

WorldView Graduate Center



**Master of Arts in Intercultural Leadership
Catalog
Winter 2011- Spring 2012**

**Integrating Knowledge of Christ and His Word,
knowledge of the people, and
knowledge of effective communication,
to create understanding of God's truth and His ways**



WorldView Graduate Center

6012 SE Yamhill St.
Portland, OR 97215, USA
(503) 235-3818

This school is a nonprofit corporation authorized by the State of Oregon to offer and confer the academic degree described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401, US

Table of Contents

Introduction to the WorldView Graduate Center.....	4
Statement of Faith.....	4
Educational Philosophy.....	5
Master of Arts Program.....	6
Program Objectives.....	6
The study process.....	6
Academic Policies.....	8
Learning Unit Descriptions.....	12
Admissions.....	14
Costs.....	15
Faculty & Staff.....	16

If the words “make disciples of all nations” express the cry of your heart, then this catalog is for you. The WorldView Graduate Center’s Master of Arts in Intercultural Leadership is designed to add to your knowledge, skills, character, relationships and walk with the Lord so that you are all the more equipped to make disciples in cultures very different from your own.

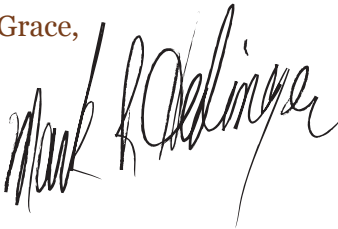
The learning process that is outlined in this catalog has grown from the WorldView Graduate Center’s rich heritage of intercultural ministry. It includes insights from Christian leaders around the globe and has been designed to be profitable for ministry from any land to any land.

Whether you are a missionary, a mission trainer, a mission leader, or a leader in a local church that is involved in intercultural service, we believe that the MA in Intercultural Leadership will serve you well. Whether your home is in the Americas, Asia, Africa, or Europe, we believe that the WorldView Graduate Center can give you greater understanding of the people you have been sent to serve, principles of communication through which to make the Message known, and the centrality of our relationship with the Triune God in our missionary tasks.

We welcome you to an educational philosophy that is rooted in experience as well as theory. We use case studies to keep a practical edge to the theoretical content of the program. We believe that cooperative learning best fits the realities of mission work, and so the MA in Intercultural Leadership is designed to add to your individual development even as you work with peers to better understand ministry realities. Finally, we have designed the MA in Intercultural Leadership to blend together the importance of face-to-face interaction with the ability to study while in your ministry. Through the dynamic and expanding world of internet-based educational platforms, we bring most of the MA into your local environment.

May God bless you as you serve Him “making disciples of all nations.” And if the WorldView Graduate Center can expand your ability to make those disciples, then we look forward to hearing from you soon.

In His Grace,

A handwritten signature in black ink that reads "Mark R. Hedinger". The signature is written in a cursive, flowing style with a large initial "M".

*Mark R. Hedinger, D. Miss.
Dean, WorldView Graduate Center
October, 2011*

Introduction to the WorldView Graduate Center

The WorldView Graduate Center is one branch of the Institute for International Christian Communication (IICC). The IICC, founded by Dr. Donald and Mrs. Faye Smith, has been involved in training Christian leaders for over fifty years. It has conducted over 100 short-term training sessions in Africa, Asia, North America, and South America. One of those IICC training sessions in Africa led to the founding of Daystar University in Nairobi, Kenya (1971). The IICC later moved its offices to Portland Oregon, USA where it founded both the WorldView Center (1995) and the WorldView Graduate Center.

The WorldView Center is a living and learning community serving the international Christian community of Portland, Oregon.

The WorldView Graduate Center (WVGC) provides a wide range of educational programs for the international missions movement, including the MA in Intercultural Leadership. The WorldView Graduate Center was originally named WorldLink Graduate Center, and was formed in partnership with the Third World Mission Association (2004). In 2011 the name was changed from WorldLink to WorldView Graduate Center to better reflect growing, changing partnerships with other international ministry groups.

Statement of Faith

The board and staff of IICC are in full agreement with the following doctrinal confession:

We declare that we are Christians, in the Protestant evangelical tradition and that we believe in:

- the inspiration of the Holy Spirit of the Old and New Testaments as originally given as the complete Word of God, and its supreme authority for faith and practice;
- the Trinity—the deity of the Father, of the Son and of the Holy Spirit;
- the incarnation, death, resurrection, ascension and second advent of the Lord Jesus Christ, and the universal sufficiency of His atoning death upon the cross for the sins of the whole world;
- the personality of the Holy Spirit;
- the personality of Satan;
- the depravity of man's fallen nature, and the necessity of the Holy Spirit's work as the only means of regeneration and sanctification of the believer;
- the eternal salvation of the saved and the eternal punishment of the lost; the free justification by faith in Christ alone of every sinner who believes in and receives Him as personal savior; present

conscious assurance of salvation;

- absolution of sins through Christ our High Priest alone;
- holiness of heart and life, and the full provision of this in Christ Jesus, and good works as proof and result of saving faith;
- the individual priesthood of the believer;
- the joyful anticipation of Christ's return; and
- the urgent obligation of each believer to witness to the lost of His saving grace.

Educational Philosophy

Effective teaching and learning is shaped by the content to be shared, the personal situation of the learner, and the cultural context of the learner. Since the WorldView Graduate Center involves teachers and learners from many parts of the world, our educational philosophy is designed to accommodate a variety of learning styles and cultural patterns. The WorldView Graduate Center philosophy of education reflects the following beliefs:

Learning for mission is best done in groups. Interaction between mentor and learner, and between members of learning groups are both stressed. Cooperative rather than competitive learning is valued.

Learning for mission is best done by experience. Where it is feasible, learning activities include participatory learning. In other situations, case studies are used to bring the experiences of other people into the learning process.

Learning for mission is best done by blended technology. We incorporate face-to-face instruction where possible, and yet there are also times when internet, readings, and video presentations are part of the curriculum.

Learning for mission is best done in integration of content. Though it appears easier to subdivide any topic into parts and focus on those components, the real world (and the world of cross-cultural ministry) is seldom so easily subdivided! WorldView teaching weaves together communication, spiritual life, Biblical growth, and cultural/anthropological understanding.

Learning for mission is best done with an integration of desired outcomes. WorldView teaching is guided by five key curriculum guides or outcomes:

- knowledge that the learner should obtain
- life skills that the learner should develop
- character issues that the learner should grow in
- relationships which should be strengthened
- areas of spiritual growth which should result from the teaching.

Learning for mission is best done through an analytical process, not through simple identification or recall. We strive to develop skills of observation, analysis, and culturally appropriate application for the learners in WorldView programs.

Master of Arts Program

The objectives of the MA program are achieved within seven Learning Units that encourage analytical thinking and problem solving, discovering widely applicable principles from specific case studies and students' own ministries.

The Learning units listed are major categories, with several shorter components (sections) within each. A mentor may assign tutorials after the student-working group submits analysis of assigned case studies. The mentor will consider the strengths and omissions of the analysis and assign tutorials that will enable the student to do a strengthened analysis. After completion of all seven learning units, two summary projects crystallize lessons learned during the study program.

A group of students beginning the online program at the same time will maintain contact during a given learning unit, critiquing one another's work, asking and answering ministry-related questions, and sharing case studies and analyses - under the monitoring and guidance of advisors and mentors. This interactive learning environment includes face-to-face work, written text sent by internet, and various telephony options, depending on accessibility of technology.

Approximately one-third of the program focuses on spiritual formation, one-third on the context, and one-third on methods.

Program Objectives

The WorldView Graduate Center's MA in Intercultural Leadership equips participants to make disciples outside of their own cultures.

The Program's objectives are:

- to make the gospel, in its widest sense, known to all peoples of the world.
- to give participants understanding of communication theory and practice, especially related to communicating about the Triune God and His Word.
- to give participants tools to observe and analyze cultures.
- to develop teaching and leadership skills that are relevant to the culture of interest.
- to understand change and how it happens
- to understand one's self as messenger and how the messenger's background and circumstances affect cross-cultural ministry.

The study process

1. Individual students enter the MA program through the Admissions procedures. This includes fulfillment of financial requirements, submission of documentation of previous studies, and successful completion of all program pre-requisites.
2. Courses are begun twice a year. The Admissions office, program advisor, and mentors interact to assure that all enrolled students are integrated into learning groups for a given course, which we call learning units. Before beginning

studies, primary contact will be with the Admissions office. Between courses, primary contact will be with the program advisor. When a student is actively enrolled in a course, his/her main contact with the WorldView Graduate Center will be via the mentor.

3. Mentors and their respective learning Groups interact with one another, using the MA curriculum to guide learning through a given course.
4. The curriculum guide and the mentor will require that students prepare case studies which provide real-world context in which to work with the concepts presented in the course. Case studies from other sources will also be presented.
5. As mentors and their learning groups interact, mentors may, at their discretion, include additional tutorial work to reinforce given areas of the curriculum.
6. The mentor is responsible to keep set the timetable for the course. Please note the policy on late work that is included in the Academic Policy section of the catalog.
7. When the curriculum guide has been completed, AND when the mentor is confident that a given student has demonstrated competency in the objectives stated at the outset of the course, then the mentor will advise the program advisor that successful completion of the course has been accomplished.
8. The advisor will review each situation, and when confident that program objectives have been successfully completed, will inform the Registrar's office that the student has successfully completed the course.
9. Once the Registrar's office has received that information, the student is free to begin the registration process in preparation for the next course.
10. Each learning unit concludes with a reconsideration of the initial case study. Methodological, theological, and ministerial principles are discerned, along with specific points of interaction with a student's ministry.
11. At the conclusion of all seven learning units, the student will develop a summary statement of the principles learned, and how they are to be applied.

Because our emphasis is on achieving competence, mentors will work with a given student until such competence is demonstrated. A conventional grade is not given for learning units, but an S (Satisfactory) or U (Unsatisfactory) will be recorded on a student's transcript after each learning unit. The Master of Arts is equivalent to a full-time two-year program of study. Because the program is undertaken in the context of on-going ministry, it is expected that in most cases students will require three years to complete the program.



Academic Policies

Academic Honesty/Integrity

A student's academic work is evaluated on the assumption that the work presented was done by the person or group who submitted it. It is expected all submitted work will be in the student's own words, reflecting his or her own thoughts.

In cases where other sources are consulted and the words and/or thoughts are not original to the student, full citation of the source of those words and/or thoughts is expected. It is profitable to consult other sources, and in many cases it is appropriate to cite the work of other people. Failure to give credit to those whose words or ideas are presented is a serious breach of academic integrity and may result in sanctions. In cases of intellectual dishonesty, the Dean, Advisor, and Mentor will collaborate to decide on the WorldView Graduate Center's response. Sanctions could include a range of measures up to and including expulsion from the MA program.

The breach of academic integrity includes but is not limited to:

- Cheating – intentional use or attempted use of deception, fraud, or misrepresentation of one's academic work.
- Fabrication – falsification or invention of information or citation in any academic assignment/exercise.
- Facilitating dishonesty – helping or attempting to help another student commit an act of academic dishonesty.
- Plagiarism – representing, without giving credit, the words, data, or ideas of another as one's own work. This includes the submission in whole or in part of materials found in books, articles, or on-line sources.

Financial Viability

The Finance Office determines financial viability of a student before acceptance is granted into the program. If the student takes more than a year off in the middle of learning unit work, financial viability will need to be reestablished before being readmitted.

If the student's partnering organization or sponsor has committed to paying for his/her learning unit work, the organization or sponsor and the student must both sign a commitment form, and the organization must be deemed financially able to meet their commitment to assist in payment one learning unit at a time.

If the student is paying for the program without a sponsor or organization assistance, then the student must submit a bank statement or explain in detail how he/she plans to pay for the first two learning units.

Each learning unit must be paid in full or a payment plan approved by the finance office before the student is allowed to begin work on the next learning unit.

Grades

At the completion of each learning unit, the mentor will assign a grade of either satisfactory (S) or unsatisfactory (U). In on-going progress of the learning unit, mentors will work with each student to assure competency. However, in cases where unsatisfactory grade is assigned, then the student must register for and take the learning unit again until an “S” is received. The student must sign up and retake the learning unit.

Distribution of Grades

At the closure of each learning unit, the Registrar’s Office will distribute student grades. Student grades will only be released outside the Graduate Center to the student unless the student has signed a release form permitting grades to be sent to a third party.

Academic Probation

A maximum of one learning unit may be failed. The mentor warns the student that probation follows the failure of a learning unit. The student may be removed from probation following successful completion of the failed learning unit. Probation review is by the mentor and faculty evaluator subject to dean approval.

Withdrawal/Late Work Policy

It is the responsibility of the mentor to communicate the start date, finish date, and due dates for each section of a learning unit. The advisor will determine the learning unit starting date. The mentor will determine the date for each assignment. It is the responsibility of the student to maintain the learning unit work schedule.

If a student wishes to withdrawal from a course, he/she must complete the “Withdrawal Form” including having it signed by the mentor, and return it to the registrar’s office. Tuition will not be reimbursed for the remainder of the course unless a request is submitted to the dean and approval is granted due to extenuating circumstances.

The mentor may submit an “I” for Incomplete in place of an “S” for Satisfactory or “U” for Unsatisfactory, for a student who has extenuating circumstances and has requested a short extension on assignments. Once the incomplete grade is submitted, the student has 3 months to complete the remaining work, unless the mentor contacts the Registrar regarding an official extension.

In the event of extenuating circumstances, such as a natural disaster or civil war, a student may request an extension longer than 3 months by submitting the reason for their request and length of the extension desired to the mentor as well as to the dean’s office for approval. The Dean will relay to the Registrar’s office if the extension was granted and the length of time granted. An “I” will remain in the student’s record for the course until the extension is complete. A student may not continue into a second course while working on course work for an official extension.

Scholarships and Late Work

If a student on scholarship receives a “U” grade due to any reason, the student will:

- Lose the scholarship
- Pay full tuition to repeat the learning unit that was not completed on time

The student must reapply if he/she wants scholarship aid for the remainder of the MA program.

Enrollment in a learning unit

After receiving his/her grades for any pre-requisite learning units, the student will receive a notice that he/she is approved to enroll in the next learning unit.

The student should contact the registrar’s office stating he/she is ready to take the next learning unit. The registrar’s office will then enroll the student in the learning unit and notify the finance office. They will then bill the student for the learning unit and communicate the due date by which payment must be made or arranged. Once the finance office is satisfied, they will contact the registrar’s office to let them know the finance office approves the student. The registrar’s office will notify the mentor that the student is approved to begin the learning unit and the mentor will begin work with the student.

Transcript Requests

A student may request a transcript by contacting the registrar’s office in writing.

A transcript request letter must include the following:

- Student’s full name
- Birth date
- Years in attendance
- Student’s address
- Name & Address to mail the transcript
- Date it is needed at address given
- Student’s signature (handwritten)

If postage other than a U.S.A. first class stamp is required, the student will be billed the remaining postage. Please give adequate time when you request a transcript to be sent internationally by a specific date.

Equal Opportunity

The WorldView Graduate Center does not discriminate based on race, color, national origin, ethnic status, gender, age, marital status, or disability.



learning unit Descriptions

FDS 500 – Seminar in WorldView Studies

Admissions Pre-Requisite

Training for mission includes much more than gaining new knowledge. The Seminar in WorldView studies introduces new concepts in an integrated context of hands-on culture mapping, reflection on one's personal strengths and weaknesses, communication theory, and a Biblical perspective on making disciples among a given people group. This four week intensive seminar serves as both introduction and pre-requisite for continuation in the MA in Intercultural Leadership. The seminar is residential and is offered in several venues, including on location at the training centers of partnering organizations as well as at the WorldView Center in Portland, Oregon.

F600 - Knowing God – 5 hours

Christian communication grows out of intimacy with God. Through a series of case studies, this learning unit looks at how that intimacy with God can develop through Bible, creation, theological and devotional reflection, the lens of human cultures, the Church, and through the various ministries of the Father, the Son, and the Spirit.

M600 - Knowing the Message – 5 hours

Knowing the content of God's message to the world's peoples is essential to being a fruitful ambassador of the Gospel. This learning unit considers the progressive revelation of God's message, with particular focus on the unfolding revelation of His character, salvation, expansion of His Church, and the total triumph of His Kingdom. Through the course of the learning unit, students will consider the whole scope of Scriptures with emphasis on particular passages.

Y600 - Knowing Yourself – 5 hours

The messenger of God's truth is not a neutral vessel. Our backgrounds, experiences, prejudices, and spiritual growth are all key elements not only to our personal life, but in cross-cultural disciple making as well. This learning unit leads us through case study and reflective exercises and assignments which help us to know ourselves and our home cultures better, so that our service outside of that home culture might be all the more effective.

A600 - Knowing the Audience - 5 hours

Based on the model of the cultural onion, this learning unit guides participants through the process of ethnographic research using field notes, observations, interviews, "micro" and "macro" cultural analysis, and library investigation. This learning unit is normally taken simultaneously with Knowing the Context. The outcome of the learning unit is an extensive set of field notes.

C600 - Knowing the Context – 5 hours

The results of ethnographic research done in the Knowing the Audience learning unit are analyzed in this learning unit. The learning unit develops a culture map around the model of the cultural onion, which includes behavioral, authority, experience, and core or worldview levels of a culture. The outcome of this learning unit is the preparation of a culture map that identifies those various levels of culture for a given people group.

T600 - Knowing the Tools – 5 hours

At the heart of ministry is the idea of making disciples. How do we do that? This learning unit considers the communication and media tools that are available for disciple making ministry. Theoretical content includes principles of communication as applied in cross-cultural contexts, the importance of working within existing patterns of communication, the use of extending media, and the development of new teaching curricula. The outcome of this learning unit is development of a plan for disciple-making specific for the ministry of each student.

CH600 - Knowing Change – 5 hours

Change has both social and spiritual significance. This learning unit considers the intercultural dynamics of change from two different perspectives: the spiritual change that comes to a person or a group as they enter into relationship with Jesus Christ (the new creation); and the change cycle through which new ideas are introduced. As those new ideas are introduced, a recognizable pattern continues which includes consideration within a social network, decision, and readjustment to a new “normal.” Change and social dynamics of churches, community, cultures, and nations are also in view.

S601 – Theological Summary – 1 hour

An original summary of basic theology that is both Biblical and appropriate for the culture of concern is to be presented to the faculty of the WorldView Graduate Center. The summary is to integrate essential Biblical truth with that culture’s understandings and questions in a manner that relates at the level of that culture’s worldview and values.

S602 – Ministry Strategy – 1 hour

A plan for ministry to the culture of concern, including both personal and group* objectives, is to be prepared. It will draw from and integrate insights and skills gained during the study program.

**Group refers to the organization – church, mission, or other action group – to which the student is related and which has sponsored his/her studies in this program.*

Admissions

M.A. Admissions Process:

Contact the Admissions Officer regarding your interest in the Master of Arts in Intercultural Leadership program, including the Pre-Requisite seminar FDS 500: admission@iiceworldview.org

1. Nomination form completed from either an organization prepared to partner with IICC or one with whom an existing formal partnership is already established
2. Application form will be sent to the prospective student (including financial forms and instructions to send official transcripts demonstrating a completed undergraduate degree to WorldView Graduate Center)
3. Admissions file is complete when the following is received:
 - Nomination/Partnership agreement
 - Application
 - Application essay questions
 - Official transcripts
 - Financial forms
 - Recommendation from an instructor for FDS 500
4. The Finance Officer reviews financial information and follows up to determine financial viability (see *Academic Policies, pg.8*)
5. Admissions Officer reviews application material and transcripts and follows up with the applicant if anything is unclear
6. Admissions Officer gathers financial viability information and application materials for the admissions committee to review for acceptance.
7. The applicant is notified regarding acceptance.
8. Acceptance must be followed by payment or an approved payment plan for the first learning unit in order to enroll

Pre-requisite: Admission to the Master of Arts in Intercultural Leadership program requires completion of FDS 500 Seminar in WorldView Studies. Admission to the MA program is contingent upon satisfactory completion of FDS 500, a positive recommendation from a seminar instructor, previous studies, ministry objectives, references from colleagues and organizational leaders, and assessment by the WorldView Graduate Center faculty. Work is completed by “blended” distance education, primarily through the internet, use of CDs and DVDs, also including teleconferences, and seminars as possible.

Costs

Master of Arts in Intercultural Leadership

This program is through “blended” distance learning. There is no residence requirement once the pre-requisite has been met. Connections to the Internet and download costs are the responsibility of the student or the sponsoring organization.

Each learning unit, 5 credits \$700
Summary Projects, 1 credit.....\$140

Total tuition cost:
Seven Learning units..... \$4,900
Two Summary Projects\$280
Total\$5,180

The total cost includes a personal copy of the digitalized reference library needed during the study program, on an external hard-drive supplied to the student.

There are no admission or graduation fees.

Payment can be made by:

Check

Banker’s check

Credit card online through PayPal at: www.iiccworldview.org

Faculty & Staff

Dr. Mark Hedinger - **Dean**

Ms. Marcia Good - **Admissions Officer and Registrar**

Mrs. Joan Burdick - **Finance Officer**

Faculty of the WorldView Graduate Center are centered at the WorldView Center in Portland, Oregon, but resident in many parts of the world. Most are involved with ongoing ministry. They are academically qualified, but primarily practitioners. This makes it possible for faculty to be more closely involved with students and their ministries.

Bryant, Carmen

ThM, MA,ET, Western Seminary. Service in Kalimantan, Indonesia, 1969-1990 (Bible Translation); Philippines, 1992-1995; Multnomah Bible College, 1999-2006; International Students with Mission to the Americas, 1997 – Present.

Buddemeier, Richard

PhD, MA University of Pennsylvania. LaSalle University lecturer 1979-1980; Penn State University lecturer 1980-1982; Supervisor 1985-1999 Trenton, NJ Public Schools, Service in London, England 1999-2004; CrossWorld communications 2005-2011.

Hedinger, Karen.

MS Indiana University at South Bend. Service in Mexico, 1989-2002; Teacher, Cornerstone Academy, Philadelphia, PA., USA, 2003-2008.

Hedinger, Mark

D Miss Western Seminary; MDiv Grace Theological Seminary; M.S. Southern Illinois University. Service in Mexico, 1989-2002, Academic Dean, Seminario Biblico de Puebla; Director, The Way of Life Bible Institute; International Director for Latin American Ministries, CrossWorld 2002-2008

Sawatzky, Gordon

DMiss, Western Seminary, MA Providence Seminary. Crosstraining Canada 2004-2009; Providence Seminary 2007-2009; Presently serving in Africa

Sawatzky, Carole

MA Providence Seminary; TESOL Certificate, Providence Seminary. LAMP facilitator; Sudanese Women's literacy class in Nairobi, Kenya 2000-2001; Presently serving in Africa.

