LEE UNIVERSITY
Division of Adult Learning

DIVISION OF ADULT LEARNING

SYLLABUS

CHED-340: Spiritual Formation and Discipleship

Date: 04/18/2016

Table of Contents:

University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course briefly surveys the human life span relative to moral and faith development. A Christian perspective of Piaget, Kohlberg, Fowler and Loder will be considered. Christian discipleship will be examined, seeking implications for Christian education in the life of the individual and the church.

Required Text(s) and/or Supporting Resources:

Required Text:
Downs, Perry, G. *Teaching for Spiritual Growth: An Introduction to Christian Education.* Grand Rapids: Zondervan Publishing House, 1994. ISBN# 9780310593706.
Mulholland, M. Robert. *Invitation to a Journey.* Expanded ed. Downers Grove: Intervarsity Press, 2016. ISBN# 9780830846177.
Willard, Dallas. *Renovation of the Heart: Putting on the Character of Christ.* Colorado Springs: NavPress Publishing Group, 2002. ISBN# 9781576832967.

Additional Supporting Resources (not required to purchase):
Resources included in Learning Management System (LMS).

Prerequisite Skills and Knowledge:

PSYC-200 and THEO-230

Course Goals and Learning Outcomes:

PURPOSE
To survey the human life-span and relate this information to moral and faith development within a Christian understanding of developmental theorists such as Piaget, Kohlberg, Fowler, and Loder.

General Learning Objectives (*Course Goals*):
This course seeks to:
1. Present a biblical priority for discipling persons in the Christian faith.
2. Awaken and strengthen a sense of need to carry out the Great Commission in today's world.
3. Give an overview of human development highlighting key figures in human development theory such as Jean Piaget, Lawrence Kohlberg, James Fowler, and James Loder.
4. Present current theories of moral and faith development.
5. Relate Christian spiritual formation and discipleship to the task of Christian education.

Specific Behavioral Objectives (*Learning Outcomes*):

As a result of the activities and study in this course, the student should be able to:

1. Analyze one's own development in comparison to current human development theory.
2. Identify current theories of moral/faith development.
3. Explain the basic principles of Christian spiritual formation.
4. Develop a plan for discipleship and faith development for the individual, the family, and the church.
5. Demonstrate commitment to the disciplines necessary for faith and spiritual formation by active participation in a discipleship group.
6. Explain relationships between discipleship and spiritual formation.
7. Keep a spiritual journal of one's growth.
8. Share one's experiences in Christian formation with a small group or with the class.

Major Topics:

A. Introductions and exploration of terms and concepts in this course
B. Review of human development throughout the life-span.
C. Theories of faith development currently influencing the ministry of Christian education.
D. Evaluation of moral/faith development theories.
E. Faith and Christian spiritual formation.
F. Discipleship training and commitment to growth.
G. The place of small groups in nurturing disciples in growth.
H. Individual, family, and church plans for spiritual formation.
I. A holiness-Pentecostal perspective of discipleship.

Course Assessments:

A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor. There are 16 threaded discussions throughout this course. Threaded Discussions are required for all students. There are two scheduled discussions in each unit. These discussions are reflections/critiques of course materials and assignments shared with peers for discussion ("Open") and issues raised by the professor and course participants ("On Topic"). Each student is expected to participate in each threaded discussion by providing an initial post and responding to at least TWO peer initial posts.
C. **Unit Assignment (Journal):** Student is to do a Spiritual Growth Journal as a way to engage material from course with the student's own life discipleship. Journal should be kept daily in Word document format and be ½-1 page, double-spaced, with Times New Roman 12 point font. Journal should be submitted in the designated dropbox in each unit. Student will choose one incident/testimony in each unit to share in the "Open" Threaded Discussion.

D. **Unit Assignment (Book Response).** The student will read Willard's book and Mulholland's book from the required reading list. The student will write a 5-page document discussing his or her personal responses to both of these rich and provocative books. Compare their messages and their usefulness to the student on his or her spiritual journey using ideas from discussions and other details listed in the Learning Management System. More detail will be provided in the course.

E. **Course Project.** This Discipleship Paper is the final evaluation and is a summary assignment of materials and interactions from all course materials (including other student comments and interactions). The student is to choose **either** James Loder's theory of *The Transforming Moment* or James Fowler's theory of *Faith Development* and choose only one stage to interact with. The paper should be ten (10) pages long and in the writing style based on the requirements of your chosen major (APA or Turabian). More detailed instructions will be provided in the course. The paper is due at the end of Unit 7.

Evaluation:

A.	Threaded Discussions	260
B.	Unit Assignments	480
C.	Course Project	260

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all

cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:
- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

    a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
    b. paraphrasing all or part of another person's words without documentation.
    c. stating an idea, theory, or formula as your own when it actually originated with another person.
    d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted.   (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.

- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

Allender, Dan. B. *The Wounded Heart: Hope for Adult Victims of Childhood Sexual Abuse*. Colorado
        Springs: Navpress Publishing Group, 1990.

Anderson, Herbert and Mitchell, Kenneth R. *All Our Losses, All Our Griefs.* Louisville: Westminster
        John Knox Press, 1983.

Augsburger, David. *Caring Enough to Confront*. Ventura: Regal Books, 1980.

Augsburger, David W. *Pastoral Care Across Cultures*. London: The Westminister Press, 1986.

Balswick, Jack and Judy. *The Family*. Ada: Baker Academic, 1999.

Black, Claudia. *Children of Alcoholics: "It Will Never Happen to Me!"*. New York: Ballantine Books,
        1987.

Boa, Ken. *Conformed to His Image*. Grand Rapids: Zondervan, 2001.

Bowlby, John. *Attachment.* New York: Basic Books, 1983.

Brock, Raymond T. and Gilbert, Marvin G. *The Holy Spirit and Counseling.* Peabody: Hendrickson
        Publishers, 1985.

Callanan, Patrick, Corey, Gerald, and Corey, Marianne Schneider. *Issues and Ethics in the Helping
        Professions*. Belmont: Brooks/Cole, 2003.

Crabb, Lawrence J. and Allender, Dan B. *Encouragement: The Key to Caring*. Grand Rapids: Zondervan,
        1984.

Dayringer, Richard. *The Heart of Pastoral Counseling: Healing Through Relationship.* Philadelphia:
        Haworth Press, 1998.

Dittes, James. *Pastoral Counseling: The Basics*. London: The Westminster Knox Press, 1999.

Erikson, Erik. *Life Cycle Completed*. New York: W. W. Norton & Company, 1998.

Fowler, James W. *Stages of Faith*. New York: Harper Collins, 1995.

Hammett, Rosine, Juliano, Carroll, and Sofield, Loughlan. *Designed for Wholeness: Dealing with Anger,
        Learning to Forgive, and Building Self-Esteem.* Notre Dame: Ava Maria Press, 2005.

Hart, Archibald. *Adrenaline and Stress*. Nashville: W. Publishing Group, 1995.

Johnson, Susanne. *Christian Spiritual Formation in the Classroom*. Nashville: Abingdon Press, 1989.

Kohlberg, Lawrence. *The Psychology of Moral Development: The Nature and Validity of Moral Stages.*
        New York: HarperCollins, 1984.

Kottler, Jeffrey A. *Theories in Counseling and Therapy.* Allyn and Bacon, 2002.

Kornfeld, Margaret Zipse. *Cultivating Wholeness: A Guide to Care and Counseling in Faith
        Communities*. New York: Continuum International Publishing Group, 2000. Kreisman, Jerold J.
        "I Hate You-Please Don't Leave Me". New York: Avon Books, 1989.

Kuenning, Delores. *Helping People Through Grief*. Laredo: Bethany House Publishing, 1987.

Lester, Andrew D. *The Angry Christian. A Theology of Care and Counseling.* London: The Westminster
        Press, 2007.

Maloney, H.Newton, and Augsburger, David W. *Christian Counseling: An Introduction*. Nashville:
        Abingdon Press, 2007.

McMahan, Oliver. *Scriptural Counseling*. Cleveland: Pathway Press, 2006.

Meier, Paud D., Minirth, Frank B., and Wichern, Frank. *Introduction to Psychology and Counseling:
        Christian Perspectives and Applications*. Ada: Baker Academic, 1991.

Nouwen, Henri J.M., *The Wounded Healer*. London: Darton, Longman, and Todd, Ltd, 1994.

Pattison, Stephen and Woodward, James, eds. *Pastoral and Practical Theology*. Hoboken: Blackwell
        Publishing, 2000.

Richardson, Ronald W. *Family Ties that Bind.* Bellingham: Self-Counsel Press, 2002.

Rizzuto, Ana-Marie. *The Birth of the Living God.* Chicago: University of Chicago Press, 1981.

Rodgerson, Thomas E. and Wicks, Robert J. *Companions in Hope: The Art of Christian Caring.* Costa
       Mesa: Paulist Press, 1998.
Sanders, Randolph K. *Christian Counseling Ethics.* Downers Grove: InterVarsity Press. 1997.

Sandford, John and Paula. *The Transformation of the Inner Man*. Commerce City: Bridge Publishing.
       1982.
Weeks, Dudley. *The Eight Essential Steps to Conflict Resolution: Preserving Relationships at Work, at
       Home, and in the Community*. New York: Tarcher, 1994.
Westerhoff, John H. *Will Our Children Have Faith?* New York: Morehouse Publishing, 2000.