

Teaching Notes for the 25th Annual CBFA Conference

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Session Title:

Integration of Faith and Learning: Curriculum Initiatives at ORU

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Track: Best Integrative Teaching Practices Interactive Track

Session Title:

Integration of Faith and Learning: Curriculum Initiatives at ORU

Purpose of Session:

The purpose of this session is to equip business educators with tools to lead integrated faith and learning initiatives in their classes and curriculum development. By offering multiple discipline, multiple degree program, and multiple format perspectives, the objective is to offer practical implementation directives for a variety of contexts that address the “What” and “How” of faith-based instruction in business.

Integrative Learning Outcomes:

These faith and learning initiatives address university-wide student learning outcomes which are 1) spiritually alive students, 2) intellectually alert students, 3) physically disciplined students, and 4) socially adept students. Specifically, “students will grow in their relationship with Jesus Christ, develop sensitivity to the Holy Spirit, and expand their Biblical knowledge [within the context of their business disciplines and from a “Whole Person” perspective] so that they can act ethically in any situation and evangelize their world of influence.”

Proposed Audience:

New and experienced faculty

Conceptual Framework

- 1) Integration of Faith and Learning from a “Whole Person” Perspective (Spiritually Alive, Intellectually Alert, Physically Disciplined, and Socially Adept).
- 2) Integration of Faith and Learning Extended beyond the Classroom.

Teaching Notes

- 1) Sample interactive exercise:

Discipline-Marketing

Course(s)-Principles of Marketing, Marketing Management

Degree program-undergraduate

Class format-face-to-face

This exercise will engage the audience as a classroom. The exercise is in essence a “discovery through discourse” discussion.

- A. Start the class thinking by asking the question something like, “Think of a time when you were involved in a recent marketing situation--maybe it was an encounter with a salesperson or an advertisement. How do you feel about marketing as a result of that encounter? Based on that experience, would you say marketing is a ‘good’ thing or ‘bad’ thing?” [“Good” and “bad” are not

defined but purposely left vague because of the exploratory nature of the discussion. These words fundamentally indicate a positive or negative association sufficient for a general discussion of behaviors.]

- B. Ask students to discuss the incident with the student next to them for about 2 minutes. [This helps students to be more confident in discussing their responses with the class.]
- C. Ask each pair of students to tell the class whether they think that marketing is good or bad. Depending on the time you've allowed, you may want to ask students to relate the incident as well. As students give their responses, type them in a PowerPoint slide (or write them on a board). You may want to use 2 slides with the titles: "Marketing is good when..." or "Marketing is bad when..."
- D. After going around the room, take a few of the "bad" items (for example, marketing is bad when it's manipulative) and ask "so why are these bad?" What are the criteria you are using to determine "good" and "bad" for marketing? [This helps to tap into students' value systems.]
- E. Finally, if not already mentioned, students are asked to consider their initial responses (and criteria) from a Christian perspective. [The Bible will typically come up as a criterion to consider] This may be accomplished by asking students, "So, what does the Bible say about marketing?" [It is important not to suggest or offer "right" answers at this point. Simply be the facilitator as students "discover" what they believe!]
- F. At the end of the discussion, give students a written assignment that addresses the questions: 1) Is marketing a "good" thing or a "bad" thing? Why? 2) Is marketing Biblically supported? Be sure to include at least 1 scriptural reference to support your position. [You may want to limit responses to no more than 2 pages.]
- G. In the class period when the assignments are returned, you may want to summarize your prior discussion by gaining agreement on Biblically supported criteria. For example, consider the impact on others, consider motives, etc. Once an accepted set of criteria have been developed, these criteria can be used for value-based discussions through-out the semester. Additional topics for value-based discussions might include, but are not limited to advertising, personal selling, and competition. Establishing these criteria empowers students with the ability to judge future situations for "right" actions and then determine their own courses of action.

2) Sample group project (face-to-face)

Discipline-Not-for-Profit

Course (s)-Administration of Nonprofit Organizations

Degree program-Graduate (M.B.A., Master of Mgt.)

Class format-Face-to-face

Students are asked to move from theory to theory-based application in this project. The process followed in the example provided can be applied with adjustments across multiple disciplines.

- A. Students start (through lecture and class discussion) by exploring the various historical contexts and the attending philosophical worldviews undergirding the development of nonprofit organizations in the United States. The fundamental question asked is: “What are the values that historically undergird this industry?”
- B. Class discussions then focus on the relationships between the current external, nonprofit systems (legal and other) and the students’ Christian world view. The fundamental question asked is: “What are the values that currently undergird this industry?” and “Are these values compatible with a Biblical/Christian world view?”
- C. Students are then asked “How will you manage/administrate/structure your nonprofit in order to reconcile potentially conflicting requirements imposed by these nonprofit external environmental systems with your Christian world view?”
- D. These discussions culminate in a group project where students are asked to develop a “How to Create and Run” guide for a not-for-profit organization that includes integration of faith-based management.

3) Sample group project (web-based)

Discipline-Finance, Not-for-profit

Course (s)-Estate Planning

Degree program-Graduate (M.B.A., Master of Mgt.)

Class format-Web-based

Students are asked to move from theory to theory-based application in this project. The process followed in the example provided can be applied with adjustments across multiple disciplines.

- A. Students start (through professor interaction, threaded discussions, and assignments) by exploring and developing a Biblically-based philosophy for estate planning that specifically addresses Biblical principles of inheritance and taxation through a stewardship framework.
- B. The professor has written a text (required for the course) that introduces estate planning within that context.
- C. Next, through the use of a series of threaded discussions, students are asked to study and learn the various tools and processes of estate planning, constantly asking for application within a Biblical framework.
- D. These discussions culminate in a group project where students are asked to act as if they are development officers for a faith-based not-for-profit organization and to develop an “Estate Planning Guide for Donors” based on Biblical principles.

4) Sample written assignment:

Discipline-Finance

Course (s)-Financial Management, Auditing, Advanced Tax, Accounting

Information Systems

Degree program-undergraduate

Class format-face-to-face

Read I Thessalonians 5:23 and ask students if they understand that people are defined in the Scripture as a 3-part being: spirit, mind, and body. This brief dialogue between the students provides a natural transition into a discussion on the University's vision of a whole person education. During this dialogue a description of the whole person memorandum is introduced to encourage students to personally reflect on each component of the whole person development process. The whole person memorandum is identified as follows:

- A. The first paragraph of the memorandum is used to describe the components of spiritual development: Christian service and personal devotion.
 1. Students are asked to discuss their current Christian service, or reflect on their desire to serve the Church corporate in some capacity, and how their particular Christian service helps in their spiritual development.
 2. Students are asked to discuss their current Bible study or personal devotion time and explain how their devotions encourage spiritual development.
- B. The second paragraph is used to describe two components of the student's mental development: academic study habits and efforts to optimize study time.
 1. Students are asked to discuss their current study efforts, explaining the amount of outside class time devoted to reading and other similar preparation.
 2. Students are asked to discuss how their study time is optimized and to explain how optimized study will benefit their academic and professional development.
- C. The third paragraph is used to describe the student's physical development: personal training activities and optimizing personal training.
 1. Students are asked to discuss their personal training regiment which may include aerobic workout, intramural sports, or other similar activities. Students are precluded from discussing activities in mandatory health and physical education classes.
 2. Students are asked to discuss their efforts to optimize physical training through dietary changes, herbal supplements, or alternate physical activities such as dance or hiking and backpacking. Students are also asked to discuss the long-term benefits derived from consistent physical training.

- D. Whole person memoranda must be grammatically correct and submitted in a professional format.
- E. Students prepare a minimum of 10 memoranda during the semester and receive 2.5 quality points (equivalent to a 2.5% bonus) applied ratably based on their 10-memoranda average.
- F. Weekly memoranda must be unique in content and should not demonstrate any similarity to previously submitted memoranda.

Whole person memoranda give students an opportunity for confidential communication with their instructor about daily issues and concerns relating to their spiritual, academic, and physical development.