

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

CMIN 610

DISCIPLESHIP AND EDUCATION OF CHILDREN

COURSE DESCRIPTION

This course is an examination of the procedures and processes utilized to impress the life of God and the lifestyle it fosters upon the community's youngest members. The course will focus first upon child evangelism strategies, then will proceed to a discussion of educational philosophy and psychology, teaching methods and materials, and instructional resources for promoting growth and development in our youngest disciples.

RATIONALE

Jesus said it simply in Mark 10:14: "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these" (NIV). The contemporary minister acknowledges at least eight reasons for an effective and efficient educational ministry to children:

1. Jesus told us to!
2. The Kingdom of Heaven is of children.
3. Children are open to the Gospel.
4. "Christian faith is never more than one generation from extinction."
5. Children's ministry is a planting ministry that reaps what it sows.
6. Children become what their teachers and parents are!
7. Children's ministry is part of God's educational system to train parents.
8. Children's ministry is one of the keys to church growth.

This course complements CMIN 600 by providing the children's minister with the comprehension and competence necessary to teach any child, anywhere, and anything and to do it with excellence. The purpose of the course is to equip the student with a comprehensive description of children's discipleship and a catalogue of behaviors that undergirds the construction and implementation of a teaching plan for producing disciple-followers.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. RECOMMENDED RESOURCES

Children's Ministry Resource Bible. Nashville: Thomas Nelson, 1993. ISBN: 9780840785077.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access
- C. Microsoft Office

V. COURSE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Summarize the nature of “discipleship” as it relates children
- B. Justify the distinction between learning and teaching
- C. Distinguish the characteristics of learning unique to children
- D. Discriminate from a biblical perspective the distinctive components of an educational event
- E. List and describe the stages of the Proverbs 2 Teaching-Learning Metamodel
- F. Predict the utilization of the three processes of education in children’s ministry
- G. Determine a lesson/message to teach children
- H. Delect the appropriate method(s) for a given lesson that supports student learning profiles
- I. Design a strategic curricular plan for a unit of instruction that facilitates the implementation of the critical components of discipleship in a child

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (3)

Discussion boards are collaborative learning experiences. Therefore, the student will participate in 3 Discussion Board Forums which will generally consist of 3 components: 1) an initial (300-word) essay posted on a given topic, 2) multiple (2 or more) and substantial interactions with other classmates, and 3) a concluding summary post of at least 1 paragraph of 100–150 words to address conclusions reached.

See the FAQs Sheet for the philosophy of grading and rubrics employed in this course.

D. Written Assignments (4)

The Written Assignments will address critical concepts that provide the frame for the structure of this course. Unless stated otherwise, each paper is to be 4–5 pages, reflecting an acquaintance with course textbooks as well as independent research. Current Turabian format is followed.

See the FAQs Sheet for details.

E. Course Project

The student will create a comprehensive curricular plan for a 3-lesson unit for a specific group of children within a local church or Christian ministry. Due at the conclusion of the course, it must be started as soon as possible and reflect on significant research and familiarity with the course texts and materials. It is the capstone of the course and it will be scored on a similar scale as the Written Assignments.

VII. COURSE GRADING AND POLICIES

A. Points

| | |
|---|-------------|
| Course Requirements Checklist | 10 |
| Discussion Board Forums (3 at 100 pts ea) | 300 |
| Writing Assignments (3 at 100 pts ea; 1 at 150 pts) | 450 |
| Course Project Outline | 50 |
| Course Project | 200 |
| Total | 1010 |

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
D- = 680–699 F = 0–679

C. Style Guidelines

All assignments for this course are to be formatted in accordance with the [LUSD Writing Guide](#) and the latest edition of the Turabian style manual (*A Manual for Writers of Research Papers, Theses, and Dissertations*). Discussion assignments and essay

examinations may use the parenthetical citation style. All other written assignments should use the footnote citation style. Supplemental writing aids are available via the [Online Writing Center](#).

D. Extra Credit

No additional “for credit” assignments will be permitted beyond those given in the course requirements stated above.

E. Course Changes

Course requirements are subject to change by the administration of the University at any time with appropriate notice.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

CMIN 610

Textbooks: Beckwith, *Postmodern Children's Ministry* (2009).

Richards & Bredfeldt, *Creative Bible Teaching, Revised and Expanded* (1998). Yount, *Created to Learn* (2010).

| WEEK/ MODULE | READING & STUDY | ASSIGNMENTS | POINTS |
|-------------------------|---|--|----------------|
| 1 | Beckwith: Introduction & ch. 1 Yount: ch. 1 1 presentation | Course Requirements Checklist Class Introductions DB Forum 1 | 10 0 100 |
| 2 | Beckwith: chs. 1–2 Richards: chs. 6–8, 13 & 14 Yount: chs. 6–11 | Written Assignment 1 | 100 |
| 3 | Beckwith: chs. 2–3 Yount: chs. 3–5 1 presentation | DB Forum 2 | 100 |
| 4 | Beckwith: chs. 4–5 Richards: ch. 12 | DB Forum 3 | 100 |
| 5 | Beckwith: chs. 6–7 Richards: ch. 10 | Written Assignment 2 | 100 |
| 6 | Beckwith: chs. 7 & 9 Yount: review ch.1 1 presentation | Written Assignment 3 Course Project Outline | 150 50 |
| 7 | Beckwith: chs. 4 & 7 Richards: ch. 11 | Written Assignment and DB Forum 4 | 100 |
| 8 | Beckwith: ch. 9 Richards: chs. 9 & 17 Yount: pp. 404–408 | Course Project | 200 |
| TOTAL | | | 1010 |

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.