William Carey International University

Doctoral Learning Contract

_____
Student Name

Major Advisor: Please complete this form, in consultation with your student and with the other Committee Members.

Section 1. Summary of Major Focus

Determine first what will be the major focus of the student's doctoral work.

A. Identifying a Problem. Ask yourself the following questions as you start to refine your research topic:
  a. What is the problem being addressed by this research topic?
  b. What is the potential root of this problem?
  c. How will your research contribute toward addressing the roots of the problem?

B. Doctoral Dissertation Topic. Indicate the focus of the proposed dissertation research, including the general topic and, if relevant, the regional or cultural area or specific people group to be studied. Also indicate the specific topic of research, if known at this time. For example, (1) *General Topic: Decision-making in Intercultural Teams; (2) Specific Topic: The Influence of Latin American Leadership Cultural Norms on Decision-making in Intercultural Ministry Teams.*

General Topic: _____

Specific Topic: _____

_____

Section 2. Background Information

A. Learning Objectives (Outcomes).   List the objectives expected of the student upon completion of the doctoral program. Note that the State of California requires that the learning objectives specify what students are expected to be able to do. At the doctoral level, students are expected to move beyond just understanding the subject matter, and to be able to define, articulate, summarize, explain, interpret, compare, analyze, synthesize, and demonstrate it.

These objectives should reflect the major areas of knowledge that your dissertation will deal with. Here are some examples: (1) articulate decision-making theories and methods; (2) interpret intercultural team dynamics; (3) compare and contrast leadership

practices in Latin America. Use these objectives also as guidelines for developing *Individualized Courses*.

Upon completion of this doctoral program, the student will be able to:

1. Demonstrate mastery of an integrated and holistic body of knowledge related to and foundational for international development, with emphasis on cultural and social dimensions.

2. _____

3. _____

4. _____

5. _____

6. _____

B. Inventory of Education Resources. List specific library, archival, field, language learning, and other information resources to which the student will need access at different stages during the study program, that relate directly to the focus indicated above.

1. Latourette Library (William Carey International University)

2. David Allan Hubbard Library (Fuller Theological Seminary)

3. _____

4. _____

5. _____

Section 3. Required Courses

The following courses must be completed by all students at this stage except for *Research Design* during which the DLC is written. Indicate whether these requirements have been:

Cultural Anthropology (2 units)

Foundations of the World Christian Movements (2 units)

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

Intl Dev 530, Introduction to Research Methods (2 units)

Inter Cultr 580A, Introduction to Mentoring (2 units)

Inter Cultr 580B, Mentoring Practicum (2 units)

Intl Dev 573, Research Design (4 units)

Section 4. Individualized Courses

Individualized Courses are designed, by the student's committee members, or WCIU approved instructors, specifically for the student to get thoroughly acquainted with the scholarship in the relevant fields and grasp the major areas of knowledge needed for the dissertation project. These courses should be consistent with the *Learning Objectives*. Note that many of these *Individualized Courses* can be in Ph.D. Tutorial format in which directed readings, library and field research are the essential components.

Individualized Courses can be taken at another institution, with WCIU approval, if they fit exactly the needs of the student.

Courses can be worth 3 to 6 units. A doctoral dissertation is worth 6 units. Keep in mind the number of units required for the Ph.D. program is 46, and plan the course units accordingly.

State the titles of the Individualized Courses. Outlines must be submitted with the DLC, and approved by the Graduate Programs Committee prior to the student's enrolling in the courses. Use the attached *Individualized Course Outline – Ph.D. Tutorial* to develop course outlines with your committee members and instructors. Refer to the attached document: *Guidelines for Writing an Individualized Study Course, SAMPLE (for Individualized Course Outline - Ph.D. Tutorial).*

1. _____

2. _____

3. _____

4. _____

5. _____

Section 5. Other Requirements

A. Language Acquisition Plans.   Adequate proficiency in an academic or field

language is required if the student's committee considers it necessary. Proficiency may be demonstrated by standardized tests or assessment by a qualified person. For each language required, indicate plans to meet this requirement.

Language: _____

Written and/or Oral level expected: _____

How proficiency will be demonstrated: _____

I approve this Doctoral Learning Contract.

| **Printed Name** | **Signature** | **Date** |

_____   _____   _____
Major Advisor

_____   _____   _____
Committee Member

_____   _____   _____
Committee Member

_____   _____   _____
Graduate Programs Committee

When approved by the Graduate Programs Committee, a signed copy will be returned to the Student and Mentor.

William Carey International University
Ph.D. Program Office
phd@wciu.edu   626-398-2114
1539 E. Howard St., Pasadena, CA 91104-2698, USA

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Attachment 1

Guidelines for Writing an Individualized Study Course
(for Committee Members/Instructors)

1. Design each course with the research area and dissertation topic in view. Ask the question: What areas of study should this student pursue in order to prepare him for writing on that topic?

2. Keep in mind the expertise of committee members and/or other potential instructors. Make sure the student can get the best guidance possible on the subject of the individualized study.

3. While dissertation research is still to come, make sure that the student is introduced to the history and trends, and to the research possibilities, of the subject area of the study course.

4. Our recommendation is to organize 6-unit courses for Individualized Courses. You can, of course, organize 3-unit course depending on the need of the student.

5. For each semester hour of graduate unit, 60 hours of study should be expected. This means you need to develop an assignment that you believe will require 360 hours of work by the average student for the typical 6 unit course. Instructors are to select the best combination of some of the elements below.

   i.   Course work will necessarily be composed primarily of directed readings. A proposed average reading speed is 25 pages per hour. Another way of achieving this level is to assign at least 400 pages per unit (assuming other assignments suggested below).
   ii.   The preferred way of verifying reading done is to ask for an annotated bibliography. A suggested guideline might be 5-7 pages covering 7-15 works considered to have the greatest significance for the study topic.
   iii. Each course should normally require a major paper of 30-40 pages in length. With an estimated 5 hours of work per page (research and writing), that represents 200 hours of work, so length can be reduced to allow for time on other assignments. Design and write this assignment in such a way that it will directly contribute to the final dissertation.
   iv.   A supplementary way to the written assignments is to require the development of a presentation of the findings of the course, or of an aspect of it, such as a short popular presentation as to a lay group, or a power point presentation, or other effort to transmit the knowledge gained to others. This is an aspect of preparing the student to assume his role as a teacher and communicator of ideas. The amount of hours used for this purpose can be appropriated by the instructor.
   v.   An alternative to the above can be of directed library and field research, with annotated bibliography and an integrative paper.

Attachment 2

Assessing Individualized Course or Ph.D. Tutorial Outlines

1. Does the course related to the research area and dissertation topic? (Is it on the DLC)

2. Does the outline contain Outcomes that will demonstrate the student's competency as well as progress toward Program Objectives (see below) and toward WCIU's mission to prepare men and women to discover and address the roots of human problems around the world?

3. Are the number of units of credit appropriate?

4. Does the work qualify for this much credit, with 60 hours per unit of credit as the norm?

 WORKSHEET:
# of pages of readings / 25 pages per hour = ____ hours

verification of reading in annotated bibliography: _____ hours

Major paper of ____ pages = _____ hours (@5 hours per page)

Presentation of the findings of the course to others = _____ hours

5. Total hours of work expected by the Course Outline = _____ / 60 hours per credit =

____ units of credit

6. Is a major paper one of the requirements? If not, an explanation is needed for why the student is not being expected to progress in academic research writing, and how the course will ultimately contribute toward helping the student write the dissertation.

PhD Program Outcomes
Doctoral graduates will demonstrate the capacities to:

1. Formulate viable research questions; manage information, including conventional bibliographic and electronic information retrieval methods; and design, conduct, and report original research, contextualized within an international sphere of professional activity.

2. Show a profound respect for truth and intellectual integrity, and for the ethics of research and scholarship

3. Explore key disciplinary and multi-disciplinary norms and perspectives relevant to the relationship between the area of specialization and international development.

4. Apply research to refine and advance the international development efforts of voluntary organizations, proposing alternative approaches while acting as a "change-agent" in seeking to address and solve problems and issues in his or her organization and advancing the organization's goals.

5. Articulate and communicate effectively with skills in listening, speaking, and writing, in order to disseminate the results of research and scholarship by oral and written communication to a variety of audiences.

6. Exhibit the knowledge of an informed professional about the international development enterprise in relation to the chosen field of specialization, being able to evaluate the relevance and value of their research to national and international communities of scholars and co-laborers in international development.

7. Mentor others who are their juniors in the academic world in the foundational knowledge and skills of international development.

8. Achievement of these learning outcomes is measured by means of course assignments, evaluation of field experience, Doctoral Qualifying Examination, doctoral dissertation with oral defense, and mentoring others in a supervised situation.

Attachment 3

SAMPLE

(For Individualized Course Outline – Ph.D. Tutorial)

Name of Course & Number of Units: Theories and Models in Relief and Development (6 Units)

Course Description

- To develop knowledge and understanding related to theories and models in relief and development through examining a selection of literature on the topic.
- To develop ability to analyze and evaluate theories and models in relief and development

Learning Outcomes

- Identify major authors and literature in the topic area…
- Demonstrate ability to explain and evaluate key theories and models …
- Be able to compare and contrast models and theories in the topic area…
- Articulate and communicate effectively research and scholarship in the topic area …
- Demonstrate potential to utilize or apply scholarship in the topic area to context…

Learning Activities

- Library research: WCIU/Fuller/Int'l libraries
- Field research
- Seminars/colloquia
- Assistance in teaching
- Writing and publication

Reading List   (For Ph.D. Tutorial, a preliminary reading list of at least 3-5 books/articles should be identified. Students are expected to upload in *Populi* the complete reading list, in proper **Reference List** style, before the end of the course)

- Book #1 with number of total pages.
- Book #2
- Article #1

Learning Assessment   (Graded assignments should be uploaded in *Populi* by the instructor)
         The student will demonstrate learning by doing the following:
            1. Library or field research and/or reading (40%)
            2. Annotated bibliography of 10-20 books/articles (5-7 pages) (10%)
            3. A research or an integrative paper of 30-40 pages in length;
                or, leading seminars/colloquia (paper/Powerpoint/other format of media required);
                or, publication of scholarly article in peer-reviewed journals (publication info required) (50%)

Instructor   Name

              Email

Student   Name

              Email

Approved by Graduate Programs Committee   Date

Course number assigned by Registrar

Attachment 4

William Carey International University **Registrar's Office**
1539 E. Howard St., Pasadena, CA 91104-2698, USA phone: 626-398-2114
phd@wciu.edu Fax: 626-628-3234

Individualized Course Outline – Ph.D. Tutorial

Name of Course & Number of Units

Course Description

Learning Outcomes

Learning Activities

Reading List (For Ph.D. Tutorial, a preliminary reading list of at least 3-5 books/articles should be identified. Students are expected to upload in *Populi* the complete reading list, in proper **Reference List** style, before the end of the course)

Learning Assessment (Please include grade percentages)*

1.

2.

3.

Instructor   Name

                 Email

Student   Name

                 Email

_____

Approved by the Graduate Programs Committee   Date

Course number assigned by Registrar

 *Both the student and the instructor are expected to use Populi for submitting and returning work.

Attachment 5

Guidelines for Writing an Annotated Bibliography

An annotated bibliography yields a valuable, lifelong resource that students/researchers can consult for themselves at any time. It identifies major strands of thinking in the relevant fields, important researchers/authors, significant models and theories, etc., that are essential to academic research and writing.

An annotation briefly summarizes the scope and content of a work, with or without evaluation. It should normally be 5-6 concise sentences, and generally includes some or all of the following information:

- Background and credibility of the author
- Main focus or purpose of the work
- Intended audience of the work
- Relevance to your research topic
- Conclusions or observations of the work
- Your critical comments