

Education

What are people doing? How are they doing it? - Integration of faith, work, and economics

TABLE MEETING

Samples of syllabi

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What makes for a good syllabus that incorporates faith, work, and economics?

1. Course objectives
2. Readings
3. Incorporation of elements of economic wisdom project principles

Nazarene CED 790 course:

- Assignment #3, plus an oral final. If you can research and write it, great. But if you can also discuss it (oral final), then it is especially helpful.
- Lack of case studies? Are there case studies in the reading assignments?

Several of the model courses included going and interviewing individuals.

Comment: We could be more intentional about the applied learning component - interaction with the workplace to prep them to go beyond the classroom. Grace College has 160 employers that welcome students (pre-internship).

Is there an opportunity to interact with employers around these issues? Are we providing the foundational information and language so that our students can go out and be articulate?

Is one way to penetrate/examine the internship experience to look at corporations and churches that have a level of excellence (mentoring, guided internships, etc.) for a template?

How do you discover resources and integrate them into your curriculum?

What we do is based on who we are and what God wants you to do.

Try to get them to see that work is a large part of who we are and what we do for the Lord.

How do we teach our leadership to bridge the sacred/secular divide - in praying for, in challenging, in providing opportunity to discover "calling?"

There is a need for a common vocabulary – but there is also a need to stay away from ingrained and entrenched phrases and words that only refer to professional ministry or missions (old vocational calling).

- Full time ministry
- Calling

Church v. Kingdom (millennial buzz word for I want to do whatever I want to do outside the authority and covering of the church).

Utilizing Faith, Work, and Economics

- Social entrepreneurship competition
- Integration in courses with four professors
- Faculty reading groups
- Integration of Poverty Cure information into Macro and Micro
- As part of our GENed core, (Grace) we teach a personal economics class
- Reaching out from the seminary to the university across the street (Asbury) to help teach classes or modules in business and entrepreneurship
- Theology of Economics - teach the faculty first, the student next

We have to create a felt need here for cross-departmental (cross-cultural) understanding and learning.

Unfortunately, our institutions struggle with professors that (once a topic is introduced) immediately believe that:

1. They are enough of an expert that they do not need to listen;
2. They are not interested in becoming an expert, so they tune out and believe the topic is irrelevant to all that they teach.

Evangel - Biblical view of vocation; economic flourishing; cross departmental reading groups.