



Worldwide University

Catalog 2020-21

This catalog

- Before prospective students submit an application agreement, they are encouraged to read this catalog and ensure they understand it to their satisfaction. If anything is still unclear, they should ask their admissions officers or email Worldwide University.
- This catalog is not a contract. WU has made every effort to reflect accurately its programs and degree requirements at the time of publication. However, WU reserves the right to issue amendments at any time.
- This catalog is valid from time of publication to June 30, 2021.
- WU updates its catalog annually.
- The schedule of fees is published separately.
- Note that some unit codes have been modified from the previous catalog.

Glossary

Unit: A particular subject, e.g., Introduction to sociology SOC101, Research methods RES603.

Program: 1. A set of studies leading to a qualification, such as Master of Arts. 2. More generally, any set of sequenced and organized activities.

Application: A person's proposal to become a student.

Enrollment: A student's registration in one or more particular units.

Note: The word "course" is not used because it can refer to either *unit* or *program*.

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Welcome to Worldwide University

Welcome to a new university. Despite twenty five years of history, the launch as a University was a new step with a new direction.

Our international links between the U.S.A., Australasia, and Asia address a new set of emerging needs with a range of exiting new degree programs that have grown naturally out of our existing relationships.

Worldwide University (WU) offers you a fresh opportunity to achieve a new set of professional goals. Along with options for mixed mode, we are committed to using a new style of digital campus to offer the next generation of higher education, creating much better value for our students.

We encourage you to explore WU programs as a pathway into your future.

Ross Woods
President



Our mission and goals

The mission of Worldwide University (WU) is to equip emerging leaders to compete as professionals within a Christian ethos.

WU aims to offer a small range of carefully focussed programs with an optimal mix of advanced learning, development of professional competence, and adaptability to local situations and needs.

The overarching goals of WU are to:

- Offer a select range of focussed programs to defined populations of students
- Expand access to education for all suitable applicants
- Provide a quality, online learning experience to WU students
- Advance professional practices in WU's fields of instruction.

WU degrees have a distinctive program rationale:

1. *Praxis-based.* WU qualifications provide demonstrable rigor in the theory and competence in applied elements.
2. *Optimum use of technology.* WU uses technology to create different kinds of learning experiences as well as offer significant economies that can be passed on to our students.
3. *Professional reflection.* WU programs seek to be flexible and appropriate for practicing professionals to reflect on their practice.
4. *Online.* WU programs are offered only by distance education and mixed mode.
5. *Context-based.* WU seeks to equip students to analyze their own contexts.
6. *Professional skills.* WU seeks to facilitate the development of students' professional skills, particularly in developing strategies of personal and organizational improvement.

7. *Accreditable.* WU seeks to be consistent with accredited degree requirements of North American higher education. WU is already preparing for accreditation by an accreditor approved by the U.S. Department of Education (i.e. CHEA-approved).

History

The forerunner of Worldwide University (WU) is the Australian Centre for Advanced Studies, which was incorporated in 1994 as the Australian Center for Cross-cultural Studies Inc., a not-for-profit organization.

In 1999, it became accredited to offer its own graduate program, and in 2000, became the Australian Centre for Advanced Studies. Over time, it also spread its geographic scope across Australia, commenced activities in other countries, and grew to nearly 5,000 students. It has also offered a wider variety of programs over the years, such as:

- Community services (youth work, children's services, community services, addiction recovery)
- Hospitality
- Intercultural studies and language teaching
- Training, assessment, and administration
- Business and management
- Quality auditing
- Outdoor education and recreation
- Performing arts (music and music technology, sound technology and engineering, event management, dance)
- Radio programming and announcing
- Christian studies
- Research studies

As a new institution, WU continues to expand this tradition, starting with a suite of carefully-focussed programs that address the specific needs that led to its establishment. Worldwide University is a higher education initiative of ACAS.

Board members

Dr. Ross Woods, President
Dr. John Ferreirinho, Secretary
Ms. Smiling Campbell

Dr. Peter Milnes
Dr. Beth Robertson
Dr. Yan Jing Yee

Senior Faculty

Dr. Ross Woods. Theology, Education
Dr. John Ferreirinho. Science
Dr. Peter Milnes. Education

Dr. Beth Robertson. Spirituality Studies
Dr. Yan Jing Yee. Science

Authorization and accreditation

Worldwide University is a private institution and is entitled to offer degrees under Arizona Revised Statutes 32- 3022(E) and 32-3001. WU is currently preparing to become accredited by an accreditor that is recognized by the US government. However, WU cannot give assurances of the timeframe or the outcome. Worldwide University has 501c3 status with the U.S Internal Revenue Service.

Contacting WU

1. The first avenue of contact is via email. See the WU website for contact information.
2. WU is normally closed over the Christmas and New Year break and closed during the July break.

3. If a WU representative or faculty member is present in your region, an appointment is necessary for a personal meeting.

Mailing adress

Internet: www.worldwideuniversity.org

Email: ross.woods1954@gmail.com

Street address

3370 N Hayden Road, Suite 123-909

Scottsdale, AZ 85251

Note: Student assistance is not available at this location. Students must make any requests for assistance to their instructors or local coordinators.

Location

WU is primarily an on-line institution. However, face-to-face contact is also valuable, and WU seeks to have personal contact with cohorts of students. For this reason, WU may choose to limit enrollments to locations where it is feasible for WU faculty members to conduct personal visits.

Master of Arts (Christian Studies)

The graduate of the Master of Arts (Christian Studies) will be able to take an advanced leadership role in a church or parachurch Christian ministry. It is designed as an in-service program of continuing education and training for persons in Christian ministry.

Prerequisites for admission

- A relevant Bachelor degree or its equivalent with at least a B average.
- A position that is suitable for meeting the practicum requirements of the MA.
- Recommendation from a member of the Coordination Committee.
- If studying in English, evidence of English proficiency (See English language in Admissions.)

Requirements

The Master of Arts in Christian Studies is earned on the demonstrated achievement of a set of pre-scribed advanced units, including a significant project. It requires a minimum of 30 semester hours.

Units	Code	Semester hours
Spiritual formation	MIN501	3
Missiology	MIN502	3
Communication	MIN503	3
Church dynamics	MIN504	3
Exegesis	MIN505	3
Leadership development	MIN506	3
Theological movements	MIN507	3
Project methods	MPR501	3
Major project 1	MPR502	2
Major project 2	MPR503	2
Major project 3	MPR504	2
		30

Brief unit descriptions

MIN501 Spiritual formation (Three semester hours)

Examine and apply the fundamentals of Christian spiritual formation in ministry. Making healthy responses to the pressures of leadership, self-care and emotional stability, family in ministry, responding to political environments, personal goal setting, career structures.

MIN502 Missiology (Three semester hours)

Missiology, strategy, contextualization, and change management in the local church.

MIN503 Communication (Three semester hours)

Communication, conflict management, empathetic listening and responding, preaching.

MIN504 Church dynamics (Three semester hours)

Applied ecclesiology, interchurch relations, church management, sociology and group dynamics, politics in local churches and denominations.

MIN505 Exegesis (Three semester hours)

Advanced exegesis of selected passages.

MIN506 Leadership development (Three semester hours)

Strategies for developing leaders in the local church context.

MIN507 Theological movements (Three semester hours)

An overview of theological movements e.g. evangelical, contemporary, Reformed, Pentecostal and liberal; role of basic religious temperaments.

MIN508 Project methods (Three semester hours)

This unit gives orientation to the project and writing skills required for the major project, and includes a research seminar.

MPR501 Major project 1 (Two semester hours)

In phase 1 of the project, students plan an original ministry project in an area of Christian ministry, do any necessary preparatory literature review, assess feasibility, and write the proposal. A ministry project also includes identifying needs and opportunities, consulting with stakeholders, and gaining organizational permissions.

MPR502 Major project 2 (Two semester hours)

In phase 2, students lead and implement their project.

MPR503 Major project 3 (Two semester hours)

In phase 3, students do the final analysis, evaluation, exploration of implications, write-up, editing and presentation in scholarly style.

School of education

Bachelor of Teaching

(Christian schooling and education)

Master of Education

(Christian schooling and education)

The Bachelor of Teaching (Christian schooling and education) and the Master of Education (Christian schooling and education) with a specialization in teaching is designed for persons who will teach in institutions with a Christian ethos. Both are professional qualifications in educational practice, and are also defined by the area of specialization. Graduates will be competent to teach two curriculum areas in their identified sector (early childhood, elementary school, high school, vocational education).

The Master of Education (Christian schooling and education) is also available with a specialization designed for persons who will take leadership positions in schools with a Christian ethos.

The Bachelor degree is intended for applicants who have already done substantial studies but do not yet have a degree. The Master degree is designed primarily for applicants who already hold a Bachelor degree. Students do parallel work units for both the Bachelor of Teaching and the Master of Education.

B. Teach. prerequisites for admission

- 90 semester hours of credit, including:
 - At least 30 semester hours of general education
 - At least 30 semester hours of studies relevant to the Bachelor of Teaching. (For example, a specialization in teaching high school mathematics requires units in mathematical studies.)
- A position that is suitable for meeting the practicum requirements of the B.Teach.
- If studying in English, evidence of English proficiency (See English language in Admissions.)

M. Ed. prerequisites for admission

- A relevant Bachelor degree or its equivalent with at least a B average.
- A position that is suitable for meeting the practicum requirements of the MEd.
- If studying in English, evidence of English proficiency (See English language in Admissions.)

Licensing

These qualifications are not designed to meet the requirements for a teacher's licence in the state of Arizona. If schoolteachers must be licensed in their state or country and applicants intend to apply for a license, applicants must first confirm that this credential will meet their local licensing requirements.

Overall outcomes

1. Engage in professional teaching activities with minimal dependence on supervisor/s:
 - a. Plan lessons that engage students and facilitate their achievement of curriculum goals
 - b. Organize a classroom environment that fosters learning

- c. Deliver lessons in a way that interests and motivates students using both deductive and inductive strategies
- d. Manage a classroom effectively
- e. Prepare, conduct, grade, and evaluate student assessments
- f. Prepare and present student reports
2. Identify students with difficulties (physical, social, emotional, behavioral, learning, abuse, etc.) and:
 - a. Plan a course of action to overcome difficulties
 - b. Contribute to team approaches for students with difficulties
 - c. Refer appropriately
3. Participate effectively in the school environment
 - a. Maintain standards of appearance, behavior, ethics, and interpersonal relationships appropriate to professional teachers
 - b. Operate within the ethos and philosophy of their school
 - c. Maintain the legal and ethical standards of the teaching profession (e.g. inclusive, equitable, duty of care, confidentiality)
 - d. Assist the school to maintain positive relationships with the wider community
 - e. Perform duties other than teaching (e.g. assist in whole-of-school and out-of-school activities, parent liaison, maintain staff relationships)
 - f. Help implement administrative and educational changes determined by the school
 - g. Comply with legislation at all times.
4. Maintain own professional development

Generic assessment requirements

Assessment of applied skills takes place in a real school situation at either early childhood, primary or secondary level. Students must:

1. perform consistently over several lesson series designed for different levels and needs within schools.
2. submit a portfolio of effective lesson plans, together with supporting resources (visual aids, worksheets, handouts, lesson ideas, language laboratory recordings, etc.), which should be adapted when necessary. Resources may also include published curriculum materials. (E.g. student textbooks, teachers' handbooks.)

Area of concentration

The area of concentration (early childhood, elementary, high school, vocational education) will be determined by the selection of electives and by practicum placement.

Curriculum areas may include:

- | | | |
|---------------------|-----------------------|----------------------|
| • Foreign languages | • Society | • Online education |
| • English language | • Ethics and values | • Vocational studies |
| • Science | • Religious education | • Adult education |
| • Mathematics | • Music | • Art |

Extra prerequisites for admission

Applicants must specify their area of concentration e.g. early childhood (pre-kindergarten to third grade), elementary school (fourth grade to seventh grade), high school, vocational education.

Applicants must also specify their curriculum areas (e.g. foreign languages, English language, science, mathematics, society, ethics and values, religious education, music, online education, vocational studies, art).

The selection of electives and practicum placement must be consistent with the area of concentration (early childhood, elementary, high school, vocational education).

Applicants must have access to a school for program and practicum requirements.

- It must have enough students to provide an adequate range of experience.
- It must have program offerings consistent with the student's choice of electives.
- It must assign at least one on-site practicing teacher to arrange the student's practicum and monitor/mentor the student's adjustment into the role of teacher in a school context.

Requirements

- Bachelor of Teaching: prerequisites and 30 s.h. of education units (coded 400)
- Master of Education with a specialization in teaching: prerequisites, 30 s.h. of education units (coded 500), and the major project (6 semester hours)
- Compulsory units are marked *.

Units	Bachelor code	Master code	Semester hours
Philosophy of Christian schooling*	EDU401	EDU501	3
Context of education*	EDU402	EDU502	3
Strategies of teaching 1*	EDU403	EDU503	3
Strategies of teaching 2*	EDU404	EDU504	3
One of the following:*			
• Teaching early childhood	EDU405	EDU505	3
• Teaching elementary school	EDU406	EDU506	3
• Teaching high school	EDU407	EDU507	3
• Teaching vocational education	EDU408	EDU508	3
Two of the following:*			
• Curriculum area 1	EDU409	EDU509	3
• Curriculum area 2	EDU410	EDU510	3
• Teaching foreign languages	EDU411	EDU511	3
Practicum 1*	EDU412	EDU512	3
Practicum 2*	EDU413	EDU513	3
Ethics and values	EDU414	EDU514	3
Contemporary issues	EDU415	EDU515	3
Major project 1*		EPR501	2
Major project 2*		EPR502	2
Major project 3*		EPR503	2

Mode of study

The teaching qualifications follow a distinct philosophy. They are essentially training in teaching school or other face-to-face teaching-learning environments within a Christian ethos. The academic studies of education are mainly expressed as knowledge that underpins actual teaching skills. The balance of theory and practice varies between units, with some being more theoretical and others more practical.

The arrangement of units tends to be sequential, starting with orientation to the school context, and progressing toward full professional practice as a schoolteacher in relevant curriculum areas.

WU will monitor the student's progress toward achievement of the outcomes. The program is finished when the student has demonstrated all stated requirements. After adjustment to the school environment, units normally take three stages:

- observation of competent teachers and their classes
- practice teaching with supervisor assistance as necessary
- assessed teaching.

School learners have an ethical right to a basic level of teaching proficiency. Consequently, students must have sufficient proficiency and peer practice before using real learners as practice subjects.

When a cohort studies together, WU will normally offer only one combination of electives at the time. Except for the specialization in teaching, which has its own mode of study, the semester program will generally comprise:

- An online orientation
- An intensive face-to-face classroom session, at a location that is central to the cohort and may be held during school holidays
- A set of sequenced online learning activities during the following semester
- A personal visit to the region by a WU academic faculty member
- A set of practicum tasks relating to the unit requirements
- A set of assessment activities

Major projects are individual writing projects demonstrating expertise in professional practice. They normally follow these stages:

- A consultation between the student and tutor regarding topics
- Consultation with stakeholders
- A written proposal
- A review of current practice
- Implementation
- Analysis
- Write-up and presentation
- Assessment

Brief unit descriptions

EDU401/EDU501 Philosophy of Christian schooling (3 semester hours)

In this unit, students consider the various meanings and purposes of Christian schooling and education and implications for practice. Topics include establishing an ethos, openness to the general public, the role of government, the role of religious education subjects and the role of non-theological subjects.

EDU402 / EDU502 Context of education (3 semester hours)

In this unit, students develop theoretical frameworks to deal with practical issues within the school and social context. They relate the development of learning within the individual to teaching and learning in a classroom situation. They also relate the role of education to a social context that is wider than the classroom. This involves:

- Observing and interpreting classroom interactions
- Proposing and defending a personal philosophy of the role of ethics and values in the creation of a classroom and school-wide culture.

EDU403 / EDU503 Strategies of Teaching 1 (3 semester hours)

In this unit, students develop foundational skills in teaching and assessment. This involves planning and delivering a series of lessons with appropriate strategies for teaching and assessing in a school or other learning environment.

EDU404 / EDU504 Strategies of teaching 2 (3 semester hours)

In this unit, students develop a variety of more advanced skills in teaching and assessing as preparation for specialized teaching skills and practicum. Students learn to:

- Evaluate a current theory of effective teaching strategy
- Plan a series of lessons that includes a variety of teaching strategies
- Teach effectively based on lesson plans
- Make effective classroom management decisions
- Develop professionally

EDU405 / EDU505 Teaching early childhood (3 semester hours)

In this unit, students are oriented to the specific requirements and skills relating to early childhood education. They learn to:

- Engage in purposeful and appropriate learning experiences
- Monitor, assess, record, and report student learning outcomes
- Reflect critically on professional experiences in order to enhance effectiveness
- Participate in curriculum policy and program initiatives in an outcomes-focussed environment
- Form partnerships within the school community

EDU406 / EDU506 Teaching elementary school (3 semester hours)

In this unit, students are oriented to the specific requirements and skills relating to elementary school education. They learn to:

- Engage in purposeful and appropriate learning experiences
- Monitor, assess, record, and report student learning outcomes
- Reflect critically on professional experiences in order to enhance effectiveness
- Participate in curriculum policy and program initiatives in an outcomes-focussed environment
- Form partnerships within the school community

EDU407 / EDU507 Teaching high school (3 semester hours)

In this unit, students are oriented to the specific requirements and skills relating to high school education. They learn to:

- Engage in purposeful and appropriate learning experiences
- Monitor, assess, record, and report student learning outcomes
- Reflect critically on professional experiences in order to enhance effectiveness
- Participate in curriculum policy and program initiatives in an outcomes-focussed environment
- Form partnerships within the school community

EDU408 / EDU508 Teaching vocational education (3 semester hours)

In this unit, students are oriented to the specific requirements and skills relating to vocational education. They learn to:

- Engage in purposeful and appropriate learning experiences
- Monitor, assess, record, and report student learning outcomes
- Reflect critically on professional experiences in order to enhance effectiveness
- Participate in curriculum policy and program initiatives in an outcomes-focussed environment
- Form partnerships within the vocational education community

EDU409 / EDU509 Curriculum area 1 (3 semester hours)

In this unit, students learn to meet the routine teaching demands of a professional teacher of the curriculum area in interpreting curriculum requirements and implementing curriculum. It follows the

current view that each curriculum area increasingly has its own specialized teaching methods. Specialist areas can include language and literature, mathematics, music, science, arts, and vocational studies.

EDU410 / EDU510 Curriculum area 2 (3 semester hours)

In this unit, students learn to meet the routine teaching demands of a professional teacher of a second curriculum area.

EDU411 / EDU511 Teaching foreign languages (3 semester hours)

In this unit, students will be equipped with skills and underpinning knowledge in language teaching. This involves:

- Demonstrating explicit knowledge of the language
- Demonstrating how first/second language is acquired/learnt and used in bilingual or multilingual settings and its application to the language to be taught
- Demonstrating comprehension of contemporary thought on language teaching practice
- Demonstrating foundational language teaching skills
- Producing series of lesson plans

EDU412/ EDU512 Practicum 1 (3 semester hours)

In this unit, students learn to perform consistently on-the-job school teaching in a curriculum area. This involves:

- Planning, delivering, and reviewing teaching and assessment in a school context
- Making effective classroom management decisions
- Performing school responsibilities other than teaching
- Developing professionally

EDU413/ EDU513 Practicum 2 (3 semester hours)

In this unit, students continue to adjust to on-the-job school teaching, but in a curriculum area that differs from that of Practicum 1.

EDU414 / EDU514 Ethics and values (3 semester hours)

In this unit, students learn to analyze and critique ethical issues relevant to education. This involves:

- Analyzing and critiquing ideological approaches to teaching and the ethics of teaching values
- Developing a teaching rationale for ethical issues
- Integrating an intellectual and moral position
- Developing strategies for further ethical thinking

EDU415 / EDU515 Contemporary issues (3 semester hours)

In this unit, students examine contemporary research issues and topics of debate as a basis of professional development.

TPR501 Major project 1 (2 semester hours)

In phase 1 of the project, students will plan an original program in a management or curriculum area. It includes identifying of needs and opportunities, consulting with stakeholders, gaining organizational permissions, doing any necessary preparatory literature review, assessing feasibility, and writing the proposal.

TPR502 Major project 2 (2 semester hours)

In phase 2 of the project, students lead and implement their project, including management of change, finances, and personnel.

TPR503 Major project 3 (2 semester hours)

In phase 3 of the project, students do the final analysis, evaluation, exploration of implications, write-up, editing and presentation in scholarly style.

Specialization in leadership

The M.Ed. with a specialization in leadership is a professional qualification in the practice of leadership in educational administration in Christian schooling and education. Its purpose is to equip educational leaders in leadership and management skills. This includes:

- Providing strategic leadership of an educational organization or school unit
- Analyzing the education context
- Setting directions for improvement or renewal
- Providing oversight of processes and improvements

Requirements

The M.Ed. with a specialization of leadership requires a total of 36 semester hours, including all units.

Units	Code	Semester hours
Philosophy of Christian schooling	EDU501	3
Strategic planning	MAN502	3
Leadership practicum	MAN505	3
Change management	MAN507	3
Leading applied research	MAN510	3
Innovation in education	EDU515	3
Contemporary teaching	EDU532	3
Improvement of practice	EDU537	3
Coaching strategy	EDU538	3
Major project 1	EPR501	2
Major project 2	EPR502	2
Major project 3	EPR503	2

Brief unit descriptions

EDU501 Philosophy of Christian schooling (Three semester hours)

In this unit, students consider the various meanings and purposes of Christian schooling and education and implications for practice. Topics include establishing an ethos, openness to the general public, the role of government, and the roles of non-theological subjects.

EDU515 Innovation in education (Three semester hours)

In this unit, students learn to generate, lead and sustain innovative thinking and practice in an educational context. This unit applies to educational leaders who initiate and lead innovation, whether for a school department, specialized programs, or a school district.

EDU537 Improvement of practice (Three semester hours)

In this unit, students initiate and implement the improvement of learning strategies in an organizational context. It includes evaluating ways to improve learning practice, managing and monitoring means to improve learning, and analysing and advancing adoption of improved learning practice. It applies to leaders or individuals who use learning to build organisational capabilities.

EDU538 Coaching strategy (Three semester hours)

In this unit, students learn to plan and develop a coaching strategy and to monitor its implementation in an organisational context. It applies to individuals working to increase individual and organisational capabilities. Leaders are typically required to develop and implement coaching strategies sys-

tematically, and to monitor, review and improve strategies to optimise learning outcomes for individuals and the organisation.

MAN502 Strategic planning (Three semester hours)

Senior managers give high level strategic leadership, involving strategic thinking, planning and leadership. This unit applies to leadership in medium to large sized organizations where one individual may be responsible for leading the organization, including guiding the Board through change and strategic initiatives.

MAN505 Leadership practicum (Three semester hours)

In this unit, students engage in a practicum in a leadership role, developing new skills appropriate to their own situation and particular needs.

MAN507 Change management (Three semester hours)

In this unit, students learn to determine when strategic change is necessary and to develop and implement change management strategies. This unit applies to managers with responsibilities that extend across the organization or across significant parts of a large organization.

MAN510 Leading applied research (Three semester hours)

In this unit, students learn to plan, conduct and report on applied research to influence strategic practices and outcomes within an organizational context. The unit also covers constructing an applied research strategy, using a range of applied research techniques, and analysing and presenting findings.

EPR501 Major project 1 (Two semester hours)

In phase 1 of the project, students will plan an original project in an area of their responsibility. It includes identifying needs and opportunities, consulting stakeholders, gaining organizational permissions, doing any necessary preparatory literature review, assessing feasibility, and writing the proposal.

EPR502 Major project 2 (Two semester hours)

In phase 2 of the project, students lead and implement their project, including management of change, finances, and personnel.

EPR503 Major project 3 (Two semester hours)

In phase 3 of the project, students do the final analysis, evaluation, exploration of implications, write-up, editing and presentation in scholarly style.

Doctor of Education

(Christian schooling and education)

The Doctor of Education (Christian schooling and education) is designed for persons who will teach or lead in schools with a Christian ethos.

Graduates will be able to take leadership in their field of specialization. This includes:

1. Apply advanced skills in a leadership role, developing new skills appropriate to their own situation and particular needs.
2. Apply advanced teaching skills.
3. Explore major topics in their area of special interest:
 - a. Critically review current professional practice or research on the topic applicable to the student's overarching task and strategic goals and suited to the student's professional background and their particular interests
 - b. Plan an original project or dissertation of applied research in an area of their responsibility, including:
 - i. identifying needs and opportunities,
 - ii. doing a preparatory literature review,
 - iii. assessing feasibility, and
 - iv. writing a proposal.
 - c. Conduct the major project or dissertation.
 - d. Analyze and evaluate the outcomes of the project or applied research and explore any implications.
 - e. Write up, edit and present the major project or dissertation in scholarly style.

Prerequisites for admission

- A Master degree or its equivalent that is relevant to the student's area of specialization
- If studying in English, evidence of English proficiency. See English language in Admissions.
- Training and/or experience in teaching.
- Three years experience relevant to the chosen specialization.
- Teaching placement in an institution of higher education.
- If applicants will need special equipment (e.g. laboratory) for their area of specialization, they must have a letter from their institution of higher education confirming that it has all necessary equipment and will provide it to the student at no fee for the duration of their studies.

Students who already hold a doctoral degree and have satisfactorily demonstrated relevant educational requirements may also be admitted.

Overall requirements

The Doctor of Education (Christian schooling and education) is earned on the demonstrated achievement of a set of advanced requirements, including a significant dissertation, requiring a total of 60 semester hours. All units are required.

Mode of study

The semester program for will generally comprise:

- An online orientation
- An intensive face-to-face classroom session at a location that is central to the cohort
- A set of sequenced online learning activities during the following semester

- A personal visit to the region by a WU faculty member
- A set of practicum tasks relating to the unit requirements
- A set of assessment activities

Seminars usually comprise the presentation of papers. Presenters and topics will be determined beforehand. Participants must provide written formal papers, but may speak freely on their topics and should use visual aids. After their presentation, attendees may ask questions on the presentation.

Dissertations are individual writing projects. They may use the major project methodology above, but more normally follow these stages:

1. A consultation between the student and tutor regarding topics
2. A full written proposal
3. Data gathering
4. Analysis of data
5. Write-up and presentation
6. Assessment

Students' seminar and dissertation topics and teaching practicums must be consistent with their area of specialization.

Units	Code	Semester hours
Philosophy of Christian higher education	EDU901	3
Project methods	EDU902	3
Innovation project 1	EDU903	3
Innovation project 2	EDU904	3
Research writing	EDU905	3
Focussed reading project 1	EDU906	3
Focussed reading project 2	EDU907	3
Research methods	EDU908	3
Teaching in higher education practicum 1	EDU909	3
Teaching in higher education practicum 2	EDU910	3
Doctoral seminar 1	SEM901	4
Doctoral seminar 2	SEM902	4
Doctoral seminar 3	SEM903	4
Comprehensive examination	RES900	3
Dissertation 1	RES901	5
Dissertation 2	RES902	5
Dissertation 3	RES903	5

Brief unit descriptions

EDU901 Philosophy of Christian higher education (Three semester hours)

In this unit, students consider the various meanings and purposes of Christian schooling and education and implications for practice. Topics include establishing an ethos, openness to the general public, the role of government, and the roles of non-theological subjects.

EDU902 Project methods (Three semester hours)

In this unit, students learn the dynamics and methods of creating and executing projects.

EDU903 Innovation project 1 (Three semester hours)

In this unit, students identify a need, then create, implement, and evaluate an innovative solution, then write a report on it.

EDU904 Innovation project 2 (Three semester hours)

In this unit, students continue to identify needs, then create, implement, and evaluate innovative solutions, then report them.

EDU905 Research writing (Three semester hours)

In this unit, students learn the specific conventions of scholarly writing at doctoral level.

EDU906 Focussed reading program 1 (Three semester hours)

This unit permits students to develop a deeper knowledge of their specialist field in preparation for the dissertation.

EDU907 Focussed reading program 2 (Three semester hours)

This unit permits students to continue developing a deeper knowledge of their specialist field in preparation for the dissertation.

EDU908 Research methods (Three semester hours)

In this unit, students consider the range of research methods that apply to doctoral research.

EDU909 Teaching in higher education practicum 1 (Three semester hours)

In this unit, students teach in a higher education context.

EDU910 Teaching in higher education practicum 2 (Three semester hours)

In this unit, students continue teaching in a higher education context.

SEM901 Doctoral seminar 1 (Three semester hours)

This unit is a doctoral seminar, during which students present original papers and give peer review.

SEM902 Doctoral seminar 2 (Three semester hours)

This is the second doctoral seminar, during which students again present original papers and give peer review.

SEM903 Doctoral seminar 3 (Three semester hours)

This is the third doctoral seminar, during which students again present original papers and give peer review.

RES900 Comprehensive examination (Three semester hours)

The comprehensive examination represents satisfactory integration and completion of all coursework requirements.

RES901 Dissertation 1 (5 semester hours)

Phase 1 of the dissertation is the writing of a comprehensive proposal: statement of problem, significance, literature review, ethical compliance, theoretical framework, proposed methodology, and proposed timeline.

RES902 Dissertation 2 (5 semester hours)

Phase 2 of the dissertation is fieldwork or laboratory work.

RES903 Dissertation 3 (5 semester hours)

Phase 3 of the dissertation is the data analysis, write-up, editing, presentation, and final assessment.

Master of Arts (Spiritual Direction)

The Master of Arts (Spiritual Direction) is a professional degree in Christian spiritual direction, involving both theory and practice.

Applicants must hold a bachelor degree in theology or Christian ministry, or its equivalent. A recognised Graduate Diploma is acceptable and may provide transfer credit.

A total of 36 semester hours is required to gain the Master of Arts. All units are compulsory.

Units	Code	Semester hours
Introduction to Christian spiritual direction	SPR501	3
Theological perspectives	SPR502	3
Psychological perspectives	SPR503	3
Sociological perspectives	SPR504	3
Professional supervision	SPR505	3
Practicum 1	SPR506	3
Practicum 2	SPR507	3
Supervision intensive	SPR508	3
Research methods	SPR509	3
Thesis 1	SPR512	3
Thesis 2	SPR513	3

Students who complete the following units may graduate with the Graduate Diploma in Spiritual Direction:

- Introduction to Christian spiritual direction (SPR501)
- Theological perspectives (SPR502)
- Psychological perspectives (SPR503)
- Sociological perspectives (SPR504)
- Professional supervision (SPR505)
- Practicum 1 (SPR506)
- Practicum 2 (SPR507)
- Thesis 1 (SPR512)

Brief unit descriptions

SPR501 Introduction to Christian spiritual direction (3 semester hours)

This unit covers the development of a contemplative approach to spiritual direction, the application of discernment to the practice of spiritual direction, the provision of spiritual direction to directees experiencing grief or loss, the application of solutions to practical, legal and ethical issues in spiritual direction, and the relationship of faith development to spiritual direction practice.

SPR502 Theological perspectives (3 semester hours)

This unit covers historical models of spiritual direction, the application of creation theology, grace and compassion to the practice of spiritual direction and the evaluation of aspects of personal inner spirituality of directees.

SPR503 Psychological perspectives (3 semester hours)

This unit covers the relationship of faith development to spiritual direction, identifies issues in relationship dynamics that are relevant to a spiritual direction practice, identifies the effects of wounding on spiritual experience, and identifying the role of emotions in the validation of spiritual experience.

SPR504 Sociological perspectives (3 semester hours)

This unit covers the application of spiritual direction in various religious contexts, the evaluation of the impact of cultural context on spiritual direction practice and the facilitation of directees to explore the roles and impacts of gender, marginalization, and disadvantage.

SPR505 Professional supervision (3 semester hours)

This unit covers the application of various forms of supervision, participation in internal supervision, and fulfilling the requirements for external supervision.

SPR506 Practicum 1 (3 semester hours)

Students observe and learn all foundational skills of a spiritual director.

SPR507 Practicum 2 (3 semester hours)

Students demonstrate skills as a spiritual director.

SPR509 Research methods (3 semester hours)

This unit gives orientation to thesis methods, and writing and presentation skills.

SPR512 Thesis 1 (3 semester hours) Prerequisite: Practice implementation SPR511

Students conduct an original research project.

SPR513 Thesis 2 (3 semester hours) Prerequisite: Thesis 1 SPR512

The final analysis, evaluation, write-up, editing and presentation in scholarly style.

Admissions

How to apply

1. Find out more about WU and our programs on the website and in this catalog, and choose the program that is right for you.
2. If you are in the US, check that you are in a US state where it is permissible to study with WU.¹
3. Check whether you meet all academic and non-academic requirements for admission. Note that some qualifications require students to be employed in a position consistent with the qualification for which they are applying.
4. Decide whether Alternative Assessment of Competence (ACC) is appropriate for you.
5. You may discuss your application with a WU admissions officer.
6. The WU admissions officer issues the student with an enrollment number, which may be necessary to fill in the online form (depending on the software at the time).
7. Complete the online application form.
 - Fill out the online form,
 - Indicate your agreement with the terms and conditions, and
 - Pay the non-refundable application fee.
8. Give copies of documents to your admissions officer to be certified and uploaded:
 - government photo identity card (e.g. passport, driver's license).
 - transcripts and prerequisite qualifications.
9. The admissions officer verifies the applicants' identity through a government photo identity card.
10. WU will process your application. The amount of scholarship will follow the regional scholarship policy so that all qualified applicants receive the same scholarship.
11. WU reserves the right to:
 - seek references from third parties.
 - contact directly any mediating party providing data or documents.
 - reject or subsequently cancel any application, transcript, or qualification based on fraudulent information.
12. WU will then inform you of acceptance or otherwise. This may be:
 - full acceptance
 - advice to apply for a different program
 - advice to apply for AAC (See 'Alternative Assessment of Competence' below)
 - pre-enrollment status (See 'Pre-admission status' below.)
 - provisional acceptance (e.g. a bridging program is required, see 'Bridging requirements' below)
 - rejection.
13. WU will also inform you regarding acceptance of transfer credit, scholarship, etc.

English language

Some programs and some particular units are available in languages other than English.

Applicants must take a proficiency test of English if they apply for programs offered in English, their native language is not English, and they have not already earned a qualification or degree from an ac-

¹ The US states with a religious exemption are: Alabama, Arizona, Arkansas, California, Colorado, Georgia, Hawaii, Idaho, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, New Mexico, North Carolina, Ohio, Oregon, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. Texas is also exempt, based on court precedent.

credited institution where English is the principal language of instruction. The minimum scores for admission are as follows:

Test	Undergraduate	Graduate
Paper-based Test of English as a Foreign Language (TOEFL)	500	530
Internet Based TOEFL Test (iBT)	61	71
International English Language Test (IELTS)	6.0	6.5

If major projects, theses, and dissertations are submitted in languages other than English, they must include an abstract in English.

Students may use local languages as field or research languages. In these cases, the use and role of languages other than English must be specified in the research or project proposal. WU will only accept proposals where available WU faculty members can satisfactorily provide supervision and assessment.

Non-discrimination policy

1. WU programs are open to qualified applicants regardless of gender, social position, age, physical disability, or racial, ethnic, cultural, or linguistic background.
2. Staff and faculty members are required to treat all students equitably in a fair and considerate manner.
3. Staff and faculty members are required to provide all students an environment that is free from discrimination and harassment.
4. Students with a physical disability should seek advice on what adjustments may be made that are necessary for a fair chance of successful completion of studies:
 - a. They are entitled to reasonable adjustments or allowances that are necessary for a fair chance of successful completion of studies.
 - b. Equitable treatment does not mean that all students must be treated the same.
 - c. The adjustment may not incur unfair financial cost to the program, nor compromise program requirements.
 - d. Students will not be given an adjustment if it appears to make no significant difference to the assessment outcome, that is, it provides little benefit for the student, or the lack of an adjustment provides little detriment for the student.

Disability

1. Prospective applicants who have any disability or special need that might adversely affect successful participation in the program, are responsible to inform the person conducting admissions before they apply and indicate if a medical statement is required.
2. WU admissions personnel are not qualified to diagnose disabilities and an admissions process cannot identify some kinds of special needs (e.g. dyslexia, dyscalculia, and epilepsy).
3. The person conducting admissions may ask the prospective applicant for written confirmation of their disability. In medical cases, this will be a medical certificate.
4. The person conducting admissions will assess the situation and whether adjustments can enable the prospective applicant to successfully complete the training. WU instructors may make appropriate concessions for students' disabilities where they do not compromise the requirements of their program and the integrity, equity and fairness of assessment.

Prerequisite degrees

Prerequisite degrees must be accredited by either a CHEA-recognized accreditor or a government accreditation agency in the country of origin.

Equivalents of a bachelor degree include:

- 120 semester hours of credit (with at least 30 semester hours of final-year bachelor credit) from an accredited institution.
- A Graduate Certificate or Graduate Diploma qualification. Students who hold a recognized Graduate Certificate or Graduate Diploma qualification are eligible to be admitted to a relevant Master program and their graduate credit is transferable.

An equivalent of a Master degree includes a bachelor degree plus 36 semester hours of credit in a coherent structure from an accredited institution.

Transfer credit and prerequisite degrees

WU accepts degrees from other institutions as prerequisites, and accepts transfer credits from other institutions. The guidelines are as follows:

1. They must be adequately documented.
2. US transcripts must be issued by institutions accredited by a CHEA-recognized accreditor.
3. Foreign degrees and credits:
 - a. Applicants may use foreign degrees as prerequisites for admission.
 - b. Applicants may use transfer credit from non-US institutions.
 - c. Foreign degrees and transcripts must be approved by an independent credential evaluation agency.
4. Standards for transfer credit
 - a. Transfer credit must be relevant to the credits for which exemptions are sought in both content and degree level.
 - b. Transfer credit must achieve the minimum grade, where specified.
 - c. Transfer credit must be no more than 10 years old, but there is no time limit on degrees used as prerequisites.
5. Credit limits
 - a. In Master programs, transfer credits may not exceed 50% of the required number of semester hours.
 - b. In doctoral programs, transfer credits may not exceed 15% of the required number of semester hours.
6. Applicants may appeal transfer of credit decisions by writing to the Head of Department and stating clearly their reasons.
7. Recognition of WU credits by other institutions is determined by the receiving school.

Pre-admission status (Master programs)

If a prospective applicant meets all other admission criteria but does not hold a Bachelor degree or its equivalent, he/she may apply for pre-admission status. The purpose of pre-admission status is to give prospective applicants the opportunity to demonstrate that they are likely to successfully complete the Master program.

1. To apply for pre-admission status, prospective students must:
 - a. make a written application
 - b. present a prima facie case for consideration, and
 - c. pay the non-refundable application fee.
2. To be assessed for pre-admission status, prospective students must:

- a. submit a portfolio that provides verifiable details of relevant professional experience, evidence of communication skills, evidence of computer literacy, and written works,
 - b. authorize WU to obtain independent references, and
 - c. be interviewed by a WU admissions officer if requested.
3. The portfolio and references will be assessed based on the following criteria:
 - a. likelihood of successfully completing the Master program without remedial assistance
 - b. skills in interpreting written communication
 - c. skills in writing
 - d. ability to think more widely than local contexts
 - e. ability to use sequential logic and to compare multiple viewpoints.
 4. Persons with pre-admission status may participate in the first five units of the Master program and pay normal tuition fees.
 5. They may be admitted as Master students if they achieve a passing grade for all five units without remedial assistance, and still meet all other admission requirements.
 6. No transcript or record of study will be issued unless the prospective student is admitted as a Master student.

Bridging requirements

1. WU may prescribe a bridging program if, in its opinion, an applicant does not have sufficient learning in his/her intended field of studies. These deficiencies may be the result of one or more of the following:
 - the previous studies were in a different discipline from the intended study.
 - a long period has elapsed since attaining that qualification with no significant professional involvement in the intervening period.
 - a suitable prerequisite qualification does not contain necessary preparation for the applicant's program. (E.g. the applicant proposes to do interdisciplinary studies but has no suitable preparation in one of those disciplines, the student has done a coursework qualification and has never written a thesis.)
2. WU is not obliged to accept applications from students who need a bridging program to be adequately prepared for the program for which they are applying.
3. Credit for bridging programs is not included in the total of units required for the degree.
4. Bridging studies will normally include a combination of supervised professional experience and research review.
5. The student's supervisory committee will assess the student's bridging portfolio.
6. Students must satisfactorily complete the bridging requirements before they may be formally admitted.
7. Bridging programs are assigned a semester hour rating of three semester hours for the purpose of setting fees. Fees will follow the normal fees per semester hour for the program for which the student is applying.

Your technology

Students need easy access to a computer with good Internet access by cable or DSL. It must have a modern word processor that produces .doc, .docx or .rtf files and an up-to-date browser. WU recommends the latest version of the free Firefox browser. Students also need a reliable backup system, a firewall, an antivirus program, an e-mail program, a pdf reader, and preferably also a pdf writer. Students can download Acrobat Reader and CutePdf writer for free. A webcam and microphone are necessary for some activities.

Smartphones might be satisfactory for reading, but their screens are usually too small for many other activities.

Students must already have the technology skills to navigate the Internet, do Internet searches and to use their word processors to produce documents with academic layouts.

Resources

WU uses a completely online library and does not maintain a physical library. Students may use these library resources by logging in and following the hyperlinks on the website.

The context is often a major resource, because WU believes that programs need to be adaptable to local situations and needs. Consequently, a practicum placement is usually a prerequisite for admission, and fieldwork is often required.

Counseling, employment, housing, and alumni services

WU students and alumni may request information and counsel for their career future and further study.

WU does not offer a job search service nor guarantee employment. WU also does not guarantee immigration nor give immigration advice of any kind. WU does not sponsor foreign students to study in the US on student visas.

WU does not offer placement services, including practicum placements.

As a virtual campus, WU has no dormitory facilities or housing, and has no responsibility to find student housing or assist them to do so. As a non-residential institution, housing is no advantage.

Fees and finances

General

1. The application fee is non-refundable and is due with the application.
2. Other fees are due at the beginning of the semester for the units taken in that semester.
3. Fees are payable in US dollars unless WU specifies otherwise.
4. Fees are calculated for each semester and billed on a per-unit basis.
5. Students, or third parties who have contracted to pay their fees on their behalf, are obliged to pay all fees when they fall due.
6. The schedule fees are not changed during the student's period of continuous enrollment.
7. Fee schedules presume that students will pass every unit on first attempt. Students who repeat units pay the fee for that unit again.
8. WU does not participate in U.S. federal and state financial aid programs.
9. The fees for a semester are the total tuition fees for the units for which the student has enrolled.
10. If the student's agreement expires for any reason whatsoever without an extension, and the student re-enrolls, the new agreement will reflect the fees in effect when it is signed.
11. WU normally seeks to provide all prescribed textbooks in electronic form. However, other textbooks might occasionally be necessary, and students might still choose to purchase other textbooks separately, and their cost is not included in the tuition fees.
12. The non-refundable application fee includes admission, assessment of U.S. transcripts for admission, and acceptance of transfer credit.
13. Tuition fees include tuition and tutoring, copies of all required program materials, access to the online library, all or most textbooks, assessment, participation in student conferences (if applicable), a graduation testamur, and an original transcript.
14. Admission and tuition fees do *not* include:
 - a. evaluation fees of foreign transcripts and degrees
 - b. duplicate testamurs and transcripts
 - c. participation fees for graduation ceremonies
 - d. hire or purchase of regalia for graduation ceremonies
 - e. other possible student expenditures, e.g. costs relating to a computer and Internet access, supplementary materials that are not program requirements, other textbooks, costs relating to conducting field research, postal costs and binding of projects, theses and dissertations, and travel and accommodation costs of student conferences.

Graduations

1. If enough students are geographically close enough to participate in a graduation ceremony, then an extra local fee may be charged for the graduation ceremony. If students do not pay for the graduation ceremony by the due date, they will automatically graduate in abstentia.

Scholarship policy

1. WU may offer scholarships, which will comprise fee reductions.
2. When available, scholarships are automatic and students do not need to apply.
3. WU will set the amount of scholarship at its sole discretion.
4. Scholarships are indexed for the country and region, and are based on factors such as the local economy, market conditions, and the strength of the local currency.
5. The amount of scholarship may vary between schools, between particular programs, and between coursework units and thesis/dissertation units.
6. Scholarships cannot be redeemed for cash or payment in any way whatsoever.

Payment plans

WU normally requires assured payments of the semester's fees to prevent problems with overdue payments.

WU has two tuition payment options:

1. *Payment at the beginning of each semester.* Students pay the full semester's fees at the beginning of each semester. This is the default option unless another option is approved.
2. *Payment at the beginning of each month.* Students may apply to pay the semester's fees in equal monthly interest-free installments, with the first payment made upon enrollment for the semester.
 - a. The debt is incurred upon enrollment.
 - b. Satisfactory arrangements include authorized bank payments at the beginning of each month.
 - c. Students who elect to use this plan must complete and sign a promissory note (plan agreement) to agree to the terms of the plan.
 - d. Students wishing to apply for the payment plan must be at least 18 years of age.
 - e. Plans must be paid in full before the last day of semester, or students will be unable to enroll in future semesters and to obtain a transcript of studies.

Overdue payments

1. Students are automatically suspended if they have overdue payments.
 - a. WU is entitled to discontinue scholarships for suspended students.
 - b. Suspended students will be disallowed from studies and from taking assessments. Students risk failing any units for which they miss assessment deadlines due to suspension.
2. WU reserves the right to expel students whose payments are overdue for more than two months.
3. WU reserves the right to refuse a student's enrollment for a new semester if he/she has unpaid fees.
4. No qualification or transcript will be issued until WU has received full payment.

Cancellations and refunds

1. A student's notification of cancellation may be conveyed to WU in any manner.
2. Students who elect to cancel within five calendar days of submitting the application form will receive a refund of all money paid, regardless if any lessons have been submitted.
3. Applicants who apply and are refused admission may apply to WU to have their application reviewed.
4. Costs of normal shipping and handling materials are not subject to refund after the expiration of the five day cooling-off period.
5. Upon cancellation, a student whose tuition is paid in full is entitled to receive all materials already provided.
6. WU will refund any funds due to the student within 30 days of a cancellation request, regardless if materials have been returned.
7. Refunds only apply to amounts actually received by WU.
8. WU pays refunds according to the currency WU receives them. Currency fluctuations can affect actual amounts of refunds.
9. In case of a student illness or accident, death in family and other circumstances beyond the control of the student, WU will give special consideration to the student's request for cancellation beyond the minimum refund amount.
10. The application fee applies only once at the application for the degree program and is non-refundable if the student cancels after five days.

11. No refund will be payable to students who are suspended or expelled. They will remain liable for all fees due including any late fees.
12. Refunds are given where:
 - a. The program is cancelled (full refund given, including application fee), or
 - b. Application is refused (full refund given, excepting non-refundable application fee).
13. Refunds do not include any library service fees if provided by a third party.
14. Refunds of tuition fees are based on individual units, not the degree program as a whole. A student may withdraw from a unit and receive a refund for it, but could still continue with other units.
15. Refunds of tuition fees are calculated pro rata based on the percentage of online lessons and sessions in face-to-face intensives. When units comprise a combination of online lessons and face-to-face lessons, lessons are not necessarily spread evenly throughout the semester.

Percentage of lessons completed	Percentage of tuition fee refunded
Up to 10 %	90%
Between 11% and 25%	75%
Between 26% and 50%	50%
More than 50%	No refund

Enrollment

Semester schedules

Each cohort will have a specified start date. Although all programs follow a semester system, the dates can be different for each cohort, and there can be up to three semesters each year.

Leave of absence

1. Non-research students
 - a. Students may take a leave of absence from study for up to one semester and retain their status at the time (e.g. pre-admission student or admitted student).
 - b. Students commencing a leave of absence must have paid all fees to date.
 - c. A student's status lapses if they take a leave of absence and then do not enroll in at least one unit in the following semester.
2. Research students
 - a. Students enrolled in thesis and dissertation units are research students.
 - b. Research students may take a leave of absence on condition that they remain enrolled for at least one unit per semester of the units in thesis and dissertation writing.
3. Students must re-apply as new students if their status lapses and they wish to continue studies.

Withdrawal

1. Students can withdraw from a qualification or a specific unit by using the prescribed form on the WU website.
2. The withdrawal takes effect when it is received.
3. WU reserves the right to require students to withdraw if they no longer meet the prerequisites of the degree for which they are enrolled. For example, if a suitable employment position is required to meet the practicum requirements of a degree program, WU may require a student to withdraw if he/she no longer has suitable employment.

Attendance

1. Attendance is defined as either logging in to online activities or attendance at class activities, whichever is provided in WU programs. As WU is primarily an online institution, physical attendance at a campus is not required.
2. Conferences and graduations use hired premises (e.g. hotel conference rooms) in the locale of cohorts of online students. WU will inform students beforehand.
3. Students not taking units by ACC are normally expected to login or make contact with their WU tutor at least once every session, except when permission is already given otherwise (e.g. students doing fieldwork for a major project or dissertation).
4. When a unit includes a conference or seminar, a higher proportion of the unit's sessions normally occur within a short time frame. Consequently, a student who fails to attend most conference or seminar sessions is normally unable to meet the attendance requirements of the unit.

Discipline and dismissal

1. WU reserves the right to discipline students for serious infractions of its rules, and for illegal, unethical, or fraudulent behavior, whether or not it is related to their studies.
2. Discipline may be probation or dismissal, or discontinuation or reduction of scholarship. Probation means that a period is set during which another serious infraction will result in dismissal.
3. The decision is completely at the discretion of WU.
4. Disciplined students may appeal in writing to the Head of School.
 - a. Appeals must be lodged within seven days of the disciplinary action.

- b. The procedure for processing appeals shall be the same as the complaints procedure.

Minimum load

1. Students are responsible to make every effort to maintain satisfactory progress in their programs, and should make adequate progress in order to be on course to complete their degree within the allowed time period.
2. Departments may set minimum amounts of semester hours to be completed each semester, which may be different for full-time and part-time students.
3. Thesis and dissertation students must complete at least one unit per semester.

Academic progress

Students are responsible to make satisfactory academic progress. If students who do not maintain an average minimum passing grade will be put on academic probation in the following semester. If a student does not maintain a minimum passing average during probation, the student will be dismissed.

Completion periods

Doctoral degree programs must be done over a period of at least two years and no more than ten years from the date of acceptance of application.

Withdrawal: Lapsed enrollments

1. A student's enrollment lapses if he/she does not participate for a period of one calendar month without an approved leave of absence.
 - a. Failure to participate means fails to log on to the program website, correspond with the tutor, submit work, or attend an official WU activity.
 - b. Enrollment in a unit lapses if the student does not participate in that unit.
 - c. Enrollment in the whole qualification lapses if the student does not participate in all units for which he/she is enrolled.
2. A student is deemed to have withdrawn at the time his/her enrollment in the whole qualification lapses.
3. A student's enrollment in the whole qualification lapses if he/she fails to enroll for a semester without a leave of absence.
4. WU reserves the right to discontinue any scholarships for students with lapsed enrollments who re-apply.

Extensions

Students must obtain an extension if they do not finish within the time limit specified in the application agreement.

1. To gain an extension, students must apply in writing, indicating a time period of the intended extension.
2. No fees are payable for applying for extensions.
3. Failure to apply for an extension will result in the student's enrollment lapsing.
4. The tuition fees for the extension period will follow the scale of fees applicable during the student's agreement.
5. WU is not obliged to grant an extension, and is entitled to refuse the application or to grant an extension for a shorter period.

Student records

1. Students shall retain the right to view their own statement of academic record and file contents outside of vacation periods in normal office hours.

2. Records may be kept either electronically or in hard copy. The hardcopy version will be retained when it is the main legal version.
3. WU maintains:
 - a. Copies of credentials used to gain admission to WU:
 - i. Official transcripts from the institution from which student earned transfer credits
 - ii. Prerequisite qualifications (high school diplomas, degrees, equivalence assessments)
 - iii. Credential evaluation reports for non-US credentials
 - b. Application agreements
 - c. Up-to-date records of enrollments and participation, assessment records, fees paid, and re-funds given.
4. Maintenance
 - a. All records (including archives) will be kept in good condition in a safe place in a way that:
 - i. they are retrievable at short notice
 - ii. maintains confidentiality of information
 - b. WU shall ensure the integrity, accuracy, and currency of records.
5. Archives
 - a. Student results will be kept in perpetuity, sufficient for giving academic transcripts of students, and verifying graduates' qualifications with third parties. This normally only includes identifying information, lists of units, and qualifications and transcripts issued.
 - b. All records that are not required to be kept indefinitely, will be kept for a minimum of five years from the student's last date of attendance.

Grade forgiveness

A student may repeat a course to gain a better grade. Each attempt is recorded, but only the higher grade is computed into the cumulative GPA. The lower grade will then be recorded as an audit. If the course is repeated and a higher grade is received, the student's GPA improves because it removes the lower grade and replaces it with a higher grade. This may be essential when a GPA is just below the requirement to continue to a higher degree.

Privacy

1. Student records are confidential under the FERPA Act.
2. WU collects personal information on students for the purpose of conducting WU programs.
3. WU collects only personal information that is necessary for its activities and uses it only for that purpose unless the individual gives permission otherwise. WU faculty members and staff may share student information within WU according to their roles on a need to know basis.
4. WU does not pass it on to third parties without the individual's consent.
5. Website interactions in class are neither private nor confidential, even though they are not open to the public.
6. Students have access to their personal records kept by WU. They should contact their instructor to initiate access. The records remain the property of WU.
7. WU seeks to keep any personal information accurate, complete and up-to-date. On request, WU will give an individual access to read, and if necessary to correct, personal information held about them. If there is a difference of opinion regarding correctness, the student is entitled to have their own version filed along with the WU record.
8. WU seeks to protect personal information from misuse and loss and from unauthorized access, modification or disclosure. It is destroyed or deleted when no longer needed.
9. WU does not require individuals to adopt, use or disclose identifiers assigned by government agencies except as required or permitted by law.
10. Members of the public can interact anonymously with WU whenever it is lawful and practicable to do so.

11. WU does not transfer personal information to any recipient across national boundaries unless the information will be appropriately protected by law or contract in its destination, or as permitted by law.
12. WU only collects sensitive personal information (such as about health, etc.) with students' consent.

Code of research ethics

1. WU encourages applied research that has the potential to benefit demonstrably the organizations and its students.
2. WU limits research topics to those that are within its range of available primary sources. This means that students must:
 - a. work within the range of expertise of WU supervisors, and
 - b. give priority to context-based research where they gather substantial new data through field-work.
3. WU recognizes that students doing literature reviews may need to travel to suitable libraries and have access to restricted-admission Internet libraries.
4. External students will be permitted to do research that is primarily documentary analysis only if they can show that they have access to suitable research libraries.
5. WU recognizes that research with human subjects normally involves ethical responsibilities. Research proposals shall include a proposal of an ethical approach, which the Institutional Review Board must approve before the research may commence.
6. Students shall be required to comply with the following ethical codes:
 - a. Code of Ethics of the American Anthropological Association (<http://ethics.american-anthro.org/category/statement/>)
 - b. Association of Social Anthropologists of the UK and Commonwealth (<https://www.theasa.org/ethics/guidelines.shtml>)

Student rights

1. For staff and faculty members to respond promptly to inquiries during office hours.
2. To withhold private information that is not necessary to their enrollment and study program.
3. For their private information to be treated confidentially.
4. To be treated fairly according to natural justice.
5. To study in an environment that is free from interruption from other students, and from racial or sexual harassment, vilification, victimization, or discrimination (racial, sexual, disability or otherwise).
6. For instruction time to be used for instruction and that the whole time will be used efficiently to attain the requirements prescribed for that instruction. Exceptions may be made for extenuating circumstances and incidental or unanticipated purposes that are necessary or ancillary to the instruction process.
7. To lodge complaints.
8. To cancel an application or to withdraw and get a refund.
9. For individual supervision of graduate major projects, theses, and dissertations according to a schedule agreed upon with the tutor. Schedules will vary according to the extent that standards require the student to be able to work without being dependent on supervision.

Complaint procedure

1. Students are entitled to lodge complaints. A complaint may be:
 - a. a grievance against allegedly unfair or inequitable treatment,
 - b. an appeal against an assessment decision, or,
 - c. an appeal against a disciplinary action.

2. Before making a formal complaint, the student should ask for verbal or email clarification of the issue and attempt to resolve it. This does not lessen his or her right in any way to make a formal complaint.
3. To make a formal complaint, the student must fill out the complaint form on the website presenting the case to WU.
4. WU will appoint an adjudicator who is independent of the complaint. If the nature of the appeal or complaint requires more than one field of expertise, then WU may appoint as adjudicator a panel of independent persons who together have all necessary expertise.
5. WU will refer the complaint to the adjudicator.
6. The adjudicator will provide the appellant with a written statement of the adjudication decision and the reasons for the decision, and file a copy in a register of complaints.
7. The independent adjudication shall be final and no appeal is permitted.
8. All expenses incurred shall be payable by the appellant unless the adjudication finds in his or her favor.
9. Except in mitigating circumstances, the complaint will be handled in one calendar month from the receipt of the written complaint.

Academic

Semester hours

WU programs are defined in both objectives and semester hours. A semester hour represents the learning objectives achieved through 45 hours of study, based on the estimated average time for native English speakers in the program's target group to achieve those objectives.

- In coursework tuition, time is wholly assigned to structured learning activities. Students may take longer or shorter times, but must still meet the required learning outcomes to pass.
- Practicums require 90 hours of activity for one semester hour of credit. They are less intensive as a learning experience than instruction, because they include other tasks that are unrelated to learning (e.g. routine duties, administration, travel).
- In research subjects, where research and writing is the main activity, the number of semester hours of the unit is normally defined in a specified number of words. The amount of time given to routine tasks, administration, and extra drafts is then left to the student.

Students should normally expect to take considerably longer than the total of assigned semester hours in two circumstances:

- Students whose native language is not English should normally allow extra time. They might read and write more slowly than English speakers and might want to listen or view recorded information more times.
- The numbers of semester hours assigned to Master theses and doctoral dissertations are nominal amounts and do not necessarily represent the actual time taken in research and writing. The doctoral dissertation amount is limited by the accreditor.

Objectives-based assessment

All WU programs are defined as objectives. An objective is a program requirement that is expressed as something the student must be able to do, and is written in full in the unit description for each unit. A statement of objectives may also include smaller objectives or criteria to ensure more consistent interpretation and to specify more clearly how well the objectives must be done. Students must demonstrate all minimum requirements to pass a unit.

Some of the implications are:

1. Assessment is fairer and often more objective.
2. WU can offer alternative pathways:
 - a. WU can offer tuition-based programs, the purpose of which is to achieve the objectives.
 - b. WU can offer different kinds of tuition for different student populations, as long as they consistently address the same objectives.
 - c. WU can offer Alternative Assessment of Competence (AAC).
3. To pass a unit, the student must perform all its required objectives. Consequently, they must pass every assessment activity in the unit.
4. Requirements for higher grades can be defined more precisely and disclosed to students.
5. Students who achieve a high enough standard might also have evidence of competence for more advanced units in the same field.
6. The same item of evidence can be used to address multiple objectives. For example, a complex project could address objectives in the management of personnel, budgeting, finance, and projects.

Grades

WU grading systems vary. In some programs, student work is assessed as simply pass or fail including theses, dissertations, and major projects.

Other programs have a system of letter grading for assessments of submitted work.

Bachelor

Grade	Meaning
A	Outstanding achievement, competent at the next highest qualification
B	Meets the minimum requirement for recommendation to proceed to the next highest qualification
C	Satisfactory work to pass in the qualification for which the student is enrolled, but not recommended to proceed to the next highest qualification
C-	The minimum requirement to pass
D	Does not meet the minimum requirement to pass
E	Very poor

Master

Grade	Meaning
A	Outstanding achievement, competent at the next highest qualification
A-	Satisfactory work to pass in the qualification for which the student is enrolled. The minimum grade to be recommended to proceed to the next highest qualification
B	Satisfactory work to pass in the qualification for which the student is enrolled, but not recommended to proceed to the next highest qualification
C	Does not meet the minimum requirement to pass

Doctoral

Grade	Meaning
A	Outstanding achievement
A-	The minimum requirement to pass
B+	Does not meet the minimum requirement to pass

Intermediate grades and points

Letter	A	A-	B+	B	B-	C+	C	C-	D	E
Points	4.0	3.8	3.5	3.3	3.0	2.7	2.3	2.0	1.0	0

Other outcomes are as follows:

WD	Withdrawn: discontinued. The student withdrew before any assessments were
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	conducted.
WP	Withdrawn: passing. The student submitted work for assessment, all of which achieved a passing grade.
WF	Withdrawn: failing. The student did not achieve a passing grade for all assessments conducted during enrollment.
CO	Continuing. The student is doing a thesis or dissertation unit and will continue in the following semester.
LA	The student enrolled in the unit but took an approved leave of absence.
LE	Lapsed enrollment: The student's enrollment lapsed.
AU	Audit.

Notes:

1. Different degree levels have qualitatively different expectations of student submissions, and are represented in the degree outcome statements.
2. To pass a unit, the student must achieve at least a passing grade for *every* assessment activity in the unit.
3. The grade for a unit is the average of the grade of items of work submitted. Items may be weighted differently.
4. The GPA for a qualification is the average of the number rating for all units taken in the final year. Units are weighted according to the number of semester hours.
5. Required assessment items that are not submitted before the submission deadline are automatically given a grade of E.
6. The specific interpretation of grades in any particular circumstance is determined through the moderation process.

Retaking coursework assessments

Students are permitted a second attempt at any assessment activity in a coursework unit. The maximum grade available for the second attempt is the minimum passing grade.

Retaking units

Students may repeat units. This is useful when students have not passed on the first attempt or have achieved a low grade that would affect their ability to continue to a higher qualification.

1. An additional fee is payable at the rate current at the time of the student's application agreement.
2. Grades of WD, WP and LA do not affect the grade for a second attempt.
3. The grade for the first attempt will be converted to AU (audit).
4. No more than two repeats are permitted.

Graduation requirements

For a qualification or transcript to be issued, the student must:

1. be still enrolled for that qualification
2. not be under suspension or have a suspendable offence in process
3. have satisfactorily completed all academic requirements (e.g. satisfactorily completed assessment, sufficient units, correct selection of units), and,
4. have paid all debts.

Communications

An email sent to the student's email address is deemed to have arrived on the date sent. Students are responsible to ensure that their email programs can receive email, e.g. keep WU up to date with their email addresses, control spam and junk settings, and ensure their mailboxes are not full.

Code of practice

1. WU will ensure that faculty members and staff are adequately qualified and experienced for their roles.
2. Students will be assessed fairly, objectively, and consistently to determine their competence and understanding of the material.
3. Except during vacation periods, tutors and administration staff will respond to all inquiries within fourteen days.
4. An appointment is necessary to meet with a WU faculty member.
5. Faculty members and staff are required to comply with WU policies and procedures.

Financial counseling

Students may need financial advice, for example:

1. Having to plan to pay tuition.
2. Having substantial travel costs to do WU studies.
3. Having substantial time away from work to do WU studies.
4. Having unexpected changes of circumstances (e.g. loss of employment, family member dies, sickness, moving house).

Students in need of financial counseling should in the first contact their cohort coordinator for advice. Counselling is confidential but please note that WU personnel may not give advice beyond their expertise.

Intellectual property

1. Unless specifically agreed otherwise in writing:
 - a. Students shall own any intellectual property they create in individual projects.
 - b. WU shall own any intellectual property created in collaborative projects.

Plagiarism and collusion

1. When students substantially reproduce ideas from some other sources, they must give credit to the source even if they do not infringe copyright.
2. When students substantially reproduce an earlier work of their own as part of a new work, they must give a reference to the earlier work.
3. Students may not plagiarize, collude without authorization, or infringe intellectual property.
4. The penalty for plagiarism, unauthorized collusion, or infringement of intellectual property:
 - a. For the first occurrence, if it is minor, a warning and required to repeat the assessment.
 - b. For the second occurrence or a serious offence, a grade of E for that unit.

Student code of conduct

1. Students must comply with the code of conduct. WU reserves the right to expel students for major infractions of its regulations.
2. Students are expected to demonstrate ethical values in their personal lifestyle that are consistent with those of WU and of their profession.
3. Students are expected to conduct themselves in a responsible and professional manner at all times.
4. Students are responsible to make every effort to maintain satisfactory progress in their programs.

5. Students are expected to arrive before scheduled meetings with faculty members. If they are running late, they should contact the faculty member as a courtesy.

Library resources

Students have access to various online libraries, including the following:

Directory of Open Access Journals (DOAJ)

This library is a network of open access journals of many types. It has its own quality rating system so that students can select only refereed journals.

EBSCO Open Dissertations - Electronic Theses and Dissertations (ETD)

This library is a collaboration between EBSCO and BiblioLabs that brings an innovative approach to increasing traffic and discoverability of Electronic Theses and Dissertations (ETD) research.

Virtual open access library

This library contains bibliographic records to open access (free) theological resources and is organized by format. These include:

- E-books (more than 21000 titles)
- Bible commentaries
- Open Access Journals
- Research websites

Networked Digital Library of Theses and Dissertations

This library promotes the adoption, creation, use, dissemination, and preservation of electronic theses and dissertations (ETDs). It supports electronic publishing and open access to scholarship in order to enhance the sharing of knowledge worldwide. It provides resources for university administrators, librarians, faculty, students, and the general public. Topics include how to find, create, and preserve ETDs; how to set up an ETD program; legal and technical questions; and the latest news and research in the ETD community.

Open Access Digital Theological Library (OADTL)

The mission of this library is to curate high-quality content in religious studies and related disciplines from publisher websites, institutional repositories, scholarly societies, archives, and stable public domain collections. More than 22,000 titles are from the last 25 years, more than 15,000 from the last 10 years, and more than 8,500 from the last 5 years.

Open Access Theses and Dissertations (OATD)

This library contains open access graduate theses and dissertations published around the world. Metadata (information about the theses) comes from over 1100 colleges, universities, and research institutions. OATD currently indexes 4,729,889 theses and dissertations.

Theological Commons (Princeton Theological Seminary)

This digital library contains over 120,000 resources on theology and religion. It consists mainly of public domain books and also includes periodicals, audio recordings, photographs, manuscript collections, and other formats.

If students choose a specialized project or dissertation topic, they might have to buy some resources that are only available by purchasing a copy.

Alternative Assessment of Competence

All WU units are defined as objectives, which are program requirements that are expressed as something the student must be able to do.

WU does not award general credit for prior experiential learning.

When students have acquired unit objectives in ways other than by WU instruction, they may submit their work for assessment by Alternative Assessment of Competence (AAC). (In some institutions, this is known as Credit by Demonstration of Competence.) WU assessment is based on the same objectives and requires the same standard of performance.

The requirements are exactly the same as units done by instruction. The credit is exactly the same; a satisfactory assessment outcome results in a credit that is not differentiated in any way.

Accepted applicants may apply to proceed directly to assessment. This is applicable when students have already acquired skills in some other way:

- experience on the job
- in-service training and professional development
- standardized tests such as PEP, CLEP, and DANTES
- their own reading
- any other way of learning

The amount of credit depends greatly on whether the student's evidence fits the objectives of units in the WU program in which the student is enrolled.

ACC is not the same as transfer credit; transfer credit is moving credit between colleges. ACC is also not the same as giving general credit for experiential learning. ACC requires formal assessment according to the prescribed objectives of specific units.

The portfolio

Students may submit their work for assessment as a portfolio of documents that demonstrate that they have met the relevant objectives. The kinds of evidence required depends on the unit objectives. The instructions are as follows:

First, check thoroughly that you have a prima facie case for going to assessment. It might be easier to demonstrate applied skills and more difficult to address requirements in theoretical knowledge. If you wish to proceed to a higher qualification afterward, check that you could attain a suitable grade.

Depending on the objectives, WU may also supplement your portfolio with standard WU forms to gather observations of particular tasks. WU prefers this format whenever it is appropriate because it is simpler and relates directly to outcomes.

A local person, preferably a WU local supervisor, must assure the authenticity of all documents submitted. They may be photocopies, but must be certified by your local supervisor who will ask to see the originals.

Your portfolio must include a verified comprehensive Curriculum Vitae that emphasizes factual details relating to the units being assessed.

The list of examples below will guide you to consider what relevant documents you already have, although it would be very unusual for you to have **all** examples below. Don't worry if you don't have something, just submit what you have. Examples:

1. Job descriptions

This should normally include your current job description from your employer. It may also include other job descriptions of recent positions you have held.

2. Written work

These may include:

- subject descriptions of programs you have taken
- notes of programs you have taught
- manuals
- reports you have written
- essays
- periodical articles you have written
- contracts you have written
- plans you have developed
- policies and procedures you have written
- monographs
- etc.

3. Records of other education

These include transcripts, qualifications, appraisals or assessment results from acceptable organizations (e.g. professional associations). You may be asked to provide unit descriptions, handbook statements and any assignments you have done. (The assessor will inform you if more detail is required.) If records include codes, then you must also provide the legend to interpret them. For example, does D mean "Distinction" (excellent) or "fail" (lower than C)?

As studies from unaccredited institutions are not acceptable for transfer credit, you may submit evidence of studies, and the evidence will be fully re-assessed according to WU standards.

4. Supporting documents

Supporting documents that are relevant to the units being assessed:

- brochures for the organization you work in
- professional licenses and memberships
- instructor's certificates
- achievement awards
- employer references on letterhead
- client references
- CDs or DVDs
- references or reports of supervisors, instructors, or responsible authorities
- auditor's or inspector's reports
- brochures for programs you have run
- professional development programs
- your performance management records
- etc.

5. Standards used to benchmark your performance

These standards may have been used in audits, quality management, or performance appraisals:

- policies and procedures
- strategic plans

- professional standards
- quality frameworks
- ISO standards.

Assembling your portfolio

The purpose of this method of assembling your portfolio is to show the assessor how your portfolio documents clearly relate to the specific requirements of each unit.

Before you start assembling your portfolio, check that you have shown that you meet all unit requirements. If you have, you're ready to progress. Check with WU if you are uncertain.

1. First, check you have a full CV.
2. Sort all other documents into logical order, either chronologically, or by subject area, or by kind of document.
3. Prepare an index listing all documents. This will be placed at the beginning of your portfolio.
4. Number each document. In the case of your CV, you will normally need to give each section its own number, as each might be relevant to different units.
5. Make a list of units.
6. Next to each unit, put a reference number of the document that shows you have those objectives.
7. Then assemble the portfolio in the following order:
 - a. A cover sheet with your name and date of submission
 - b. A list of all documents
 - c. A list of units with the numbers of relevant documents
 - d. Your detailed CV
 - e. All other documents
8. Clip the portfolio together and submit it to WU. Do not use plastic sleeves or staples.

Check that the evidence unambiguously meets all requirements of WU units.

WU strongly recommends that you keep your own copy in case the submitted copy is lost in the mail. In any case, WU will not normally return your portfolio to you.

The assessment

WU will assess your portfolio and then inform you whether any additions are needed to address gaps or to authenticate the learning, for example:

- An interview
- Any written papers
- An interview and/or a reference directly from your supervisor. It will not be an ordinary reference but will refer specifically to WU objectives.
- WU supervisor's observation of practical skills during an onsite visit to your organization.

The assessor will then issue an assessment outcome. You can appeal if you think the assessment result is unfair.

List of senior faculty

Ross Woods served in Indonesia from 1978-98 in many roles including teaching in an international school, research supervisor, Assistant Dean, college lecturer, board member, language program coordinator, and advisor to various institutions. Since 1998, he has been Principal or Academic Dean of the Australian Centre for Advanced Studies. He is a Doctor of Humanities, with a dissertation on the philosophy of educational accreditation. His Australian recognition and Ph.D. equivalence derives from Murdoch University in Western Australia. He is a graduate of Perth Bible College, the Summer Institute of Linguistics, the Western Australian Institute of Technology (now Curtin University), and the CSR, London.

Yee Yan Jing is head of the specialization in science education. Yan Jing gained both a Bachelor of Commerce degree and an honours degree in biotechnology and biomolecular chemistry at Murdoch University, where she was awarded the Epichem Prize in Chemistry for her work in organic chemistry. Besides her role at WU, she has completed her PhD in pharmaceutical science at Curtin University, and now teaches at Murdoch University.

Peter Milnes is head of education and teaching. He graduated as a high school teacher, then did a Masters degree in Educational Administration. He earned a Ph.D. with an interdisciplinary dissertation. Besides being a counselor and running a clinic, he and his wife have also lived in Brazil where he designed a degree program for a Brazilian college.

Smiling Campbell (Xiaoting Chen) is head of English as a Second Language. Smiling studied English and language teaching, doing both her undergraduate and graduate studies at Chengdu University of Technology, China. She is also a qualified Senior Chinese Language Teacher.

In China, Smiling was a teacher and student coordinator at Sichuan University of Media and Communications. She then became a translator for Flame Collective, and later on was a customer service manager in High Connections. When she moved to Perth, Western Australia, Smiling was a language teacher and administrator of language classes at Australia Cathay Enterprises.

Bethwyn Roberton is head of spiritual direction. Beth has a background of high school science teaching in Australia and at an international school in Thailand and the Middle East. She completed theological training in 1976. Since 2001, Beth has been Dean of Studies at the Dayspring Centre, and now also manages Nathanael's Rest retreat center.

Qualifications of faculty members

(Listed in order of final/family name)

Respati Adjipurwo, D.Min.

Doctor Ministry, 2013, IKAT Theological College, Jakarta
Master of Arts, 2008, IKAT Theological College, Jakarta
Bachelor of Theology, 1999, Abdi Allah College of Evangelical Theology
Bachelor of Theology, 1986, Baptist School of Theology, Semarang

Eben B. Adu, Ph.D.

Doctor of Philosophy, 2015, NorthWest University
Master of Arts, 2002, Presbyterian University and Theological Seminary, Seoul
Bachelor of Arts 1999 (First class), University of Cape Coast, Ghana
Teacher's Certificate 'A' University of Cape Coast, Ghana

Smiling Campbell (Xiaoting Chen) M.A.

Master of Arts in Language Teaching, Chengdu University of Technology
Bachelor of Arts in English Language and Culture, Chengdu University of Technology

John Ferreirinho, Ph.D.

Doctor of Philosophy (Physics), 1987 University of Western Australia
Master of Science (Biochemistry), 2002, University of Western Australia
Graduate Diploma in Education (Tertiary and Adult) 1996 Murdoch University
Bachelor of Science (Physics), 1976, (Honours) University of Western Australia

Daniel Ginting, Ph.D.

Doctoral degree in English Language Teaching, State University of Malang, 2015
Master degree in English Language Teaching, State University of Malang, 2011
Undergraduate degree in English Literature, Universitas Kristen Cipta Wacana, 1995

Brian Holliday, Ph.D.

Doctor of Philosophy, 1999, Curtin University
Master of Arts, 1994, Curtin University
Bachelor of Arts (Honours), 1993, Curtin University
Graduate Diploma in Spiritual Direction, 2006, ACAS/Dayspring
Graduate Diploma in Ministry, 1990, Stirling Theological College
Diploma of Biblical Studies and Church Growth, 1977, Perth Bible College

Peter Milnes, Ph.D.

Doctor of Philosophy, 1985, University of New England
Master of Educational Administration, 1980, University of New England
Bachelor of Divinity, 1984, Melbourne College of Divinity
Bachelor of Education, 1978, Curtin University of Technology
Graduate Diploma in Intercultural Studies, 1977, Edith Cowan University

Bethwyn Roberton, Ph.D

Doctor of Philosophy, 2013, Murdoch University
Master of Theology, 2003, Murdoch University
Graduate Diploma in Ministry, 1998, Baptist Theological College, Murdoch University

Post Graduate Diploma in Science Education, 1988, Curtin University
Bachelor of Divinity, 1976, Melbourne College of Divinity, Melbourne University
Diploma of Education, 1970, University of Western Australia
Bachelor of Science, 1969, University of Western Australia
Training in spiritual direction:
Certificate in Spiritual Direction, 2003, Hesychia School for Spiritual Directors, Arizona
Graduate Diploma in Spiritual Direction, ACAS/Dayspring, 2003
Internship in Supervision, 2008, Mercy Centre, Burlingame, USA

Ross Woods, D.Hum.

Doctor of Humanities, 1993, Central School of Religion London. (Recognition and Ph.D. equivalence: Murdoch University)
Diploma of Biblical Studies and Church Growth, 1977, Perth Bible College
Associate in Theology, Licentiate in Theology, Fellow in Theology, 1974-1984. Central School of Religion, London
Associate Diploma in Asian Studies, 1980, Western Australian Institute of Technology.

Yan Jing Yee, Ph.D.

Doctor of Philosophy, 2019 (Pharmacology) Curtin University
Bachelor of Science (Honours), 2008 (Chemistry) Murdoch University
Epichem Honours Scholarship, 2007 (Includes scholarship from Murdoch University Research & Development)
Bachelor of Science (Biotechnology; Minor in Biomolecular Chemistry) & Bachelor of Commerce (Management), 2007, Murdoch University
Epichem Prize in Chemistry, 2006 (Organic chemistry)
Associate Diploma in Popular Piano (Performance), 2002, Guildhall School of Music and Drama, London

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