TYNDALE UNIVERSITY

"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Semester, Year	WINTER, 2026
Course Title	**CURRICULUM DESIGN FOR LEARNING AND DISCIPLESHIP**
Course Code	**CHED 0652 1S**
Date **Time** **Delivery Format**	From January 14, 2026 to April 8, 2026 **WEDNESDAYS** From 6:45 PM to 9:35 PM SYNCHRONOUS ONLINE
Class information	This course is synchronous online involving SIX 3-hours livestream classes on select Wednesdays (Jan. 14, 28; Feb. 11; Mar. 7, 18; Apr. 8) from 6:45 to 9:35 PM for lecture summaries, Q&A, breakout group discussions, and presentations. Students should have previewed the pre-recorded lectures and completed all readings before livestream classes. Students will work on their own for the other six weeks of the course.
Instructor **Contact Information**	**YAU MAN SIEW**, PhD Email: ysiew@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 67f50
Office Hours	Wednesdays, 9:35 to 10 PM; By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Churches often emphasize evangelism and church planting strategies without giving sufficient attention to discipleship and faith formation. Yet, strong churches are the result of discipleship education through purposeful educational strategies and curriculum design. Topics considered are curriculum design theory, learning needs, frame objectives, relevant subject matter, structure appropriate learning events, assessment, and program effectiveness. Also included

Revised: December 20, 2025

are curriculum evaluation, implementing curricular change, the role of the teacher, relating curriculum theory to traditional forms of church life and equipping educational leaders to deal with complex curricular issues in discipleship and faith formation in the church.

II. LEARNING OUTCOMES
At the end of the course, students will be able to:

1. Outline the central concepts of curriculum theory and their implications in the design and/or assessment of discipleship ministries in a church context.
2. Acquire a richer self-understanding of one's development as a "teacher-discipler" using a "chronicle of learning and discipleship."
3. Reflect upon classical forms of church life (proclamation, teaching, prayer/worship, fellowship, service) and make appropriate curricular judgments for discipleship and faith formation.
4. Assess an educational/discipleship program with greater precision and understanding.

III. COURSE REQUIREMENTS

A. REQUIRED READING
Harris, Maria. (1989). *Fashion Me a People: Curriculum in the Church.* Louisville, KY: Westminster John Knox Press.

Tyler, Ralph W. (2013). *Basic Principles of Curriculum and Instruction.* Revised edition. Chicago: The University of Chicago Press.

Stott, John. (2014; Kindle version 2012). *The Radical Disciple: Some Neglected Aspects of Our Calling.* Downers Grove, IL: InterVarsity.

Tyler (first published, 1949) and Harris (1989) are "classics" in curriculum theory in university and the church. Other "required readings" will be taken from chapters in books or articles listed in Supplementary/ Recommended Reading and Tools, making a total of about 200 pages.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS
Botross, Peter. (2022). "How Do Churches Equip Their Disciple-Makers? A Case Study of Four Baptist Churches in Victoria, Australia." *Christian Education Journal: Research on Educational Ministry*, 19 (2): 297-312.

Allen, Carrie. (2016). "Alverno College: Lessons from an assessment pioneer." *National Institute for Learning Outcomes Assessment*.

Connelly, F. Michael (Editor); He, Ming Fang; and Phillion, JoAnn (Associate Editors). (2008) Eds. *The SAGE handbook of curriculum and instruction*. Los Angeles: Sage Publications.

Das, Rupen. (2016). "Relevance and faithfulness: Challenges in contextualizing theological education." *InSights Journal for Global Theological Education*, 1(2): 17-29.

Deninger, Fritz. (2017). "Foundations for curriculum design for theological education," in Fritz Deninger and Eguizabal, Orbelina (Eds.) *Leadership in Theological Education. Vol. 2: Foundations for Curriculum Design*. ICETE Series. Cumbria, UK: Langham Global Library (2017), pp. 11-36.

Estep, James, White, Roger, and Estep, Karen. (2012). *Mapping out curriculum in your church: Cartography for Christian pilgrims.* Nashville, TN: B&H Publishing Group. Ch. 1

Fogleman, Alex. (2025). *Making Disciples: Catechesis in History, Theology, and Practice.* Grand Rapids, MI.: Wm. B. Eerdmans Publishing Co.

Joseph, Errol (2017). "Contextualized curriculum design," in Fritz Deninger and Eguizabal, Orbelina (Eds.), *Leadership in theological education. Vol. 2: Foundations for curriculum design*. ICETE Series. Cumbria, UK: Langham Global Library, pp. 79-100.

Lee, Hyun Ae. (2023). "The effects of intergenerational ministry on the transmission of Christian faith in Korean immigrant churches in the US," *Christian Education Journal: Research on Educational Ministry*, 20(2), 215-244.

Ornstein, Allan C. and Hunkins, Francis P. (2017). *Curriculum: Foundations, principles, and issues*. 7th Edition. Pearson. Ch. 1

Okunoye, Job Oluremi. (2019). "Effective Christian religious education in Nigerian secondary schools as a mechanism for sustaining democracy in Nigeria." *Christian Education Journal: Research on Educational Ministry*, 16 (2): 241-258. https://doi.org/10.1177/0739891319833695

Siew, Yau Man. (2013). "Pastor as shepherd-teacher: Insiders' stories of pastoral and educational imagination." *Christian Education Journal*, 10 (1): 48-70.

Siew, Yau Man. (2021). "A case study in adult discipleship: Stories of apprenticeship to Jesus at an urban Anglican (Episcopal) church." *Christian Education Journal: Research on Educational Ministry*, 18 (2): 189-211.

Wiggins, Grant and McTighe, Jay. (2005). *Understanding by design*. Expanded 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development.

Wilkerson, Lindsey. (2021). "Constructivist curriculum for Christian transformation." *Christian Education Journal: Research on Educational Ministry* (January): 1-15.

Willard, Dallas. (2009). *The divine conspiracy: Rediscovering our hidden life in God.* Kindle edition. San Francisco, CA: HarperOne. "A curriculum for Christlikeness" (chapter 9).

Eisner, Elliott W. (2002). *The educational imagination*. 3rd edition. Upper Saddle River, NJ: Merrill Prentice Hall. Ch. 4

Tyndale recommends STEPBible – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

1. Breakout Group Discussions (16 % of grade)
This assignment is related to outcomes #1, #2 and #3.

You would complete assigned readings and come prepared for discussion (peer graded). The discussions have five purposes:
   A. To challenge students to develop their critical, thinking skills.
   B. To enable students to improve their skills in understanding, expressing and engaging with the key ideas in the readings.
   C. To empower students to foster ability in leading fellow students in discussion.
   D. To have students take responsibility for their fellow students' education by mutually supporting one another.
   E. To encourage students to listen respectfully, and to engage with views not their own.

Responsibilities of the student as discussion group member:
Each student in the group should come prepared to discuss the suggested questions.

Some possible questions to ponder are:
What struck you about the reading? What new and helpful insights did you find in the reading? Do you agree with the authors' views and arguments? Why or why not? Having reflected on the readings, what have you learned about the specific topic in the discussion? The student can come up with his or her own questions, as well as other thoughtful reflections on the material. Before each discussion, each student needs to report to the group whether they have read all or only some of the assigned readings for that day. Their answer needs to be taken into consideration when assigning a grade.

After the group discussion, EACH student will assign a participation grade for EVERY member of the group (excluding self) and submit the grade by email to the professor (grade criteria below). All students will take turns to lead and also be time-keeper each week.

Grade on the following criteria:
- If the student's comments during the discussion reflected an informed reading of the assigned material, allocate a higher grade.
- If the student has contributed their fair share (not too much, not too little), allocate a higher grade.
- Consider a grade of 4.5-4.7 if the individual has excelled with respect to the above two criteria.
- Consider giving a grade of 3.7-4.0 if the individual has contributed capably with respect to the above two criteria.
- If the student has dominated discussion in inappropriate ways, reduce their grade.
- If the student has not contributed or contributed only minimally, reduce their grade.
- If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade.
- Has the discussion led to a better understanding of the topic and readings and to a critical interaction with it? If not, reduce the grade.
- If the student has not completed all the readings, reduce their grade.

The average grade should be between 3.0-4.3. If the student has excelled, give a 4.7. If their contribution is outstanding, give a 5. If the student's contribution is less than adequate, give a grade of 2.5 or below. All grades are confidential (you may give fraction grades: e.g., 3.7).[1]

2. **Teacher & Discipleship Chronicle (15 % of grade)**
This assignment is related to learning outcome #2.

Michael Connelly and Jean Clandinin, noted Canadian scholars in curriculum theory, emphasized that "the teacher is the curriculum planner." They encourage teachers to reflect on their unique "teacher stories" (chronicles) to gain insight into the "teacher values" that shaped how they learn and teach.[2] Similarly, James Smith stress that "if we are going to be formative teachers, we need to reflect critically on our own formation as teachers."[3] This assignment helps you to be conscious of your core "teaching" and "discipleship" values embedded.

Draw a timeline of your development as a "learner" and "disciple." Recall formative events and people who impacted you in these two areas.

---

[1] Adapted from Rebecca Idestrom, with permission.
[2] F. Michael Connelly and D. Jean Clandinin, *Teachers as Curriculum Planners* (OISE and Teachers College, Columbia University, 1998), 10.
[3] James K.A. Smith, *You Are What You Love* (Grand Rapids, MI: Brazos Press, 2016), p. 159.

Some questions for reflection:
1. How did these teachers teach their subject/s? How did they structure the learning space, facilitate learning processes, and bring their "character" into the classroom. What major educational values impacted you? How have these shaped you as a teacher?

2. What significant people and/or events impacted your growth as disciple? What were the lessons? How have these shaped your discipleship values and the way you disciple others?

Develop a 15-min MS PowerPoint presentation (include photos, graphics) of your "teacher and discipleship chronicle" for the class (a roster will be developed). Beyond 15 minutes, a penalty of 1-point deduction for every minute overtime will be imposed. Your final two slides should be a "summary of values in teaching" and "summary of values in discipleship." This MS PowerPoint will be for graded (no written assignment needed).

Due: As in the presentation roster.
You will email your presentation to the instructor by 10 PM one day before the presentation.

Evaluation criteria: An outline of people, critical events, and experiences that shaped you as "learner" and "disciple." Clear values of how you now teach and disciple others should be discerned. Last two slides are as follows: (1) "summary of teaching values," (2) "summary of discipleship values." While this chronicle may include aspects of your conversion, it is not a "testimony."

3. Forums (4 X 6 % = 24 % of grade)
This assignment is related to learning outcome #3.

On selected weeks, you will write a response to two chapters in Harris. Questions will be posted on the course page on classes.tyndale.ca and your responses will be due on those four Wednesdays (11:55 PM). Your responses should include the following: (a) main ideas from the author (supported with direct or indirect quotations); (b) critical engagement (affirmation, and question or ideas sparked by author), and (c) one thoughtful application to your context. The word count for your response to each CHAPTER will be about 250 words (total 500 words per forum; 10% grace, after which there would be a penalty).

Penalty for late work:
"Late posts" will result in one mark deduction for every hour late. The total number of "late hours" will be recorded at the end of the course and your grade for this assignment would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there are specific reasons for late posts (as stated in "Late Papers and Extension Policy," Seminary Academic Calendar), the student is to email the instructor directly.

<u>Due:</u> Wednesdays, Feb. 4, 25; Mar. 11, Apr. 1 (11:55 PM)
<u>Evaluation Criteria</u>: Forum Discussion Grading Rubric (posted on the course page on classes.tyndale.ca)

4. **Major Project (45 % of grade)**

Option A: Mentoring for Learning (MFL)[4]
This assignment is related to learning outcomes #1 and #3.

- MFL provides an opportunity to summarize and discuss principles and practices of curriculum and discipleship and learn from another person's perspectives.
- For this assignment you will need to find a mentee[5] (e.g. small group leader, ministry leader) open to meet with you three times for an MFL relationship.[6] In this relationship, you will share with this person major concepts you learned in the course and seek to learn from his/her perspectives. To do this you will prepare a detailed MS PowerPoint (ppt) presentation and meet with your mentee as follows:
    o MFL #1: Discuss sessions in Weeks # 1, 2, 3
    o MFL #2: Discuss sessions in Weeks # 4, 5, 7
    o MFL #3: Discuss sessions in Weeks # 8, 9, 10
- In the MFL meetings you will
    o Share and discuss major concepts you learned in the lectures and course readings (3 major concepts in curriculum theory; 1 in discipleship)
    o Learn from the mentee's perspectives and questions
    o Seek applications to the mentee's life and ministry
- Throughout the MFL experience, you will seek to understand your mentee and communicate care.
- Instructions for MFL Presentation and Reflections
    1. Before each MFL meeting you will reflect on major concepts you learned about curriculum and discipleship in the lectures and readings for those weeks.
    2. Consider how to present your lessons/concepts in a way your mentee will best understand. Prepare a detailed summary of the salient points in a ppt. presentation.
    3. Share the ppt. presentation with your mentee. Reflect and discuss together how these concepts/ideas can better inform the curriculum and discipleship processes in

---

[4] Idea adapted from Annette Ford, PhD, former pastor of Children's ministry, now speaker and author of *The Gift of Tears* (Westbow Press, 2023). See https://annetteford.com. Used with permission.
[5] Sometimes a mentee may be more experienced in ministry (e.g. pastor), but you are the "mentor" in that you are teaching material from this course. Learning is mutual in all these relationships.
[6] If social distancing measures persist, these three meetings should be done using video conferencing tools (e.g. MS Teams)

your mentee's ministry. Besides lectures, it is expected that you will include insights from Harris and Stott in your presentation.

4. After each meeting, write a 500-word reflection in answer to these questions:
   a. What aspects on curriculum and discipleship were important to your mentee's context? Why? What issues or questions were raised?
   b. What did you learn in the MFL session, related to applications of curriculum theory?
   c. Submit your ppt. presentation and your reflection to the instructor on the due dates.

Due:
Ppt and Reflection from MFL #1, Feb. 11
Ppt and Reflection from MFL #2, Mar. 4
Ppt and Reflection from MFL #3, Mar. 25

Evaluation criteria: Reflection answers questions in #4a and #4b above. Your ppt. presentation should contain 3 major concepts in curriculum theory and 1 in discipleship.

Option B: Assessment of an Educational and/or Discipleship Program
This assignment is related to learning outcomes #1 and #4.

This project involves an assessment of an educational/discipleship program either for children, youth/young adults, men/women, family-life ministry or small group at your church. You need to talk to the leader of the ministry about various aspects of the program and do an "assessment."[7] A "statement of consent to participate in research interview" to be signed by the ministry leader is posted on the course page on classes.tyndale.ca. Assure the ministry leader that the aim is to celebrate what is done well, and mutually explore of what could be enhanced. It is not to determine weaknesses or shortcomings.

This "assessment" should include the following elements (theory covered in the course):
a) General description of the historical, social-cultural, theological contexts of learners
b) Needs assessment of learners (how was this done? What needs were outlined?)
c) Purpose statement and learning outcomes
d) Subject matter (list of topics)
e) Key learning strategies for achieving outcomes[8] (structure of learning space, quality of teacher-learners-subject matter engagement, what learning activities; see Siew, "Covenant, community and culture of learning" lecture)
f) Evaluation (how was this done?)

---

[7] If social distancing measures persist, a phone or video conferencing interview (45 mins.) will suffice.
[8] If you have health concerns, no observation is needed. If no observation, request one lesson as example.

Describe various aspects of the program (as above). Some questions: How clear were each of the curricular elements? How were they determined? Was there congruence between learners' needs, subject matter, learning activities, outcomes, and evaluation? How was the evaluation done? Overall, what do you see are "strengths" of this program? What could be enhanced?

Due: Apr. 13
Length: 7-8 pages, single-spaced.
Evaluation criteria: All the elements (above) are addressed. Project demonstrates a clear grasp of the theory, supported by references to readings and lectures. An "A" piece of work should have 15-20 references.

Note: I use the "review and track changes" feature in MS Word to grade all papers and find it easier when assignments are in single-spaced documents. Your Tyndale account includes access to MS Office 365. Please refer to the free web-based versions of Office 365 found at Tyndale One. Please submit all your work in MS Word (preferred, but PDF is acceptable).

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Breakout Group Discussions (total 4)	Various	16 %
Teaching & Disciple Chronicle (presentation)	Various	15 %
Forums (total 4) Responses to selected chapters in Harris (4 X 6 %)	Feb 4, 25; Mar. 11; Apr. 1	24 %
Major Project	Various	45 %
Total Grade		**100 %**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topics	Readings	Assignment Due
Jan. 14 (Week 1)* Livestream 1	Introductions, syllabus review Covenant, community & culture of learning Chronicle (Siew)	Estep et al. (2012), 1, discuss Stott (2012/14), 1-2, discuss	
Jan. 21 (Week 2)	Concept of curriculum	Harris (1989), 3 Ornstein & Hunkins (2017), 1	
Jan. 28 (Week 3)* Livestream 2	Elements in curriculum cycle	Tyler (2013), 1-3	

	Contextual reflection Chronicles (assigned students)	Okunoye (2019), discuss	
Feb. 4 (Week 4)	Contextual reflection Needs assessment I	Errol Joseph (2017), pp. 79-100 Harris (1989), 1-2	Forum #1 (Harris, 1-2)
Feb. 11 (Week 5)* Livestream 3	Needs assessment II Purpose & learning outcomes Chronicles (assigned students)	Linda Pyun (2017), discuss Lunenburg (2011) Stott (2012/14), 3-4, discuss	Major project, Option A, MFL #1
Feb. 16-20	*Family Day & Reading Days – NO CLASS*		
Feb. 25 (Week 6)	Observe a teaching event at your church	Harris (1989), 4-5	Forum #2 (Harris, 4-5)
Mar. 4 (Week 7)* Livestream 4	Educational philosophies – an introduction Chronicles (assigned students)	Gutek (2004), 273-77 Ornstein (2011), "Overview of philosophies" Botross (2022), discuss Stott (2012/14), 5-6, discuss	Major project, Option A, MFL #2
Mar. 11 (Week 8)	A curriculum model for discipleship & faith formation Organization & structure	Willard (2009), 9 Harris (1989), 6-7	Forum #3 (Harris, 6-7)
Mar. 18 (Week 9)* Livestream 5	Paul's "curriculum model" (Acts 20) Chronicles (assigned students)	Stott (2012/14), 7-8, discuss Willard (2009), 9, discuss	
Mar. 25 (Week 10)	Assessment & evaluation	Rupen Das (2016) Tyler (2013), 4-5	Major project, Option A, MFL #3
Apr. 1 (Week 11)	Open topic	Harris (1989), 8-9	Forum #4 (Harris, 8-9)
Apr. 8 (Week 12)* Livestream 6	Chronicles (assigned students) Wrap up		Major project, Option B (due on April 13)

* Classes livestream

V. SELECTED BIBLIOGRAPHY

I included some older texts because of their significance to the field. Arranged by year of publication (in Chicago Style).

Curriculum (Books)

2017. Deininger, Fritz and Eguizabal, Orbelina (Editors). *Leadership in Theological Education. Vol. 2: Foundations for Curriculum Design*. ICETE Series. Cumbria, UK: Langham Global Library.

2017. Ornstein, Allan C. & Hunkins, Francis P. *Curriculum: Foundations, Principles, and Issues*. 7th Edition. Pearson.

2015. Das, Rupen. *Connecting Curriculum with Context: A Handbook for Context Relevant Curriculum Development in Theological Education*. Carlisle, Cumbria, UN: Langham Partnership.

2014. Shaw, Perry. *Transforming Theological Education: A Practical Handbook for Integrative Learning.* Langham Partnership International.

2013. Caffarella, Rosemary S. & Daffron, Sandra Radcliff. *Planning Programs for Adult Learners: A Practical Guide.* 3rd Edition. San Francisco: Jossey-Bass.

2013. Tyler, Ralph W. *Basic Principles of Curriculum and Instruction*. Revised. Chicago: The University of Chicago Press.

2012. Estep, James, White, Roger & Estep, Karen. *Mapping Out Curriculum in your Church: Cartography for Christian Pilgrims*. Nashville, TN: B&H Publishing Group.

2008. Connelly, F. Michael (Editor); He, Ming Fang; and Phillion, JoAnn (Associate Editors). *The Sage Handbook of Curriculum and Instruction*. Los Angeles: Sage Publications.

2005. Phillion, JoAnn; He, Ming Fang; Connelly, F. Michael, eds. *Narrative & experience in multicultural education*. Thousand Oaks: Sage Publications.

2005. Wiggins, Grant and McTighe, Jay. *Understanding by Design*, Expanded 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development.

2002. Eisner, Elliott W. *The Educational Imagination*, 3rd edition. Merrill Prentice Hall.

1999. Connelly, F. Michael and Jean D. Clandinin. *Shaping a Professional Identity: Stories of Educational Practice*. Teachers College Press.

1996. John P. Miller. *The Holistic Curriculum.* Revised and Expanded. Toronto, ON: OISE Press.

1989. Harris, Maria. *Fashion Me a People: Curriculum in the Church*. Louisville, KY: Westminster John Knox Press.

1988. Connelly, F. Michael and Clandinin, D. Jean. *Teachers as Curriculum Planners: Narratives of Experience*. OISE and Teachers College Columbia University.

Curriculum (Articles/chapters)

2023. Lee, Hyun Ae. "The Effects of Intergenerational Ministry on the Transmission of Christian Faith in Korean Immigrant Churches in the US," *Christian Education Journal: Research on Educational Ministry*, 20(2), 215-244.

2023. Wilkerson, Lindsey. "Curriculum Reform for Christian Education (Part 2): Designing and Implementing an Inquiry Design Model (IDMCE)," *Christian Education Journal: Research on Educational Ministry*, 1-21.

2021. Wilkerson, Lindsey. "Constructivist Curriculum for Christian Transformation." *Christian Education Journal: Research on Educational Ministry* (January), 1-15.

2021. Holmes, Sarah E. "The Changing Nature of Ministry amongst Children and Families in the UK During the Covid-19 Pandemic," *Christian Education Journal: Research on Educational Ministry* (online version), 1-18.

2020. Nelson, Seth. "Redemptive Transformational Learning for Ministry and Theological Education, Part 1." *Christian Education Journal: Research on Educational Ministry* (online), pp. 1-19.

2020. _____. "Redemptive Transformational Learning for Ministry and Theological Education, Part 2." *Christian Education Journal: Research on Educational Ministry* (online), pp. 1-23.

2019. Okunoye, Job Oluremi. "Effective Christian Religious Education in Nigerian Secondary Schools as a Mechanism for Sustaining Democracy in Nigeria." *Christian Education Journal: Research on Educational Ministry*, 16 (2), 241-258.

2018. Boyko-Head. "Reciprocal Learning and Learners: (Re)framing the Post-Secondary Learning Experience to meet a Complex Future." *Transformative Dialogues: Teaching & Learning Journal,* 11(2), 1–10.

2017. Egbedokun, A. O., Oteyola, T. A., Akinlabi, A. O., Adejumo, M. & Ayodele, P. "The essentials of instructional design process in a digital age." *Journal of Education and Training,* 4(2), 27-39.

2017. Marunda-Piki, C. "Rethinking Learning Space and Pedagogy in Africa." *International Educator*, 32(2), 23.

2017. Seel, N. M., Lehmann, T., Blumschein, P. & Podolskiy, O. A. "What is instructional design?" In *Instructional Design for Learning. Rotterdam, The Netherlands*. Sense Publishers, pp. 1-17.

2016. Cooley, Amanda. "Toward a Biblical Foundation for Curriculum." *D6 Family Ministry Journal*, v1 (March), 19-32.

2016. Das, Rupen. "Relevance and Faithfulness: Challenges in Contextualizing Theological Education." *InSights Journal for Global Theological Education*, 1(2), 17-29.

2015. Ugur, H., Constantinescu, P. M., & Stevens, M. J. "Self-Awareness and Personal Growth: Theory and Application of Bloom's Taxonomy." *Eurasian Journal of Educational Research* (EJER), (60), 89–110.

2015. Musingafi, Maxwell C. Chando. "Planning to Teach: Interrogating the Link among the Curricula, the Syllabi, Schemes and Lesson Plans in the Teaching Process." *Journal of Education & Practice*, 6(9), 54-60.

2010. Parks, D. "Lest We Forget Our Past: A Leader in Curriculum Development-Ralph Winfred Tyler." *The Educational Forum*, 75 (1), 80-86.

2009. Duncan, R. G. & Hmelo-Silver, C. E. "Learning Progressions: Aligning Curriculum, Instruction, and Assessment." *Journal of Research in Science Teaching*, 46 (6), 606-609.

2009. Meyers, N. M. & Nulty, D. D. "How to Use (Five) Curriculum Design Principles to Align Authentic Learning Environments, Assessment, Students' Approaches to Thinking and Learning Outcomes." *Assessment & Evaluation in Higher Education*, 34 (5), 565-577.

2009. Schubert, W. "What is Worthwhile: From Knowing and Needing to Being and Sharing." *Journal of Curriculum and Pedagogy*, 6 (1), 22-40.

2009. Dillion, J. "The Questions of Curriculum." *Journal of Curriculum Studies*, 41 (3), 343-359.

2006. Cary, L. J. "From Currere to Curriculum Spaces: Bringing together Curriculum Theory and Educational Research." *Journal of Curriculum & Pedagogy*, 3(2), 148–167.

2005. Cleveland-Innes, M. & Emes, C. "Principles of Learner-Centered Curriculum: Responding to the Call for Change in Higher Education." *The Canadian Journal of Higher Education*, 35 (4), 85-100.

2004. Ahwee et al. "The Hidden and Null Curriculums: An Experiment in Collective Educational Biography." *Educational Studies* (American Educational Studies Association), 35 (1), 25-43.

2003. Egan, K. "What is Curriculum?" *Journal of the Canadian Association of Curriculum Studies*, 1 (1), 9-16.

2003. Kincheloe, J. "Critical Ontology: Visions of Selfhood and Curriculum." *Journal of Curriculum Theorizing*. Spring, 47-64.

2000. Applefield, J., Huber, R. & Moallem, M. "Constructivism in Theory and Practice: Toward a Better Understanding (Theory of Learning)". *High School Journal*, 84 (2), 35-54.

Discipleship (Books and Articles)
2025. Fogleman, Alex. *Making Disciples: Catechesis in History, Theology, and Practice.* Grand Rapids, MI.: Wm. B. Eerdmans Publishing Co.

2024. Botross, Peter. "Equipping Disciplers (Part 2): Equippers' Role in Victorian Baptist Churches," *Christian Education Journal: Research on Educational Ministry*, 31 (3): 310-327.

2022. Botross, Peter. "How Do Churches Equip Their Disciple-Makers? A Case Study of Four Baptist Churches in Victoria, Australia." *Christian Education Journal: Research on Educational Ministry*, 19 (2): 297-312.

2021. Dunlow, Jacob. "Digital Discipleship: A Study of How Churches in New York Used Technology for Adult Discipleship During the Covid-19 Pandemic," *Christian Education Journal: Research on Educational Ministry* (online version): 1-15.

2021. Siew, Yau Man. "A case study in adult discipleship: Stories of apprenticeship to Jesus at an urban Anglican (Episcopal) church." *Christian Education Journal: Research on Educational Ministry*, 18 (2): 189-211.

2019. Fernando, Ajith. *Discipling in a Multicultural World*. Wheaton, IL: Crossway Book.

2016. Smith, James K.A. *You Are What You Love*. Grand Rapids, MI: Brazos Press.

2015. Alison Morgan, *Following Jesus: The Plural of Disciple is Church*. Somerset, UK: ReSource.

2013. Chalk, Jack. *Making Disciples in Africa*. Langham Global Library.

2013. Cray, Graham. *Making Disciples in Fresh Expressions of Church*. Fresh Expression.

2013. Stott, John. *The Radical Disciple: Some Neglected Aspects of Our Calling*. Downers Grove, IL: InterVarsity.

2011. Rainer, Thom S. & Geiger, Eric. *Simple Church: Returning to God's Process of Making Disciples*. Nashville, TN: B&H Publishing.

2011. Scandrette, Mark. *Practicing the Way of Jesus*. Downers Grove: InterVarsity Press.

2010. Cray, Graham. *Who's Shaping You? – 21st Century Disciples*. Herts, UK: Cell UK Ministries.

2010. Willard, Dallas. "Discipleship." In *Oxford Handbook of Evangelical Theology*, edited by Gerald McDermott. Oxford: Oxford University Press.

2009. Willard, Dallas. *[The Divine Conspiracy: Rediscovering Our Hidden Life in God](#)*. Kindle edition. San Francisco, CA: HarperOne.

2009. Frost, Michael & Hirsch, Alan. *ReJesus: A Wild Messiah for a Missional Church*. Peabody, MA: Hendrickson.

2008. Matthaei, Sondra Higgins. *Formation in Faith: The Congregational Ministry of Making Disciples.* Nashville, TN: Abingdon Press.

2007. Wilson, Jonathan R. *Why Church Matters: Worship, Ministry and Mission in Practice*. Grand Rapids, MI: Brazos Press.

2007. Sanneh, Lamin. *Disciples of All Nations*. Oxford: Oxford University Press.

2006. Augsburger, David. *Dissident Discipleship: A Spirituality of Self-Surrender, Love of God and Love of Neighbor*. Grand Rapids, MI: Brazos Press.

2006. Willard, Dallas. *The Great Omission: Reclaiming Jesus' Essential Teachings on Discipleship*. Mansfield, TX: Monarch.

2004. Foss, Michael W. *Power Surge: Six Marks of Discipleship for a Changing Church*. Minneapolis, MN: Fortress Press.

2001. Bonhoeffer, Dietrich. *The Cost of Discipleship*, New edition. London: SCM Press.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

exceptions with permission from professor

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric
Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the

instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in Academic Calendar and consult guidance from their course instructors.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software
Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

Research Ethics
All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests

for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.