



# COURSE SYLLABUS

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## SECTION 1: COURSE INFORMATION

**Format:** 8 weeks.

**Course ID:** PMIN 1003

**Course Title:** Foundations of Family

Ministries

**College:** College of Unrestricted

Education

**Prerequisites:** None

**Credit Hours:** 3.0

**Instructor:** See the online course in MyFIRE for instructor contact information and availability.

### Course Description

Students review the existence of and consideration for those who are poor and suffering in both domestic and international settings. Multiple views are presented, including political, social, geographical, climatic, biblical, and religious. Various solutions are examined, including historical and contemporary, with an emphasis on programs' motivation and effectiveness. Approaching strategies from a community-based approach is a special focus of this course.

## Course Overview

Five Things every family minister needs to know. This course is an introduction to five core values that are essential for creating a comprehensive ministry that spans from birth to adulthood. This unique approach will evaluate a variety of practical methods on how to program more strategically, communicate more effectively, leverage the influence of family, and build a stronger community of faith for kids and teenagers. Coursework will address processes of spiritual formation, as well as provide creative ideas on how to organize content and ministry so churches can improve how they engage the next generation as participants in God's work of redemption and restoration in the world around them.

## Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is **5.64** hours per week.

## Course Materials

1. Joiner, R. & Shefchunas, T. (2012). Lead Small: 5 Big ideas every small group leader should know. Cumming, GA: Orange Publishing. 9780985411626
2. Joiner, R. (2016). Think orange: Imagine the impact when church and family collide. (2nd ed.). Cumming, Georgia: Orange Books. 9781635700657

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

**Disclaimer:** The resources utilized in this course provide information, thoughts and

insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

## Course Topics

**The purpose of this course is to introduce, reinforce, and measure learning on the following topics:**

- ☐ Recruiting and retaining volunteers
- ☐ Developing a small group culture
- ☐ Family Ministry leadership
- ☐ Family Ministry Strategy
- ☐ Partnering with parents
- ☐ Strategic service
- ☐ Responsible messaging
- ☐ Cueing parents and leaders
- ☐ Developmental phases

## Intended Learning Outcomes

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

1. Contrast approaches to family ministry in the modern church.
2. Evaluate current ministries for effectiveness and compliance to model.
3. Develop weekly content and messaging that prioritizes developmentally appropriate truth and age characteristics.
4. Develop programming that reflect a comprehensive plan from birth to adulthood.
5. Select age-graded curriculum that trains leaders and volunteers as they use it.
6. Program in a manner that includes a clear plan and tools for the church to partner alongside any parent.
7. Formulate strategies for transition of models.

## **Late Work**

None Accepted

## **Extra Credit**

None Accepted

## **SECTION 2: SOUTHEASTERN POLICIES**

### Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

## SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.

**Note:** Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

### AIM, LEARN, AND APPLY DESCRIPTIONS

#### Aim



When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

#### Learn



When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

#### Apply



When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.



**MODULE 1**  
**XX/XX/XX –**  
**XX/XX/XX**



Contrast approaches to family ministry in the modern church. (ILO #1)

Evaluate current ministries for effectiveness and compliance to model.(ILO #2)

Develop programming that reflect a comprehensive plan from birth to adulthood.(ILO #4)

Program in a manner that includes a clear plan and tools for the church to partner alongside any parent. (ILO #6)



**Read Chapter 1-3 of:** Think Orange

**Watch:** New Kind of Leader Videos

**Listen:** Dr. Kara Powell Breakout Audio from Orange Conference 2018 -When Parents Win



Discussion: New Kind of Leaders video with Reggie Joiner and Chapters 1-3 of Think Orange

- Due: Saturday, Tuesday
- Points: 30

Post: When Parents Win

- Due: Tuesday
- Points: 20

● "Family Ministry Assumptions Paper

- Due: Tuesday

- Points: 10

**MODULE 2:**  
**XX/XX/XX –**  
**XX/XX/XX**



Evaluate current ministries for effectiveness and compliance to model.(ILO #2)

Select age-graded curriculum that trains leaders and volunteers as they use it.(ILO #5)

Formulate strategies for transition of models. (ILO #7)



**Read Chapters 4-5 of:** Think Orange

**Read:** What Makes Great Curriculum document and review curriculum scope and sequence

**Read Chapter 2 of:** Family Ministry: The American Family Today Pages

**Watch:** 7 Segments Video

**Read:** 7 Segments PDF



Discussion: Segments video with Sam Collier and Chapters 4-5 of Think Orange

- Due: Saturday, Tuesday
- Points: 30

Post: Curriculum Values

- Due: Tuesday
- Points: 20

Family Today Paper: The American Family Today

- Due: Tuesday

### SECTION 3: COURSE

- Points: 15

**MODULE 3:**  
**XX/XX/XX –**  
**XX/XX/XX**



Contrast approaches to family ministry in the modern church. (ILO #1)

Evaluate current ministries for effectiveness and compliance to model.(ILO #2)

Formulate strategies for transition of models. (ILO #7)



**Read Chapter 6 of:** Think Orange

**Read:** Family Ministry Models

**Watch:** Align Leaders Video with Tom Shef Shefchunas

**Explore:** Silo's principle as presented by Patrick Lencioni (Links)



Discussion: Align Leaders video with Frank Bealer and Chapter 6 of Think Orange

- Due: Saturday, Tuesday
- Points: 30

Post: Eliminating Silo's

- Due: Tuesday
- Points: 20

Family Ministry Models Paper

- Due: Tuesday
- Points: 15

**MODULE 4:**

**XX/XX/XX – XX/XX/XX**



Develop weekly content and messaging that prioritizes developmentally appropriate truth and age characteristics. (ILO #3)

Select age-graded curriculum that trains leaders and volunteers as they use it.(ILO #5)

Program in a manner that includes a clear plan and tools for the church to partner alongside any parent. (ILO #6)



**Read Chapter 7 & Concentrates of:** Think Orange

**Read:** Communicating for a Change interviews with Andy Stanley (Links)

**Watch:** Messaging Video with Toni Collier



Discussion: Refine the Message video with toni Collier and Chapter 7 of Think Orange

- Due: Saturday, Tuesday
- Points: 30

Post: Communicating for Change

- Due: Tuesday
- Points: 20

MODULE 5:

XX/XX/XX – XX/XX/XX



Develop programming that reflect a comprehensive plan from birth to adulthood.(ILO #4)

Program in a manner that includes a clear plan and tools for the church to partner alongside any parent. (ILO #6)



**Read Chapter 8 & Concentrates:** Think Orange

**Watch:** Parenting Beyond Capacity Videos by Carey Nieuwhof (Links)

**Watch:** Family video with Sherry Surratt

**Explore:** Go Weekly & Parent Cue Web Resources



Discussion: Reactivate Family video with Sherry Surratt and Chapter 8 of Think Orange.

- Due: Saturday, Tuesday
- Points: 30

Post: Parenting Beyond Your Capacity

- Due: Tuesday
- Points: 20

"Sign UP: <http://goweekly.com/free-trial/>

- Due: Tuesday
- Points: 0

MODULE 6:

XX/XX/XX – XX/XX/XX



Develop weekly content and messaging that prioritizes developmentally appropriate truth and age characteristics. (ILO #3)

Develop programming that reflect a comprehensive plan from birth to adulthood.(ILO #4)

Select age-graded curriculum that trains leaders and volunteers as they use it.(ILO #5)

Program in a manner that includes a clear plan and tools for the church to partner alongside any parent. (ILO #6)



**Read Chapters 9 & Concentrates of:** Think Orange

**Read of:** the required text Lead Small

**Watch:** Community Video with Afton Phillips



Discussion: Elevate Community video with Afton Phillips and Chapter 9 of Think Orange.

- Due: Saturday, Tuesday
- Points: 30

Post: Lead Small

- Due: Tuesday
- Points: 20



MODULE 7:

XX/XX/XX – XX/XX/XX



Select age-graded curriculum that trains leaders and volunteers as they use it.(ILO #5)

Formulate strategies for transition of models. (ILO #7)



**Read Chapter 10 & Concentrate of:** Weekly Cues (Link)

**Watch:** Influence Service Video with Ashley Bohinc

**Explore:** Sticky Faith concepts from Fuller Youth Institute (Link)



- Discussion: Leverage Influence and Strategic Service video with Ashley Bohinc and Chapter 10 of Think Orange
  - Due: Saturday, Tuesday
  - Points: 30
- Post: Sticky Faith
  - Due: Tuesday
  - Points: 20

**MODULE 8:**

**XX/XX/XX – XX/XX/XX**



Develop weekly content and messaging that prioritizes developmentally appropriate truth and age characteristics. (ILO #3)

Develop programming that reflect a comprehensive plan from birth to adulthood.(ILO #4)

Formulate strategies for transition of models. (ILO #7)



**Read:** E-Single- Stop Recruiting Start Retaining

**Listen:** Volunteer Common Beliefs breakout from Orange Conference 2018 by Frank Bealer (Link)

**Listen:** Phase 101 Breakout from Orange Conference 2018 by Stuart Hall

**Review:** Phase Timelines



- ☐ Discuss: Phase Research audio with Stuart Hall and Phase Timelines
  - Due: Tuesday, Saturday
  - Points: 30
- ☐ Post: Volunteerism
  - Due: Tuesday
  - Points: 20
- ☐ Critical Reflections Paper
  - Due: Tuesday
  - Points: 200

## **SECTION 4: ASSESSMENTS**

### **Discussion Forums & Response Posts**

#### **Description**

Each week you are expected to post your response to Discussion Forum items. Each of your original posts should thoroughly answer the posed questions or report the required information as outlined in the directions below. However, posts should also be concise, without excess or unnecessary words.

#### **Total Possible Points**

240

#### **Grade Weight**

40%

### **Weekly Assignment Posts**

#### **Description**

Students will complete a variety of reflections and self-assessments throughout the course. These posted assignments assist students in further engaging the content from the Orange Conference, course content, and readings.

#### **Total Possible Points**

160

#### **Grade Weight**

20%

**Projects and Papers**

**Description**

The projects and papers for this course are the largest portion of your grade.

**Total Possible Points**

500

**Grade Weight**

40%

## **Appendix A**

### **Discussion Forum Guidelines**

#### General Instructions:

Each week you are expected to post your response to Discussion Forum items. Each of your original posts should thoroughly answer the posed questions or report the required information as outlined in the directions below. However, posts should also be concise, without excess or unnecessary words.

Posts need to be well written, in complete sentences, like college-level essays. When information from the assigned textbook chapters is utilized or quoted, you need to include a parenthetical citation that includes the authors' last names and the page number as utilized throughout the textbook (Clinton & Ohlschlager, p.25).

Lastly, each of your original posts are due on Saturday at 11:55 pm. This will give you time to interact with your classmates in the Discussion Forums. Replies to your classmates are due on Tuesday at 11:55 pm. You are required to reply to at least 2 classmates per forum. Of course, more discussion is better!

### **Selected Bibliography and Web Resources**

Garland, D. (2012). Family ministry: A comprehensive guide (2nd ed). Downers Grove, IL: IVP Academic.

Joiner, R. & Ivy, K. (2015). It's Just a phase—So Don't Miss It: Why every life stage matters and at least 13 things your church should do about it. Cumming, GA: Orange Publishing.

Kizer, D., Kreisher, C. & Whitacre, S. (2015). The Volunteer Project: stop recruiting, start retaining. Atlanta: 181 Publishing.

Lencioni, P. (2006). Silos, politics, and turf wars: A leadership fable about destroying the barriers that turn colleagues into competitors. San Francisco, CA: Jossey-Bass.

Powell, K., & Clark, C. (2011). Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids. Grand Rapids: Zondervan.

Powell, K. & Muller, J. (2016). Growing Young: 6 essential strategies to help young people discover and love your church. Grand Rapids: Baker Books.

Stanley, A., & Jones, L. (2006). Communicating for a change: Seven keys to irresistible communication. Sisters, OR: Multnomah Publishers, Inc.

Joiner, R. (2016). A New Kind of Leader. Atlanta: Orange Publishing.

## **Appendix B: Final Project Grading Rubric**

<b>Criteria</b>	<b>Level 3 / 40 points</b>	<b>Level 2 / 25 points</b>	<b>Level 1 / 5 points</b>
<b>Approach</b>	Clearly models the Me-We-God-You-We approach as described by Stanley.	Student models some, but not entirety, of the Me-We-God-You-We approach as described by Stanley.	Presentation is not provided or fails to model the Me-We-God-You-We approach as described by Stanley.
<b>Target Audience</b>	Content and communication style reflect the developmental needs of the target audience as profiled in Phase research.	Student demonstrates cursory understanding of the developmental needs of target audience.	Presentation is not provided or fails to address the target audience in a way consistent with Phase research.
<b>Engagement / Helpfulness</b>	Content and presentation captivate the attention of the target audience and provides content that is helpful in and relevant to their everyday experiences.	Content and presentation lack helpful next steps to prompt the target audience in their everyday experiences.	Presentation is not provided or fails to present next steps for the intended audience.
<b>Quality (length / grammar / articulation)</b>	Presentation is within the intended length, demonstrates age-appropriate language and illustrations, and is articulate and polished.	Presentation meets criteria described in course assignment, but lacks professional quality and attention to detail.	Presentation is not provided or fails to meet standards described in the course assignment.
<b>Outline</b>	Outline is easy to follow and mirrors the presented message.	Outline is provided, but does not accurately reflect the content delivered in presented message.	Outline does not reflect content delivered in presented message.
<b>Overall Score</b>	<b>Level 3 / 175 or more</b>	<b>Level 2 / 100 or more</b>	<b>Level 1 / 0 or more</b>