Course ID:	Course Title:	Winter 2024
ED 623	Family Ministry Essentials	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid	Instructor:	Alice Kung, MA	First Day of Class:	January 8
Days:	Mondays	Email:	akung@ambrose.edu	Last Day to Add/Drop:	January 21
Time:	5:30-8:30pm	Phone:	403-407-9502	Last Day to Withdraw:	March 28
Room:	L2084	Office:	L2060	Last Day to Apply for Coursework Extension:	April 2
Final Exam:	n/a	Office Hours:	Tuesdays 9:30am-4:30pm	Last Day of Class:	April 12

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

Required and Recommended Textbooks and Readings

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

Hunter, Ron (ED), Conn, Danny (ED), Williams, Jonathan (ED), Talbot, Chris (ED). *Southwestern D6 Family Ministry Journal.* Nashville, TN: Randall House, 2023

Hunter, Ron JR. *Recalibrate: A New Measure for Family Ministry.* Nashville, TN: Randall House, 2019

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

Smith, Christian & Adamczyk, Amy. *Handing Down the Faith: how parents pass their religion on to the Next Generation.* New York, NY: Oxford University Press 2021

Turner, Rachel. *It takes a church to raise a parent, Vineyard,* Abingdon: BRF, 2018

Course Schedule

	Topic	Due
1. Jan 8	Overview of the course/syllabi/A look at the Family Ministry Movement	
2. Jan 15	Why Every Church needs Family Ministry?	
3. Jan 22	D6 DNA, Think Orange or Faith @Home?	Due: Comparative Book Report Due
4. Jan 29	Recalibrate the Big Picture of family ministry	Due: Family Ministry Project approval
5. Feb 5	Age-Specific Ministries	
6. Feb 12	Challenge of Family Ministry	Due: Evaluation FM via Chat GPT or Google paper
7. Feb 26	Panelist – Guest Speakers	
8. Mar 4	Equipped for Ministry To, With, and Through	Due: Panelists Reflection Paper Due
9. Mar 11	Should we complete the map for family ministry?	Due: "It Takes a Church" Book Report

10. Mar 18	Family Ministry Project Presentation	
11. Mar 25	Family Ministry Project Presentation	Due: Family Ministry Project
12. April 8	Parenting Faith Conversation	Due: read article "Parenting Faith" on Moodle Personal choice book report

Requirements:

1. Critical Book Reviews & presentation: (total 30%)
Due: Jan 22, Mar 11, & April 8 2024
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 22,2024 (10%)
b) *Read and respond to the "It takes a church to raise a parent"* 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 11, 2024 (10%)
c) Additional response paper for 6-7 pages double space of a book of Student's choice with professor's approval. Due April 8, 2024 (10%)

2. Evaluation of Family Ministry topics via Chat GPT or Google: Due Feb 12 (20%)
This assignment aims to delve into the intersection of technology and family ministry, specifically comparing the applications of ChatGPT and Google platforms within this context. Family ministry is a dynamic field that seeks to support and strengthen families through various means, and technology has become an integral part of these efforts. In this paper, students will critically analyze and compare the features, advantages, and potential challenges of using ChatGPT and Google in family ministry settings through the following topics: (you may only pick one topic)
*   Gospel Family: A Practical Theology of the Gospel's Impact on the Home
*   Family Ministry and Theology: A Theological Reflection on 3 church of England Congregations
*   The Biblical Command for Home Discipleship
*   Leveraging Family Ministry values, priorities, and practices to equip the next generation with a Biblical Worldview
*   Discipleship in a Post-Truth Culture
*   Reimagining Biblical Worldview Education
*   Building a Biblical Worldview for Children through Spiritual Disciplines
*   Ways to Disciple your children "As You Go"
*   The Family: Cultural and Biblical Views

Objectives: Understand the concept of family ministry and its evolving role in contemporary society via articles in "D6 Family Ministry Journal" topics listed above. Explore the applications of technology in family ministry, with a focus on artificial intelligence (ChatGPT) and widely used digital platforms (Google). Analyze the strengths and limitations of ChatGPT and Google in facilitating family ministry initiatives. Evaluate the ethical considerations associated with using these technologies in the context of family ministry. Propose recommendations for leveraging ChatGPT or Google effectively to enhance family ministry through the above

topics. Structure of the Paper must include: Best practices for integrating ChatGPT or Google in family ministry programs and strategies for mitigating potential challenges.

References: Ensure to cite relevant academic sources, articles, and case studies to support your analysis.

Note: Encourage students to explore real-world examples, engage in critical thinking, and provide well-supported arguments in their comparison of ChatGPT and Google within the context of family ministry. (7-10 pages)

3.   *Panelist Reflection paper Due: March 4th, 2024 (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.

4.   *Family Ministry Project (paper 20%, presentation 10%) Due: March 25,2024 (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 29,2024; 30% of the grade will be based on this project, which includes 20% written report and 10% class presentation of the project.

Attendance:

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:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	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 Policies & Procedures:

Registration
Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course
Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

Exam Scheduling
Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication
Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording
The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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/academics/academic-calendar

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.

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/sas/writing-services

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: https://ambrose.edu/wellness

Off Campus:
- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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