PHI 805-12 Faith-Learning Integration and Interdisciplinary Studies

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Omega Graduate School

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Professor

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Assignment #1 – Core Essential Elements 1. Select One (1) Core Essential Element from the Syllabus Outline: a. Create a 350-word original discussion paper (with cited sources) during the first week of the term. Post this document in DIAL. b. Professor will check for quality of content and word-count requirements. Grade assigned will be Credit or No Credit (CR/NC).

I was exposed to faith-learning integration at an early age due to my grandfather's role as a pastor and my grandmother's position as the matriarch of our family. Their influence shaped my understanding of the world, impacting how I treat people, make decisions, and view life. I learned to pray and trust God's process from a young age. Throughout my life, I have sought guidance from mentors who have helped me make significant decisions, whether related to my education, career, or personal life, through the lens of faith.

Religion plays a significant role in shaping people's thoughts, actions, and decisions, making faith communities vital contributors to society. Even today, the impact of faith-based development work cannot be overstated (Schliesser, 2024). I encountered challenges finding the right institution when searching for a doctoral program. Each school boasted about its offerings and potential to boost my career, but Omega Graduate School stood out. During my initial conversation, the focus was on integrating my faith into my studies, which made it clear that OGS was the perfect fit. As I progressed through Core #1, it became apparent that OGS was where I could be challenged and encouraged to consider my career and life choices from a different perspective. OGS has facilitated comprehensive development that prioritizes putting faith into action and engaging in personal reflection. This approach focuses on nurturing the overall growth of individuals, including their intellectual, emotional, social, and spiritual dimensions (Schliesser, 2024). It has helped me recognize that faith can be a cornerstone for my professional, spiritual, and personal development. This realization is partly influenced by the increasing evidence of the contribution of faith-based activities to humanitarian and developmental efforts over the past decade (Schliesser, 2024).

It is crucial for education to nurture a sense of authority that is rooted in genuine examples of moral leadership distinguished by their unwavering integrity and dedication. This includes drawing inspiration from moral and spiritual figures who have motivated countless individuals to lead lives of greater integrity and justice. Without intentional and thoughtful role modeling, individuals are prone to basing their sense of authority on widely accepted yet often unquestioned socio-cultural conventions and norms (Margaret Podger et al., 2010). Education plays a multifaceted role in influencing mental health by providing knowledge, fostering social connections, enhancing self-esteem, and promoting economic stability, all of which contribute to improved mental well-being. Faith learning integration enriches the educational experience by acknowledging the role of faith in shaping individuals' perspectives and actions, ultimately leading to a more comprehensive understanding of themselves and the world around them.

**I enjoyed reading your responses to the content questions for PHI 805-22, Charles! You responded well at a personal story level and with discussing the concept backed up with a couple of good sources. You did a wonderful job articulating the faith-learning integration essential element of the course. Nice work using scholarly citations to support your responses. Note that the first line of your References in all the way at the left margin in a hanging indent. Keep up the great work! -- Prof. David Ward**

# References

Margaret Podger, D., Mustakova‐Possardt, E., & Reid, A. (2010). A whole‐person approach to educating for sustainability. *International Journal of Sustainability in Higher Education*, *11*(4), 339–352. https://doi.org/10.1108/14676371011077568

Schliesser, C. (2024). Religion matters: Religion and the Sustainable Development Goals (SDGs). *Religions*, *15*(3), 337–337. https://doi.org/10.3390/rel15030337