



DIVISION OF ADULT LEARNING

SYLLABUS

CHLM-420: PASTORING CHILDREN

Date: 12/17/2017

Table of Contents:	
UNIVERSITY MISSION STATEMENT:	3
CATALOG DESCRIPTION:	3
REQUIRED TEXT(S) AND/OR SUPPORTING RESOURCES:	3
PREREQUISITE SKILLS AND KNOWLEDGE:	3
COURSE GOALS AND LEARNING OUTCOMES:	3
MAJOR TOPICS:	4
COURSE ASSESSMENTS:	4
EVALUATION:	5
GRADING SCALE:	5
LETTER GRADE EQUIVALENCIES:	5
UNIT AND TIME DISTRIBUTION:	6
POLICIES	6
ATTENDANCE POLICY:	6
ACADEMIC HONESTY POLICY/INFORMATION:	6
LATE POLICY:	7
EXPECTATIONS	7
FACULTY EXPECTATIONS OF STUDENTS:	7
STUDENTS' EXPECTATIONS OF FACULTY:	8
IMPORTANT STUDENT INFORMATION	8
SPECIAL NEEDS:	8
BIBLIOGRAPHY	8
KNOWLEDGE BASE/WORKING BIBLIOGRAPHY (READING LIST):	8

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 will guide the student in formulating a pastoral approach to children's ministry. Included in this will be the development of a biblically-based philosophy of children's ministry, and examination of key sections of scripture leading to the development of a biblical view of children; and developing a pastoral approach to ministry to families, including those who have special needs children.

Required Text(s) and/or Supporting Resources:**Required Text:**

Adams, Steve. *Children's Ministry On Purpose: A Purpose Driven Approach to Lead Kids toward Spiritual Health*. Grand Rapids, MI: Zondervan Publishing, 2017. ISBN: 9780310523017.

Dollar, Brian. *Talk Now and Later: How to Lead Kids Through Life's Tough Topics*. Springfield, MO: Salubris Resources, 2015. ISBN: 9781680670271.

Additional Supporting Resources:

Pastoring Children Research Paper Library Guide (Lib Guide)

<http://leeuniversity.libguides.com/c.php?g=727538>

Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

CHLM-342

Course Goals and Learning Outcomes:**PURPOSE**

This course is intended to acquaint the student with the primary tasks of the pastoral role of the minister of children.

General Learning Objectives (Course Goals):

This course seeks to:

1. Acquaint the student with general approaches to pastoral work in a local church.
2. Acquaint the student with specific approaches to pastoral work among children in the local church.
3. Provide opportunities for students to articulate theological principles that guide an understanding of pastoral work among children.
4. Identify the major contemporary issues facing children and families and related pastoral approaches to these issues.
5. Identify important resources and/or agencies that aid in the pastoral work among children.

6. Trace the historical approaches to children's pastoral care within the biblical context (e.g. Old Testament, New Testament, Church history).

Specific Behavioral Objectives (Learning Outcomes):

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

1. Describe leading contemporary approaches/models to pastoral care, identifying strengths and weaknesses of each.
2. Describe leading contemporary approaches/models to children's pastoral care, identifying strengths and weaknesses of each.
3. Develop in written form theological principles that undergird pastoral care among children.
4. Articulate verbally and in written form the major contemporary issues affecting pastoral care to families and children, and identify specific pastoral care for each issue.
5. Create a notebook of references for agencies and/or resources that will aid in the pastoral care of children.
6. Demonstrate in writing and verbally how the church has approached the pastoral care of children, with specific understanding of how the biblical period and church history has approached this topic.

Major Topics:

- A. Principles, approaches and techniques of pastoral care
- B. Principles, approaches and techniques of pastoral care among children
- C. Theological principles of ministry and pastoral care among children
- D. Contemporary societal issues affecting children's ministry
- E. Resources and agencies affecting work with children
- F. Biblical principles of ministry to/with children
- G. Historical approaches of ministry to/with children
- H. Tasks of pastoral care of children

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.
- C. **Unit Assignment (Reflections).** There are two reflection papers in this course. Each reflection will be 2 pages in length and are due in Unit 2 and Unit 5.
- D. **Unit Assignment (Interview).** A 4-5 page paper will be written discussing the information learned from an interview conducted with a family of children involved in the children's ministry of their church. This should include questions about the perception of the parents with reference to the purpose of the children's ministry, their view of how much the ministry supports their parental role, their view of the amount of time the children spend separated

from them for children's ministry, how much time their children spend in extracurricular activities in their school, and what they are doing as parents in the discipleship process of their children.

- E. **Course Project (Observation).** You are to attend one children's event to observe (for example: a service, class, fellowship, or activity). The event must be one where you do not have any portion of responsibility. Describe the event and how you feel that event met the mission of that church. You will need to secure the mission statement from the Children's Pastor. Also observe the culture of the church and decide how the program serves the local church culture. Is the children's pastor serving as a pastor in a pastoral role? If so, how? What are some of the challenges of children's pastoring identified by the children's pastor being interviewed? This paper should be 5-7 pages in length.
- F. **Course Project (Paper).** Research and write a 6-8 page paper on "A Historical Look Back at the Pastoral Care of Children." Specific instructions will be provided in the course.

Evaluation:

A. Threaded Discussions	325
B. Unit Assignments	325
C. Course Projects	350

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 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 14-17 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 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):

Anderson, Bill. *When Abuse Comes to the Church*. Minneapolis, MN: Bethany House Publishers, 1992.

- Anderson, Herbert and Susan Anderson. *Regarding Children: A New Respect for Children and Families*. Louisville, KY: Westminster/John Knox Press, 1994.
- Campbell, Ross. *Kids in Danger: Disarming the Destructive Power of Anger in Your Child*. Colorado Springs, CO: Chariot Victor Publishing, 1995.
- Couture, Pamela. *Seeing Children, Seeing God: A Practical Theology of Children and Poverty*. Nashville, TN: Abingdon Press, 2000.
- Dawn, Marva. *Is it a Lost Cause? Having the Heart of God for the Church's Children*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1997.
- Grossoehme, Daniel. *Pastoral Care of Children*. New York, NY: Haworth Pastoral Press, 1999.
- Hendricks, William. *A Theology for Children*. Nashville, TN: Broadman Press, 1980.
- Juengst, Sara C. *Sharing Faith with Children: Rethinking the Children's Sermon*. Louisville, KY: Westminster/John Knox Press, 1994.
- Lester, Andrew. *Pastoral Care with Children in Crisis*. Philadelphia, PA: Westminster Press, 1985.
- Murphy, Art. *The Faith of a Child: A Step-by-Step Guide to Salvation for Your Child*. Chicago, IL: Moody Press, 2000.
- Oden, Thomas. *Pastoral Theology: Essentials of Ministry*. San Francisco, CA: HarperSanFrancisco, 1983.
- Pritchard, Gretchen Wolff. *Offering the Gospel to Children*. Cambridge, MA: Cowley Publications, 1992.
- Smith, Daniel. *How to Lead a Child to Christ*. Chicago, IL: Moody Press, 1987.
- Stonehouse, Catherine. *Joining Children on the Spiritual Journey*. Grand Rapids, MI: Baker Books, 1998.
- Vining, John Kie (sup. ed.) *Growing Pentecostal Kids: A Covenant to Nurture Our Children*. Cleveland, TN: Pathway Press, 1993.
- Webb-Mitchell, Brett. *Unexpected Guests at God's Banquet: Welcoming People with Disabilities Into the Church*. New York, NY: Crossroad, 1994.
- Wiersbe, David. *The Dynamics of Pastoral Care*. Grand Rapids, MI: Baker Books, 2000.