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#  Course Syllabus

**INTRODUCTION TO RESEARCH METHODS**

Intl Dev 531

(2 course units)

Section 1 – Course Overview

**COURSE DESCRIPTION**

This course provides familiarization with standard research methods used in graduate level academic research. The student gains necessary information about what research is,

and the research methods available so as to guide the student to make the correct choice

of methods suitable for achieving the specific research goals the student has chosen.

There are two basic types of research (or two research paradigms) — *qualitative* and *quantitative*. Each of these types will be assessed, with introductions to some of the most widely used methods for each of the types.

The subsequent course, RESEARCH DESIGN (Intl Dev 574), will lead to the design of the *Doctoral Learning Contract* and the first draft of the dissertation proposal. The two courses are complementary.

**BRIEF BACKGROUND TO RESEARCH METHODS**

**Defining Terms**

The English word *method* derives from the Greek word *methodos*, which means “a way

of transit,” a way of moving from one point to another. Here are some definitions of

*method*:

* Method is “a manner of means of procedure, especially a systematic and regular

way of accomplishing a given task, …an orderly and planned arrangement.”

(Webster’s II New College Dictionary).

* “Conceived in its widest possible scope, method is procedure. And a primary

consideration of procedure of any kind is that it be suited to the end in view.

Experience teaches that when anything is to be done, some ways are better,

certain movement more effective, than others. … Method is the conscious

accommodation of one’s powers to the requirements of the situation.” (Howard

Tillman Kuist, *These Words Upon Thy Heart: Scripture and the Christian*

*Response*, Richmond: John Knox, 1947, pp. 47-48)

So the basic meaning of *method* is the best specific *procedure* for doing anything, where

best is determined by what is *suitable* to the defined task.

Two types of research:

*Quantitative* *Research-* a formal, objective, systematic process in which numerical data are used to obtain information about the world. Statistical analysis is a major feature of quantitative research. Often involves an experimental research design in which experiments are used to test a theory or hypothesis. Analysis of data is generally drawn deductively from quantifiable data.

*Qualitative Research –* a process of gaining understanding of the rich complexity of historical, social, cultural, anthropological and religious phenomena. Any kind of research not arrived at by means of statistical procedures or other means of quantification. Research methods are used that gather data inductively, and provide means (grids, models, theories) of analyzing and interpreting the data.

Here is a simple example contrasting the two methods — Consider a study undertaken into the waiting times in an emergency room of a hospital in Iraq. A *quantitative* study would measure how long the people wait before being treated (perhaps measuring the longest and shortest wait, and then the average wait). This would be purely objective and is quantifiable in terms of time. However, if the researcher wanted to discover how patients felt about their waiting time, the researcher would ask questions that obtain more subjective answers. For example— “How do you feel about having to wait six hours to be seen by a doctor?” or “How has the threat of being bombed in the street by anti-government insurgents make you feel about waiting?” Methods are needed to craft the right kinds of questions and to systematically analyze such subjective data. This latter type is *qualitative* research.

They key questions for any researcher are — *What do I need to know? How will I come to know it?* Methods of research used will be determined directly by (or follow logically from) the student’s *problem statement* or the *central research issue* (CRI) of the research project. The methods should be appropriate to collecting and analyzing data needed to answer the stated *research questions* (the student forms 3 to 6 specific research questions; the above key questions are general for any research). The methods the researcher selects will describe:

* How data are to be collected.
* How data are to be analyzed.
* Anticipated threats to *validity* and *reliability* of the data and limitations to the research as proposed should be assessed for the research methods chosen in regard to the challenges of the specific research project chosen.

**COURSE OBJECTIVES**

**Learning Outcomes:** *Upon completion of this course, students will be able to:*

1. Explain the essential character and uses of the two types or paradigms of research.

 2. Compare and contrast the two types of research.

3. Describe the general nature and use of five qualitative methods and three quantitative methods.

4. Select two methods applicable to the central research issue of their project, and be able to comprehend the theory and practical procedures of the chosen methods well enough to be able and ready to implement them in the actual research designed by the student.

Section 2 – Course Requirements

**REQUIRED TEXT**

Elliston, Edgar J. *Introduction to Missiological Research Design*. Pasadena: William

Carey Library, 2011. (accessible as an e‐book available at Latourette Library).

We require this book as the primary source for your introduction to missiological

research. This text addresses all the issues you need to know, having evolved out of

the practical experience of author Elliston’s teaching and mentoring several

hundred leading master’s and doctoral students, who did top level research, mostly

at Fuller Theological Seminary.

**RECOMMENDED TEXT**

Clinton, J. Robert. *Reading on the Run: Continuum Reading Concepts.* Pasadena,

Barnabas Publishers. 1987.

Order at: <http://isbndb.com/d/publisher/barnabas_publishers.html>

This book is important training for anyone doing graduate research, because there is far too much material for the modern graduate student to read to be able to read every book in depth, from cover to cover. Some books are to be merely tasted, some to be nibbled upon and chewed. Some are to be chewed very thoroughly and fully digested. This book by Clinton describes and offers instruction in skills needed to read books at different levels of depth or thoroughness, on a continuum of six levels— from the least or most shallow reading, to the deepest, most thorough reading. For the best, most effective results, acquire the Clinton book, *Reading on the Run*. But if you are unable to acquire the book, what follows is a summary of the six levels:

1. *Scan-* Read the Preface, the Forward, the Dust jacket (cover), the Table of Contents, the Index, Bibliography, and any charts, graphs, etc., and then thumb through the book, read the Conclusion of the book. Based on only the knowledge you have gained from this “scan,” answer **six** questions: Who wrote it? 2) What the is author’s perspective? 3) How is it organized? 4) What is author’s purpose? 5) Is it is worth reading at the next levels: ransack or browse level? Decide. 6) If so, then after ransacking or browsing, is it worth reading thoroughly? Decide.
2. *Ransack –* A “closed ransack” is when you scan and brose the book looking for a specific topic you have in mind. Look for what it says in just that theme, and note where it discusses that theme. An “open ransack” is when you scan and browse the book with no specific topic in mind, but you look for new ideas or a new slant in on that topic. Look for **four** results: 1) Is there a new idea on a specific pre-chosen topic? Take note. 2) Decide if the book adds nothing new to a specific topic. 3) Take note of new ideas that stood out to you, that you gained. 4) Decide the book warrants a deeper reading. This should be based on its relevance to your research.
3. *Browse –* This is detailed reading of portions of the book, not the whole book. Choose any and a few contextual units, like paragraphs, chapter sections, whole chapters or parts. Answer these evaluative **five** questions on the portions read: 1) What is said? 2) How is it said? 3) How is it useful to me? 4) How does it compare with what I have already read or know on this topic? 5) Does the book develop an important topic in an organized manner? Is it directly relevant to my research? If so, it warrants a thorough reading.
4. *Pre-Read –* If you decided a book warrants a thorough reading, then you must first “Pre-read” the book. Here is how—Make a one-page preliminary report by answering **five** points: 1) Who is the author and what is his background and perspective? 2) What is the author’s intent and methodology in this book? 3) Make at least a tentative statement as to what you think is the thesis of the book (the assertion or claim the author is arguing for, or the main topic the author is explicating). 4) Write out the intention of each Part (I, II, III, etc.) and/or each chapter of the book, and 5) How each section contributes to the overall argument of the book. How does each section build the case argued in the book; how does it fit in the overall argument? Glean enough from reading the book at the Scan, Browse, and Ransack levels to be able to formulate these five statement about the book without thoroughly reading the book.
5. *Thorough Reading –* A detailed reading of all parts of the texts in order to conceptualize the content of the material. Also to be able to affirm agreement, disagree, and thus to critically modify the content based on your own knowledge. As a result you will produce **six** evaluative statements: *Critical evaluation questions:* 1) Show if and where the author is uninformed, where the book lacks information. 2) Show if and how the author is misinformed. 3) Show if and where the author is illogical. 4) Show if and how the author is incomplete in his or her purpose. *Useful evaluation questions:* 5) State the strengths of the book. 6) State the relevance of the book for today’s needs, and for your own research topic.
6. *Study -* After a *Thorough Reading* treatment of a book, this deepest level goes into further background research, beyond the book itself. Very few books should be read at this level; actually basal (seminal), or essentially books in your field of research or work, books that will be a standard for comparison with others. To treat a book at *Study* level, do this **five** steps: 1) Write the Thorough Reading report of level five. 2) Read and assess two or three other writer’s reviews of the book. 3) Research the original sources the author draws upon. 4) Compare this book with other books in the same specialized field. Assess how and why this book may be superior or more comprehensive than others (if you judge it to be). 5) Write your own original analytical review of the book, apprising its value.

**BIBLIOGRAPHY OF RESOURCES**

**Qualitative Research**

Charmaz, Kathy. *Constructing Grounded Theory: A Practical Guide Through*

*Qualitative Analysis.* London, Thousand Oaks, New Delhi: Sage Publications, Inc., 2006.

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods*

*Approaches.* Sage Publications,2008. (Kindle eBook)

Hammersley, Martyn. *Ethnography: Principles in Practice*. Routledge, 2007. (eBook at

Latourette Library)

Have, Paul Ten. *Understanding Qualitative Research and Ethnomethodology.* Sage

Publications. 2004. (eBook at Latourette Library)

Karsten, Peter and John Modell (eds.) *Theory, Method and Practice in Social and*

*Cultural History (Problems in Method and Theory in Social History).* New York, NY: New York University Press, 1993.

Kvale, Steinar and Svend Brinkmann. *Interviews: Learning the Craft of Qualitative*

*Research Interviewing.*  Second Edition. Thousand Oaks, London, New Delhi: Sage Publications, Inc., 2007.

O’Brien, John, Dan Remenyi, and Aideen Keaney. *Historiography: A Neglected*

*Research Method in Business and Management Studies.* School of Systems and Data Studies, Trinity College Dublin, Ireland. Article on historical research method. Available at:[*http://www.ejbrm.com/issue/download.html?idArticle=142*](http://www.ejbrm.com/issue/download.html?idArticle=142)

Spradley, James P. *Participant Observation*. Fort Worth, Chicago, San Francisco. Holt,

Rinehart and Winston, Inc., 1980.

Stewart, David W. and Prem N. Shamdasani, and Dennis W. Rook. *Focus Groups:*

*Theory and Practice.* Second Edition*. Applied Social Research Methods Series, Volume 20.* Thousand Oaks, London, New Delhi: Sage Publications, Inc., 2007.

Wellington, J.J. & Marcin Szczerbinski. *Research Methods for the Social Sciences*.

Continuum International Pub. Group. 2007. (eBook at Latourette Library)

Ybema, Sierk. *Organizational Ethnography*. Thousand Oaks, CA: Sage Publications,

2009.

Yin, Robert K. *Case Study Research: Design and Methods.* Fourth Edition. *Applied*

*Social Research Methods Series, Volume 5.* Thousand Oaks, London, New Delhi: Sage Publications, Inc., 2009.

**Quantitative Research**

Fowler, Floyd J., Jr. *Survey Research Methods*. Fourth Edition. *Applied*

*Social Research Methods Series.* Thousand Oaks, London, New Delhi: Sage Publications, Inc., 2009.

Reinard, John C. *Communication Research Statistics.* Thousand Oaks, London, New

Delhi: Sage Publications, Inc., 2006.

*To give the student a sample of what is available about the books on the SAGE web site, the following is copied from the SAGE web site about this book by Reinard:*

Written in an accessible style using straightforward and direct language, *Communication Research Statistics* guides students through the statistics actually used in most empirical research undertaken in communication studies. This introductory textbook is the only work in communication that includes details on statistical analysis of data with a full set of data analysis instructions based on “Statistical Package for the Social Sciences” (SPSS 12) and Excel XP.

Key Features:

1. *Emphasizes basic and introductory statistical thinking:* The basic needs of novice researchers and students are addressed, while underscoring the foundational elements of statistical analyses in research. Students learn how statistics are used to provide evidence for research arguments and how to evaluate such evidence for themselves.
2. *Prepares students to use statistics:* Students are encouraged to use statistics as they encounter and evaluate quantitative research. The book details how statistics can be understood by developing actual skills to carry out rudimentary work.  Examples are drawn from mass communication, speech communication, and communication disorders.

**Companion Web Site -**   A dedicated Web site for *Communication Research Statistics* at <http://commfaculty.fullerton.edu/jreinard/constats.htm> includes a glossary, data sets, chapter summaries, additional readings, links to other useful sites, selected “calculators” for computation of related statistics, additional macros for selected statistics using Excel and SPSS, and extra chapters on multiple discriminant analysis and loglinear analysis.

Salkind, Neil J., *Statistics for People Who (Think They) Hate Statistics*. Fourth Edition.

Thousand Oaks, London, New Delhi: Sage Publications, Inc., 2010.

*To give the student a sample of what is available about the books on the SAGE web site, the following is copied from the SAGE web site about this book:*

Author Neil J. Salkind takes students through various statistical procedures, beginning with correlation and graphical representation of data and ending with inferential techniques and analysis of variance. In addition, the text covers SPSS (Statistical Package for the Social Sciences), and includes reviews of more advanced techniques, such as reliability, validity, introductory non-parametric statistics, and more. Pedagogical features include sidebars offering additional technical information about the topics presented and points that reinforce major themes in the book. Finally, this new edition includes more examples than ever before, an expanded set of exercises at the end of each chapter, and a more comprehensive glossary.

Singh, Kultar. *Quantitative Social Research Method.* Thousand Oaks, London, New

Delhi: Sage Publications, Inc., or Sage Publications India Pvt Ltd, 2007.

<http://www.sagepub.in/>

*Students who know their research will largely involve quantitative methods are advised to access and scan and browse this book. It is especially relevant for research in India. From the SAGE Publication web site about the book:* This book explores the entire spectrum of quantitative social research methods and their application, with special reference to the development sector; presenting its fundamental postulates, tools and techniques of analysis - and assesses its relevance for the development and social sectors in India. The author explores how development changes take place and their impact on rural life, especially on the underprivileged and marginalized sections of society.

Divided into two sections, the book first discusses all aspects of social research - its various methods, scope, sampling methodology and significance, and presents quantitative, univariate, bivariate and multivariate data analysis with the help of software packages such as SPSS and STATA.

In the second section, the author examines the impact of social research on health and nutrition, poverty and rural development, education, water and sanitation, environment and natural resource management.”

Sogaard, Viggo. *Research in Church and Mission.*  Pasadena: William Carey Library,

1996.

**Instructions on Reading the Texts**

* Using the Sage Publications web site, the student is required to *“Scan”* and *“Browse”* of all required texts listed (for these skills, see *Continuum Reading Skills* above).
* If the student has established his or her *central research issue*, and has a good idea of what kind of method(s) you will need to use, then the student will choose two of the books most applicable to your research type and goals, and read them at the “*Thorough Reading”* level.
* Many of the books are accessible for browsing at Google Books, see: <http://books.google.com/> How much of a given book is browsable varies — anywhere from a few sample pages to the whole book. If the book is under copyright, and the publisher or author is not part of the Google’s Partner Program, only basic information about the book is available, similar to a card catalog in a library, and, in some cases, a few snippets—sentences containing your search terms in context.
* You will notice that most of the required text for this course are books are published by SAGE Publications, Inc. SAGE is a leading international publisher of journals, books, and electronic media for academic, educational, and professional markets. Since 1965, SAGE has helped inform and educate a global community of scholars, practitioners, researchers, and students spanning a wide range of subject areas including business, humanities, social sciences, and science, technology, medicine and the broad field of international development.

Assuming you have access to a computer and the Internet, you may browse these books at the homepage of Sage Publications, Inc. <http://www.sagepublications.com/>

From there, click on the place where it says “Select your location.” You are then given an option of ten continents. Check the one where you are.

You will be then taken to a page with three main options: “Textbooks,” “Journals,” “References.” Click on “Textbooks.” Spend some time browsing in the books featured here. You can search for the titles of the required texts in the search box, to the right of which is “GO” button to click to run the search.

To email Sage Publications, Inc., for inquiries, address: order@sagepub.com

**GENERAL COURSE REQUIREMENTS**

Below is a schedule for a suggested pacing of a students progress through this course. A student can and may complete the work more rapidly than this.

**Note:**

(1) The student should keep in mind the goal of choosing two research methods to finally focus upon in on while becoming familiar with the various methods available. These will be the methods actually used in the student’s research and should be mastered by the student. The student will need to discuss and decide on these in consultation with his or her Major Advisor.

(2) The student may choose ebooks from **BIBLIOGRAPHY** to replace some of the books in the following reading schedule, especially when hard copy books are difficult to

obtain. Please consult with the course instructor about this.

Section 3 - Course Schedule

**Course Topics**

1. Familiarization with Missiological Research (Weeks 1-2)
2. Familiarization with **Quantitative** Research (Weeks 3-4)
3. Familiarization with **Qualitative** Research (Weeks 5-10)

Comparing and Contrasting Quantitative Qualitative Research (Week 9-10)

1. Getting Ready for Action: Implementing Your Selected Methods in Your Actual Research (Week 11-12)

**Course** **Schedule**

Weeks 1-2 Familiarization with **Missiological** Research.

The readings this first week will familiarize you with major aspects of missiological research.

*Read* the “Introduction”, “Chapter 1”,“Chapter 2”, “Chapter 4”and “Chapter 7” of **Elliston,** and take notes, summarizing and interacting with the main points in these chapters, and turn in a **3-page** **paper** of your work to the instructor.

Note: As you read and interact with these chapters in Elliston, be thinking about what your *central research issue* (CRI) might be, and the methods required to find the data to solve or answer the CRI.

Weeks 3-4 Familiarization with **Quantitative** Research.

This is research primarily using numbers and statistics to quantify data and analyze their meaning.

Note: Though you must do the reading, the written assignments below apply only if you think you will use any of those methods in your particular research.

*Read* “Chapter 10” of **Elliston.** *Scan, Ransack* and *Browse* the book by **Salkind**. Then scan and browse the books by **Fowler, Sogaard,** **Reinard.** If you think you may use statistical research for your project, then read **Salkind** at the *Thorough Reading* level. If you think you may use survey research, then read **Fowler** at the *Thorough Reading* level. If you think you may use communications research described by **Reinard** or **Sogaard,** then do a *Thorough Reading* level report on those books. This report uses the sixevaluative statements of the *Thorough Reading* level instructions. Turn in to the instructor.

Weeks 5-6 Familiarization with **Qualitative** Research.

Note: Though you must do the reading, the written assignments below only if you think you will use any of those methods in your particular research.

*Read* “Chapter 12” of **Elliston. -***Scan, Ransack* and *Browse* ***Charmaz, Kvale &Brinkmann*** *and* ***Spradley.*** Ifyou think you may use Grounded Theory, Interviews or Participant Observation in your research, then read that book at the *Thorough Reading* level, and turn in to the instructor.

Weeks 7-8 Familiarization with **Qualitative** Research

*Scan,* *Ransack* and *Browse* ***Stewart & Shamdasi,*** and ***Yin.*** If you think you will use Focus Groups, or Case Study methods in your research, then read that book at the *Thorough Reading* level, producing a written paper with the six evaluative statements of the *Thorough Reading* level instructions, and turn in to the instructor.

Weeks 9-10 Familiarization with three more types of **Qualitative** Research Methods:

Theology of Mission, Education, Historical.

Confirming Two Selected Methods, and Comparing and Contrasting Quantitative and Qualitative Research

Note: Again, the written assignments below only if you think you will use any of

these additional three methods in your particular research.

If you think you may use Biblical Theology of Mission as a method, then *Read* “Chapter 8” in Elliston. If you think you may do Research in Education, then Read “Chapter 9” in Elliston. If you think you may do Historical Research, then Read “Chapter 11” in Elliston. If you choose one of these methods, write a **2-page interaction** **paper** on the chapter in Elliston that discusses that method, and turn in to the instructor.

1. Make sure you have selected **two methods** consistent with your *central research issue* (CRI)and your research design (though these may not be fully developed yet. You develop these in the Research Design course), that is — methods that will be useful in answering your Research Q­­­uestions. You must turn in **two** *Thorough Reading* level reports to the instructor on the books dealing with each of those two chosen methods.
2. Write a paper comparing and contrasting quantitative and qualitative methods and explaining why you need one or the other for the purposes of your research project. Discuss **five** qualitative methods and **three** quantitative methods in your paper. Paper should be from 3 to 4 pages in length.

Weeks 11-12 Getting Ready for Action: Implementing Your Selected Methods in Your Actual Research,

You, as a student, will by now have become fairly conversant in at least two methods, having written a *Thorough Reading* level report on them both of your chosen methods. In preparation for your doctoral research proposal, write a **½ page** (one or two paragraphs) **Short Research Design Statement**, describing the specific and actual way you will implement the two methods you have selected. Turn this in to the instructor, and use this statement as a guide for your Research Design. (The statement will change and evolve some as you go . . . that is OK, it is part of the process. But write a **Short Research Design Statement** as you see it now, atthis stage of your work.)

Turn in your **3-4 page paper**, **“Comparing and Contrasting Quantitative and Qualitative Methods”** if you haven’t already.

**Contribution to William Carey International Development Journal (WCIDJ):**

*Choose one of the following:*

**a**. Write a blog (approx. 100-200 words, see [www.wciujournal.org/blogfor](http://www.wciujournal.org/blogfor) examples), and send through the Submit link;

**b**. OR, write a comment (approx. 100-200 words) to a Blog or a Scholarly Forum article, and upload in the Comments box at the end of every article. (If you’d like, you can do a search on the top right hand corner of the home page for a particular topic)

− *Please inform your mentor of the url of your posting to receive credit for fulfilling this assignment.*

**GRADING OF ASSIGNMENTS**

* 3-page paper on Elliston chs. 1, 2, 4 and 7. (30%) ***Due end of Week 2***
* 2 Thorough Reading level reports on your 2 chosen methods in the books that describe them. (30% or 15% each) ***Due end of Week 10***
* 3-4 page paper: “Comparing and Contrasting Quantitative and Qualitative

Methods” (30%) ***Due end of Week 12***

* ½-page “Short Research Design Statement.” (5%) ***Due end of Week 12***
* Online Journal contribution (see below). (5%) ***Due end of Week 12***

**Grading Guidelines**

All components of the course must be passed with a grade of B- or higher.

*Grading Scale Chart* GPA

|  |  |  |
| --- | --- | --- |
| A+ | 100 | 4.00 |
| A | 93-99 | 4.00 |
| A- | 90-99 | 3.70 |
| B+ | 87-89 | 3.30 |
| B | 83-86 | 3.00 |
| B- | 80-82 | 2.70 |
| C+ | 77-79 |  |
| C | 73-76 |  |
| C- | 70-72 |  |

Section 4 – Class Policies

**Academic Integrity**

Dishonesty in academic work includes plagiarism, unauthorized collaboration or teamwork on assignments, violation of the conditions under which the work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student. Plagiarism is the act of representing the work of others as one’s own. This includes copying the work of others on exams and falsifying or not noting sources in term papers, theses, and dissertations. Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Students are expected to do their own thinking when completing quizzes, tests, and term papers, drawing upon the ideas of others and then synthesizing them in the student’s own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of the student’s own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

**Ph.D. Program Outcomes**

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 of a junior student.

As a result of the successful completion of the Doctor of Philosophy of International Development at WCIU, which ranges from a minimum of three years to a maximum of ten years, students will demonstrate the capacity to:

1. Formulate viable research questions; manage information; design, conduct, and report original research informed by insights from the integration of biblical, cultural anthropological and historical research.

2. Explore key disciplinary and multi-disciplinary norms and perspectives relevant to the area of specialization in international development.

3. Express a profound respect for truth and intellectual integrity, and for the ethics of research and scholarship.

4. Refine the international development efforts of NGOs by applying research principles and techniques, advancing the understanding and practices of global international development utilizing contextual strategies.

5. Communicate effectively by applying skills in listening, speaking and writing in order to disseminate the results of research and scholarship to a variety of audiences.

6. Demonstrate competence regarding the international development enterprise in relation to the chosen field of specialization, being able to evaluate the relevance and value of their research and apply it to national and international communities of scholars and practitioners in international development.

**Institutional Educational Objectives**

WCIU’s holistic approach to international development requires that students be able to:

1. Apply insights from the integration of biblical, cultural, and historical research to identify the roots of pervasive problems associated with the multifaceted nature of human need.
2. Integrate biblical, cultural, and historical insights in order to explain to others the purposes of God within their own lives and in the lives of those in their ministry setting.
3. Propose ways in which they can work with others through appropriate structures to help a particular society fight against specific evils and better reflect God’s will for humans and creation.
4. Reason analytically when assessing theories and proposing solutions.
5. Organize their own learning and thinking and communicate the results of their research in effective ways to a variety of audiences, including other scholars as well as oral learners.