

**CURRICULUM DEVELOPMENT MANUAL  
  
General (All Programs)**

Revised 03/2020

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# Purpose:

This manual, created by the Curriculum Development Committee, provides faculty with the general WCIU guidelines for modifying, revising, retiring and reissuing courses in any WCIU program. Faculty should have the authority and freedom to design, evaluate and implement curriculum on a regular basis. In turn, when making changes the faculty bears the responsibility of keeping in mind the needs of the student body and the operational needs of the university.

# Curriculum Foundations

Any WCIU program should be designed with the following foundational considerations.

## 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.

## Vision:

A verdant and flourishing world, ripe with wholeness and peace.

## WCIU’s Mission Statement and Assumptions

***WCIU provides innovative distance education programs to enhance the effectiveness of scholar practitioners who serve with others to develop transformational solutions to the roots of human problems around the world.*** (Revised & Approved May 2018)

This mission statement contains several key assumptions for designers and developers:

* “Innovative distance education programs”  
  Assumes that the curriculum is state-of-the-art in content, design, and delivery. WCIU is committed to providing the highest quality educational experience and to facilitate that learning using innovative teaching methodology and technology.
* “Enhance the effectiveness of scholar practitioners”  
  Almost all students who enter WCIU’s programs are already engaged in some form of spiritual and social service. WCIU is focused on providing these employed, active students with an educational experience that deepens their understanding of the issues they face, that expands their toolkits and methodologies to address the challenges they encounter, and that provides them the opportunity to deeply integrate what they learn at WCIU into their day-to-day praxis.
* “Serve with others”  
  This short statement carries deep assumptions about students expanding their own capabilities through collaboration and mentoring as well as increased partnering and networking. These values of shared service should be woven into the student experience from the course to program level. It also assumes that students are working with agencies that provides support, mentoring, and collaboration in their work context. Finally, it assumes that the student will work in respectful collaboration with the communities, families, and individuals they serve, not just imposing external solutions upon them.
* “Develop transformational solutions to the roots of human problems around the world”  
  From its beginnings in the 1970’s, WCIU’s curriculum has developed an interdisciplinary approach to global human problems. It has always sought to integrate a unique biblical and historical framework with the standard interdisciplinary subjects like sociology, anthropology, economics, and political science.

## Program Outcomes:

Any discussion of program outcomes should begin with an understanding or definition of the field of study and the requisite knowledge, skills, and competencies needed for effective practice in that field. Program outcomes should be:

* Appropriate for the program level
* Include necessary fields of knowledge, essential skills, and requisite competencies for effective mastery of that field of work.
* Expressed in measurable and demonstrable terms (can we know that a student has attained that outcome in some tangible way?)
* Determined with the help of an advisory council of practitioners in the field who ensure that the outcomes are specifically and practically appropriate for students in that field of study.

## Target Student Population:

WCIU was founded to provide a means for those serving on the frontlines 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 WCIU’s program emphases 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 a variety of fields. Many WCIU students have an undergraduate background in intercultural studies, education, or business, but the university considers a wide range of bachelor degrees in evaluating students who apply to its programs.

# WCIU Curriculum Design Standards

The WCIU Curriculum Design Standards provide an overview of the key standards, values, and educational principles that guide the development of WCIU’s curriculum. In designing any courses, areas of focus, concentrations, or full programs, the designers and developers are expected to review and follow these principles.

## WCIU Instructional Design Principles

WCIU uses the following instructional design principles and methods.

### ADDIE Model

WCIU incorporates the ADDIE framework for instructional design. Designers and developers are expected to follow these steps in their processes. The five elements of ADDIE are:

#### Analyze

The first step is to conduct as thorough an analysis as possible

of the potential learners and their characteristics (entering knowledge, skills, needs);

of the content to be taught (themes, resources, foundational and advanced);

of the intended outcomes for the learning experiences;

of the assessments and indicator assignments to determine attainment of outcomes;

of the available and appropriate instructional methods and strategies;

of the technologies available for effective educational delivery;

of the resources available to fund and support design and development;

of the time needed to design, develop, and deliver the experience

This phase includes Formative Evaluation as the team reviews and makes initial determinations regarding competing options, strategies, resources, and possible content for the design phase.

See the last major section of this document, “WCIU Curriculum Analysis,” for more specific questions WCIU requires in the analysis phase before any design or development takes place.

#### Design

In the design phase, the input from the analysis phase is turned into an instructional plan that takes into account

the findings from the Analysis phase,

the intended outcomes,

the available instructional strategies and technologies,

and the existing infrastructure.

The design phase also intentionally integrates the design principles that WCIU has identified as important to its curriculum (see rest of this section after ADDIE).

The design phase can be linear (design from start to finish) or iterative (design and test portions before finalizing).

In either case, Formative Evaluation continues to be utilized to determine whether the design meets curriculum standards, design standards, intended outcomes etc.

The design phase should end with copies of the of the required curriculum or syllabi and should include the following:

a. A graduate program needs to be at least 36 semester credit hours

b. Curriculum clearly relates to the mission, objectives, and philosophy of education of the institution

c. Clearly defined student learning outcomes are established at the course, program and institutional level

e. A graduate program should include a summative and integrative experience, such as a capstone project or thesis, to measure student achievement of the intended outcomes

f. Students earn the majority of credits toward a graduate degree at the institution awarding the degree.  
[From *WCIU Check List for Developing New Degree Programs*]

#### Develop

In the development phase, the SMEs and developers take the design, the outline of the course, and build the detailed content, strategies, and assessments into a sequenced learning experience within the technological framework.

At this stage Formative Evaluation is also utilized to review whether the developed resources, activities and implementation meet the Design Principles, address the needs identified in the analysis, and match the plan that was developed in the design phase.

#### Implement

The implementation phase takes the developed learning experience (course, area of focus, concentration, program, degree) and delivers it to a group of learners facilitated by a faculty member.

In the first iteration, the designers and developers are particularly interested to evaluate how well the developed learning experience performs with real instructors interacting online with real students. The Formative Evaluation at this point involves regular monitoring of the experience to see whether the overall design and the particular elements are providing the intended level of learning quality. This evaluation also seeks to determine whether the instructor is following the intended design or whether students are able to participate adequately in the experiences.

The learning experience should also have summative Evaluation elements built in where attainment of course or program outcomes are being assessed using the designed indicator assignments. Designers want to determine whether the assessments are reliably determining student attainment.

#### Evaluate

Evaluation is not an activity conducted at the end of the ADDIE processes. It is an iterative activity repeatedly performed throughout the other four phases.

Formative Evaluation involves the determination of whether the design and development process is proceeding as intended. Does the end product represent the expected level of quality?

Summative Evaluation involves how student learning and attainment of outcomes is assessed to determine whether the learning experience has met the intended goals.

A full evaluation of the developed curricular experience requires careful attention to both iterative Formative Evaluation throughout the process and to Summative Evaluation that indicates how well students have learned from the experience.

Based upon the findings from both forms of evaluation, WCIU faculty and staff then return to the ADDI portions of the cycle to improve their assumptions, design, development, or implementation and thus to enhance the learning experience.

### Andragogy – Malcolm Knowles

Early in WCIU’s online transition it also embedded assumptions from the Andragogy Theory of Malcolm Knowles ([Theory in Practice Database](http://158.132.155.107/posh97/private/TIP/12.htm)).[[1]](#footnote-2) Knowles’ contrasted *pedagogy* (teaching children) with *andragogy* (teaching adults). His four principles are expected to infuse WCIU’s curriculum:

1. “Adults need to be involved in the planning and evaluation of their instruction.”

2. “Experience (including mistakes) provides the basis for learning activities.”

3. “Adults are most interested in learning subjects that have immediate relevance to their job or personal life.”

4. “Adult learning is problem-centered rather than content-oriented.”

(Theory in Practice Database, Andragogy).

In relation to # 1 WCIU’s curriculum encourages students to take personal responsibility for their learning early in the program. From their initial course, they begin developing reading lists, research agendas, and expanding their toolkits as they begin to pursue a practical issue they will address later in their program.

In implementing #2, students are given multiple opportunities to try, make mistakes, learn, and improve in relation to bibliographic searches, research design and reporting, educational discussion and presentation, and application of the material to their field of work.

For #3, every course, and every session in a course, requires students to reflect on how what they have just learned integrates with the work they are doing and the life they are living.

After three foundational courses, students do a practicum (mentored practical experience in their world), then they select electives and independent studies that will help them address the problem they have decided to address. After this problem-centered experience, study, and reflection, they then integrate their new knowledge, skills, and experience into a capstone project that addresses a specific problem they face in their context.

### Bloom’s Taxonomy

In the course design templates, SMEs and developers are repeatedly coached to develop question and assignments that foster higher levels of learning on Bloom’s taxonomy ([Bloomstaxonomy.org](http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf)). WCIU faculty are expected to focus on Application (3), Analysis (4), Synthesis (5), and Evaluation (6).

Other levels may be appropriate for earlier introduction: Knowledge (1) and Comprehension (2). But courses are expected to quickly move students beyond basic information and understanding to application and integration of what they are learning.

These higher levels of learning are expected in every session of every course, including specific synthesis of what they have learned recently with their work experience and needs.

### OSCQR Rubric (SUNY Center for Online Teaching Excellence)

At a course level, all courses are expected to meet the state-of-the-art online learning standards benchmarked in the Open SUNY Course Quality Review (OSCQR) rubric ([OSCQR.org](http://oscqr.org/)). The rubric embeds researched best practices from all aspects of design and development for online courses.

The OSCQR rubric must be utilized in designing and developing all new WCIU courses to ensure that they meet these standards at their initial offering. Existing courses will all be reviewed and upgraded until they meet all of the benchmarks.

The OSCQR rubric includes assessments of course features in each of the following areas (with 50 specific items checked):

1. Overview and Information (10 standards)

2. Technology and Tools (5 standards)

3. Design and Layout (13 standards)

4. Content and Activities (9 standards)

5. Interaction (6 standards)

6. Assessment and Feedback (7 standards)

## WCIU Curriculum Pre-Analysis

The Analysis stage of ADDIE requires significant pre-analysis that provides a foundation for future design and development stages. In June of 2015 WCIU developed a *Check List for Developing New Degree Programs*. The following include the essential information necessary in developing a **program prospectus** and the related curriculum. These should be kept in mind when modifying courses in the MA program or adding new ones as well as in developing areas of focus or concentrations that include multiple courses. More information may be needed in the design and development stages.

**List the following for each educational program offered**:

1. The full title including the name of a specific major field of learning involved, which the institution will place on each degree awarded. For areas of focus, include that name, although it will only go on the transcript, not on the diploma.

2. The admissions requirements, including minimum levels of prior education, preparation, or training;

3. The types and amount of general education required.

4. The method of instruction.

5. The graduation requirements.

6. If the educational program is designed to fit or prepare students for employment in any occupation, identify each occupation and job title to which each educational program is represented to lead.

**Describe for each educational program:**

1. The facilities and equipment to be used during the educational program

2. The number and qualifications of the faculty needed to teach the educational program.

a. Faculty members teaching graduate courses have earned a terminal degree from an accredited institution in their teaching discipline.

b. At least one full-time qualified faculty is needed for each program area

3. A projection and the bases for the projection of the number of students that the institution plans to enroll in the educational program during each of the three years following the date the application is submitted.

4. The learning, skills, and other competencies to be acquired by students who complete the education program.

5. [The original check list ends with criteria for the syllabus or curriculum that is produced. These items have been placed as deliverables under the Design phase in the ADDIE section, since they relate more to design than analysis.

## Documenting Credit Hours:

Course development should use the following guidelines in calculating course academic credit unit assignment:

1. For each graduate semester credit hour, 45 hours of study are expected.
2. Courses include a balance of learning activities that typically include reading, research, writing, and peer discussion.
3. Primarily, content is delivered through reading, video or audio lectures, or multi-media presentations. Video lectures are created in less-than-15-minute incremental blocks that present succinct topics and lecture points that students may view more than once to learn the content. They are intended to introduce topics, provide instructions, and reinforce other learning. Because these teaching bites are packed with information, it is expected that students may need to view them more than once and thus, faculty may calculate the time value at 2-3 times the run time for lecture videos or other high-content multi-media presentations, when calculating credit hours.
4. Reading assignments are typically calculated at 25 pages per hour and multiplied by the number of estimated hours of reading per course per credit hour, comprised of readings assigned by the instructor or chosen by the student as instructed to do so. [Some programs may provide a different rationale for this estimate, if they teach different styles of reading and scanning.]
5. Writing may include blogs, reports, and research writing and specific instruction given as to style, content, referencing criteria and other factors that may contribute to scholastic quality. Calculating time spent on writing depends on the kind of writing. Blogs and informal writing assignments will be calculated on an estimate of the time expected to be spent reading and responding to questions and posts. Formal research papers will be calculated at a rate of 3 hours per page.

# Outcomes Assessment and Institutional Effectiveness

As the curriculum is developed, the design and development must keep in mind the importance of both meaningful assessment of student learning and the importance of demonstrating that students are actually attaining the outcomes of the program.

## Outcomes Assessment Plan

The overall WCIU *Outcomes Assessment Plan* specifies the cycles and processes by which student learning, satisfaction, retention, completion, and employment are regularly assessed. Program outcomes and the assessments used to measure student attainment are a critical element of this process.

The *signature assignments*, are critical, detailed assignments that elicit significant evidence of student mastery of the outcomes with meaningful integration between their area of study and their area of work. Care must be given to ensure that the signature assignments are relevant, meaningful to students and their field, and robust enough to actually demonstrate attainment.

Assessment results are compiled and then reviewed by faculty and administrators during the curriculum review cycles (quarterly and annual).

## Institutional Effectiveness Plan

The Institutional Effectiveness Plan lies at the other end WCIU’s cycle of institutional monitoring and improvement. At the completion of an academic year, the academic assessments for that year are compiled and compared to historical results. WCIU’s faculty and staff then meet to review the results of assignments, student satisfaction surveys, and other indicators of how students are attaining the stated outcomes and how well the curriculum is helping them to do so.

It is particularly important that the signature assignments provide a really meaningful, multidimensional assessment of student attainment of a given outcome. The better the assignment, the better we can demonstrate that students are truly learning what they need to in order to enhance their effectiveness as scholar practitioners in the field.

## Keep OAP and IEP in Mind while Designing and Developing

All this is to say that before developing the assignments or course content, it is important to review the current Outcomes Assessment Plan and the appropriate Academic sections of the Institutional Effectiveness Plan. As curriculum is designed and developed it should clearly aim at demonstrating student attainment of the outcomes at appropriate levels.

# Curriculum Design Processes

WCIU’s Curriculum Development Committee is responsible for developing, updating, and revising curriculum. Faculty are appointed for the specific tasks of developing needed courses in accordance with their specific academic fields of expertise. All curriculum development must follow WCIU’s stated program outcomes, be guided by WCIU’s distance learning principles, and reflect current knowledge and practice.

Curriculum design in any program may take place at several levels with specific processes and responsibilities for each.

## Developing a Program

In developing a new program for WCIU, the first step is to establish the appropriate outcomes expected for that program. Once the outcomes are determined, an iterative curriculum map process should be utilized to identify courses that address the outcomes, course outcomes that address specific areas of the program outcomes, assessments used to assess attainment of the course and program outcomes, and the signature assignments that most clearly indicate attainment of the program outcomes.

### Program Outcomes

The first step in developing a new program is to develop a set of outcomes that identify the key learning objectives for students pursuing that course of study. Outcomes should be developed through an iterative process that considers:

* Detailed list of skills, competencies, and knowledge that are perceived to be essential for mastery of the field of study. Then the detailed items should be outlined into a set of 6-8 key outcomes that cover all of the detailed items. The detailed list should derive from practitioners in the field of study. [For help in refining the detailed list to the short outcomes list use the following:]
* Reviewing program outcomes from similar programs at other schools  
  What common outcomes might indicate essential knowledge or skills for anyone in that field?  
  What outcomes are missing that would represent WCIU’s unique contribution to the field?
* Discussions with professionals and agency leaders in the field of study for their sense of essential outcomes for a graduate.
* Review of the literature in the field for common themes or issues perceived as essential for a person to be competent in the field.

The set of outcomes (preferably 6-8) should be comprehensive enough to cover the main areas of skill, knowledge, and competence, without being overly detailed. All of the detailed issues should be subsumed under one of the main outcomes. The detailed issues should be maintained at this stage because they will feed into course outcomes and curricular considerations for content.

### Curriculum Map

Once the outcomes have been determined, faculty and developers should then create a curriculum map that connects the outcomes to the courses, the course outcomes, the assessments, and the signature assignments. This will require an iterative process of working between these different levels until the final curriculum map has been settled upon.

The Curriculum Map typically has the Program Outcomes on one axis and the courses on the other.

You are not ready to write course content for a program until the curriculum map process has been completed. **No matter what material a faculty member wants to include, this should be filtered by what contributes to students learning what they need to learn, not just what faculty want to teach.** The Curriculum Map provides protection against curriculum bloat (“I want to teach…”).

#### Curriculum Map – Courses

What courses will be required to ensure that the outcomes are all covered at appropriate levels, and that the essential detailed learning items are covered at appropriate points in the program?

The map should include considerations regarding the sequence of courses. This can include:

* Required Courses:  
  Do some courses provide essential material or practice before other courses? If so, they should be sequenced (with appropriate learning content) prior to the courses that are dependent on that content.
* Mastery Level:  
  Some material needs to be introduced, later developed, and then mastered at a higher level before the end of the program. Are courses sequenced so that this material is introduced, then processed at higher levels as student progress through the program? Key competencies and skills require ongoing practice, so has the curriculum ensured opportunities for repetition and practice?

#### Curriculum Map – Course Outcomes

Once the set of courses has been roughly mapped to the program outcomes, each course should have 3-5 course outcomes that identify what specific things students should learn within that course. The course outcomes should all map back to and contribute to attainment of one of the program outcomes. If they don’t work back to the program outcomes, the detailed list, and the courses until there is a clear connection and contribution from the course outcomes to the program outcomes.

As the alignment is being developed between course and program outcomes particular assessments may come to mind for use in determining attainment of those outcomes. Make a note of these for inclusion in the next step.

Course outcomes should be specific, measurable, attainable, relevant, and time-oriented (when/how long).

#### Curriculum Map – Assessments

If an outcome is worth articulating, it should be stated with an expectation of measurement and should have an assessment that meaningfully determines whether it has been attained.

For each course outcome provide at least one assessment that specifically determines student attainment of that outcome. For key outcomes, multiple measures (multiple assignments) should be utilized.

At least one assignment in a course should specifically and significantly assess attainment of the main program outcome that that course addresses.

#### Curriculum Map – Signature Assignments

Once the overall assessments have been identified and mapped to the program and course outcomes, this final significant step should be taken. Out of the major assignments that have been created, choose one, or at most two, significant assessments that address each program outcome. These major assignments, called signature assignments, will be utilized as an indicator assignment for how students are attaining that outcome.

This assignment should require students to address issues in that outcome from several dimensions or perspectives. Signature assignments should be scored using a standardized rubric that identifies the different dimensions and that scales attainment of each element of the outcome.

### Course Design (See “Developing a Course”)

Once the curriculum map has been filled out, then the courses can be created so that they address the issues, outcomes, assessments, and sequences identified in the curriculum map.

## Developing an Area of Focus or Concentration

### Areas of Focus

WCIU begins by developing areas of focus which entail a non-substantive change request with DEAC. An area of focus consists of a set of elective courses that focus on an area of interest identified by market research, student suggestions, agency requests, or other stakeholder feedback. The Curriculum Development Committee, in conjunction with the VP of Academic Affairs (VPAA), conducts market research and an analysis of the desirability for a given area of focus. This can entail surveys of agencies for their interest in the area of focus, discussions with the program Advisory Council, surveys of alumni in the field for their perspectives, and interacting with potentially new stakeholders who might see the field of study as desirable. Sometimes stakeholders ask WCIU to offer a program or concentration in a particular area. WCIU will not entertain the more intensive process of developing a concentration or program without first piloting an area of focus within an existing program.

If market research and field needs-analysis indicate that the area of focus would be viable, then the Curriculum Development Committee asks the VPAA and the Academic Dean to appoint a faculty member or external expert as the Focus Area Coordinator. She or he will take the lead in conducting further feasibility study for the area of focus and for developing the sequence of courses for the area of focus.

The Focus Area Coordinator collaborates with the Academic Affairs leadership to identify and recruit a team of at least two other adjunct faculty with experience in the field. Together they constitute the Focus Area Workgroup. The Focus Area Workgroup consults the field needs analysis, recommendations from other experts in the field, reviews of courses from other universities in the same field, and other resources to determine the overall content to be covered in the area of focus.

Keeping the overall program outcomes and WCIU instructional design principles in mind, the Focus Development Workgroup designs the course outcomes and the scope and sequence for the courses in the Area of Focus. They then collaborate to build the individual course contents and sequences for the Area of Focus.

The Curriculum Development Committee reviews the Area of Focus development at strategic points in the process:

1. Focus Area Workgroup constitution to be sure all members are oriented to WCIU’s program outcomes and design standards and principles. The CDC also ensures that the FAW members are current in the field of study and able to guide development of the new Area of Focus.

2. When the FAW has incorporated internal and external inputs into the overall Focus content, they present and discuss their initial curricular ideas with the CDC to ensure that they are within WCIU’s purposes, program outcomes, and design standards.

3. When the FAW has created the course outcomes and proposed a course scope and sequence, this will be reviewed by the CDC before final go ahead on course-level development.

4. When the first two courses in the Area of Focus have been built, the CDC will review them for content, delivery, academic rigor, compliance with the course design rubric (OSCQR), and appropriate design principles and elements. No further courses should be developed until the CDC has verified that the initial courses have been designed to WCIU standards.

5. Once the sequence of courses has been developed for the Area of Focus, the CDC will do a final review of the whole Area of Focus for consistency and quality.

6. Once all CDC checks have been performed, the Area of Focus can be reviewed by and approved by the MA Program Committee.

7. Upon CDC and MA Program Committee approval, the list of courses in the Area of Focus will be sent to DEAC as a non-substantive change request within the existing MA in International Development.

8. Upon acknowledgment from DEAC, the University will then market the program, recruit interested students, and begin offering the area of focus in a timely manner.

### Concentrations

Should an area of focus prove popular enough to sustain or increase enrollment at a level that is financially sustainable, WCIU will consider developing it into a concentration. DEAC requires concentrations to go through the substantive change process, which entails an up-front payment, submission of the substantive change request, and review by an external curriculum specialist.

In addition to the steps for and area of focus, developing a concentration entails the following steps:

1. Review the DEAC requirements for submitting a substantive change request for a concentration and determine what arrangements must be made to file the request:

a. Faculty assigned to the concentration in order to propose and develop it (Concentration Development Workgroup)

b. Budget for the development and application processes as well as the DEAC review procedures

2. The Concentration Development Workgroup (CDW) will review all relevant DEAC standards for a substantive change request.

3. The CDW will use what has been learned and developed in the area of focus to shape a concentration proposal that meets the DEAC standards.

4. The CDC and Academic Affairs will review the concentration proposal to ensure that all needed standards have been met and documented appropriately.

5. The CDC will then give approval for the CDW to develop the concentration and prepare it for DEAC review.

6. When the concentration has been developed, WCIU will submit the appropriate request along with payment and the curriculum to DEAC for their review. WCIU understands that it cannot offer any concentration until the external reviewer and DEAC have approved the substantive change request for the concentration.

## Developing a Course

New courses may be developed for the core curriculum (electives), for areas of focus, or concentrations. These are designed by a Professor of Record and approved by the Curriculum Development Committee in coordination with the MA Program Committee. All courses must align with Curriculum Foundations and the Curriculum Design Standards. Course content will be consistent with the rest of the MA in International Development and must reflect the integrative, interdisciplinary, and learner-centered nature of the program.

### Clock Hour Map

WCIU's curriculum development policy stipulates that one credit hour of a course should require an average student to do 45 hours of work. The following is an example of the time estimate for the course International Development 631 (2 semester units):

**Course: Intl Dev 631**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Assignments** | **Estimated hours for the average student** |
| Academic Engagement (Synchronous and asynchronous interactions) | Reading discussion forums and making responses: 2 hours per week | 20 |
| Other Learning activities 2 hours per week: 2 hours | 20 |
| ZOOM meeting: .5 hours per week | 5 |
| TOTAL: should be at least 45 hours per term | 45 |
| Preparation (outside of class) | Required textbooks reading: 25 pages per hour | 25 |
| Research papers: 3 hours per page | 24 |
| TOTAL: should be at least 45 hours per term | 48 |
|  |  |  |
| Overall Total | Should be at least 90 hours for a 2-credit course per semester | 94 |

Existing courses are continuously reviewed and updated by the Professor of Record for that course. A file is created by the academic office with course syllabi and changes must be documented and filed as they are made and approved by the MA Program Chair. The MA Program Committee conducts quarterly curriculum reviews (including course reviews) at the end of each quarter. An annual curriculum review examines all course activity and results for the prior academic year (October-November). Every five years a comprehensive program review is conducted for major revision and updating of the MA program.

### Course Structure

In general, WCIU’s 14-week courses are expected to reflect the following structure:

* Each course is divided into seven 2-week “lessons” or “units”
* Each “lesson” should have about 5 learning activities (total 35)
* Each 2-week “lesson” includes one ZOOM live session  
  Each course’s ZOOM sessions should include 3 student presentations, student-faculty discussion of material, and one faculty presentation and discussion.
* Each course has one major project.  
  These include Annotated Bibliography, Inductive Bible Study, Integrative Paper, Research Paper.

### Course Materials

#### Course Approval

Course structure is approved by the Academic Dean and reviewed periodically to assure that courses are balanced in their delivery and requirements. Student assessments of courses are also used to monitor how much time is being invested in each course activity and the learning experienced.

#### Course Syllabus

Course syllabus development is guided by WCIU’s institutional objectives and program outcomes.

Course syllabi are developed by qualified faculty with expertise in the subject area, following WCIU’s course template, and approved by the Academic Dean.

Course syllabi are checked for relevance and currency by the Curriculum Development Committee on a yearly basis, who may ask the professor of record to modify or update the course. All revisions are approved by the MA Program Director. University faculty are involved in the course syllabus revision through participation in the Curriculum Development Committee.

#### Textbooks and Other Instructional Materials

A majority of WCIU course readings should be accessible free of charge electronically within the lessons in Populi. Other resources need to be purchased as either a hard copy or a Kindle e-book for the completion of course requirements (note: you do not need a kindle to read an E-book. You can purchase the book and read it on your computer with a free reader).

Textbooks should be readily accessible. Digital copies are always preferred over print copies of books.

Textbooks are essential for communicating needed information and must be directly relevant to the topic.

Textbook options should be presented as indicated in the following example.

**Course Title: Origins**

Glasser, Arthur, Charles E. Van Engen, and Dean S. Gilliland*. 2003. Announcing the Kingdom: The Story*

*of God’s Mission in the Bible.* Baker Academic. 400 pages.

[Purchase paperback copy](http://www.amazon.com/Announcing-Kingdom-Story-Mission-Bible/dp/0801026261/ref=sr_1_1?ie=UTF8&qid=1336155452&sr=8-1)

[Purchase Kindle e-book](https://www.amazon.com/Announcing-Kingdom-Story-Mission-Bible-ebook-dp-B00B85805S/dp/B00B85805S/ref=mt_kindle?_encoding=UTF8&me=&qid=1336155452)

[Borrow](http://www.worldcat.org/title/announcing-the-kingdom-the-story-of-gods-mission-in-the-bible/oclc/51818609&referer=brief_results)

Johnson, C. Neal 2009. *Business as Mission: A Comprehensive Guide to Theory and Practice*. Downers

Grove, IL: IVP Academic.

[Purchase paperback copy](http://www.amazon.com/Business-Mission-Comprehensive-Theory-Practice/dp/0830838651/ref=tmm_pap_title_0?ie=UTF8&qid=1362771804&sr=1-1)

[Purchase Kindle e-book](http://www.amazon.com/Business-Mission-Comprehensive-Practice-ebook/dp/B005Z53IBI/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1362771804&sr=1-1&keywords=Business+as+Mission%3A+A+Comprehensive+Guide+to+Theory+and+Practice.)

### Learning Activities

#### Reading Assignments

Course work will necessarily be composed primarily of directed readings. A proposed average reading speed is 25 pages per hour. Ways of verifying reading done include, but not limited to, quizzes, an annotated bibliography and group discussion.

#### Reading Level and Clarity

Graduate students are expected to have a high degree of comprehension when reading scholarly works. Therefore, all students are required to demonstrate high reading and comprehension proficiency in the language used for instruction.

#### Examinations

Written or oral examinations are not typically used in the MA level courses. However, WCIU’s accreditor requires that we administer proctored examinations at regular intervals to check on student identity and to ensure that the identified student is able to do the course work as the one enrolled in the course. WCIU administers these proctored exams at the middle and end of a student’s MA program. The proctored exams are administered externally to courses and are not a part of course design.

#### Research Papers

Each course requires a major course project, such as an integrative or research paper. An estimated 2-3 hours or more of research, reading, outlining and writing is needed to generate each written page. If the length of the paper is 10 pages, it would require 20-30 hours of work or more. Course designers should keep in mind all aspects of reading and research needed when estimating the time needed to generate the work.

#### Comprehension Quizzes

Comprehension quizzes may be used to demonstrate a student's familiarity with reading assignments or the basic information and common definitions needed to reach learning objectives. Quizzes and exams based solely on content knowledge are discouraged as a means of assessing student learning.

#### Practica, Capstone Project, or Research Projects

The MA requires a capstone project. This project summarizes and demonstrates learning that has occurred during the student's study program and demonstrates competency and proficiency in the student's specific area of international development. This can take the shape of a thesis, publications, or a program that the student has created and tested. Such project reporting can be done in writing, presentations or other demonstrations of achievement and competency. The number of hours used for this purpose can be appropriated by the instructor.

The students will enroll in a practicum based on a learning contract to be drawn up between the student, the practicum director, and the practicum supervisor. The practicum is required as a means of gaining hands-on experience in the student's field of interest and to gain competence through application of theoretical understanding.

#### Weekly or Bi-Weekly ZOOM Sessions (Depending on Program)

Students are required to meet regularly for a live ZOOM session with a faculty member or facilitator. During these sessions they are required to discuss the material they have read and studied the previous two weeks and integrate that with the work they are doing in the field. Every course is expected to include this required interactive learning experience to ensure that students are learning the material and to confirm the identities of those doing the work. Different programs specify whether the Zoom sessions are weekly or bi-weekly.

### Rubrics for Grading Assignments

Each course has a defined grade type (A-F scale, credit/no credit or pass/fail). Course grades are based on online synchronous and asynchronous discussion participation, quizzes, exams, papers and projects. Key learning activities in a course will be graded using a rubric, particularly any signature assignments.

[Rubric details are provided in program-specific documents]

## Resources and Policies

Course syllabi should include links to academic and learning resources.

### English Language 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 WCIU’s Academic Leadership Team. Any grade assigned must be recorded with the four-point system used by WCIU.

Applicants to English language programs whose first language is not English will be required to demonstrate the ability to study and complete assignments in English at the graduate level. The ability to study at the graduate level in English may be demonstrated in one or more of the following ways:

TOEFL score of 90 (for the internet-based test) or 550 (paper-based test)

IELTS score of 6.5

### Academic Freedom Policy

WCIU subscribes to the principle of academic freedom in the pursuit and dissemination of truth, within the context of the mission of the University. Academic freedom is both a privilege and a responsibility.

Faculty members are free to seek and examine all data, and to be guided by the evidence found. Faculty also have the responsibility to question assumptions and to distinguish between data and interpretations of data, as well as to explore alternative explanations and applications. The tentative nature of all conclusions, including those based on scientific research, calls for caution, responsibility, and honesty in their propagation.

Academic freedom at WCIU pertains to academic disciplines, student mentoring, research, writings, and articulating views publicly in a person’s field or fields of professional competence.

### Intellectual Property Policy:

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 VPAA. 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.

## Keeping Curriculum Current

### Quarterly Program & Curriculum Review Schedule

Time: 1st week of Jan, April, July, and Oct.

Participants: Members of Program Committee:

Tasks:

1. Review course and instructor evaluation
2. Review instructor self-evaluation
3. Review issues during the term and solutions to them
4. Compile constructive proposals and suggestions from students and instructors for immediate action or Annual Curriculum Review
5. Gather specific examples of students meeting program outcomes

### Annual Program & Curriculum Review Schedule

Time: Oct. 1 - Nov. 30

Participants: Members of Curriculum Development Committee

Tasks:

Curriculum Committees review the following and make recommendations for updates:

1. Course syllabi revision
2. Grading rubrics, guides and templates
3. Evaluating consistency of curriculum with Program Outcomes and Institutional Educational Objectives
4. Student accomplishment of course and program outcomes
5. Retention rates
6. Faculty review sub-committee recommendations for update or change
7. Faculty review WCIU Purpose and Constituency (6 documents)
8. Team review of analysis of the accomplishments of program outcomes, retention rate, job promotion/placement, contribution to NGO in research, scholarship, and mentoring.
9. Update curriculum
10. Comprehensive program review (consisting of degree program comparisons, market research, and continued subject viability).

1. Kearsley, Greg. (1994). ‘Andragogy (M Knowles).’ *The Theory into Practice Database (TIP)*. Accessed May 29, 2018 at <http://158.132.155.107/posh97/private/TIP/12.htm>. [↑](#footnote-ref-2)