

Syllabus for
LCCC 301 Introduction to Christian Caregiving
3.0 Credit hours
Online Learning

I. COURSE DESCRIPTION

This course is designed to study the "caring" aspect of the Christian life from theoretical, theological, and practical perspectives. The integration of theoretical and theological perspectives along with practical experiences will be implemented and evaluated.

II. COURSE GOALS

- I. The purpose of this course is to enable students to understand the nature and dynamics of caring. What makes a Christian caregiver different from others? You will learn basic, time-tested Christian caregiving skills to equip you to minister the Gospel holistically to people in need. The goals of the course reflect ORU's standard to address the whole person. True learning takes place by applying what is learned in the classroom. Therefore, the centerpiece of this course is a required caregiving practicum. It gives you the opportunity to apply newly gained knowledge in real life settings.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successfully completing this course the student will be able to do the following:

1. Understand and articulate the nature and dynamics of Christian caregiving.
2. Understand and articulate one's Spirit-filled caregiving as ministry between miracles.
3. Understand and articulate the skills required of a good caregiver.
4. Document the gaining of some caregiving experience.
5. Demonstrate the ability to reflect upon one's learning and experience in caregiving.
6. Demonstrate through a case study and verbatim one's own satisfactory application of the caregiving skills.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

Textbooks

Haugk, Kenneth C. Christian Caregiving--A Way of Life. Minneapolis, MN: Augsburg Publishing House, 1984.

Mathew, Thomson K. Ministry Between Miracles. Fairfax: Zulon, 2002.

B. Optional Materials

1. None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Participation in each online class through discussion forums, assignments, or any other course activity is mandatory at Oral Roberts University. This counts as your attendance in the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [*ORU Employee Handbook*](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Online Programs - Policies and Procedures

1. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
2. **Netiquette and Online Discussions:** Online etiquette (netiquette) expectations include the following: (1) Be polite in your answers. Always address each other

by name and sign your own name. Always be kind, even when you disagree. Do NOT type in all caps or use exclamation points!!!! (2) Do not use one-word answers or say "I agree" when responding. Always give meaningful responses. (3) Be professional. Proofread for correct spelling and grammar when posting answers. Write in full sentences. (4) Answer questions and complete assignments on-time. Remember that your classmates are dependent on your timely response(s).

3. ADA and Students with Disabilities:

- Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
- Students requiring Disability Services from ORU, please click here (http://www.oru.edu/current_students/my_services/student_resources/disability-services/)

4. Useful Links for Online Students:

- [Student Learning Glossary](#)
- Library: <http://library.oru.edu>.
- D2L Helpdesk: d2lhelp@oru.edu
- I.T. Student Helpdesk: studenthelpdesk@oru.edu
Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

C. Course Policies and Procedures

Evaluation Procedures

1. Course grade will be determined by the following:

a. Weekly Discussions	15%
b. Weekly Assignments	30%
c. Quizzes	10%
d. Case Study	25%
e. Final Exam	20%

2. Final grade is based on the percentage of total points earned.

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
59% or below	=	F

3. Whole Person Requirement: None.

**Course Inventory for ORU's Student Learning Outcomes
LCCC 301—Introduction to Christian Caregiving**

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment. **Moderate**

Contribution – Addresses the outcome directly or indirectly and includes some assessment. **Minimal**

Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		x		
1B	Sensitivity to the Holy Spirit	x			
1C	Evangelistic capability		x		
1D	Ethical behavior		x		

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	x			
2B	Informational literacy	x			
2C	Global & historical perspectives	x			
2D	Aesthetic appreciation	x			
2E	Intellectual creativity	x			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				x
3B	Physically disciplined lifestyle			x	

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		x		
4B	Interpersonal skills		x		
4C	Appreciation of cultural & linguistic differences		x		
4D	Responsible citizenship		x		
4E	Leadership capacity		x		