



COURSE SYLLABUS

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SECTION 1: COURSE INFORMATION

Format: 8 weeks.

Course ID: PMIN 3003

Course Title: Parent-Focused Family Ministry

College: Ministry & Theology

Prerequisites: None

Credit Hours: 3

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

Course Description

Explore how advocacy and volunteerism play an important role in a young person's spiritual development. Best-practice management of volunteer principles will be explored for the purpose of increasing recruitment, retention, and organizational commitment.

Course Overview

Research reveals that hands-on learning in the area of service fosters long-term faith in a way that simply “going to church” does not. Not only does a healthy volunteer culture create places where kids and students can participate in being the church, it provides relational ways for them to connect with the wider body. Through this course, we’ll see how a healthy volunteer culture and opportunities for service can influence the faith of the next generation for decades to come. Additionally key components for a healthy volunteer culture for all ages will be addressed.

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 _____(x hours per week).

Course Materials

1. Bell, P. (2015). Team Up!: The Family Ministry Playbook for Partnering With Parents. Loveland, CO: Group.
2. Joiner, R. (2016). Think orange: Imagine the impact when church and family collide. (2nd ed.). Cumming, Georgia: Orange Books.
3. Joiner, R. & Ivy, K. (2016). Don't Miss It: Parent Every Week Like It Counts Cumming, GA: Orange Publishing.
4. Joiner, R., & Nieuwhof, C. (2010). Parenting Beyond Your Capacity. Colorado Springs: David C. Cook.

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:

- Reactivating parents to do something more
- Weekly cues for parents
- Community-wide parenting helps
- Phase Life Maps
- Lead Small principles
- Milestones & Rites of Passage
- Family Experiences (FX)

Intended Learning Outcomes

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

- Demonstrate ways to influence parents to assume the primary responsibility of leading their children morally and spiritually.
- Analyze consistent family experiences within the church as a catalyst for meaningful interaction at home.
- Design resources so core truths can be taught at home and church in a synchronized effort.
- Describe how to re-engage parents with relevant content at each developmental phase and milestone.
- Develop strategies that prioritize families who don't yet go to church.
- Provide community and parent coaching programming to develop critical skills so they can be a positive influence and have healthy relationships with their children.
- Create a digital strategy to cue parents weekly.

Late Work

None

Extra Credit

None

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



- Demonstrate ways to influence parents to assume the primary responsibility of leading their children morally and spiritually. (ILO 1)
- Design resources so core truths can be taught at home and church in a synchronized effort. (ILO 3)
- Describe how to re-engage parents with relevant content at each developmental phase and milestone. (ILO 4)
- Develop strategies that prioritize families who don't yet go to church. (ILO 5)
- Provide community and parent coaching programming to develop critical skills so they can be a positive influence and have healthy relationships with their children. (ILO 6)



- READ "Think Orange" – Chapter 8: Reactivate the Family
- READ "The Orange Leader Handbook" – Chapter 6: Reactivate the Family (pp. 82–109)



- Discussion: "Think Orange" – Chapter 8: Reactivate The Family Identify
 - Due: Initial response – Saturday, Tuesday
 - Points: 30
- Post: Observation Ministry Description
 - Due: Tuesday by 11:55 p.m. EST
 - Points: 20

MODULE 2:

XX/XX/XX - XX/XX/XX



- Demonstrate ways to influence parents to assume the primary responsibility of leading their children morally and spiritually. (ILO 1)
- Describe how to re-engage parents with relevant content at each developmental phase and milestone. (ILO 4)



- WATCH "Reactivate the Family" (Sherry Surratt)
- REVIEW "The Orange Leader Handbook" – Reactivate the Family: Compelling Vision (p. 95)
- WATCH Lead Small Overview
- READ "Team Up!" – Introduction: An Unplanned Journey and Chapter 1: The Need for Partnering



- Discussion: "Reactivate the Family" video with Sherry Surratt
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Compelling Vision
 - Due: Tuesday
 - Points: 20
- Post: "Team Up!" – Introduction: An Unplanned Journey and Chapter 1: The Need for Partnering
 - Due: Tuesday
 - Points: 20

MODULE 3:

XX/XX/XX - XX/XX/XX



- Demonstrate ways to influence parents to assume the primary responsibility of leading their children morally and spiritually. (ILO 1)
- Design resources so core truths can be taught at home and church in a synchronized effort. (ILO 3)
- Describe how to re-engage parents with relevant content at each developmental phase and milestone. (ILO 4)
- Create a digital strategy to cue parents weekly. (ILO 7)



- EXPLORE Weekly Product
- REVIEW "The Orange Leader Handbook" – Reactivate the Family: Parental Support (p. 97)
- READ "Team Up!" – Chapter 2: It Starts With You



- Discussion: Cueing Parents
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Parental Support
 - Due: Tuesday
 - Points: 20
- Post: "Team Up!" – Chapter 2: It Starts With You
 - Due: Tuesday
 - Points: 20

MODULE 4:

XX/XX/XX - XX/XX/XX



- Demonstrate ways to influence parents to assume the primary responsibility of leading their children morally and spiritually. (ILO 1)
- Analyze consistent family experiences within the church as a catalyst for meaningful interaction at home. (ILO 2)
- Describe how to re-engage parents with relevant content at each developmental phase and milestone. (ILO 4)
- Develop strategies that prioritize families who don't yet go to church. (ILO 5)
- Provide community and parent coaching programming to develop critical skills so they can be a positive influence and have healthy relationships with their children. (ILO 6)



- READ "Why an FX?" (pdf)
- WATCH FX Exemplar (Link)
- REVIEW "The Orange Leader Handbook" – Reactivate the Family: Family Experiences (p. 98)
- READ "Team Up!" – Chapter 3: Build a Unified Team



- Discussion: Family Experience (FX)
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Family Experiences
 - Due: Tuesday

- Points: 20
- Post: "Team Up!" – Chapter 3: Build a Unified Team
 - Due: Tuesday
 - Points: 20

MODULE 5:

XX/XX/XX - XX/XX/XX



- Demonstrate ways to influence parents to assume the primary responsibility of leading their children morally and spiritually. (ILO 1)
- Design resources so core truths can be taught at home and church in a synchronized effort. (ILO 3)
- Describe how to re-engage parents with relevant content at each developmental phase and milestone. (ILO 4)
- Develop strategies that prioritize families who don't yet go to church. (ILO 5)



- REVIEW Phase Life Maps
- LISTEN to "It's Just a Phase" with Stuart Hall breakout audio
- REVIEW "The Orange Leader Handbook" – Reactivate the Family: Milestone Emphasis (p. 99)
- READ "Team Up!" – Chapter 4: Cast the Biblical Vision



- Discussion: Phase Research timelines and Stuart Hall
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Milestone Emphasis
 - Due: Tuesday
 - Points: 20
- Post: "Team Up!" – Chapter 4: Cast the Biblical Vision
 - Due: Tuesday
 - Points: 20

MODULE 6:

XX/XX/XX - XX/XX/XX



- Demonstrate ways to influence parents to assume the primary responsibility of leading their children morally and spiritually. (ILO 1)
- Analyze consistent family experiences within the church as a catalyst for meaningful interaction at home. (ILO 2)
- Design resources so core truths can be taught at home and church in a synchronized effort. (ILO 3)
- Develop strategies that prioritize families who don't yet go to church. (ILO 5)



- LISTEN to "Creating a Yearly Plan to Partner with Parents" with Darren Kizer breakout audio
- REVIEW "The Orange Leader Handbook" – Reactivate the Family: Effective Family Time (p. 100)
- READ "Team Up!" – Chapter 7: Equip Disengaged Parents



- Discussion: "Creating a Yearly Plan to Partner with Parents"
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Effective Family Time
 - Due: Tuesday
 - Points: 20
- Post: "Team Up!" – Chapter 7: Equip Disengaged Parents
 - Due: Tuesday
 - Points: 20

MODULE 7:

XX/XX/XX - XX/XX/XX



- Develop strategies that prioritize families who don't yet go to church. (ILO 5)
- Provide community and parent coaching programming to develop critical skills so they can be a positive influence and have healthy relationships with their children. (ILO 6)



- READ Every Parent Matters text (Link)
- REVIEW "The Orange Leader Handbook" – Reactivate the Family: Pro- Family Culture (p. 96)
- READ "Team Up!" – Chapter 10: Help Out in Hard Times



- Discussion: Every Parent Matters
 - Due: Saturday, Tuesday
 - Points: 30
- Post: Pro-Family Culture
 - Due: Tuesday
 - Points: 20
- Post: "Team Up!" – Chapter 10: Help Out in Hard Times
 - Due: Tuesday
 - Points: 20

MODULE 8:

XX/XX/XX - XX/XX/XX



- Design resources so core truths can be taught at home and church in a synchronized effort. (ILO 3)
- Provide community and parent coaching programming to develop critical skills so they can be a positive influence and have healthy relationships with their children. (ILO 6)



- REVIEW "The Orange Leader Handbook" – Reactivate the Family: Community-Wide Focus (p. 101)
- READ "Team Up!" – Chapter 11: Build a Network of Partners



- Final Project: Influencers Model Project
 - Due: Tuesday
 - Points: 200
- Post: Community-Wide Focus
 - Due: Tuesday
 - Points: 20
- Post: "Team Up!" – Chapter 11: Build a Network of Partners
 - Due: Tuesday
 - Points: 20

SECTION 4: ASSESSMENTS

Discussion Forums

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.

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 is due on Saturday at 11:55 p.m. EST. 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 p.m. EST. You are required to reply to at least 2 classmates per forum. Of course, more discussion is better!

Total Possible Points

240

Grade Weight

35%

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 course content and readings.

Students are encouraged to peruse their classmates' posts for further learning; however, threaded discussions and interaction is not required.

Total Possible Points

300

Grade Weight

35%

Projects and Papers

Description

The projects and papers for this course are the largest portion of your grade. Final Project: Influencers Model Project (200 points) See grading rubric in Appendix B.

Total Possible Points

200

Grade Weight

30%

Appendix A

Selected Bibliography and Web Resources

Bell, P. (2015). *Team Up!: The Family Ministry Playbook for Partnering With Parents*. Loveland, CO: Group.

Joiner, R. (2016). *Think orange: Imagine the impact when church and family collide*. (2nd ed.). Cumming, Georgia: Orange Books.

Joiner, R. & Ivy, K. (2016). *Don't Miss It: Parent Every Week Like It Counts* Cumming, GA: Orange Publishing.

Joiner, R., & Nieuwhof, C. (2010). *Parenting Beyond Your Capacity*. Colorado Springs: David C. Cook.

Appendix B

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 p.m. 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 p.m. You are required to reply to at least 2 classmates per forum. Of course, more discussion is better!

Appendix C

Final Project Grading Rubric

Final Project: Influencers Model Project			
Criteria	Level 3 / 40 points	Level 2 / 25 points	Level 1 / 5 points
Two Combined Influence Theory	Demonstrates a clear understanding of the Two Combined Influence Theory.	Models partial understanding of the Two Combined Influences Theory.	Content is not provided or fails to reflect a clear understanding of the Two Combined Influence Theory.
Partnering with Parents Plan	Provides a plan for partnering with parents that is executable and implements themes found in the coursework.	Provides a cursory plan for partnering with parents, yet lacks key themes found in coursework.	Content is not provided or fails to provide a plan for partnering with parents.
Communication of Small Group Values	Incorporates a strategy of communication that upholds small group leader influence and includes Phase-related issues.	Incorporates a strategy of communication that upholds small group leader influence but does not contain Phase-related issues.	Content is not provided or fails to incorporate a strategy of communication that addresses small group leader influence.
Key Resources for Leaders	Identifies resources that support the home-church dynamic, as well as being accessible and easy to administer.	Identifies resources that support the home-church dynamic, however does not consider accessibility and ease of use.	Content is not provided or fails to identify resources that support the home-church dynamic.
Future Steps to Achieve Alignment	Supplies next steps for achieving alignment across church and home settings.	Supplies some, but inadequate number, of next steps for achieving alignment across church and home settings.	Content is not provided or fails to supply next steps for achieving alignment across church and home settings.
Quality (length / grammar / articulation)	Paper is within the intended length, demonstrates professional formatting, and utilizes appropriate grammar.	Paper is outside the intended length, partially uses professional formatting, and utilizes some appropriate grammar.	Content is not provided or fails to meet standards described in the course assignment.
Overall Score	Level 3 / 175 or more	Level 2 / 100 or more	Level 1 / 0 or more