

2. Bible knowledge/CF applied to contemporary, organizational, or professional situations or problems

Business - The students do an ethical paper where they are asked to comment on their selected fraud from a Christian perspective. *Matt Hurtienne, BSB*

Business - We review a couple of cases where companies take a Christian stance and its impact on the business. (example: Chick fil a) *Matt Hurtienne, BSB*

Business - Faith connection assignment paper each week that asks students to reflect upon a principle from the lesson and a biblical passage and how they intersect. For example, when it comes to ethics vs what is legal (bare minimum) students evaluate the Christian ethical response not just what they may 'legally get away with.' *Matt Hurtienne, BSB*

Business - I have found it useful and effective to integrate faith in Christ into my course teachings as an extension to the discussion(s) centering on values and ethics. Whether teaching Organizational Behavior, Strategic Management, Marketing & Communications or Advertising & Promotion there is invariably a portion of the syllabus dedicated to the values & ethics associated with decision making in these various business disciplines.

All will clearly articulate the importance of using governing law as the guiding principle, and for obvious reason. But the line becomes blurred when ethics and values become the guiding tenets; after all, they are somewhat subjective. This is a great place to interject the concept of WWJD-What Would Jesus Do? Faith and business are not mutually exclusive. Successful businesses- those with low employee turnover, satisfied shareholders and long-term profitability will usually identify great leadership as a key reason for their success. Here is a clear intersection. After all, isn't Jesus the best example of a servant leader? *Joseph Wood, New Faculty Orientation GPO 508, On-line*

Computer Science - In Software Engineering we discuss the attributes and characteristics of professional behavior in the context of computer science. Throughout the semester we discuss 10 different characteristics and I related and connect each one to a commandment. Students are asked to reflect on how the command relates to the behavior, and how the behavior exhibits professionalism. The commandments are listed in Exodus chapter 20 (and in Deuteronomy chapter 5).

- 1st Commandment - Assignment: A computer science professional is dedicated or committed to the task. The First commandment deals with commitment (or dedication) also. What is commitment? Speculate as to why the first commandment is first in the list of commandments. Illustrate how a CS or IT professional demonstrates commitment; that is, how does an CS or IT Professional show dedication on the job? *Gary Locklair, SAS*

Education - One of my faith integration activities used in ED 275 Human Learning is having learners defend a claim that Jesus taught using brain-based concepts. They choose a learned brain-based concept and find supporting evidence from the Bible (primarily the Gospels) of

Jesus' using this as He taught His people to defend their claim (argumentation – 21st century skill). *Brad Alles, SOE*

Graduate Education - Parable of the Prodigal Son & Research (20 points)

Answer the following questions after reading through the Parable (a simple story used by Jesus to illustrate a moral or spiritual lesson). Pretend the *Parable of the Prodigal Son* is a completed mini (very mini) dissertation. Answer each of the following questions in a short paragraph.

- What is the research question/problem, Introduction, or Chapter One of this parable?
- What is the Literature Review or Chapter Two of this parable? (There are no sources or reference list in the parable obviously, but think in terms of the relevant background information or background story which will better inform the main point or research question).
- What is the Methodology or Chapter Three of the parable? How is this story designed? Why is it designed the way it is?
- What is the Data Analysis and Results or Chapter Four of the parable?
- What are the Discussion points, Implications, and Recommendations or Chapter Five of *The Parable of the Prodigal Son*?

Intro Dctrl Prog & Resrch Mthds EDG 9040, Online

Graduate Education - Reflect on the Bible passage, Proverbs 20:15 "Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel" and the materials presented so far in the course.

- Write a reflection paper on how your faith will guide your ethical decision making in analyzing data and writing in general.
- You may consider as many or as few issues as you wish. For example, you could write about conducting statistical analyses with integrity and/or knowledgeable and ethical reporting and interpretation of results.
- You could also reflect on writing in general and discuss the importance of (1) writing with a deep comprehension and wide breadth of knowledge of a given field (i.e., taking the time to read many, many, many research articles about your topic so that you really understand the field and what research has been conducted) and (2) writing in a way that is free of plagiarism and uses citations properly.
- Think about steps you plan to take to avoid unethical work.
- If you wish, you could also consider writing advice for future students on this process.

Quantitative Research Seminar EDG 9050, On-line

Math - In the statistics unit, we analyze how different graphical images portray different information to the reader and evaluate the strengths and limitations of each type of graph. For example, I project a slide portraying an image of the cross references in the Bible. I then use this image for the notice and wonder routine (What do you notice? What do you wonder?) to set the stage for our class period on graphically analyzing qualitative data. Adam Paape, SOE

Math - In our geometry unit, students need to take pictures or find images online of three Christian symbols with line and/or rotational symmetry, show all the symmetry in the image, describe the meaning of the symbol, and try to make a connection between the number of lines/angles of symmetry and the meaning of the symbol. I use the baptismal font as an example; it is often a regular octagon with 8 lines of symmetry and 8 angles of rotational symmetry. I ask if anyone knows the connection between baptism and the number 8. This semester... crickets...; so I explained that God saved 8 people from the flood where He drowned the sinful world, just like He saves us through the waters of baptism and downs the sinful old Adam in each of us. We also briefly discussed the connection to the new creation on the 8th day, and God's command in the Old Testament for baby boys to be circumcised on the 8th day. *Adam Poppe, SOE*

Math - In our measurement students also convert the measurements of Noah's ark from cubits to feet and meters using the conversion for the ancient Egyptian cubit. They compare these conversions to various translations of the Bible and investigate why they don't match. They do research on the standardization of the cubit. They share what they found with their peers and we discuss the difference between the Egyptian and Hebrew cubit, standardization of measurement, and the fact that perhaps Noah made a measuring stick as long as his forearm and use his unique cubit. *Adam Paape, SOE*

Nursing - One of the criteria on the grading rubric is to have students find a creative way to relate their content topic to faith. Our students are amazing and always excel at this portion of their presentation. What a wonderful testament of their faith that they share with the class - I am always impressed with what they share. *Cindy Witte, SON*

Occupational Therapy - I like to use online discussions in which I ask students to relate something they are learning in class to their faith, and then discuss each other's postings (without agreeing or disagreeing—just observing, clarifying, and digging deeper). One example is a discussion in Clinical Kinesiology in which I use a video prompt that highlights both the biomechanical basis of human movement and also Bible verses that highlight God's creative and sustaining presence in the physical world (e.g., Colossians 1:16, Psalm 139:13-14). The students are then prompted to discuss their impressions, feelings, thoughts, and perceptions of relationships between concepts. *Michael Borst, SHP*

Science - Studying organic chemistry provides an unique opportunity to study God's creation at the molecular level. The many structures and chemical reactions learned throughout the year allow for research opportunities to further discover God's creation and ultimately publish these results as an indirect method of witnessing God's handiwork. *Scott Van Ornum, SAS*

Social Work - Have conversations about how the Christian faith aligns with the Social Work Code of Ethics and then give students the opportunity to practice this is the community. *Sarah Collins, SHP*