Abstract

What happens when students go to college? An important outcome of college attendance is student cognitive development. Part of that developmental process is learning how to address contrasting values, beliefs, knowledge structures, and worldviews critically. This study addressed the relationship between cognitive and Christian-faith development in college students. This study extends the body of research regarding cognitive development and Christian-faith development in college students. This study addressed the lack of research concerning the relationship between cognitive development and Christian-faith development in college students. The purposes of this study were (a) to develop a conceptual model that provides a framework for assessing the relationship between the cognitive development and Christian-faith development in college students and (b) to develop and validate a quantitative instrument that assesses the relationship between the variables of cognitive development and Christian-faith development. The research question of this study asked: Does the Christian-Faith and Cognitive Development Scale (CFCDS) reliably assess the relationship between the level of Christian-faith development and the level of cognitive development of college students at a Christian college? There is a lack of research concerning the relationship between cognitive development in college students and their faith development. Therefore, this study was based on the development of an instrument to address the research gap.

Keywords: cognitive development, faith development, academic worldview, Christian worldview, developmental stages of college students, developmental theories