

## Human Growth and Faith Development

### Course Description:

Courses designed to fulfill the Human Growth and Faith Development content area need to acknowledge that educational ministry encompasses people of every age. Across the lifespan our learners' thinking, moral reasoning, and faith expressions change as they age. This course explores historical and contemporary developmental theories from a faith perspective. Participants are asked to critique and apply the theories to their educational ministry with all ages.

### Suggested Course Objectives:

Courses offered in Human Growth and Faith Development should enable participants to:

1. Identify historical and contemporary theories from psychology, brain research, and faith/spiritual development realms.
2. Critique these theories from a Reformed perspective
3. Articulate and apply these theories in relation to faith and spirituality across the lifespan
4. Describe the use of these theories in their work through a concluding project

### Cumulative Bibliography of Required Developmental Texts:

Armstrong, Thomas. *Multiple Intelligences in the Classroom*, 2<sup>nd</sup> Edition. Alexandria: ASCD, 2000.

Capps, Donald. *The Decades of Life: A Guide to Human Development*. Louisville: Westminster/John Knox, 2008.

\*Crain, William. *Theories of Development*, 5<sup>th</sup> Edition. Englewood, NJ: Prentice Hall, 2005.

Fowler, James. *Stages of Faith*. San Francisco: Harper & Row, 1981.

\*\*Gardner, Howard. *Intelligence Reframed: Multiple Intelligences for the 21<sup>st</sup> Century*. New York: Basic Books, 1999.

Gilligan, Carol. *In a Different Voice*. Cambridge: Harvard Press, 1982.

Jensen, Eric. *Teaching with the Brain in Mind*. Alexandria: ASCD, 1998.

\*Kelcourse, Felicity, ed. *Human Development and Faith. 2nd edition*. St. Louis: Chalice, 2015.

### Certification Exam Readiness:

By the end of the certification process, in order to successfully complete the

examination, the educator will be able to identify the faith and developmental needs of the participants of their educational event and discuss the ways a specific educational event is informed by the perspectives of a particular developmental theorist. (The description of the selected theorist will include current reference to the theorist's work.)

\*These texts are the most common basic texts for certification courses in this area. In addition instructors should look for the most current brain research and spiritual development resources available.

\*\*Howard Gardner's work may be most fully addressed in the Religious Education Theory and Practice course, but may also be referred to in this course.

*Approved by the PC(USA) Educator Certification Committee, April 28, 2016*

*The Educator Certification Committee of the PCUSA provides approval for each course and course instructor on an individual basis. This document is meant to provide only an overview of this particular topic and does not provide a blanket approval for all courses.*