2 courses after being placed on probation, she/he will be dismissed from the program.

Calculating GPA (Grade Point Average)

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

Grade	Point Value
A+, A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0

C-	1.7
D	1.0
F	0.0

To Determine Grade Point Average (GPA)

- Determine the grade points received for each course by multiplying the point value indicated above times the number of credits the course is worth.
- Add up the total number of grade points (GP) and the total number of credits (CR). 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. $GPA = GP/CR$

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, the Registrar 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 Team. Students on probation will automatically be expelled from the program if they are found guilty of the same or similar practices while on probation. See [Plagiarism Training Resources](#) for more information regarding plagiarism.

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 student who has questions or concerns about a grade she/he has received should first send an email directly to the course faculty. The course faculty will respond to the student to answer the questions or concerns. If the student does not feel the issue has been satisfactorily resolved, she/he may email the Program Director within three weeks of the initial grade being given to file a request for review of the grade, giving clear, detailed reasons of why she/he believes the grading was inappropriate.

The Program Director will take the appropriate steps to investigate the appeal and respond to the student. The decision of the Program Director is final, and this decision and the student's appeal will be recorded in Populi.

If the Program Director is the course faculty, the student may email the Provost of Academic Affairs to file a review of the grade. The Provost will then take the appropriate steps to investigate the appeal and respond to the student. The decision of the Provost is final, and this decision and the student's appeal will be recorded in Populi.

FINANCIAL INFORMATION

Note: Fees are subject to change at the discretion of the University. These projected costs only include the costs 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.

Master of Arts Tuition and Fees

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

1. **Tuition.** The tuition fee will be paid to WCIU when the student registers for a course. This represents the charge for instruction or instructional services. This excludes the cost of books and other materials. The tuition cost for each course is \$465 per credit hour. The tuition for a three-credit course will be \$1,395 (\$465 x 3 credits). This excludes the cost for books and other materials and application fees. Tuition and fees 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 or fee amount changes.

Total tuition for MA-DS students:

36 credits x \$465/credit= \$16,740

Total tuition for MATUL students:

42 credits x \$465/credit = \$19,530

(Some MATUL students may only be required to complete 36 credits. See the MATUL Program section below for more information).

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

Tier	Human Development Scale	Tuition
1	Very High	\$ 465 per credit
2	High	\$ 372 per credit
3	Medium	\$ 279 per credit
4	Low	\$ 186 per credit

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

Total online library access fees (example):

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

3. **Books.** Most of the MA program course readings are accessible electronically in course lessons or through our online library. However, students may need to purchase additional books (either hard copy or Kindle e-book) for the completion of course requirements. **Approximate total book cost for the entire MA program: \$924 to \$960 plus shipping.** Many of these books will be used in multiple courses throughout the program.
4. **Graduation Fee**
Students are required to pay a \$50 graduation fee. This fee covers the cost of issuing a diploma and an official transcript.

EXAMPLE TOTAL COST PER TERM (FOR ONE 3-CREDIT COURSE).

- \$ 1,395 Tuition (\$465 per semester credit x 3 credits)
- \$50 Online Library Access Fee (\$50 per term)
- **\$ 1,445 Total Cost Per Term** (due at the start of the term unless a payment plan is approved).

ESTIMATED TOTAL COST FOR MA IN DEVELOPMENT STUDIES PROGRAM

- Tuition: \$16,740 (\$465 per semester credit x 36 credits)
- Online Library Access Fee: \$600 (\$50 per term)
- Estimated Total Textbook Costs: \$960 (plus shipping costs)
- Graduation Fee: \$50 (diploma and official transcript)
- **Estimated Total Program Costs: \$18,350**

For California residents:

- Standard Program Costs: \$18,350
- Student Tuition Recovery Fund (non-refundable) \$0.00 per \$1000.00: \$00.00
(new rate effective as of 4.1.2024. See the Student Tuition Recovery Fund Notice below)
- **Estimated Total Program Costs: \$18,350**

ESTIMATED TOTAL COST FOR MA IN TRANSFORMATIONAL URBAN LEADERSHIP PROGRAM

- Tuition: \$19,530 (\$465 per semester credit x 42 credits)
- Online Library Fee: \$700 (\$50 per term)
- Graduation Fee: \$50 (diploma and official transcript)
- Estimated Textbook Costs: \$924
- **Estimated Total Program Costs: \$21,204**

For California residents:

- Estimated Standard Program Costs: \$21,204
- Student Tuition Recovery Fund (\$0.00 per \$1000.00, non-refundable): \$00.00
(new rate effective as of 4.1.2024. See the Student Tuition Recovery Fund Notice below)
- **Estimated Total Program Costs: \$21,204**

Non-WCIU costs for US MATUL students going overseas, depending on location (for travel, visas, language learning, mentors, accommodation, insurance) is approximately \$5,330-\$14,310.

Visiting Students

WCIU standard policies regarding tuition and fees apply to Visiting Students.

Students who drop a course within the first 2 weeks will not be charged for the course. However, students who are enrolled in a course for more than two weeks will be charged a prorated amount based on the number of days they were enrolled in the course prior to their withdrawal. No course withdrawals are permitted after the 10th week of the term.

PhD in Global Development Tuition and Fees

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

1. **Tuition.** The tuition fee will be paid to WCIU when the student registers for a course. This represents the charge for instruction or instructional services. This excludes the cost of books and other materials. The tuition cost for each course is \$600 per credit hour. The tuition for a three-credit course will be \$1,800 (\$600 x 3 credits). This excludes the cost for books and other materials and application fees. Tuition and fees 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 or fee amount changes.

Total tuition for PhD-GD students:

60 credits x \$600/credit= \$36,000

This includes \$6,000 for the Dissertation Fee

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

Tier	Human Development Scale	Tuition
1	Very High	\$ 600 per credit
2	High	\$ 480 per credit
3	Medium	\$ 360 per credit
4	Low	\$ 240 per credit

2. **Dissertation Fee.** The Dissertation Fee is \$6,000. The Fee may be paid in increments of \$750 per term for 8 terms.
3. **Dissertation Continuation Fee.** The Dissertation Continuation Fee is \$600 per year (\$200 per term). The fee is not charged until after the student has been in the Dissertation Seminar course for 8 terms. The maximum total Dissertation Continuation Fee that a student may be assessed is \$3,200.

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

Total online library access fees (example):

30 terms x \$50/per term = \$1,500

5. **Books.** Most of the PhD program course readings are accessible electronically in course lessons or through our online library. However, students may need to purchase additional books (either hard copy or Kindle e-book) for the completion of course requirements.

6. **Graduation Fee**

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

EXAMPLE TOTAL COST PER TERM (FOR ONE 3-CREDIT COURSE).

- Tuition: \$ 1,800 (\$600 per semester credit x 3 credits)
- Online Library Access Fee: \$50 (\$50 per term)
- **Total Cost Per Term** for one course: **\$1,850** (due at the start of the term unless a payment plan is approved).

ESTIMATED TOTAL COST FOR PHD IN GLOBAL DEVELOPMENT PROGRAM

Estimated GD Program Cost:		
Pre-Dissertation Coursework	\$30,000.00	50 credits x \$600
Dissertation Fee	\$6,000.00	10 credits x \$600 (\$750 per term for 8 terms)
Library Fee	\$1,500.00	\$50 per term x 30 terms
Graduation Fee	\$50.00	
Total Estimated Cost	\$37,550.00	

The total cost may be reduced by the Global Tiered Tuition (see the financial section above). In addition, students may apply for scholarships.

Students who do not complete their dissertation within 8 terms will be assessed a Dissertation Continuation Fee of \$200 per term until their dissertation is completed.

For California residents:

- Standard Estimated Program Costs: \$37,550
- Student Tuition Recovery Fund (non-refundable) \$0.00 per \$1000.00: \$00.00
(New rate effective as of 4.1.2024. See the Student Tuition Recovery Fund Notice below)
- **Estimated Total Program Costs: \$37,550**

Student Tuition Recovery Fund Notice

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

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

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

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

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

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

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

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

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

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

Student's Right to Cancel

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

Unpaid Balances

Students with an overdue unpaid balance are not able to register for additional courses. Students with an unpaid balance are sent payment reminders and requests for payment. Students are not referred to a collection agency.

Financial Aid

Federal and State Financial Aid

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

Scholarships

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

Discounts

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

- Global Tiered Tuition: based on the U.N. Development Scale (see the “Tuition and Fees” section for more information).
- Frontier Ventures Discount: 50% Tuition Discount for members of Frontier Ventures.
- WCIU Partnership Discount: 10% Tuition Discount for members of WCIU Partner Organizations.
- Perspectives Alumni Discount: 10% Tuition Discount for alumni of the Perspectives on the World Christian Movement course. Proof of completion of the Perspectives course is required.

- **Group Discount:** WCIU may offer discounts to well-defined groups (such as members of specific organizational partners).
- **First Course Tuition Discount:** WCIU may offer a Tuition Discount on the introductory course for development workers or members of development agencies.

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

Loans

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

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

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

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

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

Payment by Guarantor

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

Payment Plans

Students who are unable to pay their tuition and fees prior to the start of any term may request a payment plan. The payment plan allows you to pay 3 installments in one month increments during each term. Please email registrar@wciu.edu to request a payment plan.

Maintaining Eligibility for Academic Scholarships

To continue to receive a scholarship, 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 Registrar's Office by email at registrar@wciu.edu or by telephone at 626.398.2222.

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

Students may drop a course within the first 2 weeks of the term and receive a full refund of 100% for the course. Students who have completed less than 60% of the course (10 weeks for 14-week courses) shall receive a pro rata refund based on number of days attended prior to their withdrawal.

Example Refund Calculation: If a student who is taking one course contacts the University (in any manner) and requests to withdraw on the 49th day of the term, the student will receive a 50% refund.

- The standard course length is 98 days (14 weeks x 7 days).
- Course Completion Percentage: 50% (49 days divided by 98 days).
- Refund Percentage: 50%.
- Tuition & Fees: \$1,445 (tuition \$1,395 plus online library fee \$50).
- Refund: \$722.50 (\$1,445 x 50%).

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

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

STUDENT SERVICES

Who to Contact?

There are 7 primary sources of information & support for students:

- **Course Questions:** if you have questions related to a specific course that you are taking please contact your course instructor.
- **Library Questions:** if you have questions regarding how to access or use the WCIU Library you can submit a library help request using the following link: [Library Help Request](#).
- **Student Service Questions:** please see the information in the Student Services section below.
- **Academic Calendar & Catalog:** <https://www.wciu.edu/calendar-catalog>.
- **Student Tools & Resources:** <https://www.wciu.edu/resources>.
- **Student Skills Training:** please visit the Student Success Center on the WCIU website (currently being developed).
- **Populi Questions:**
 - Contact Student Services at: registrar@wciu.edu
 - Contact Populi Support: support@populiweb.com.
 - Visit the Populi Knowledge Base: [Populi Knowledge Base for Students](#).
 - Watch Populi Video Tutorials: [Populi Video Training for Students](#).

WCIU Student Services:

If you have other questions or need assistance please contact registrar@wciu.edu or studentservices@wciu.edu or submit an online help request form: [Student Help Request Form](#). You can also call the WCIU Office at 626-398-2222. The Student Services Team is available to assist you with any questions or needs.

The list of services provided by the Registrar and the Students Services Team includes the following:

- Student Questions/Inquiries
- Student Records
- Academic Calendar
- Academic Catalog
- WCIU Policies
- Populi Questions
- Course Drop/Withdrawal
- Institutional Withdrawals
- Leave of Absence
- Transcript Requests
- Graduation Services
- Course Registration
- Course Extensions
- Scholarships and Financial Aid
- Billing
- Refunds
- Payment Plans
- Transfer Credit Requests

Orientation

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

Student Advisement

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

Academic Counseling

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

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 an 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 Students may file a complaint by contacting the specific department or faculty member whom the complaint is against or by contacting the Registrar’s office at registrar@wciu.edu. 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 1010 E Union St., Suite 110, Pasadena, CA 91106 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

Complaints can also be submitted to the Distance Education Accrediting Commission (DEAC). Information regarding the DEAC complaint process is available at: <https://www.deac.org/Student-Center/Complaint-Process.aspx>

Written complaints can also be submitted to DEAC at:
DEAC
1101 17th Street NW, Suite 808
Washington, DC 20036
ATTN: COMPLAINTS

A DEAC Complaint Form is available online at:
<https://www.surveymonkey.com/r/VYQNHPD?sm=4YVO%2bqiufpghP8b9uW1%2bA%3d%3d>

Change of Address/Contact Information

Students are requested to keep their address and 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 electronic ID card by contacting registrar@wciu.edu.

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 available at Latourette Library homepage <https://www.wciu.edu/latourette-library>. Students receive a username and password when accepted to the University to access password protected materials. Instructions and tutorials to help students and faculty access the on-line library are located on the Latourette Library web page and can be accessed at any time at <https://www.wciu.edu/latourette-library-guide>. For more information on how to get the most out of Latourette Library resources, please visit the library web page. If students need help with accessing or using the library they may request assistance by submitting a library help request using the following link: [Library Help Request](#).

Alumni Services

WCIU alumni are a valued part of our community. We strive to keep the alumni community informed of WCIU news and activities through the WCIU website, blog posts, email announcements, social media posts, and the WCIU academic journal. Alumni are encouraged to submit articles for consideration to the WCIU International Development Journal, as well as suggesting other means of communicating and interacting with the WCIU community.

Career Services

WCIU does not offer job placement services. WCIU programs are designed for mid-career professionals engaging in humanitarian service, research, program development, program direction, or training of personnel in the broad field of Development. However, WCIU is involved with development organizations and networks. As we become aware of opportunities for service, we will look for ways to share this information with our community.

Honor Society

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

Visiting Pasadena

Students who will be in the Pasadena area and are interested in visiting our office are encouraged to contact the WCIU office at studentservices@wciu.edu approximately one month in advance of the visit.

Standard Occupational Classification Categories

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

Standard Occupational Classification (SOC) Codes

- 11-9033 - Education Administrators, Postsecondary
- 11-9151 - Social and Community Service Managers
- 21-1099 - Community and Social Service Specialists, All Other
- 21-2021 - Directors, Religious Activities and Education
- 21-2099 - Religious Workers, All Other

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

Classification of Instructional Programs (CIP) Code

45.0604 Development Economics and International Development.

MA IN DEVELOPMENT STUDIES

(MA-DS)

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

Program Purpose

The purpose of the MA degree in Development Studies is to meet the needs of WCIU's constituency of development organizations. The degree is intended to provide cross-cultural workers of those organizations with an understanding of social, cultural, and religious factors that have affected global development throughout history and prepare them to address the challenges they face in their work. Students accepted into WCIU's MA will likely be:

- seeking preparatory training for development positions in the so called "developing" nations.
- working for a 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.

Program Outcomes

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

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

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

MA in Development Studies Program Outcomes

1. Demonstrate 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.
2. 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.
3. Articulate a theology of development that can be used to inspire and lead development work in their context:
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.
4. Exhibit Christian character and spiritual formation required of leadership in development work.
Calls for the holistic development of Christian scholars in their character, spirituality, and leadership abilities to effectively engage in development work from a Christian perspective.
5. Integrate theories, principles, analysis, and practices of development:
They 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.
6. Demonstrate the skills and competencies needed to address the challenges and opportunities students face as they pursue development goals in the context of their work:
Graduates model the interpersonal and intercultural skills required to work in challenging contexts in ways that foster “inside out” transformation rather than simply solving problems for people.

Academic Content

The MA in Development Studies curriculum integrates perspectives from a wide range of disciplines through a historical, biblical, and cultural approach to understanding God’s global purposes.

The 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 Graton (Wheaton Graduate School).

Credits Required to Complete the Program: 36

The MA-DS degree requires the completion of 12 courses for a total of 36 credits. There are 5 required core courses. The student must also complete 7 elective courses. Enrollment in courses is offered three times per year. Students typically enroll in one or two courses per term. Students in the WCIU MA Programs should plan for an average of 135 hours of work per 3-credit course.

Format of Courses

Each course represents 14 weeks of coursework. WCIU requires students to complete 36 credits of integrated coursework. Integrated coursework means that subjects such as history and cultural anthropology are not studied in separate courses as is customary. Rather, information from various subject areas is included in individual lessons, as appropriate to the time or era being studied. The overall organization of the course of study is chronological, from ancient times to the present.

Attendance and Participation

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

Other Languages

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

Program Length

The length of time scheduled for the completion of the MA-DS 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. Students can submit a request for a program extension by contacting the Registrar's Office at registrar@wciu.edu.

MA in Development Studies Course List

Course Number	Course Title	Credit Hours
Required Core courses (6 courses/18 credits)		
DS 511	Foundations of Development Studies (Formerly DS 510 Foundations of Biblical Faith)	3
DS 515	International Development in the Contemporary World	3
DS 525	Economics of Development (Formerly DS 520 – Global Transformations)	3
DS 530	Research Methods	3
DS 680	Applied Learning	3
DS 690	Capstone Project	3
Electives Courses (6 courses/18 credits)		
DS 651	Advocacy, Empowerment, and Justice	3
DS 652	Project Planning and Management	3
DS 653	Foundations of Creation Care	3
DS 620	Theology and Culture	3
GWE 510	Women in Development	3
GWE 610	Women and Men in Leadership	3
GWE 620	Spirituality of Women in Transformative Leadership	3
CS 510	China and International Development	3
CS 610	Introduction to Contemporary Chinese Culture and Society	3
CS 620	Dynamics of Christian Revitalization Movements in China	3
TUL 640	Entrepreneurial and Organizational Leadership	3
TUL 645	Resourcing Organizations for Social Impact	3
TUL 560	Theory and Practice of Community Economics	3
Total Credits Required to Graduate		36
<p>* DS 680 Applied Learning can only be taken after completion of 511, 515, 525 and two elective courses. ** DS 690 Capstone Project is the last course of the program. ***DS 530 Research Methods is taken slightly before doing Capstone project and when you know the topic for your Capstone Project. **** Students in the MA-DS Program must complete DS 511, DS 515, and DS 525 prior to taking elective courses. Students who have completed 2 electives and who are taking 2 courses may take an elective concurrently with their final initial core course. Other exceptions may be permitted with the approval of the Program Director. Normally, visiting students may take one elective course prior to taking required courses.</p>		

MA in Development Studies Course Descriptions

DS 511 Foundations of Development Studies (3 credits)

Course Description

The purpose of this course is to provide a chronological overview of the historical and cultural aspects of the global development of the biblical faith. An overview is given of the past and present with focus on understanding factors that enabled the biblical faith to continue to expand its ideal of "shalom" and implement transformational strategies in developing nations. The positive and negative impact

of religion on culture and human development is examined as well as principles for effective cross-cultural communication of biblical faith and practice.

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

Course Description:

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

DS 525 Economics of Development (3 credits)

Course Description:

This course provides learners with general knowledge of how national and global economics impact people’s well-being and their development. It equips them to better understand economic theories and models, draw on different strands of economics for their own work and challenge economic thinking more fruitfully when necessary. The learners will also be equipped to engage better with economists and policymakers on economic matters.

DS 530 Research Methods (3 credits)

Course Description:

This course is intended to provide students with the knowledge and skills to do research in both the academic setting and in the practical world of development. The students will be equipped to develop meaningful research projects from the beginning to the end.

DS 620 Theology and Culture (3 credits)

Course Description

This course explores God’s activity in history during the Old Testament era from a global perspective, with a chronological and interdisciplinary approach. This course has a strong emphasis on theology and the culture of the ancient Mediterranean world within the big picture of God’s activity and purposes in history.

DS 651 Advocacy, Empowerment, and Justice (3 credits)

Course Description

This course provides an understanding of the role of advocacy in development and equips the students with essential skills on how to undertake advocacy, empowerment of the marginalized, and pursuit of justice. Students will engage in foundational theological analysis and reflections on issues of vulnerability, justice, and transformation; analyze situations of poverty and injustice; reflect on such situations with biblical lenses; and shape their perspective on engagement with people living in such situations.

DS 652 – Project Planning and Management (3 credits)

Course Description

This course will provide skills on how to develop short-and-long-term plans at the organization and project levels to ensure the best use of resources and the greatest reach and impact.

DS 653 – Foundations of Creation Care (3 credits)

Course Description

This course introduces environmental relief, development, and advocacy (RDA) under the term “creation care” as a vital missional function of the Church. Students will consider five foundations of

creation care based on the science of the current ecological crisis, Old and New Testament teachings, indigenous worldview, and the values/virtues which sustain a creation care practitioner. Students will consider how these foundations inform models—both theoretical and real—of practical creation care projects.

DS 680 Applied Learning (3 credits)

Course Description:

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

DS 690 Capstone Project (3 credits)

Course Description:

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

China Studies (CS) Area of Focus

(3 courses, 9 credits out of 36)

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

Some facts about China in international development:

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

China Studies as an area of focus within WCIU's MA program in Development Studies enables students to evaluate key areas of Chinese society and their intersection with development issues. The three

courses allow students to explore emerging trends in Chinese culture and society, history and dynamics of religious movements in China, and issues related to China and international development today. This area of focus will also help students develop an integrated vantage point through which they may further explore areas of interests within the general China studies field.

CS 510 China and International Development (3 credits)

Course Description

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

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

Course Description

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

CS 620 Dynamics of Christian Revitalization Movements in China (3 credits)

Course Description

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

Global Women's Empowerment (GWE) Area of Focus

(3 courses, 9 credits out of 36)

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

GWE 510 Women in Development (3 credits)

Course Description

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

GWE 610 Women and Men in Leadership (3 credits)**Course Description**

This course seeks to establish a biblical and theological basis for women and men leading and using their gifts to enhance societal development, including their religious community. Students will participate in close textual analysis, which is helpful in communities that derive principles and practices of faith from sacred texts. Special consideration will be given to the impact of women and men's partnership in advancing God's reign. GWE 611 is a seven-week intensive version of this course.

GWE 620 Spirituality of Women in Transformative Leadership (3 credits)**Course Description**

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

Urban Poor Movements (UPM) Area of Focus

(3 courses, 9 credits out of 36)

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

TUL 500 Visions for the Ideal City (3 credits)**Course Description**

This course relates the biblical motif of the Kingdom of God to issues of leadership development in resource-poor urban communities.

TUL 520 Urban Spirituality (3 credits)**Course Description**

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

TUL 560 Theory and Practice of Community Economics (3 credits)**Course Description**

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

MA IN GLOBAL STUDIES

(MA-GS)

Program Purpose

The purpose of the MA degree in Global Studies is to provide a contextual theology degree exploring the polycentric origins, spread, and impact of the gospel that reverberates across regions and times from Creation to Pentecost to the present. This degree expands the legacy of Dr. Winter of viewing God's work from multiple perspectives. These perspectives are an essential components of a WCIU Degree. They are:

- *Interdisciplinary*: views life through historical, biblical-theological, and cultural lenses
- *Integrative/Integral*: promotes spiritual growth and intellectual rigor and views the gospel as proclamation and demonstration; and
- *Internal/Indigenous*: asks that solutions to problems come from within the community.

The MA in Global Studies develops students who have:

- An appreciation for, as well as a critical view, of historical and contemporary Christian engagement with other religious traditions.
- Greater self-awareness of their own cultural spirituality in relationship to other cultural spiritualities
- The basic tools to empower faith communities to interpret, apply scripture, think theologically, and engage in contextual issues.

MA in Development Studies Program Outcomes

As a result of their studies in the WCIU MA in Global Studies program, students will be formed into scholar/practitioners who demonstrate capacities to:

1. Theologize in community and think strategically about missions.
2. Engage with other leaders intersecting with global and local issues using a biblical, cultural, and historical framework, spiritual disciplines, and self-reflection.
3. Integrate the biblical meta-narrative into their theological reflections and applications, using a variety of hermeneutical principles and tools.
4. Dialog sensitively with diverse communities, allowing the dialectic to inform and shape their worldviews, attitudes, and behavior.
5. Question assumptions and weigh evidence related to theory and practice and use their knowledge to discern appropriate ways to work within systems and communities to bring about transformational good.

Credits Required to Complete the Program: 36

The MA-GS degree requires the completion of 12 courses for a total of 36 credits. There are 9 required core courses. The student must also complete 3 elective courses. Enrollment in courses is offered three times per year. Students typically enroll in one or two courses per term. Students in the WCIU MA Programs should plan an average of 135 hours of work per 3-credit course.

Format of Courses

Each course represents 14 weeks of coursework. WCIU requires students to complete 36 credits of integrated coursework. Courses are offered in an online format requiring students to regularly engage synchronously (in a class session held at a designated time via Zoom or other web conferencing platform) and asynchronously (through discussion boards and other learning activities done during the week at a time set by the student).

Attendance and Participation

Attendance in class is expected and is marked by regular and consistent participation in both synchronous (class sessions held at a designated time via Zoom or other web conferencing platform) and asynchronous (through discussion boards and other learning activities done during the week at a time set by the student) activities. It is expected that students will engage beginning the first week of the term and stay consistently engaged throughout the term. This includes participation in discussions (both verbal and written) and completion of assignments in a timely manner.

Program Length

The length of time scheduled for the completion of the MA-GS Program is 6 years from the start date of the student's first course. Students can submit a request for a program extension by contacting the Registrar's Office at registrar@wciu.edu.

MA in Global Studies Course List

Course Number	Course Title	Credit Hours
Required Core courses (7 courses/21 credits)		
DS 511	Foundations of Development Studies	3
GS 510	Early Trends	3
GS 520	Cultural Self Discovery for Global Development	3
GS 550	Contextual Theology	3
GS 680	Current and Future Trends	3
GS 685	Methodology/Research course	3
GS 690	Capstone Project	3
Required Regional Courses (Select 2 courses/6 credits)		
GS 640	Perspectives from Africa	3
GS 650	Perspective from the Americas	3

GS 660	Perspectives from Asia	3
GS 670	Perspectives from the Middle East	3
Elective Courses (3 courses/9 credits)		
DS 651	Advocacy, Empowerment, and Justice	3
DS 652	Project Planning and Management	3
DS 653	Foundations of Creation Care	3
DS 620	Theology and Culture	3
GWE 510	Women in Development	3
GWE 610	Women and Men in Leadership	3
GWE 620	Spirituality of Women in Transformative Leadership	3
CS 510	China and International Development	3
CS 610	Introduction to Contemporary Chinese Culture and Society	3
CS 620	Dynamics of Christian Revitalization Movements in China	3
TUL 640	Entrepreneurial and Organizational Leadership	3
TUL 645	Resourcing Organizations for Social Impact	3
TUL 560	Theory and Practice of Community Economics	3
Total Credits Required to Graduate		36
<p>*Students Should take the required courses before taking regional courses.</p> <p>*GS 690 Capstone Project is the last course of the program.</p> <p>*Students may take other courses in the MA catalog. The list provided here is a suggestion of options.</p>		

MA in Global Studies Course Descriptions

DS 511 Foundations of Development Studies (3 credits)

Course Description

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

GS 510 Early Trends (3 credits)

Course Description:

The learning goal of this course is to understand and apply principles and practices of constructive theology to create a narrative of personal and collective Christian identity. To this end, it explores how the early believing communities responded to challenges of identity and purpose in the context of theories of knowledge and history making.

GS 520 Cultural Self Discovery for Global Development (3 credits)

Course Description:

Cultural Self-Discovery for Global Development enables students to discover how their cultural biases were shaped in their childhood home. Students will examine how their family's structure and

functioning in their childhood home along with nurture and discipline practices shape their cultural biases. This course provides a hands-on learning experience with fellow students to discover and work through their biases and apply biblical principles to better prepare them for cultural challenges they will face in Global Development.

GS 550 Contextual Theology (3 credits)

Course Description:

This course will provide students with a foundation for constructing theologies that are thoroughly at home in local contexts. Students will encounter a grassroots approach to constructing local theologies, explore ways that the New Testament serves as an example of contextual theology, and will employ their new skills in constructing a theology that reflects their own local contexts.

GS 640 Perspectives from Africa (3 credits)

Course Description

This course explores the history of Christianity in Africa from the Early Church to the twenty first century. The focus will be on the major movements and turning points in God's work in Africa over the centuries. Attention will also be paid to major challenges that Christianity in Africa has encountered and how Christians have navigated their faith in the midst of those challenges.

GS 650 Perspective from the Americas (3 credits)

Course Description

This course explores the history of Christianity in Latin America and the United States of America from the arrival of Christianity to the twenty first century. The focus will be on the major movements and turning points in God's work in the Americas over the centuries. Attention will also be paid to major challenges that the introduction of Christianity caused in the Americas, how Christianity developed and how Christians have navigated their faith amid the changing environment.

GS 660 – Perspective From Asia (3 credits)

Course Description

This course takes an interdisciplinary approach to introducing Asia as a diverse center of growth and challenge for the Christian faith from its beginnings to the present. The goal is to explore how followers of Christ practiced their faith and developed their theologies as they lived in and travelled to/from India, Central Asia, China, and the Sri Lanka. Special consideration will be given to how followers interacted with the Scriptures (the text), their local contexts, including the historic influences of the time and foreign followers of the faith.

GS 670 – Perspectives from the Middle East (3 credits)

Course Description

This course helps students assess the influence of Middle Eastern Christianity on global Christianity by exploring the story of Middle Eastern Christianity, a plurality of Eastern Christian traditions, and sociopolitical influences on Christianity in the Middle East.

GS 680 Current and Future Trends (3 credits)

Course Description:

This course explores significant conversations shaping the present and future of missiology (the academic study of Christian mission). Students will also be introduced to the forums (journals/conferences) and tools (articles, book reviews, presentations, responses, dialogues, etc.) used

to carry out those conversations so that they are able to remain engaged as lifelong learners in an academic field.

GS 685 Research Methods (3 credits)

Course Description:

This course will assist students in developing a “researcher’s toolbox” that they can apply to their studies at WCIU and beyond. This course is particularly interested in furthering the skills necessary to successfully complete the Capstone Project each student will do at the end of this program.

GS 690 Capstone Project (3 credits)

Course Description:

The capstone project (CP) is the final assignment of the MA in Global Studies. It integrates three elements of the curriculum in order to formulate a localized theology around one of the seven thematic strands in which the MAGS ethos is situated. These elements are 1) The Scriptures, 2) broader Christian traditions and 3) the student’s present socio-cultural reality. The capstone is to demonstrate basic exegetical skills, interpreting the passages in their historical and literary contexts, in dialog with Christian tradition and discuss the spiritual meaning it has toward the reader. It is also to apply the localized theology to a current issue or question in one’s context.

MA IN TRANSFORMATIONAL URBAN LEADERSHIP (MATUL)

Credits Required to Complete the Program: 36

For national workers/leaders and U.S. students studying in the U.S. the total number of credits required for the MATUL program is 36. For students studying cross culturally as part of the MATUL program an additional 6 credits (2 courses) of language learning is required.

Program Length

Full time students complete the MATUL in two years. Part time students doing one or two courses per semester can expect to complete the program within five years. The length of time scheduled for completion of the MATUL program is seven years. Students can submit a request for a program extension by contacting the Registrar’s Office at registrar@wciu.edu.

Program Description

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

In this 42 credit program students are mentored by senior leaders of urban poor movements in church growth, develop an urban spirituality, and complete supervised service-learning in a variety of community development

fields (e.g. community health, small business development, slum education, housing or land rights advocacy, and solidarity with the marginalized such as street kids, sex trafficking...).

Program Purpose

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

A Unique Pedagogy

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

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

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

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

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

Program Outcomes

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

- 1. Utilize Dual Level Wisdom in Relationships and Communication:** Model skill and discernment in the appropriate use of both oral culture dialogical learning and self-directed critical academic thinking.
- 2 Conduct Action-Reflection Research:** Carry out competent organization-based action-reflection urban research, reporting back to the oral poor community, organizational stakeholders and the academe.
- 3. Integrate Biblical Metanarratives:** Articulate the implications of Biblical meta-narratives for contemporary urban/urban poor leadership in community development and ministry.
- 4. Build Holistic Faith Communities:** Design strategies for evangelism, discipleship and missional engagement within urban cultural complexities, so as to multiply multicultural ministries and leadership.
- 5. Exercise Movement Leadership:** Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.

6. Exercise Entrepreneurial Leadership: Creatively apply Biblical social entrepreneurship and economic principles to facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit.

7. Exercise Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor.

7.1 **Character:** Model Christian character at a level acceptable to local Christian leaders and faculty.

7.2 **Movement Leadership:** Demonstrate team leadership, community building leadership and entrepreneurial leadership capacities and skill.

7.3 **Cross-cultural Flourishing:** Demonstrate Cross-Cultural Competencies demonstrated in language learning to a high intermediate level, and ability to work with indigenous leadership.

MATUL Course List

COURSE NUMBER	COURSE TITLE	COURSE TYPE	CATEGORY	COURSE CREDITS
TUL 500	Visions for the Ideal City	Required		3
TUL 503	Language and Culture Learning I (Test Out available)	Required	Test out available	3
TUL 504	Language and Culture Learning II (Test Out available)	Required	Test out available	3
TUL 520	Urban Spirituality	Required		3
TUL 530	Building Faith Communities (SL)	Required	Includes Service Learning	3
TUL 535	Community Transformation (SL)	Elective	Includes Service Learning	3
TUL 540	Social Science Theories of the City	Required		3
TUL 550	Solidarity with the Marginalized (SL)	Elective	Includes Service Learning	3
TUL 555	Educational Development in Poor Communities (SL)	Elective	Includes Service Learning	3
TUL 560	Theory and Practice of Community Economics (SL)	Required	Includes Service Learning	3
TUL 620	Leadership in Urban Movements	Required		3
TUL 640	Entrepreneurial and Organizational Leadership (SL)	Elective	Includes Service Learning	3
TUL 645	Resourcing Organizations for Social Impact	Elective		3
TUL 650	Urban Community Health Programs (SL)	Elective	Includes Service Learning	3
TUL 655	Advocacy and the Urban Environment (SL)	Elective	Includes Service Learning	3
TUL 670	Qualitative Urban Research Methods	Required		3
TUL 675	Integrative Community Research Project	Required	Capstone (final course)	3

TUL 698	Directed Study	Elective		3
TUL 699	Independent Study	Elective		3
Total				42

SL indicates that service learning is included as part of the course. The course involves 1 credit of action in working with a local community organization or church and 2 credits of reflection.

For national workers/leaders and U.S. students studying in the U.S. the total number of credits required for the MATUL program is 36. For students studying cross culturally as part of the MATUL program an additional 6 credits (2 courses) of language learning is required. Students may test out of these credits by obtaining a certification of intermediate-high oral proficiency of the local language in which their service-learning occurs. An exception to this requirement may be granted by the MATUL Program Director.

Language Proficiency:

Intermediate – High oral proficiency is defined as:

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

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

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

MATUL Course Descriptions

TUL 500 – Visions for the Ideal City

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

TUL 503 – Language and Culture Learning I

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

TUL 504 – Language and Culture Learning II

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

TUL 520 – Urban Spirituality

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

TUL 530 – Building Faith Communities

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

TUL 535 – Community Transformation

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

TUL 540 – Social Science Theories of the City

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

TUL 550 – Solidarity with the Marginalized

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

TUL 555 – Educational Development in Poor Communities

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

TUL 560 – Theory and Practice of Community Economics

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

TUL 620 – Leadership in Urban Movements

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

TUL 640 – Entrepreneurial and Organizational Leadership

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

TUL 645 - Resourcing Organizations for Social Impact

This course introduces a redemptive entrepreneurial framework essential to developing sustainable resources in global urban settings. Practitioners and funders will share transformative models and inspire students to create their own fund development strategies.

TUL 650 – Urban Community Health Programs

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

TUL 655 – Advocacy and the Urban Environment

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

TUL 670 – Qualitative Urban Research Methods

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

TUL 675 – Integrative Community Research Project

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

Prerequisite: TUL 670.

TUL 698 – Direct Study

A mentored study course involves more interaction between the professor and student (at least every other week). An independent study, as the name implies, gives greater responsibility and freedom to the student to pursue their research. Both learning experiences will end with a Zoom presentation to the professor of the study results as well as a written paper (or agreed upon alternate documentation).

TUL 699 – Independent Study

A mentored study course involves more interaction between the professor and student (at least every other week). An independent study, as the name implies, gives greater responsibility and freedom to the student to pursue their research. Both learning experiences will end with a Zoom presentation to the professor of the study results as well as a written paper (or agreed upon alternate documentation).

MATUL Admissions Requirements

Please see the MA admissions requirements section of the academic catalog.

Additional requirements for MATUL:

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

Applicants for MATUL must submit the following:

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

- A single spaced 1-2 page essay showing evidence of urban ministry and leadership experience and making the case for the MATUL being a good fit for their gifts and calling.
- A single spaced 1-2 page essay describing their spiritual growth.
- Evidence of academic capacity for study (a paper from your undergraduate studies may be asked for to demonstrate academic skills), and personal maturity for graduate field study in complex cross-cultural urban poor communities as demonstrated through the GPA, personal references (one academic reference, and one pastoral/ministry leader reference), and though an interview online with two staff members.
- Students are required, in addition to cognitive standards to meet physical-sensory standards adequate for extended cross-cultural situations of high stress. If required, some evaluation of this criteria may be done through the review of psychological testing that evaluates cross-cultural and emotional capacities.
- Evidence of sufficient oral proficiency in the field language (e.g., Tamil, Tagalog), so as to be able to interact with community members through fieldwork and professional service activities (Non-natives must fulfil this admissions requirement in their first year of intensive language learning on the field in courses TUL503 and TUL504)
- After acceptance and prior to the tenth week of the first semester, those students going overseas are encouraged to be sent by a missions or development agency, and must provide evidence of financial capacity to live on the field, a health clearance and a police clearance. Based on mission agency's recommendations, references, multiple engagements in class contexts, through written projects and student-initiated discussions of psych testing of cross-cultural capacity (should students wish), a faculty committee will evaluate capacity to manage extended living in a high-stress cross-cultural environment and make a recommendation to continue to the field or advice to potential continue the program but in the home country context.
- While working with a mission etc., do not delay your application for these. Once admitted, a staff advisor can work with you to facilitate these while beginning the program in your home country. But permission to relocate to the field to study requires these conditions to be met.

Notes:

- If an applicant's official transcript has not been received prior to the start of their enrollment, he/she may be provisionally accepted for one term. If the official transcript is not received by the end of the term, the applicant will be withdrawn from the program.
- If an applicant does not meet the minimum 3.0 GPA requirement, he/she may be provisionally accepted and required to complete a course (stipulated by the Academic Team) in the first semester with a B or higher.
- An interview may be required for admission.

GRADUATE CERTIFICATE IN SOCIAL ENTREPRENEURSHIP (GCSE)

GCSE Objectives

Urban poverty by definition requires economic responses. These are founded in theology of creativity, productivity, cooperation, redistribution, management, ownership, etc. The theology is outworked in

self-help and other resource-building processes, that foster entrepreneurship among the poor. Social entrepreneurship and managerial skills of non-profit delivery systems, including skills in resource building are essential. Upon completion of the four courses identified below, students in the GCSE program will receive a certificate. Courses and credits earned in the GCSE program can be applied towards the MATUL degree. The maximum length of time to complete the certificate is generally four years.

GCSE Target Student Population

This certificate is open to two classes of leader. Small business or entrepreneurial leaders among the urban poor, interfacing with social entrepreneurs among the educated classes who are seeking to develop or resource social entrepreneurship organizations. They must be willing to learn from the culture of poverty under slum leadership.

GCSE Certificate Courses

TUL 560 – Theory and Practice of Community Economics:

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

TUL 640 - Entrepreneurship Among the Urban Poor: This course introduces the concepts and skills of entrepreneurial leadership required by urban business people, to initiate new businesses or social organizations among the urban poor. It does this around a business planning evaluation.

TUL 645 - Resourcing Organizations for Social Impact. This course assists students in global urban settings in sustainable resource development strategies to undergird their organizations, businesses or churches and enable their communities to better thrive. Through readings, exposure to transformative models and exchanges with practitioners and funders, students will develop case statements for effective fund development. A redemptive entrepreneurship framework will be introduced as foundational to resource generation processes.

DS 525 - Economics of Development

This course provides learners with general knowledge of how national and global economics impact people's well-being and their development. It equips them to better understand economic theories and models, draw on different strands of economics for their own work and challenge economic thinking more fruitfully when necessary. The learners will also be equipped to engage better with economists and policymakers on economic matters.

GRADUATE CERTIFICATE IN URBAN COMMUNITY DEVELOPMENT (GCUCD)

Description of the Certificate

This certificate focuses on the practice of church-based community development, from aid to community development to community organization to advocacy.

Description of Certificate Outcomes

Students will be able to:

- 1) develop Christian frameworks for understanding marginalized populations
- 2) develop a holistic plan for development, organization, and advocacy among the urban poor with a team-based strategy and theology
- 3) provide practical support in developing an educational center or health program or advocacy for housing or other infrastructure services.

The maximum length of time to complete the certificate is generally four years.

GCUCD Certificate Courses

Students are required to take TUL535 and three other courses from the following courses:

- **TUL535 Theology & Practice of Community Transformation:** Students explore the challenges, models of, and prospects for, transformational change within slum communities while developing a Christian framework for holistic development, organization, and advocacy among the urban poor and gaining facility in community asset mapping.
- **TUL550 Solidarity with the Marginalized:** This course guides students in understanding the marginalized populations (e.g., street children, substance users, commercial sex workers, the elderly) and in formulating a theology and strategy for team-based responses to free individuals and change structural causes.
- **TUL555 Educational Center Development:** This course focuses on developing and improving preschool, elementary school, and vocational school education in global slums as integral to the work of urban poor churches. Topics include philosophy of education among the poor, and the course includes a practicum evaluating school effectiveness, models of community-based (slum) schooling, curriculum development, long-term management, and financial viability.
- **TUL650 Urban Community Health Programs:** This course is an exploration of the public health challenges facing the Church and local nongovernmental organizations (NGO's) within urban poor communities, along with innovative, community-based responses. Topics include environmental health, maternal and child health, and chronic health conditions prevalent in marginal urban communities.
- **TUL 655 Advocacy and the Urban Environment:** Students in this course examine relations between urban poor communities, the land, and broader environmental problems. Fieldwork focuses on advocacy for adequate housing and infrastructure services.

GRADUATE CERTIFICATE IN LEADERSHIP OF URBAN MOVEMENTS (GCLUM)

Description of the Certificate

This certificate extends formation of emergent urban movement leaders' wisdom, skill and character. It is predicated on the principle that the good seed of spirituality, character and leadership embedded in community struggles gives rise to multiplication into movement dynamics. Religious movements are the source of moral, ethical and hence economic and political change in cities and among the urban poor. The maximum length of time to complete the certificate is generally four years.

Description of Certificate Outcomes

1. Character

Students will discover their personal fit for urban movement leadership roles.

2. Intellect

Applying insights from social science perspectives, students will be able to:

- a) analyze social structures affecting the urban poor
- b) explain the theological and practical principles of the formation of faith community among the urban poor.
- c) engage in a local church-based community development seed project and critically analyze models of community intervention
- d) demonstrate an understanding of practices of faith-rooted community organizing and public policy advocacy.
- e) conceptualize indigenous, apostolic, and incarnational missional structures among the urban poor.
- f) compare principles of movement leadership between evangelistic, church growth, revival movements, social movements and the movement of ideas.

3. Skills

Through practical service learning, students will demonstrate skills used in movement leadership.

GCLUM Certificate Courses

Students are required to take TUL 620 and choose 3 other courses from the following courses:

- **TUL620 Leadership in Urban Movements:** This course explores the dynamics of leadership within holistic, urban poor movements. Special emphasis is given to urban religious movements, social movements, civil sector organizational leadership models and citywide leadership networks for proclamation, revival and transformation. It includes being part of a conference leadership team.
- **TUL520 Urban Spirituality:** This course expands theologies of the Holy Spirit and his work among the urban poor. It emphasizes care and nurturing of workers, practical application of the

spiritual disciplines, and communicating between diverse understandings of the work of the Spirit.

- **TUL530 Building Faith Communities:** This course applies a story-telling approach to the process of entering poor communities and developing holistic poor peoples' churches in ways faithful to the values and goals of the Kingdom of God.
- **TUL535 Theology & Practice of Community Transformation:** Students explore the challenges, models of, and prospects for, transformational change within slum communities while developing a Christian framework for holistic development, organization, and advocacy among the urban poor and gaining facility in community asset mapping.
- **TUL 655 Advocacy and the Urban Environment:** Students in this course examine relations between urban poor communities, the land, and broader environmental problems. Fieldwork focuses on advocacy for adequate housing and infrastructure services.

PHD IN GLOBAL DEVELOPMENT

Program Purpose

The PhD in Global Development at WCIU provides an interdisciplinary approach that focuses on equipping professionals seeking to engage in humanitarian service, research, program development or personnel training in the broad field of Global Development.

WCIU's Ph.D. in Global Development is approved by Distance Education Accrediting Commission (DEAC) as part of a pilot project. However, the program is not yet included within WCIU's scope of DEAC accreditation. DEAC is working to extend their scope of recognition to include PhD programs with the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). The program is fully licensed by the State of California.

Program Outcomes

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

1. formulate viable research questions, manage information, design, conduct, and report original research, informed by insights from the integration of biblical, cultural-anthropological, historical and applied research.
2. apply key disciplinary and multi-disciplinary norms and perspectives relevant to the area of specialization in development to their field and work.
3. show a profound respect for intellectual integrity and for the ethics of research and scholarship.
4. assess local development challenges in view of biblical, historical, cultural and global perspectives

5. apply research to refine the efforts of development organizations in ways that advance the understanding and practices of development programs contextually and globally.
6. disseminate the results of research and practice to a variety of audiences through effective and articulate oral and written communication
7. exhibit the knowledge of an informed professional in their field of specialization of global development
8. demonstrate the value of their research to national and international communities of scholars and co-laborers in global development.

Achievement of these learning outcomes is measured by means of course assignments, the Doctoral Qualifying Examination, Research Proposal, field research experience, and Dissertation with an oral defense.

Academic Content

The Ph.D. requires sufficient study for students to orient their learning and research process within the history and theory of the academic discipline and to become thoroughly conversant with its classic literature, major theorists, and schools of thought sufficiently in depth to assess their findings in relation to (a) previous research, (b) current research and trends in theory, and (c) the University's basic orientation within the field of Global Development. The doctorate thus demands that students think critically and interrelate facts within a broad theoretical framework, as well as to be able to mentor successfully.

WCIU advocates an integrated framework on global development taking into consideration biblical, historical, and cultural insights as well as insights from related fields of study. One of the key results from our internal review is that a good framework on development is important, one that can engage and critique prevailing theories and encourage mutual learning. This framework helps us and our students in discovering and addressing the root problems in the ever-changing global context. We are informed by paradigms of transformational development which calls for attention to relationships involved in persons or groups of persons working in the community and seeks to "move a community toward the goals of transformation in a way that is sustainable physically, mentally, socially, and spiritually" (Myers 1999, 135). We also utilize paradigms of global development that calls for attention to "converging divergence" as identified in global interconnectedness and shared (sustainable) development challenges, and the potential of mutual learning between emerging economies and declining economies on a world stage (Horner 2020, 425).

While the scope of global development covers a wide range of issues including economic growth, poverty reduction, quality of life, human rights, governance, and transformational and sustainable development in local and global context, WCIU currently provides faculty supervision for the following fields of research in global development:

- Development Studies
- Transformation Urban Leadership
- Global Women's Empowerment

In addition to completing all required coursework, PhD students must also complete two major evaluations, the Dissertation Research Proposal and the Doctoral Qualifying Exam, before a final dissertation oral defense. A minimum of 51 credits of the coursework must be taken at WCIU.

PhD Admission Requirements

To be admitted into the PhD in Global Development Program the following requirements must be met:

1. Completed PhD online application.
2. Two references to provide letters of recommendation discussing the applicant's academic and professional abilities.
3. A master's degree earned from an appropriately accredited institution with a minimum cumulative GPA of 3.3 (evidenced by submitting an official transcript).*
4. An application portfolio consisting of the following documents:
 - a. A well-written essay on the applicant's academic learning objectives (see the online application form for more details).
 - b. A master's thesis
(if the applicant's master's program did not require a master's thesis, one of the following is acceptable):
 - a graduate-level research paper,
 - a research report for a project in which the applicant participated, or
 - a paper presented at an academic or professional conference.
5. Other supporting material that the applicant wishes to submit for consideration.
6. English Requirement: Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:
 - a. Duolingo English Test score of at least 110
 - b. TOEFL score of at least 90 (for the internet-based test)
 - c. TOEFL score of at least 550 (for the paper-based test)
 - d. IELTS score of at least 6.5
 - e. A transcript indicating completion of at least 30 semester credit hours with an average grade of "B" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA) or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English.
7. A certified copy of government-issued photo identification (uploaded to application).
8. Technology & Computer Requirements (see the WCIU Catalog for more information).

** Foreign Transcript Evaluation: 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 the 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.*

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

Notes:

- If an applicant's official transcript has not been received prior to the start of their enrollment, he/she may be provisionally accepted for one term. If the official transcript is not received by the end of the term, the applicant will be withdrawn from the program.
- If an applicant does not meet the minimum requirement, he/she may be provisionally accepted and required to complete a course (stipulated by the Academic Team) in the first semester with a B or higher.
- An interview may be required for admission.

PhD Program Overview

Sixty semester credits are required for the PhD in Global Development.

Required Courses

Course Number	Course Title	Credits
GD 700	Foundations to Development Studies	3
GD 705	History and Trends of Development in Global Context	4
GD 710	Economics of Development	3
GD 715	Theory and Practice of Community Economics	3
GD 725	Research Methods I: Quantitative Research Methods	3
GD 730	Research Methods II: Qualitative Research Methods	3
Required Course Total:		19

Individualized Courses

Course Number	Course Title	Credits
Concentration Studies: Choose one concentration (6 credits)	1. Development Studies	
	• DS 520/720 Global Transformation	3
	• DS 515/715 International Development in the Contemporary World	3
	2. Transformational Urban Leadership	
	• TUL 620/720 Leadership in Urban Movements	3
	• TUL 535/735 Theory & Practice of Community Transformation	3
	3. Global Women Empowerment	
	• GWE 611/711 Women & Men in Leadership	3
	• GWE 510/710 Women in Development	3
GD 745	Independent Study	6
GD 735	Applied Research I: Developing the Research Proposal	4
GD 720	Cultural Anthropology (Elective)	3
GD 740	Applied Research II: Data Collection and Processing	6
Individualized Course Total:		25

Major Evaluations

Course Number	Course Title	Credits
GD 750	Doctoral Qualifying Exam	2
GD 755	Research Proposal	4
	Major Evaluation Total:	6

Dissertation Defense

Course Number	Course Title	Credits
GD 760	Dissertation Seminar	0
GD 765	Dissertation Defense	10

The PhD program coursework is divided into two sequential stages: Stage 1 - Required Courses, and Stage 2 - Individualized Courses. Two Major Evaluations, the Research Proposal and the Doctoral Qualifying Exam (**DEQ**), take place during Stage 2 of the program, and the Dissertation Oral Defense takes place at the end of the program.

To maximize the learning experience and achieving learning outcomes:

- Students are required to complete all courses in Stage 1 before registering for courses in Stage 2. Courses in Stage 1 introduce the biblical, historical, and cultural perspectives on development; foundational theories and models in development studies; research methodologies; and their application in research design, preparing students for Stage 2 of the program, in which students engage in Concentration Studies related to their chosen field of research in global development and complete the two major evaluations in the program.
 - DS 735 Applied Research I: Students may choose to defer GD 735 to Stage 2 after they have taken Concentration Studies.
- For Research courses, Applied Research I & II are designed to build on Research Methods I & II in which both quantitative and qualitative methods are dealt with in depth. The prerequisites for *Applied Research I: Developing the Research Proposal* are:
 - GD 725 *Research Methods I: Quantitative Research Methods* and,
 - GD 730 *Research Methods II: Qualitative Research Methods*
- The two major evaluations, the Research Proposal and the DQE, should take place in Stage 2 before the student registers for GD 740 Applied Research II: Data Collection & Processing which is the field research for Dissertation.
- To be eligible for registering for GD 765 Dissertation Defense, the candidate needs to have completed all Required Courses and Individualized Courses and have passed the two major evaluations.

Course Extensions

Students may request approval from their instructor for an extension of up to 6 weeks for courses that are less than 6 credits. For courses that are 6 credits, students may request approval for an extension of up to 12 weeks.

Research Proposal

The formal Research Proposal is a supplemental major document to be written by the student, with the guidance of the student's doctoral supervisory committee. The proposal can be submitted any time after GD 735 Applied Research I: Developing the Research Proposal. It should consist of two chapters: the **Introduction** (Chapter 1), and the **Review of Literature** (Chapter 2). Alternatively,

some prefer to devote a whole chapter on Methodology and Procedures (Chapter 3) where appropriate rationale for the chosen methodology is presented, including *research strategy, data collection and analysis, access and reliability, ethical issues, and research limitations*. In either case, the section or chapter on Methodology should be clearly and adequately delineated to include the above-mentioned areas.

One of the research courses, Applied Research I, is designed to guide students through the development of a first draft of the Research Proposal. This course follows research methodology courses on both quantitative and qualitative research methods in graduate level academic research and guides students in designing the research procedures. Students have the opportunity to work with the doctoral supervisory committee in the research design, benefiting from their expertise and guidance.

A first draft of the proposal should be sent to the members of the committee. Procedures for obtaining the consensus of the entire committee will vary somewhat, depending on the committee's preferred method of working. In any event, it is customary for there to be considerable interaction among the committee members and the student regarding the proposal, which represents a kind of blueprint or model for the final dissertation. It is quite likely that more than one draft will be needed before the committee gives final approval. The proposal should be no less than 40 pages in length.

After there is committee consensus on the proposal, the Mentor should submit it to the Office of Doctoral Studies to be reviewed by the Ph.D. Program Committee. The student will be notified in writing of official approval. 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.

Doctoral Qualifying Exam

Purpose of the Doctoral Qualifying Exam

The Doctoral Qualifying Exam tests students' ability to apply and synthesize knowledge of the field of Global Development, particularly of the chosen concentration, and research methodologies. The examination consists of two mandatory parts: a) a written examination covering the associate's chosen concentration in the context of the larger field of Global Development; followed by, b) a proctored oral examination on the research methodologies and design relevant to the student's dissertation research. The proctored oral exam will be conducted jointly by the doctoral supervisory committee and a WCIU representative.

Ph.D. students must pass the doctoral qualifying exam (DQE) to demonstrate that they are prepared to advance to Ph.D. Candidacy and undertake independent research for the dissertation.

The DQE questions should consist of 4 to 8 questions dealing with the following:

- Knowledge and understanding of the field of study and related areas to the dissertation research, and the ability to evaluate and integrate the models, theories, and concepts of the field.
- Ability to apply an integrated approach in assessing local development challenges in light of biblical, historical, cultural and global perspectives.
- Knowledge and understanding of relevant research methods and applications.

Eligibility for DQE

To be eligible for taking the DQE, a student must:

- Have completed all required courses and concentration courses
- Maintain a minimum cumulative GPA of 3.0
- Have completed the research proposal that is approved by the doctoral supervisory committee

Procedure for DQE

The Chair of the doctoral supervisory committee, in consultation with the other members of the committee, writes up the exam questions and submits to the Office of Doctoral Studies for review and approval. Clarification may be required and change to the questions may be made as necessary to warrant the scope and rigor of the exam. When the DQE questions are finalized, the Office of Doctoral Studies will coordinate the schedules for these exams to take place virtually.

Written Exam. At the time of the examination, the DQE questions will be presented to the student, who then has 24 hours to complete the exam. The length of the answers to the questions (in essay format) should be between 3,500 and 5,500 words (12-20 pages, not including references) using normal Turabian or APA formatting (e.g., double spaced, Times New Roman, 1 inch margins, 12 point font). Students will not be allowed to discuss their answer with anyone else and will turn in their answer to the Office of Doctoral Studies (phd@wciu.edu) at or before the designated time.

Oral Exam. a proctored oral examination on the research methodologies and design relevant to the student's dissertation research is scheduled immediately after the written exam. The oral exam is conducted conjointly by the doctoral supervisory committee and a WCIU representative, proctored by an online proctoring service. In order to use the online proctoring service, students will need the following:

- High-speed internet connection
- Webcam (internal or external)
- Headphone with mouthpiece (for best sound quality and exclusion of background noise)

The length of the oral exam is 45 minutes to 1 hour. At the end of the exam, the examiners vote to pass or fail the oral exam based on the Rubric for Doctoral Qualifying Exam.

Outcomes of the DQE

The Dean of Doctoral Studies will appoint a team of at least two faculty to grade the written exam. The results of the exams will be reported to Doctoral Studies. The student needs to pass both the written and oral exams in order to pass the DQE requirement. In case of a fail on the DQE, the student will have a second chance to pass the exam.

When the DQE is passed and Dissertation Research Proposal is approved, the student is advanced to Candidacy status.

Dissertation Writing

Dissertation is a process of synthesizing, organizing and reporting research findings as well as completing the needed chapters for the dissertation. Entering dissertation writing stage, Doctoral candidates are required to register once a year for Dissertation Seminar (0 credit), which is a required seminar for all students entering the dissertation writing stage. Dissertation Seminar will provide

opportunities for candidates to participate in research forums, share research progress reports, hear others' oral defenses, participate in webinars on global development, and partake of Institute offerings (e.g. Institute of China Studies, Urban Leadership Institute, the Women's Institute). The Dissertation Seminar keeps students involved in research and dissertation related discussions while they are focused on writing their dissertations. The research forums allow for mutual learning from current research taking place in the field of global development and provides platforms for networking, partnership, and information sharing among national and international communities of scholars and practitioners.

Reference WCIU's *Dissertation Template* as you write. The template provides examples of required dissertation format, form, and style. Make sure to also have Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition handy for detailed guidance to most questions concerning writing academic papers and accepted academic standards in references, form, and style. The recommended length of the dissertation is between 37,500 to 62,500 words (~150 to 250 pages), with format and styles conforming to the *Dissertation Template*.

Oral Defense

When the Ph.D. candidate's doctoral supervisory committee have reviewed the dissertation and agreed that the candidate could move forward to an oral defense, the mentor coordinates the defense schedule with the Office of Doctoral Studies. The oral defense is open to all members of the PhD Program Committee at WCIU and invited guests.

Scope of the oral defense includes:

- Purpose and rationale for the investigation
- Scope and command of relevant literature
- Relevancy and adequacy of the research methodology for the investigation
- Quality of the collection and analysis of the research data
- Quality of the conclusions with respect to the relevancy and consistency of the research problems and data analysis.

Candidates should reference *Dissertation Defense Evaluation Guide* in preparation for the oral defense. The Guide outlines the process of the oral defense, and key areas of evaluation (see Appendix D: Dissertation Defense Evaluation Guide).

The Dean of Doctoral Studies will appoint an Examining Committee which consists of members of Dissertation Supervisory Committee and two faculty representatives, with the candidate's Mentor serving as the Chair. Dissertation Evaluation Forms will be collected after the oral defense from all members of the Examining Committee, who will review recommendations from each member and deliberate on the result of the defense. The Chair of the Examining Committee will notify the result of the defense to the candidate and follow up with feedback, comments, revision recommendations from examiners and communicate with the candidate.

- **Pass or Pass with minor revision** are considered successful defense of the dissertation.
- For **Pass with minor revision**, examiners should elaborate on the evaluation form as to where revision is recommended. The doctoral supervisory committee will be responsible for the final approval of the revised dissertation.
- For **Major revision needed**, examiners should elaborate on the evaluation form,

where major revision is recommended. When revision is done, the dissertation will be evaluated by the doctoral supervisory committee before requesting for an oral defence for the second time. Failure to successfully defend the dissertation will result in termination from the program.

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. We anticipate that most students will complete the program in 6 years.

PhD in Global Development Courses

GD 700 Foundations to Development Studies

Course Description

The purpose of this course is to help students trace and assess the influence of the Bible, and those who have believed and championed it, on human civilization. Students think through the BIG questions of origins and the mysteries of existence in the light of Genesis One. A study of primeval history (Genesis 1-11), including the entry of evil, is featured as the introduction to the Bible, the beginning of the Story and the stage upon which all subsequent drama is played out, examining its legacies for the world, good and bad.

The significance of the Abrahamic covenant and the patriarchs (Genesis 12-50) for the mission of God is studied, as well as the significance of elect Israel and the Jewish people for world redemption and civilization. The Biblical metanarrative is emphasized, as the story of our World, and the need and invitation for all to embrace it; History is “HisStory.” We explore the inauguration of the Kingdom of God, by Jesus the Messiah, the “Hinge of History.”

From there we trace the salient points of expansion of the Christian movement over the last 2000 years, noting periods of recession and renewal movements and the continued expansion as a global phenomenon, and the impact of the Christian movement on culture and human development. It provides a chronological overview of the historical and cultural aspects of the global development of the biblical faith, with special attention to the biblical foundations for addressing the roots of human problems around the world. The positive and negative impact of the Christian movement on culture and human development is examined as well as principles for effective cross-cultural communication of biblical faith.

GD 705 History and Trends of Development in Global Context

Course Description

As part of the mission of William Carey International University (WCIU) 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,” this course is designed to provide an overview of the history and trends in global development. Recognizing that the complexity and multifaceted nature of human needs require cross-disciplinary research and analysis, this course provides a range of perspectives relevant

and current in the field, surveys key theories and models, and prepares students to engage in global development as an integrated academic field.

GD 710 Economics of Development

Course Description

This course provides learners with general knowledge of how national and global economics impact people's well-being and their development. It equips them to better understand economic theories and models, draw on different strands of economics for their own work and challenge economic thinking more fruitfully when necessary. The learners will also be equipped to engage better with economists and policymakers on economic matters.

GD 715 Theory and Practice of Community Economics

Course Description

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

GD 725 Research Methods I: Quantitative Research Methods

Course Description

This course is intended to provide students with the knowledge and skills to do research in both the academic setting and in the practical world of development. The students will be equipped to develop meaningful research projects as well as analyze, interpret and report data using statistical techniques. Six major areas of quantitative research are examined with application to a specific area of research in which the student is currently working on.

GD 730 Research Methods II: Qualitative Methods

Course Description

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

Students apply analytic frameworks and practical skills to an investigation of a specific issue on behalf of a church movement or community organization that involves local residents in specific transformation efforts. Research methods are taught and used to gather and organize pertinent information, culminating in the writing and oral presentation of a Professional Report.

GD 735 Applied Research I: Developing the Research Proposal

Course Description

Building on the various research methodologies in Research Methods I & II, this course guides students through the development of a first draft of the Research Proposal, understanding of ethics in human subjects research in national and international contexts, thus equipping the student for the next stages of the doctoral project in preparation for successfully writing a research-based dissertation.

DS 515/715 International Development in the Contemporary World

Course Description

This course leads students to analyze the history of development and its trend, biblical and theological reflections related to development, the role of culture and worldview, shalom and Kingdom and their relationship to international development, all of which explored from the perspective of international

authors and practitioners. The framework of development, integrating multiple perspectives, is clearly identifiable through the readings and learning activities.

DS 520/720: Global Transformation

Course Description

This course leads the student to analyze contemporary trends in development in a globalized world. Six major spheres of society, education, health and well-being, economics and business, leadership and government, culture and arts, and racial matters are examined with application to a specific society in which the student currently works.

TUL 620/720 Leadership of Urban Movements

Course Description

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

TUL 535/735: Theory & Practice of Community Transformation

Course Description

This course develops a theological framework for integral mission and transformational ministries. It seeks to integrate theological reflection, socio-cultural analysis, and practical implementation in the service of impoverished communities.

GWE 611/711 Women & Men in Leadership

Course Description

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

GWE 510/710: Women in Development

Course Description

This course introduces women leaders who have contributed to the holistic transformation of the world. Using a biographical historical approach, students will survey women leaders from the first century through the present. They will consider the impact of marriage and singleness and analyze case studies focusing on the interplay of culture, politics, and religion on gender equity. Finally, they will critique the 2030 UN Agenda for Sustainable Development and potential effects on the next generation of girls. The course culminates with students presenting final projects in their areas of interest.

GD 745 Independent Study

Course Description

Global Development requires interdisciplinary research in order to address the multifaceted nature of the study. The independent study gives students the opportunity to focus on the needed areas in one of the related disciplines. i.e., biblical studies, if the student’s research focus requires significantly in-depth biblical investigation, or cultural studies if the student’s research focus requires an understanding of a

particular aspect of cultural dynamics. The instructor outlines the course based on the student's specific academic needs in dissertation research and writing on that topic.

GD 720 Cultural Anthropology

Course Description

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

GD 740 Applied Research II: Data Collection and Processing

Course Description

In this course, the candidate proceeds to field research as designed in the approved Research Proposal following elements of data collection and processing for qualitative and/or quantitative research, under the guidance of a research supervisor. The purpose of the course is to ensure that, 1) the candidate follows the approved research procedures, 2) the supervisor (and supervisory committee) provides timely guidance and support needed to meet the challenges of field research, and 3) questions and changes in research are dealt with creatively and confidently.

GD 750 Doctoral Qualifying Exam

Course Description

The Doctoral Qualifying Exam (DQE) tests students' ability to apply and synthesize knowledge of the field of Global Development, particularly of the chosen concentration, and research methodologies. The examination consists of two mandatory parts: a) a written examination covering the associate's chosen concentration in the context of the larger field of Global Development; followed by, b) a proctored oral examination on the research methodologies and design relevant to the student's dissertation research. The proctored oral exam will be conducted conjointly by the doctoral supervisory committee and a WCIU representative.

Ph.D. students must pass the doctoral qualifying exam (DQE) to demonstrate that they are prepared to advance to Ph.D. Candidacy and undertake independent research for the dissertation.

The DQE questions should consist of 4 to 8 questions dealing with the following and, as a result, students demonstrate achievement of the DQE objectives:

- Knowledge and understanding of the field of study and related areas to the dissertation research, and the ability to evaluate and integrate the models, theories, and concepts of the field.
- Ability to apply an integrated approach in assessing local development challenges in light of biblical, historical, cultural and global perspectives.
- Knowledge and understanding of relevant research methods and applications.

GD 755 Research Proposal

Course Description

One of the research courses, Applied Research I, is designed to guide students through the development of a first draft of the Research Proposal. This course follows research methodology courses on both quantitative and qualitative research methods in graduate-level academic research and guides students in designing the research procedures. Students have the opportunity to work with the doctoral supervisory committee in the research design, benefiting from their expertise and guidance.

A first draft of the proposal should be sent to the members of the committee. Procedures for obtaining the consensus of the entire committee will vary somewhat, depending on the committee's preferred method of working. In any event, it is customary for there to be considerable interaction between the committee members and the student regarding the proposal, which represents a kind of blueprint or model for the final dissertation. It is quite likely that more than one draft will be needed before the committee gives final approval. The proposal should be no less than 40 pages in length. After the committee consensus on the proposal, the Chair of the doctoral supervisory committee should submit it to the Office of Doctoral Studies for review. The student will be notified in writing of official approval.

GD 760 Dissertation Seminar

Course Description

Writing and defending a dissertation is a process that involves synthesizing, organizing and reporting research findings as well as completing the needed chapters for the dissertation. To encourage progress toward the successful completion of a dissertation and bolster students' confidence during the long journey, students entering the dissertation writing stage are required to register once a year for the Dissertation Seminar (0 credits). The Dissertation Seminar will provide opportunities for doctoral candidates to participate in research forums, share research progress reports, hear others' oral defenses, participate in webinars on global development, and partake of Institute offerings (e.g. Institute of China Studies, Urban Leadership Institute, the Women's Institute). The Dissertation Seminar keeps doctoral candidates involved in research and dissertation related discussions while they are focused on writing their dissertations. The research forums allow for mutual learning from current research taking place in the field of global development and provides platforms for networking, partnership, and information sharing among national and international communities of scholars and practitioners.

Student Tuition Recovery Fund Notice

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents,

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

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

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

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

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

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

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

Student's Right to Cancel

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

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

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

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

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

WCIU BOARD, STAFF, FACULTY, AND ADVISORY COUNCILS

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Web Content Specialist - Desmond Haskell

Faculty

Appointed Faculty

Grace May - ThD in Systematic Theology, Boston University School of Theology, 2000. Associate Professor of Biblical Studies and Director of Women's Institute

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

Diana Kimani- PhD in Economics, The University of Nairobi, 2014. Associate Professor of Development Studies and Director of WCIU's Master's in Development Studies Program.

Yalin Xin - PhD in Intercultural Studies, Asbury Theological Seminary, 2008. Associate Professor of Intercultural Studies and Director of China Studies Institute

Affiliate Faculty

Stephen Mbogo, PhD in Intercultural studies, Biola University, 2013

Peter Nitschke, Ed.D. in Continuing Adult Education, Asia Graduate School of Theology, 2011

William Bjoraker, PhD in Intercultural Studies, Fuller Theological Seminary, 2007.

Clara Cheng, PhD in Intercultural Studies, Fuller Theological Seminary, 2001. Associate Professor Emeritus.

Joel T. Hamme, PhD in Biblical Studies, Fuller Theological Seminary, 2014.

Peter Im, PhD in Intercultural Studies, Fuller Theological Seminary, 1992.

Rosemary Mbogo, PhD in Educational Leadership and Administration, 2011.

Andrea McAleenan, PhD in Higher Education Administration, 1986.

WCIU contracts additional affiliate faculty who may not be listed in this academic catalog.

Board of Directors

WCIU is governed by a board of directors that is comprised of the following members as of July 1, 2024:

Monica Mitchell, EdD (Board Chair)

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Jessica Udall, PhD

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Advisory Councils

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

Academic Advisory Council

Miracle Ajah, ThD, MA, General Assembly of the Presbyterian Church of Nigeria

Deborah Hancox, PhD, Micah Global

Joanna Kretzer Chun, MA, World Relief

David W. Scott, PhD, MTS, The United Methodist Church

Katie Toop, MS, World Concern

John Jay Travis, PhD, MA, Frontiers

Andrea Vogt, MSc, Operation Mercy
Gille Wakjira, MA, Ethiopian Full Gospel Theological Seminary

Student Responsibility

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

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