

Course ID:	Course Title:	Winter 2023
ED 622	Leadership Essentials for Children and Family Ministry	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	Instructor:	Alice Kung, MA	First Day of Class:	January 9
Days:	Monday	Email:	akung@ambrose.edu	Last Day to Add/Drop:	January 22
Time:	5:30-8:30pm	Phone:	403-410-2000 ext 6941	Last Day to Withdraw:	March 31
Room:	A2212	Office:	L2060	Last Day to Apply for Coursework Extension:	April 3
Final Exam:	N/A	Office Hours:	Wednesdays 9:30am-4:30pm	Last Day of Class:	April 14

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

Practical leadership strategies for leading and implementing ministries to children and families in a church context.

This course will take what students have learned in Volunteer Ministry and Teaching Children for Faith Formation and put it into a working plan. Taking into account the 'why' of Children's Ministry, a child's developmental and faith formation, and one's own personal philosophy of ministry, students will understand practically what it takes to lead the ministry with purpose. With a focus on strategies, leadership and the day-to-day ministry necessities, this course will give the student 'tools' that help them implement the necessary components purposefully into a ministry setting.

Expected Learning Outcomes

Students will:

1. Articulate transferable ministry principles from required reading and course projects into their ministry plan.
2. Reflect on the importance of evaluation and evaluate current ministry practices.
3. Understand what it takes to lead a children and family ministry with purpose.

Required and Recommended Textbooks and Readings

Bird, Warren & Hartwig, Ryan T., Teams That Thrive: Five Disciplines of Collaborative Church Leadership. Downer Grove, IL: InterVarsity Press, 2015

Dollar, Brian, I Brew It!. Springfield, MI: Influence Resources, 2012 (recommended)

Groeschel, Craig, Lead Like It Matters: 7 Leadership Principles for a Church That Lasts. Grand Rapids, MI: Zondervan, 2022

Osborne, Larry, Sticky Teams. Grand Rapid, MI: Zondervan, 2010 (recommended)

Scroggins, Clay, How to lead when you're not in charge. Grand Rapid, MI: Zondervan, 2017

Course Schedule

	Topic	Due
1 Jan 9	Overview of Foundations of Children's Ministry & Teaching Children for Faith Formation	
2 Jan 16	Learning from the Best! What Matters Now In Children and Family Ministry	
3 Jan 23	Mission/Vision/Values/Budget And Lens Project Keep your leadership team and staff on the Same Page	Due: -Read & be prepared to discuss Teams that thrives -Assignment: Paper ("Team that Thrives" report)
4 Jan 30	Mission/Vision/Values/Budget And Lens Project Keep your leadership team and staff on the Same Page (part II)	
5 Feb 6	How churches and Leaders can get IT and Keep IT	Due: -Read "Lead Like IT Matters" & be prepared to discuss -Assignment: Paper ("Lead like it Matters" report)
6 Feb 13	How did Disney do it?	Due: <u>Assignment: Philosophy of Children's or Family's Ministry</u>
7 Feb 20	No Class – Reading Week	
8 Feb 27	Family and Children Ministry Pastoral Panel	Due: <u>Assignment: Ministry Evaluation paper</u> -Be ready to share your ministry plan through the Lens project
9 Mar 6	Pastoral Care/Use of Resources	
10 March 13		Due: -Assignment: CM Handbook or Tool-belt - read "how to lead when you are not in charge" & be prepare to discuss in class
11 March 20	How to lead when you are not in charge	
12 March 27	Class presentation on Strategy Map Project	Due: -Assignment: CM Strategy Map
13 April 3	What else in leadership essential?	Due: Additional Book Report Due
14 April 10	No Class – Easter Monday	

Requirements:

1. Required Reading & Response Due: Jan 23, Feb 6, & April 3, 2023(30% total)

- a). Teams that thrive (Ryan T. Hartwig) **Due: Jan 23, 2023 (10%)**
- b). Lead like IT Matters (Craig Groeschel) **Due: Feb 6, 2022 (10%)**
- c) Additional book report on the book approved by Professor. **Due: April 3, 2023 (10%)**

These **5-7 page responses** will include:

*A **1 page** overview of the author's key points and explorations. Following no more than this one page overview, the student will, in the following 5-6 pages, interact with the text, discussing implications for ministry. Essentially, you are asking yourself how this reading might influence you as a leader which ultimately impacts the ministry you lead.

2. Philosophy of Children/Family Ministry – **Due: Feb 13, 2023 (10%)**

Articulate your current personal philosophy as it relates to ministering to children and/or family ministry. Reflecting on scripture, reading and personal experience the student will prepare a personal philosophy of children's ministry or family ministry. Consider the following: Who are you and how has God gifted you? What do you hold as high values (non-negotiables) in ministry? This philosophy should be 3-5 pages.

3. Complete a Ministry Evaluation - **Due: Feb 27, 2023 (10%)**

Using the "Lense Project template" and your philosophy of ministry, you must complete the following:

- a). Ministry Evaluation summary via the template
- b). Ministry Evaluation Survey to gather further information
- c). The Big picture summary on rather your philosophy matches the evaluation of the ministry you currently serve. Please provide explanation on your findings.

These must be completed based on the ministry in which you are currently involved. Maximum length of this paper is 10 pages.

4. Children and/or family Ministry Handbook or Tool-belt Project -**Due: March 13, 2023 (15%)**

You are to information and resources to enable you to have a successful children ministry. Your goal is to prepare yourself for the future children ministry. What do you need? What are the most currently resources out there in the forms of books or the online resources. You must cover the following topics:

- Children ministry mission/values/visions
- Relationships
- Teaching
- Salvation/Baptism
- Discipline
- Volunteers – recruiting, retention and training
- Other topics you deem necessary.

Maximum topics are 10 for this project.

4. Children's or family Ministry Strategy Map -Due: March 27, 2023 (30% - 20% paper & 10% presentation)

You will be using the "atmosphere of Disney" or the "Disney Culture" to map out how each area of ministry in church can work together for a holistic approach to raise the spiritual children. You will be giving a map of Disneyworld. Here are the suggested bases:

- Castle = Sunday Morning services (main attraction)
- Tomorrowland = Children Ministry
- Fantasyland = Youth Ministry
- Frontierland = Adult Ministry
- Adventureland = Worship and Mission Ministry
- Main Street = Facility Ministry

You need to draw out the map to illustrate your strategies in how you can move from one land to another to ensure the smooth transition as children grow up in church. You must explain why you use the strategies listed. Maximum length of this paper is 10 pages. This assignment can be done in a group of 2.

5. Class participation & work handed in on time (5%)

Students will receive this 5% when they actively participate in class, show up to each class and hand in all assignments on the assigned date. Regardless of the exception, marks will be deducted from this 5% for late assignments.

Attendance: (both via zoom or in person)

In order to benefit from this course and to best prepare you for a vocation in any ministry, you must attend all classes. A student who misses more than 20% of scheduled classes will not be able to receive a passing grade for the course. In the cases of severe or prolonged illness, or other extenuating circumstances, the Academic Vice President may grant extensions.

Grade Summary:

Grade	Interpretation	Grade Points	%
A+	Mastery: Complete Understanding of Subject Matter	4.00	100
A		4.00	95-98
A-		3.70	92-94
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30	88-91
B		3.00	85-87
B-		2.70	80-84
C+	Basic: Developing Understanding of Subject Matter	2.30	75-79
C		2.00	70-74
C-		1.70	60-70
D+	Minimal Pass: Limited Understanding of Subject	1.30	51-59
D		1.0	50
F	Failure: Failure to Meet Course Requirements	0.00	0
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:

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 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.

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/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.

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. 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.

Learning Services

Learning Services provides support with

- General study skills (e.g., time management, note-taking),
- Research and communication skills (e.g., writing a paper, researching, giving a presentation), and
- Subject-specific skills (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are free to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

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.