

Churches and International Development

Our university is friendly to both religious and non-religious NGOs, and to the various segments of the Christian tradition.

We have chosen to operate as a secular institution, which does not take sides in any inter-religious differences, but rates and evaluates any and all of them in terms of their effective potential contribution to overseas needs.

For twenty-seven years we have been actively involved in courses of study throughout this country and the world, as reported in the earlier section entitled "Operational Philosophy."

- We work directly with over 5,000 new students per year in this country alone in 120 different locations.
- Materials we have created are employed in over 100 other schools.
- A textbook of our creation has more than 500,000 copies in print (not including foreign language versions, such as a Korean translation, another version printed in India, etc.).
- We have even elaborated an entire and entirely new curriculum for an M.A. program now used in other colleges and universities. It is an off-campus curriculum replacing the third and fourth years of college, and another for an entire first year of college, all used by other schools.

In all of this, we work with and through other organizations.

For instance, as a secular organization, we had to rely on a separate entity, the Frontier Mission Fellowship (FMF), to talk the language of the many thousands of churches in this country, which together are a mighty educational enterprise directly related to the support of Americans laboring in overseas NGOs.

The FMF not only raised the funds to enable us to pay off this campus, it right now is administrating the off-campus study program carrying college credit.

To refine our ability to provide influential study materials to these thousands of churches we have even invited church congregations of various types onto our campus.

Not only are our staff members involved in these churches, but our course materials are available to their leaders.

It may seem strange that a technically secular university would be as heavily involved with religious organizations and even have several churches meeting on campus. This is easily explained.

- The lion's share of all truly successful "international development" work around the world (running into, say, \$5 billion a year) is conducted by faith-based organizations.
- They in turn are totally dependent not on government handouts, but on the enormous engine of charity constituted by American church congregations.
- The contributions of hundreds of thousands of congregations (of every stripe) make up 98% of the funds employed.

The over 1,000 or so religious NGOs working around the world, and their 50,000 workers, would grind to a halt if these American congregations stopped giving because they failed to understand the needs and strategies of this vast overseas workforce.

In other words, we value greatly what such congregational bodies are thinking or how they are working, and on what terms they are giving to overseas NGO activity.

This is the primary reason we think it is outstandingly important to our university program for a sprinkling of these entities to do their work right on our campus with many of our staff participating in their activities.

- It is not that their charitable giving comes our way, but because:
 - some of our training materials are in use by them;
 - the feedback we gain makes them laboratories of insight to us.

The Educational Core

Our intent is that every entity on campus be a functioning part of one or the other of our many programs of education.

It is utterly important for everyone to understand that at no time in our 26-year history have we ever done anything that we understood to involve a new or non-educational use of this campus. This includes:

- our arrangement with an international network of schools to supervise the expansion of our grade school activity, and
- the arrangement (not a lease) we have made with Maranatha to expand our upper grades.

There are now a number of different organizations and teams with activities on campus which form a seamless integration with our purposes, ranging from printing, video production, research, offices reflecting ethnic nuances, etc.

We have not knowledgeably introduced any new or divergent functions from what Pasadena College was doing here, and we have every hope of not disrupting the grandfather relation this campus has had for at least 70 years.

There is nothing we are not willing to shut down should it be determined to be divergent and contrary to historic use.

The Pasadena Comparison

Under President Baltimore, a microbiologist, Caltech (more so now than ever before) is doing highly crucial microbiological work.

On our campus, we value all of that highly and seek to augment it through our new Institute for the Study of the Origins of Disease.

Our efforts are complementary in comparison to Caltech.

Our function is primarily in the area of language and cultural insights, which in cross-cultural international development can often make the crucial difference between the success and failure of purely technological breakthroughs.

The Facilities

We are constantly seeking to improve our facilities within our means and we certainly will make any and all which under the law cannot possibly be accommodated in the grandfather category.



- When we first took over the campus there was not a single blade of green grass on it, nor at first did we have the money to change that.
- Drug users occupied many of the houses in the immediate neighborhood.
- The 100 homes we inherited had accumulated millions of dollars of deferred maintenance, which we have gradually and steadfastly been reducing.
- We have been helped by outside volunteer organizations, which have contributed millions of dollars of free labor in this maintenance endeavor, aided by enormous outlays of cash on our part.

We are eager to make changes, which even fall in the category of “legal nonconforming” in so far as our economic growth allows us.

What we are certainly not intending to do is anything which would unnecessarily remove us entirely from the “legal nonconforming use” category, even if that means that some of the participating organizations must leave the campus.

Alex Kouri, now planning director at Santa Cruz, representing the City for so many years, kept close touch with us.

He told us that he turned over a very thick file on this campus when he left and we are hopeful that that file can be found so as to shed light on the many previous agreements we have had with the City of Pasadena.

As a laboratory university serving schools around the world, we do not easily fit into the usual pattern of simple college institutions.

But neither are we dealing with the relatively simpler outlook of institutions of higher learning which do not consider their task to involve as wide a spectrum of global problems.

Schools on Campus At A Glance

When Pasadena College occupied the campus, there were more students - 1300 plus faculty and administrators on campus.

Elementary and secondary education has been as much a part of this campus since 1910 as post secondary education. WCIU is continuing that tradition.

Our two elementary schools develop and test age-appropriate curricula, which, at every point, provide international development perspective and function as pilot curricular development.

The primary academic activity WCIU has undertaken in the last decade is our college-level Foundations of International Development degree program, which is designed for distance learning.

Other post-secondary schools are participating organizations, which share our commitment to international development, with their own particular emphasis.

Some other participating organizations are in effect part of the International Student Program on campus.

When most of the schools on campus are on summer break, other organizations focused on international development come to the campus to hold short training programs.

Headings in this section:

- Elementary and Secondary Education
- Post-Secondary Education
- Charts and Site Plans

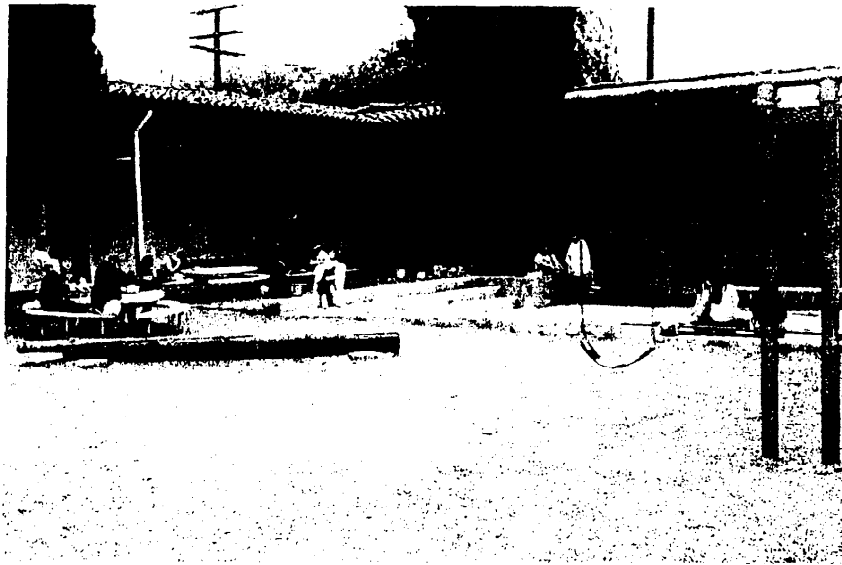
Elementary and Secondary Education

Elementary and secondary education has been as much a part of this campus since 1910 as post secondary education.

WCIU is continuing the tradition begun by Pasadena College, which occupied the campus from 1910 to 1973.

The **Pasadena Academy** with both elementary and high school students was an integral part of Pasadena College from its earliest days.

When WCIU began and until 1992, **Reynolds Christian Academy** was on the campus. It had students in grade K-12.



WCIU directly administrates two elementary schools (both of which will eventually include secondary education): **Judson International School**, and **George Mueller Academy**.

Both schools develop and test age-appropriate curricula, which, at every point, provide international development perspective and at the same time function as pilot curricular development, which we expect will be employed by other schools around the world.

In **Judson International School**, WCIU is developing and testing curriculum for the typical one-grade-per-classroom style of school.

In **George Mueller Academy**, WCIU is piloting that curriculum for schools in remote locations that have multiple grades in one room.

In addition, WCIU invited **Maranatha High School** to share the campus for a few years in the hopes of influencing their curriculum with global awareness. They moved off our campus in August 2005.

Judson International School

In 1991, in order to maximize our influence in the ultimate task of helping other nations, WCIU launched its own elementary school, William Carey Academy, to develop and test age-appropriate curricula. By the 2000-2001 school year, WCA had students in K-8 and turned over the operation of the school.

After a decade of developing and testing our curricula, WCIU invited the Network of International Schools (NICS) to operate William Carey Academy so as to more effectively influence other schools in that network.

In 2001, William Carey Academy became Judson International School, which is still owned by WCIU, but is now also a member of NICS.

We continue to develop and test curricula for high school students.

Currently, Judson is K-8 with 135 students. We project that by 2008 Judson International School will be K-12 with 200 students.

George Mueller Academy

While Judson is modeled on the typical one-grade-per-classroom style of school, many international workers are living in remote locations where such schooling is not available. They either send their children away to boarding schools or home-school them.

To address that problem, WCIU is preparing to start another school under our auspices this fall.

Our goal is not to simply start another school, but to develop curricula for use in one-room schools in remote locations.

With George Mueller Academy, we plan to modify the curriculum we use in Judson for use in schools in remote locations that have multiple grades in one room.

Mueller will start with 25-35 students and remain relatively small (as is the case with most one-room schools).

Maranatha High School

Sometimes we invite organizations with latent potential to benefit international development to participate on the campus on the condition that they will strive to actualize that potential.

One such participating organization was Maranatha High School, a large well established Christian high school.

When Maranatha approached us to share part of our campus with them, we agreed only on the basis that we could influence their curriculum with global awareness and perhaps through them influence other schools around the country.

Without that agreement, we would not have accepted this school on our campus.

Maranatha had 450-500 students during their years on our campus. Their presence created challenges for WCIU and the other participating organizations. Traffic flow and parking are the most notable.

- We cooperated with the City to minimize the impact of cars arriving and departing the campus at the start and end of each school day.
- Maranatha and Judson instructed parents to use Elizabeth Street to access the campus to drop-off and pick-up students.
- At our request, the City agreed to restrict parking on Elizabeth Street during the morning rush.

The line-up of cars in the parking lot in the afternoon as parents waited to pick-up their children made it quite difficult for others who park in that lot to get out during that half-hour.

Traffic flow and parking are covered in more detail in a later section of this report.

The students of other schools on campus are college age or older. Those students either live on campus or attend evening or weekend classes. They do not add to the traffic or parking considerations.

Post-Secondary Education

As is true with elementary and secondary education on campus, some of this educational activity is the product of WCIU's own curricula development. Other schools are participating organizations which share our commitment to international development, with their own particular emphasis.

As mentioned in the previous section, the primary academic activity that WCIU has undertaken in the last decade is our college-level Foundations of International Development degree program, which is designed for distance learning and involves:

- the rewriting of the entire liberal arts curriculum with a globalization perspective and an emphasis on international development;
- identifying and updating a list of about 100 required textbooks that students will need in their personal library;
- constantly requesting permission to publish chapters or articles from about 900 outside readings, because students in many parts of the world would not have easy access to such resources otherwise.

Already several accredited colleges employ the M.A. level version of this curricula for off-campus use.

INSIGHT

Under contract with WCIU, the FMF's Institute for International Studies has developed a first-year college-accredited program that fulfills 32 semester units of General Education requirements at almost any university, designed for distance education.

With this background, we believe college students will be better prepared to understand not only their field of specialization, but also the world in which they live.

They have drawn much of that program from our Foundations of International Development degree program.

INSIGHT integrates history, anthropology, science, world religions, secular worldviews, and the most influential writings in history.

Currently, 11 students are involved on campus in this pilot program, with an attendance cap of 15.

Mimeistry

The Mimeistry school teaches the art of mime to American and international students wishing to use mime as a means of communicating in other cultures.

Its 24 students live on campus as an integral part of WCIU.

You could say that Mimeistry is the dramatic arts department of WCIU. No one has complained of noise from them.

Because of the nature of their training, they expect to remain under 30 students.

Lifeline School of Ministry

Lifeline International Christian Fellowship, has a school of instruction on the weekends. They have a strong interest in international development demonstrated by training and sending members to other parts of the world.

About 30 students are involved in this weekend instruction.

International Student Program

Some other participating organizations are in effect part of the International Student Program on campus.

Intercultural Missions Institute

IMI trains Korean university students in English, US culture and international development.

From classrooms to dormitory and cafeteria, their students are an integral part of the campus.

Their 28 students live in the dorm. They project 70 students by 2008.

Schools / Courses During Summer

When most of the schools on campus are on summer break, other organizations focused on international development come to the campus to hold short training programs. Their courses run from 3 weeks to two months.

Educational Services International

ESI trains American adults to teach English to speakers of other languages and arranges teaching assignments for them in Asia.

- Conversational English is the most in-demand subject worldwide. Countries like China want North Americans to teach English to their students and to teachers who will in turn teach English to their students.
- ESI trains two groups of students here each summer. The first group of 100-150 students is on campus for three weeks from mid-June through the first week of July. Then they go to Asia to teach English for six to eight weeks. The second group of 100-150 students is on campus for five weeks from mid-July to late August preparing to teach English abroad for the next school year.
- They arrive on campus by public transportation and live in the dorm during their training; so, there are no parking or traffic concerns.

Traveling Teams

This organization brings about 50 students to campus for training in cross-cultural relations, comparative religions and to take our course Perspectives on International Development.

- They are here for eight weeks each summer. They live in the dorm and have classes in dorm lounges.
- During part of the time, they visit houses of worship of some of the world's great religions, like Islam, Hindu, Buddhist, etc.

Perspectives on International Development

Each summer, we offer a four week intensive session of our course Perspectives on International Development. This is the course that is taught one-night-a-week in over 100 locations in the spring and fall terms. In addition to the 50 Traveling Team students, about 25 students from around the country will take the course.

Charts and Site Plans

The following pages include:

- a site plan showing the location of the various schools on campus
- a location and square footage chart
- charts showing enrollments in 2003 and projected for 2008

Site Plans

Two different site plans are included to indicate campus locations.

- Color-coded
 - The main schools are color-coded to their various buildings. In some cases, more than one school is located in a building, but they occupy different floors (as clarified in the location chart).
 - The smaller schools are simply listed as to building; so as not to have too confusing a graphic illustration. They either occupy different parts of the building or hold evening or weekend classes.
- Labeled
 - Locations of schools are indicated by the initials of the school.

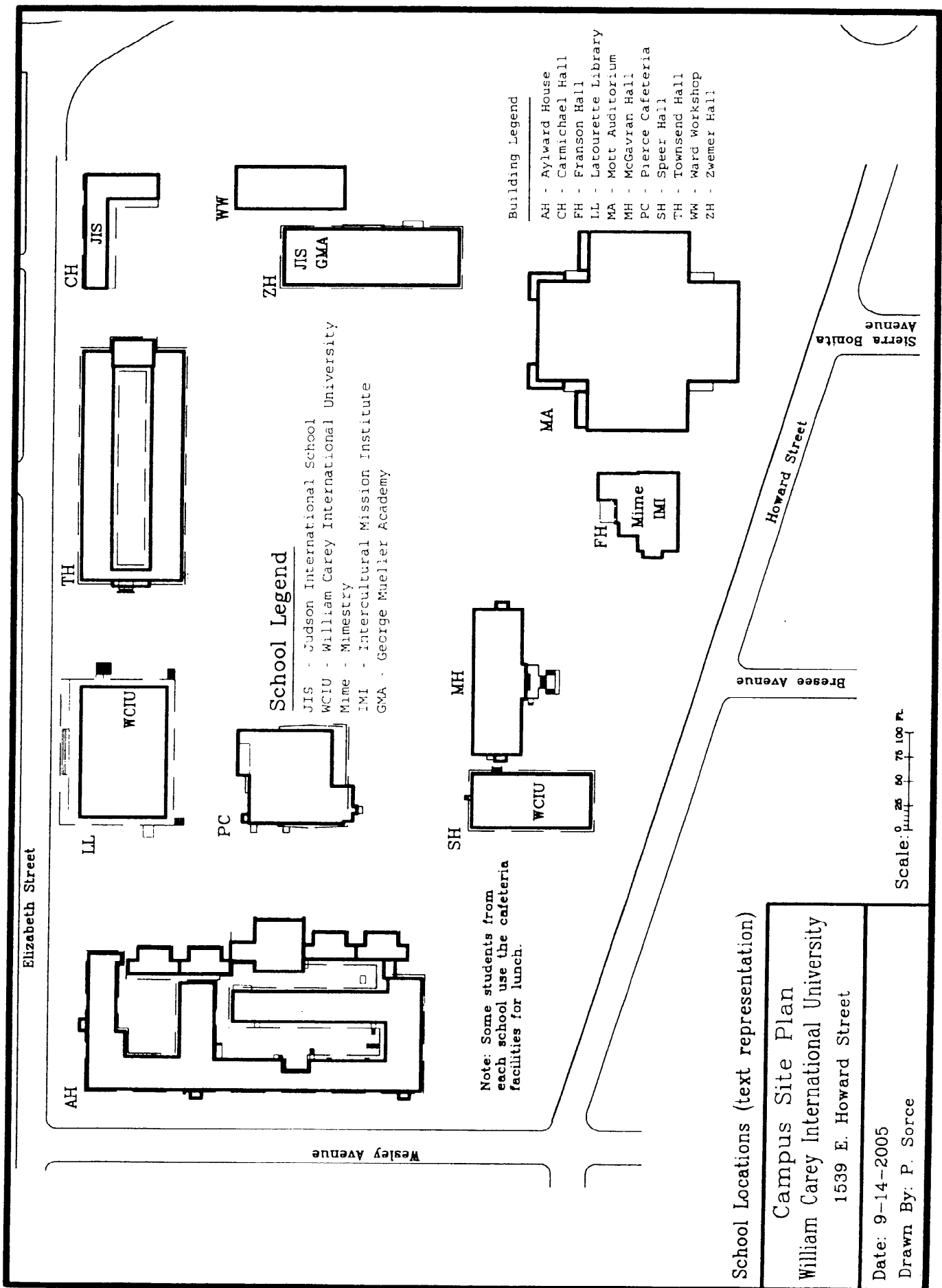
Location and Square Footage Chart

This chart more clearly describes where the schools are located within the various buildings. It also shows the amount of space allocated to them by building.

Enrollment Charts

These charts show:

- the grade levels
- student enrollment
- number of cars involved in shuttling students to and from school
- number of students who drive to school and park on campus
- whether the students attend day, evening or weekend classes



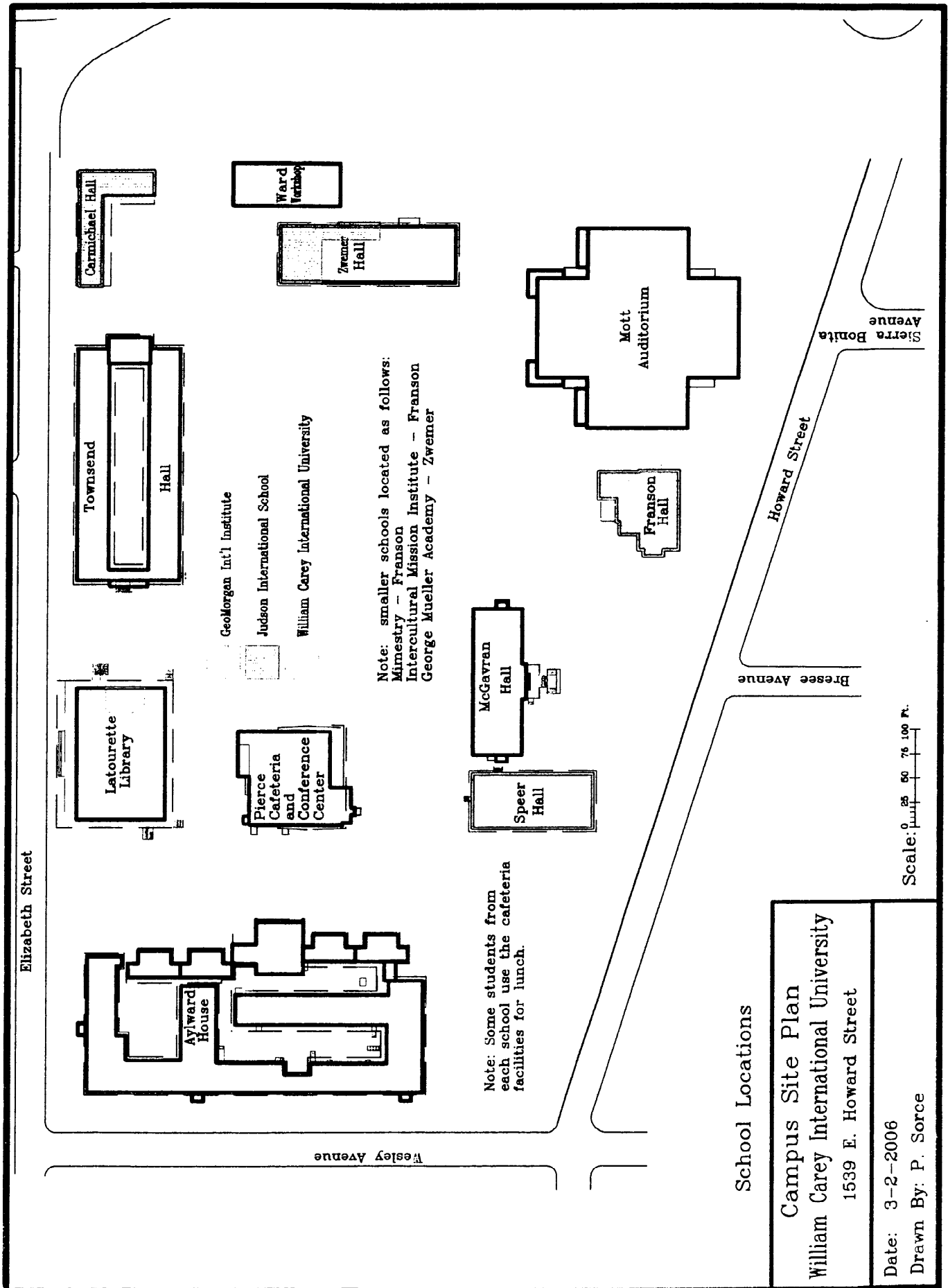
School Locations (text representation)

Campus Site Plan
 William Carey International University
 1539 E. Howard Street

Date: 9-14-2005

Drawn By: P. Sorce

Scale: 0 25 50 75 100 Ft.

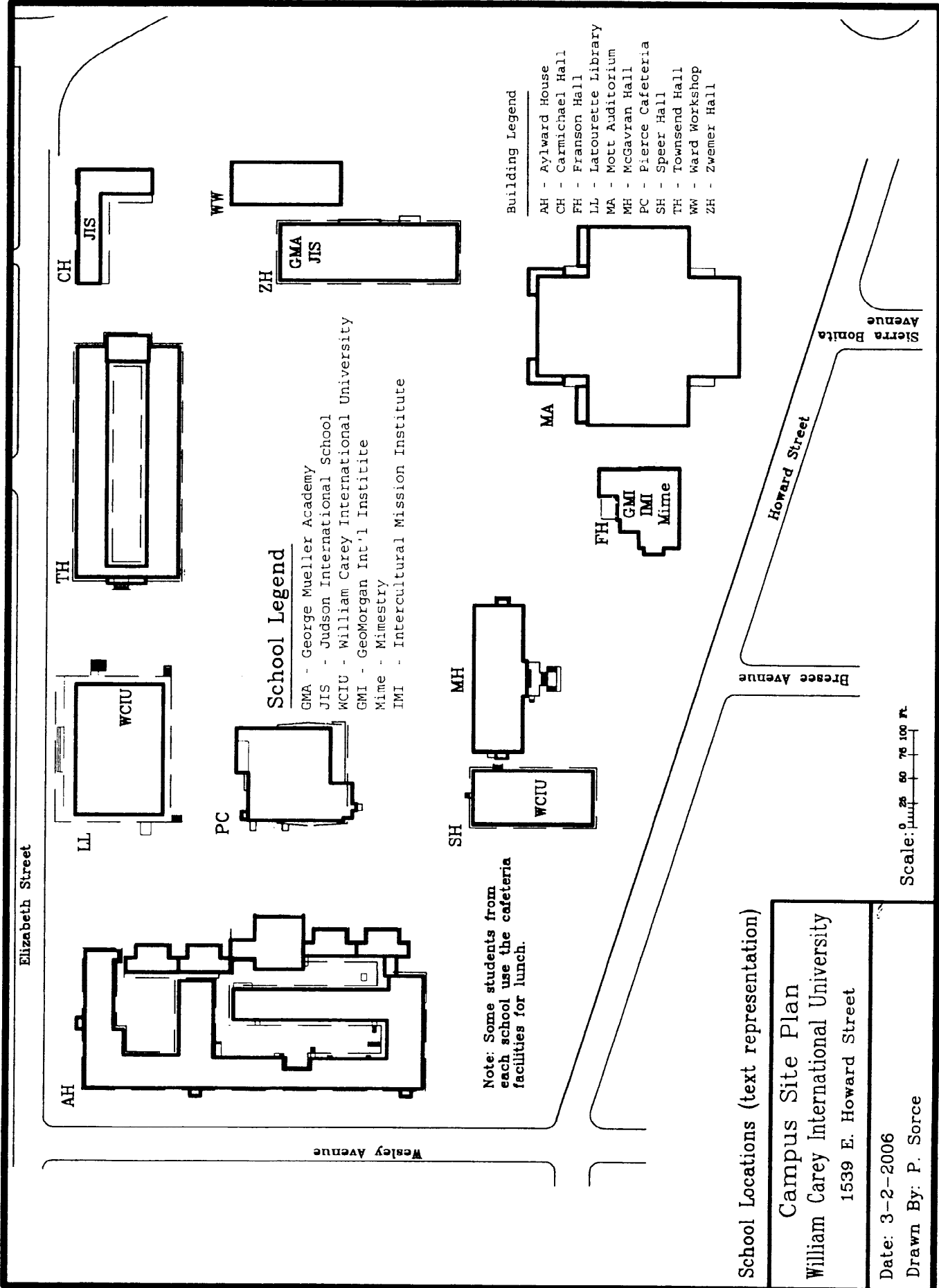


School Locations

Campus Site Plan
 William Carey International University
 1539 E. Howard Street

Date: 3-2-2006

Drawn By: P. Sorce



School Legend

- GMA - George Mueller Academy
- JIS - Judson International School
- WCIU - William Carey International University
- GMI - GeoMorgan Int'l Institute
- Mime - Mimesis
- IMI - Intercultural Mission Institute

Building Legend

- AH - Aylward House
- CH - Carmichael Hall
- FH - Franson Hall
- LL - Latourette Library
- MA - Mott Auditorium
- MH - McGavran Hall
- PC - Pierce Cafeteria
- SH - Speer Hall
- TH - Townsend Hall
- WW - Ward Workshop
- ZH - Zwemer Hall

School Locations (text representation)

Campus Site Plan
 William Carey International University
 1539 E. Howard Street

Date: 3-2-2006
 Drawn By: P. Sorce

<u>School</u>	<u>Building</u>	<u>Location in Building</u>	<u>Square Ft.</u>
William Carcy International University			
	Latourette Library	upper level - library	10,750
	Latourette Library	lower level - library storage	692
	Speer Hall	administrative offices	8,010
	Townsend Hall	lower level - maint, telecom, computer serv	4,981
	Townsend Hall	middle level - 4 offices	1,235
	McGavran Hall	lower level - 2 offices	346
	Pierce Student Ctr	upper level - cafeteria	7,268
	Pierce Student Ctr	lower level - conference center & snack shop	7,035
		Total Sq. Ft.	<u>40,317</u>
WCIU / Judson International School			
	Carmichael Hall	5 classrooms	3,532
	Zwemer Hall	lower level - offices & 3 classrooms	3,028
		Total Sq. Ft.	<u>6,560</u>
WCIU / George Mueller Academy			
	Zwemer Hall	upper level 1 classroom	1,053
		Total Sq. Ft.	<u>1,053</u>
WCIU / Global Year of Insight			
	Latourette Library	middle level - classroom	1,512
		Total Sq. Ft.	<u>1,512</u>
Emmanuel Bible College			
	Franson Hall	lower level - library	657
		Total Sq. Ft.	<u>657</u>
Mimeistry			
	Franson Hall	2 studio rooms - lower level	1,417
		Total Sq. Ft.	<u>1,417</u>
Intercultural Missions Institute			
	Townsend Hall	middle level - 2 offices	415
	Franson Hall	lower level - 1 classroom	386
		Total Sq. Ft.	<u>801</u>

Number of students by school; times present; number of cars parked on campus; and number of parents/ cars involved in shuttling students to and from school.

Schools On WCIU Campus September-May

Fall 2003 Enrollment

School	Grade Level	Weekday Students		Live on Campus	Evening/Weekend Students		Off-Campus Students
		Total	Drop-offs		Total	Any Evening or Weekend	
American English Academy	college						20
Emmanuel Bible College	college				45	12	
George Mueller Academy	K-8	25	10				
INSIGHT	college	11		11			
Intercultural Mission Institute	college	28		28			
Judson International School	K-8	135	60				
Lifeline International Christian Fellowship	adult				30	30	
Maranatha High School	9-12	445	300	108			
MIMEistry	college	24		4			
The Call School	college	35		35			
WCIU (distance learning)	adult						5,000
Totals		703	370	112	75	12	5020

September - May Projected Enrollment in 2005

School	Grade Level	Weekday Students			Live on Campus		Night/Weekend Students		Off-Campus Students
		Total	Drop-offs	Drive/Park	Drop-offs	Drive/Park	Total	Any Night	
WCIU / Judson International School	K-12	90	70		20				
WCIU / George Mueller Academy	K-12	20	15		5				
WCIU / Global Year of INSIGHT	college	20			20				
WCIU (distance learning)	graduate								5,000
Intercultural Mission Institute	college	50			50				
Emmanuel Bible College	college						0	0	
Lifeline International Christian Fellowship	adult						25		25
MIMEistry	college	25		5	20				
Projected Totals		205	85	5	115		25	0	25

September - May Projected Enrollment in 2010

School	Grade Level	Weekday Students			Live on Campus		Night/Weekend Students		Off-Campus Students
		Total	Drop-offs	Drive/Park	Drop-offs	Drive/Park	Total	Any Night	
WCIU / Judson International School	K-12	150	80	20	50				
WCIU / George Mueller Academy	K-12	35	20		15				
WCIU / Global Year of INSIGHT	college	30			30				
WCIU (distance learning)	graduate								6,500
Intercultural Mission Institute	college	100			100				
Emmanuel Bible College	college						50	15	
Lifeline International Christian Fellowship	adult						35		35
MIMEistry	college	30		5	25				
another school (to be determined)	college	100			100				
Projected Totals		445	100	25	320		85	15	35