PHI 805-22: Faith-Learning Integration and Interdisciplinary Studies

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February 21, 2025

Professor

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Content Questions

Assignment #1 – Course 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).

Faith-learning integration functions as an essential framework which connects religious truths with academic subjects when they engage productively with one another. The integration process extends past Bible reference addition to academic work because it requires developing a single worldview which combines scholarly exploration with faith-based understanding. By nature, faith-learning integration accepts all truth as being both unified and indivisible so God's revelation through Scripture matches academic discoveries when subjects are properly understood. Such an academic model breaks up today's practice of keeping religion and scholarship as isolated domains because it shows that these subjects reinforce each other. The integration process demands academics to examine the influence of their Christian faith on their understanding of their academic field and permits their academic pursuits to advance their faith's maturity. The process of authentic faith-learning integration aims at letting natural biblically-based truth relations enter academic research so students can gain an expanded transformative educational experience.

The foundation of faith-learning integration consists of recognizing God as the ultimate source of truth which appears both through Scripture and academic discoveries according to Harris (2004). The foundation provides a solution to combat the misconception that separates religious from academic knowledge within Christian scholarship studies. Both religious commitment and superior academic achievement form the essential requirements for the integration process according to Beers and Beers (2008). Scholars maintain academic discipline excellence while enabling Christian beliefs to influence their interpretation and research practices for proper integration to occur according to Beers and Beers (2008).

Wolters and Goheen (2005) establish a framework for integration by creating a creation-fall-redemption model. STEM research uses the creation-fall-redemption framework which investigates God's original design definitions and their corruption by sin alongside Christ's work of restoration. Through its implementation in academic fields the framework allows scholars to detect divine objectives for their disciplines together with their existing flaws and errors.

Integral faith-learning implementation needs close focus on theological evaluation and academic scholarly standards. According to Ward (2014) an effective integration approach needs to demonstrate full academic credibility with respect to the academic community and absolute fidelity to Christian faith principles. Christian scholars build meaningful contributions to their academic fields through balanced practices which protect their faith-based integrity. The integration serves interdisciplinary studies through its ability to create cohesion for the collection of knowledge from varied academic fields.

**Works Cited**

Beers, S., & Beers, J. (2008). Integration of faith and learning. In (S. T. Beers, Ed.). The soul of a Christian university: *A field guide for educators*, 51-73. ~~Abilene, TX:~~ Abilene Christian University Press.

Harris, R. A. & Goheen, M. W. (2003). *The integration of faith and learning: A worldview approach*. ~~OR:~~ Wipf & Stock Publishers.

Ward, D. C. (2014). Interdisciplinary faith-learning integration for social change. *Journal of Interdisciplinary Studies*, *26*(1/2). 29-56.

Wolters, A., & Goheen, M. W. (2005). Creation regained: *Biblical basics of a Reformational worldview*, 2nd. Ed. (2005) A.M. Wolters (scan Ch. 5 & Postscript)