Azusa Pacific University  
School of Nursing, Graduate Program

GRAD 502: Theological Research in Academic Disciplines Fall 2010, 3 units
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Schools: Graduate School of Theology and PhD Program, School of Nursing
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“Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.”

Course Information:
This seminar course will build upon the theological skills and background developed in “Faith Integration and Curriculum Development” in such a way as to continue the development of theological research skills for the purpose of articulation with non-theological academic disciplines. Each faculty person will pursue a particular concept or topic for theological research both for integration into teaching and for development into faith integration research/publication. The research will be applied to the participant’s academic discipline. Prerequisites: (a) full-time employment as university non-theology faculty, (b) no or very limited formal graduate-level preparation in Christian theology, (c) permission of the instructor, (d) course “Faith Integration and Curriculum Development.” Enrollment limited to 8.

Note for non-teaching administrative faculty: Non-teaching administrative faculty will explore topics relevant to their domain of university work.

Note on confidentiality: class discussions, because they involve personal experiences and spiritual concerns are to be regarded as confidential. Two rules of confidentiality will be employed: (a) the general rule of confidentiality, (b) The Chatham House Rule. All students must agree to this stipulation.

Course process: this course is conducted in the fashion of a European-style seminar in which students will engage in guided theological research of a topic of their choice. Two purposes will be served: process (the development of skills in theological research and constructive theology) and outcome (development of discipline-related constructive theological material for incorporation in courses taught and/or for publication in discipline-related publications). Each participant will present a synopsis of their week’s work to the group at each class session, and lead a discussion of the week’s findings, questions, perplexities on the topic being explored.
Suggestions for continuation or redirection will be given, as well as questions to consider in the process. Lectures will variously be presented upon a range of biblical, theological, ecclesiastical, historical, spiritual and ministry topics.

**Student Expected Competencies and Outcomes**

The student will have the opportunity to:

1. **EXPERIENCE:** Continue to identify and explore major formative events, experiences and elements of one’s own spirituality and Christian worldview, from childhood to the present
2. **EXPERIENCE:** Where possible and relevant the student will undertake a limited field experience related to the topic chosen for research
3. **SCRIPTURE:** Apply basic principles of Biblical hermeneutics and forms of criticism in the exploration of Scripture
4. **SCRIPTURE:** Explore the scriptures and biblical theology in relation to the topic chosen
5. **REASON:** Analyze and critique topically-related biblical, doctrinal/ecclesiastical, and constructive theological literature
6. **REASON:** Using biblical, historical, ecclesiastical and constructive theology apply selected biblical and theological concepts to an aspect of her or his discipline
7. **TRADITION:** Where possible, explore the position of one’s own tradition or selected denominational traditions on the topic or concept chosen.
8. **CURRICULUM:** Demonstrate, through syllabus modification, the rational and coherent integration of faith-based concepts in each of the courses taught in the discipline (including bibliographic citations, readings, student assignments, student handouts, A/V aids such as powerpoint presentations, etc.)
9. **CURRICULUM:** Develop specific lectures, lecture materials (students handouts), reading and other assignments on the selected topic of theological research
10. **METHODOLOGY:** Demonstrate the use of the Wesleyan Quadrilateral in the materials developed including student assignments (#7 above)
11. **SCHOLARSHIP:** Prepare a foundational pre-publication scholarly paper on a theological topic relevant to your discipline
12. **SCHOLARSHIP:** Formulate a preliminary plan for a beginning program of research, scholarship, and publication in faith integration and your discipline

**Required Textbooks and Study Resources**

- *The New Interpreter's Study Bible NRSV with Apocrypha*
- *Primary Speech*.
- *The Lectionary Commentary: Epistles*. 
Also Required: books on the topic of the participants research and/or in the participant’s discipline, individually chosen.

Recommended texts and resources:


Requirements, Terminal Assignment, Evaluation and Grade Determination:

Due at the beginning of the last class session before finals week: 100% of the grade will be based upon the following components--

1. Copy of a revised course syllabus for one course regularly taught to demonstrate rational and coherent faith integration, with the appropriate lectures, bib, reading or other assignments and related materials highlighted.

2. A 10 page (corpus) research paper, tightly written, on your topic of theological research, one page of which should indicate how this might/will be integrated into course or program content in your teaching.

3. Grant participation: participation in any measures of assessment and evaluation as needed for the grant that underwrites this faculty development; required but not graded

Terminal Assignment Alternative:
A publishable manuscript covering that shows integration of your theological research with your discipline. This research/paper should cover material that you will use in your teaching. Said manuscript must target a specific peer-reviewed journal and conform to that journal’s mss requirements.

Due Date for Course Summative Work:
The term terminal assignment is due at the beginning of the last lecture period before finals week, that is, at _____(AM )// (PM) on _____________. The paper is due when it is due. Attendance at the whole of the last seminar is required. A late penalty begins to accrue at the start of the last class session and accrues at the rate of 1/3 grade per day. (A day is 24 hours.) If a paper is submitted at a time other than that specified (e.g., early) it should be given to the Graduate Secretary who can initial and date/time stamp the submission.

Course Expectations: completion of all assigned readings; prepared, active participation in all seminars; there is no extension on the due date for the terminal assignment
Grading:
In conformity with the University grading policy and standard for graduate education, the following summarizes the basic attributes of each grade level. See handout on Bloom’s Taxonomy: Cognitive Domain.

A: demonstrates excellence in scholarship, imagination and creativity; shows rigor; is sound and free of logical error; thorough with depth; exceeds basic expectations; consistent with graduate level standards of composition; uses primary sources; ample citations from appropriate current sources; more than one absence from class or tardiness may reduce grade

B: demonstrates above average insight and comprehension of the subject matter; sound and free of logical error; thorough with depth; rigorous; uses primary sources; consistent with graduate level standards of composition; ample citations from appropriate current sources; more than one absence from class or tardiness may reduce grade;

C: demonstrates the characteristics of “B” though with less depth or thoroughness or rigor; or has a significant though not “fatal” defect in logic or argument; fails to use course content adequately in the paper; uses some secondary sources; too few or inappropriate reference works cited; falls at the lower edge of the standard for graduate level work; “C-“ falls below acceptable graduate level performance); absences from class or tardiness will reduce grade

D: inadequate in quality and or quantity; fails to reflect comprehension of the course materials; fails to reflect completion of the course assignments/work; fails to reflect graduate level work

F: work is unacceptable in quality or grossly inadequate in quantity; not consistent with graduate level performance.

Incomplete: Please review your University handbook. An incomplete can only be assigned for a dire or emergent situation. An incomplete cannot be granted simply to extend the deadline for the summative assignment, or to allow students to revise their final work.

Emergency procedures: it is highly recommended that you leave the class title, room and building location, and the APU campus main phone number ((626) 969-3434 with family and/or other contacts you wish to be notified in case of an emergency.

Class Attendance:
Over the semester the course becomes a “safe haven” to ask personally perplexing questions, and to dare to explore one’s own faith. Because of this dynamic, it is crucial, for the sense of “fellowship” and closeness of the group that every attempt be made to attend all classes for their entire period throughout the semester.

Appointments, Office Hours, and Telephone Calls:
Appointments may be made either directly with me. If you make an appointment with
me, please so advise the Graduate Secretary so that I will not be double-booked for that time. Office hours are available before or after class where course scheduling permits and at other times by appointment. Please make appointments; drop-in visits may conflict with existing appointments.

**Caveat on Academic Dishonesty:**

Academic dishonesty (not limited to plagiarism) is considered to be utterly inimical to the essence of the course; a policy of strict intolerance will be observed. Please see your Graduate Student Handbook both for the School and for the University.

With regard to proper citation: at the graduate level, it is expected that all students are aware of the standards for the citation of sources used in written work and will adhere to those standards. Failure to cite sources, whether paraphrased or quoted, is plagiarism *de facto* and will result in the failure of the course. If there is any lack of understanding or clarity in this domain the student must seek assistance immediately. For safety, as a general rule, “when in doubt, cite.”

**Academic Integrity:**

“Honesty, Integrity and Professional Ethics. Graduate students are expected to do their own independent work, and to refrain from cheating, copying or plagiarizing the work of others. When drawing from various resources for research purposes students must provide citations, footnotes and bibliographic information. Students may not use an editor for any work turned in under their own name unless approved in advance in writing by the Instructor, and only to the extent approved. Students who engage in academic dishonesty will automatically receive an "F" in the course and may be in jeopardy of expulsion from the university. The following statement appears in the Graduate Catalog

The maintenance of academic integrity and quality education is the responsibility of each student at Azusa Pacific University. Cheating or plagiarism in connection with an academic program is an offense for which a student will be expelled, suspended, or disciplined. Academic dishonesty is a serious offense which diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system.”

**Academic dishonesty includes:**

1. **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Students may not allow others to conduct research or prepare work for them Substantial portions of the same academic work may not be submitted for credit in more than one course.

2. **Fabrication** - Intentional falsification or invention of any information or citation in an academic exercise.

3. **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

4. **Plagiarism** - Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.
Appeals and grievance procedures. These are available in the Graduate Catalog

“Classroom Disruption Policy:”
This policy and its title is based upon the findings of the Gonzales and Lopez study on “student incivility” which identifies six categories of incivility and recommends an explicit policy in course syllabi. These are the six categories: disengaged, disinterested, disrespectful, disruptive, defiant, and disturbed behaviors. (See: Gonzales, V. and Lopez, E. “The Age of Incivility,” AAHE Bulletin, Vol. 53, No. 8, pp. 3-6.) Behaviors that fall into these categories impede the teaching and learning processes for all and cannot be permitted. Learned disagreement with the instructor does not itself constitute incivility. Classroom disruption may result in dismissal from the course.

Available Support Services (Learning Enrichment Center, Library, Media, Computer Center, Technology)
Learning Enrichment Center: “Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.”
Library, Computer Center, Media Center: “Azusa Pacific University maintains excellent library and on-line, full-text databases available to all registered students. It is highly recommended that you visit the Darling and Marshburn Libraries, become familiar with on-line databases, and apply for internet access throughout your graduate program. For more information regarding library, computing and media services contact the Darling Library at 626-815-5087.
**Course Schedule:**
In accord with the needs of the learner, the course schedule, topics, and assignments may be changed at the instructor’s discretion. Weekly seminar schedule:

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<tr>
<th>Wk</th>
<th>Seminar activity including weekly participant reports (2+ hours)</th>
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<tr>
<td>1</td>
<td>Overview of course; choosing a topic for theological research; starting points; the spiritual journey and faith integration</td>
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<td>2</td>
<td>Spiritual Development, Traditions of Prayer, and Faith Integration</td>
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<td>3</td>
<td>Traditions of Prayer and Faith Integration</td>
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<td>4</td>
<td>Traditions of Prayer, Faith Integration, Academic and Personal Growth</td>
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<tr>
<td>5</td>
<td>The Spiritual Journey and Faith Integration: Historical Christian Authors</td>
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<td>The Spiritual Journey and Faith Integration: Historical Christian Authors</td>
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<td>7</td>
<td>The Spiritual Journey and Faith Integration: Historical Christian Authors</td>
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<td>8</td>
<td>The Spiritual Journey and Faith Integration: Evangelical Spirituality</td>
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<tr>
<td>9</td>
<td>The Spiritual Journey and Faith Integration: Evangelical Spirituality</td>
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<tr>
<td>10</td>
<td>Constructive Theology and Non-Theological Disciplines</td>
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<td>11</td>
<td>Constructive Theology and Non-Theological Disciplines</td>
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<tr>
<td>12</td>
<td>Constructive Theology and Non-Theological Disciplines</td>
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<tr>
<td>13</td>
<td>Developing your program of research, scholarship and publication in faith integration</td>
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<tr>
<td>14</td>
<td>Final Research Presentations and Discussion</td>
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