

Course ID:	Course Title:	Winter 2022
ED 623	Family Ministry Essentials	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class & Hybrid	Instructor:	Alice Kung, MA	First Day of Classes:	January 10, 2022
Days:	Mondays	Email:	akung@ambrose.edu	Last Day to Add/Drop:	January 23, 2022
Time:	5:30-8:30pm	Phone:	403-410-2000 ext. 6941	Last Day to Withdraw:	March 18, 2022
Room:	L2084	Office:	L2060	Last Day to Apply for Extension:	March 28, 2022
Lab/Tutorial:	N/A	Office Hours:	Fridays, 9am-4pm	Last Day of Classes:	April 14, 2022
Final Exam:	N/A				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An exploration of the family ministry movement and strategies for church initiatives to strengthen marriage, nurture children's faith and keep teenagers in the church.

Students will examine the 21 century definition of families. Participants, who are courageous, compassionate, and humble followers of Jesus, will learn to partner with families to raise the new generations of Christ Followers.

Expected Learning Outcomes

Students will demonstrate:

- Integration of Biblical, theological and sociological understandings of family life
- An understanding of contemporary issues in relation to family life
- An understanding of different family ministry models and an ability to assess the appropriate model for specific ministry settings
- An ability to minister effectively to families in different family life cycles, events, needs and crises. They will identify special needs of single parents, blended families, etc.
- Practical ways of ministering to all families and family stages, in our contemporary context

Textbooks

Anthony, Michelle & Marchman, Megan, *7 Family Ministry Essentials – a strategy for culture change in children’s and student ministries*. Colorado Springs: David C. Cook, 2015

Holmen, Mark. *Faith Begins at Home*. Ventura, CA: Regal Books, 2010.

Hunter, Ron Jr. *The DNA of D6: Building Blocks of Generational Discipleship*. Nashville, TN: Randall House, 2015

Haynes, Brian. *The Legacy Path:: Discover Intentional Spiritual Parenting*. Nashville, TN: Randall House, 2016

Joiner, Reggie. *Think Orange*. Colorado Springs, CO: David C. Cook. 2009

Shirley, Chris. *Family Ministry and the church: A Leader's Guide For Ministry Through Families*. Nashville, TN: Randal House, 2018

Course Schedule

	Topic	Due
1. Jan 10	Overview of the course/syllabi/A look at the Family Ministry Movement	
2. Jan 17	Why Every Church needs Family Ministry?	
3. Jan 24	D6 DNA, Think Orange or Faith @Home?	Due: Comparative Book Report Due
4. Jan 31	Recalibrate the Big Picture of family ministry	Due: Family Ministry Project approval
5. Feb 7	Age-Specific Ministries: Parents, grand-parenting	
6. Feb 14	Age-Specific Ministries: young adults, youth and children	
7. Feb 28	Panelist – Guest Speakers	
8. Mar 7	Challenge of Family Ministry	Due: Panelists Reflection Paper Due
9. Mar 14	Equipped for Ministry To, With, and Through	Due: Legacy Path Book Report
10. Mar 21	Should we complete the map for family ministry?	
11. Mar 28	Family Ministry Project Presentation	Due: Family Ministry Project
12. April 11	Family Ministry Project Presentation	Due: Personal choice book report

Requirements:

Critical Book Reviews & presentation: (total 30%)

Due: Jan 24, Mar 14 & April 11 2022

a) Think Orange & Church & Home & the DNA of D6 (comparative paper)

Prepare a 6-7 page double spaced critical review of the books and compared the difference in the theology of family ministry . It is important to note, this is **not** an overview of the author's key points or a summary of what you read. The review should identify the strengths of the book in helping the reader understand faith formation in a child. The student should also include as part of the 6-7 pages at least 4 pages of their creative thought on how this book might be used a ministry setting. Utilization of key quotes would be appropriate. **Due Jan 24, 2022** (10%)

b) Read and respond to the *The Legacy Path* and prepare a 6-7 page double spaced critical review of the book. It is important to note, this is **not** an overview of the author's key points or a summary of what you read. The review should identify the strengths of the book in helping the reader understand faith formation in a child. The student should also include as part of the 6-7 pages at least 4 pages of their creative thought on how this book might be used a ministry setting. Utilization of key quotes would be appropriate. Students should include a title page and works cited, but these pages should not be included in the page count. **Due Mar 14, 2022** (10%)

c) Additional response paper for 6-7 pages double space of a book of Student's choice with professor's approval. **Due April 11, 2022** (10%)

***Panelist Reflection paper* Due: March 7th, 2022 (20%)**

Students will listen and report on a family ministry initiative in a local church from the panelists of Family Ministry pastors provided by the professor. (5-10 pages)

- Students will analyze a family ministry initiative of the churches.
- Students will interview the pastor in his/her ministry initiative. Examination of printed material and personal observation of this ministry programming will enhance the analysis of this initiative.
- This ministry initiative must be exemplary and specific. Please do not report on the church itself. The ministry must be an initiative directed toward strengthening families.

***Family Ministry Project* (paper 20%, presentation 10%) Due: March 28, 2022 (30%)**

Students will design a major family ministry project, which demonstrates an understanding and synthesis of the course material, readings and practical application to a family ministry need.

- Examples include: developing a family ministry philosophy and its application for your congregation, writing a 4 part sermon series centered on a family ministry need or developing a 4 part curriculum for a family education courses, or designing a ministry to address an issue facing families today.
- The instructor must approve this project. Students will present their proposal for this project to the professor by **January 31, 2022**; 30% of the grade will be based on this project, which includes 20% written report and 10% class presentation of the project.

Attendance: 20%

Attendance/Class Participation

Final grade will be based on participation and discussion in class. Parts of the class have been very specifically planned with dialogue and brainstorming. An enjoyable class atmosphere will be the result of good participation. More will be learned here through experience than through textbooks. Class attendance will be critical.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.