

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: **BIBM 436: Methodology for Children's Spiritual Formation** or Degree Plan(s):

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
→ 13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGBC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)

Clifford A. Barbarick

December 6, 2023

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)

Christopher R. Hinton

Feb 19, 2024

Chair Signature

Date

Chair Signature

Date

Dean(s)

Ken Cukrowski

Feb 19, 2024

Ken Cukrowski (Feb 19, 2024 16:54 CST)

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting the application.

Course ID (<i>Subject Code and Number</i>)	BIBM 436
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Jennifer Schroeder
B	Course Instructor	Jennifer Schroeder
C	Course Title	Methodology for Children's Spiritual Formation
D	Course Abbreviation for Banner If title is more than 30 characters	Methodology Child Sp.Form.
E		CBS - Biblical Studies
F		BIMM - Bible, Missions & Ministry
G		3
G1		3
G2		0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K		<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.

L		3
M		<u>Standard</u>
N	Maximum Enrollment	25
O	Catalog Description (50 words or less)	This course is designed to help students develop the skills necessary to evaluate, adapt, create, and communicate intentional learning experiences that foster spiritual formation in children. Emphasis is given to both theory and practice in order to equip students to serve effectively in a children and family ministry context.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior standing; BIBL 101 and BIBL 102 (or BIBL 103); BIBL 211. May be used to satisfy Bible University Requirements.
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed <u>course fee form</u> .
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>No</u>
T3	Will the course be offered in summer terms?	<u>No</u>

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2024
V	Is this course required for a program(s)?	<u>Yes</u> If yes, attach a completed <u>curriculum proposal</u> to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>Yes</u> If yes, provide course ID, term, and enrollment: BIBM 440.01 Fall 2023 31 students
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate Approval Chart for Curriculum Change to update the program.

Methodology for Children's Spiritual Formation is intended to replace one of the current courses for the *Bachelor of Arts in Ministry & Vocation: Children & Family Ministry* degree. The degree track requires 12 hours from a specific selection of courses. The current 12 hours consist of:

- (3) BIBM 434 Spiritual Formation of Children
- (3) BIBM 492 Children & Family Ministry
- (6) Choose two of the following three classes:
 - FAM 251 Introduction to Family Studies
 - FAM 362 Families in Society
 - PSYC 392 Child Psychology

In order to equip our students to serve more effectively in a ministry context, we need to address gaps by removing one of the FAM courses or the PSYC course and replacing it with this course.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Currently, students earning the *Bachelor of Arts in Ministry & Vocation: Children & Family Ministry* are experiencing gaps in their degree work. They currently do not have enough space within the current two BIBM courses to develop the necessary skills to apply the theological, theoretical, and pedagogical aspects of ministry to the actual practice of ministry, especially as it pertains to the expansive nature of children and family ministry. Therefore, this course is intended to begin filling in those gaps. Some of the specific elements that this class is designed to address are 1) the ability to evaluate, adapt, and write curriculum that moves past simple knowledge acquisition and into intentional faith formation; 2) the ability to create a myriad of learning experiences that nurture spiritual formation in children; 3) the skills necessary to navigate the difficult texts within the greater conversation of children's spiritual formation; and 4) the ability to apply all of this knowledge to a wide age range (typically birth through about 11–12 years old).

3. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The intended audience is students pursuing a BA in Ministry and Vocation on the Children & Family Ministry track. To be able to successfully complete this course, students need to have an understanding of the unique design of each child and how to nurture the spiritual formation within children. Additionally, students need to have a broad understanding of the foundational elements that comprise a children and family ministry as it applies to a myriad of faith communities.

2. State the overarching course goal(s) in performance terms.

The goal of this course is to further students' understanding of the theological, theoretical, pedagogical, and practical elements of children's ministry so that they are able to serve and lead effectively in a variety of ministry contexts. Through this course, students will not only gain a deeper understanding of the elements that foster spiritual formation in children and its application within the practice of ministry, but they will also develop the skills to synthesize and apply the theoretical and pedagogical elements of children's ministry through the creation of intentional learning experiences.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
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1	Demonstrate an understanding of and vision for the spiritual formation of children rooted in theology.	Reflection Paper, In-class Assignments and Quizzes
2	Articulate and support beliefs regarding the spiritual formation of children across a variety of ministerial contexts.	In-class Assignments and Quizzes, Engagement
3	Evaluate elements that often inform children's ministry, identifying contributions and challenges of each.	Reflection Paper, Curriculum Evaluation and Adaptation Assignment
4	Apply pedagogical principles to the creation of programming for children's ministry, including things like scope and sequencing and curriculum development strategies.	Curriculum Evaluation and Adaptation Assignment, Spiritual Styles Learning Experience
5	Develop learning experiences that demonstrate both an understanding of spiritual formation in children and the ability to integrate that knowledge within a variety of ministerial contexts.	Learning Experience Group Project, Spiritual Styles Learning Experience

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

REQUIRED TEXTBOOKS

Allen, Holly Catterton, Christine Lawton, and Cory L. Seibel. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community, and Worship*, 2nd ed. Downers Grove, IL: IVP Academic, 2023. (You must get the 2nd edition, not the 1st edition.)

Csinos, David M, and Ivy Beckwith. *Children's Ministry in the Way of Jesus*. Downers Grove, IL: IVP Books, 2013.

OTHER REQUIRED READING

Allen, Holly Catterton. "Curriculum and Children's Ministry." In *Mapping Out Curriculum in Your Church: Cartography for Christian Pilgrims*, edited by James Estep, Roger White, and Karen Estep, 239–252. Nashville: B&H Publishing Group, 2012.

Bonner, Steven. "Understanding Childhood Spirituality." In *Along the Way: Conversations about Children and Faith*, edited by Ron Bruner and Dana Kennamer Pemberton, 31–43. Abilene, TX: ACU Press, 2015.

Carter, Erik W. "Believing and Belonging: Embracing Children with Disabilities." In *Bridging Theory and Practice in Children's Spirituality: New Directions for Education, Ministry, and Discipleship*, edited by Mimi L. Larson and Robert J. Keeley, 69–82. Grand Rapids: Zondervan Reflective, 2020.

Conde-Frazier, Elizabeth. "From Hospitality to Shalom." In *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation*, edited by Elizabeth Conde-Frazier, S. Steve Kang, and Gary A. Parrett, 167–210. Grand Rapids: Baker Academic, 2004.

Csinos, David M. "Four Ways of Knowing God: Explorations into the Spiritual Styles of Children." In *Children's Ministry that Fits: Beyond One-Size-Fits-All Approaches to Nurturing Children's Spirituality*, 48–69. Eugene, OR: Wipf & Stock, 2011.

Espinoza, Benjamin D. "Bushnell, Westerhoff, and Nurturing Children's Faith in the Twenty-First Century." In *Exploring and Engaging Spirituality for Today's Children: A Holistic Approach*, edited by La Verne Tolbert, 52–64. Eugene, OR: Wipf & Stock, 2014.

Ferguson, Nancy. *Christian Educators' Guide to Evaluating and Developing Curriculum*. Valley Forge, PA: Judson Press, 2008. (Chapters 8 & 9)

Fisher, Barbara J. "Faith Formation and Bible Stories: A Biblical Framework for Nurturing Faith Formation through the Study of Biblical Narratives." In *Story, Formation, and Culture: From Theory to Practice in Ministry with Children*, edited by Benjamin D. Espinoza, 38–52. Eugene, OR: Pickwick Publications, 2018.

Koepf, Laurel. "Inside Out: The Othered Child in the Bible for Children." In *Text, Image, and Otherness in Children's Bibles: What Is in the Picture?*, edited by Caroline Vander Stichele and Hugh S. Pyper, 11–30. Atlanta: Society of Biblical Literature, 2012.

Pang, Alfred K. M. "Prophetic Wonder with Children in the Call to Teach: A Lasallian Inspiration." In *Let the Children Lead: Exploring Children's Spirituality Today*, edited by Elizabeth DeGaynor, 21–39. Alexandria, VA: VTS Press, 2023.

Zonio, Henry. "Normalizing White Spirituality in Children's Sunday School Curricula." In *Bridging Theory and Practice in Children's Spirituality: New Directions for Education, Ministry, and Discipleship*, edited by Mimi L. Larson and Robert J. Keeley, 201–14. Grand Rapids: Zondervan Reflective, 2020.

4. Supporting Documentation

Required of all applications	
1	<u>Approval Chart for Curriculum Changes</u>

2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Abilene Christian University
Fall 2023

BIBM 436
Methodology for Children's Spiritual Formation
3 Credit Hours

Dr. Jennifer Reinsch Schroeder
College Fellow for Children & Family Ministry
Department of Bible, Missions and Ministry
Abilene Christian University
Office: Biblical Studies Building 282
Telephone: 325-674-3754
E-mail: rjs17a@acu.edu
Office Hours: By Appointment

COURSE DATES AND TIMES

Course Location: BSB 115

Course Dates: September 29-October 1, 2023, and November 3-5, 2023

Class Meeting Times:

- Friday, September 29: 3:00-9:00pm
- Saturday, September 30: 8:00am-12:00pm, 1:00-5:00pm, 6:00-9:00pm
- Sunday, October 1: 1:00-4:00pm
- Friday, November 3: 3:00-9:00pm
- Saturday, November 4: 8:00am-12:00pm, 1:00-5:00pm, 6:00-9:00pm
- Sunday, November 5: 1:00-4:00pm

ACU MISSION STATEMENT

The mission of ACU is to educate students for Christian service and leadership throughout the world. The mission of the Department of Bible, Missions, and Ministry is twofold: 1) to equip all departmental majors with a broad spectrum of knowledge, skills, and experiences in preparation for further study or for engagement in ministry; and 2) to provide all ACU students with biblical and spiritual resources with which they may live as committed disciples.

MISSION OF THE COLLEGE OF BIBLICAL STUDIES

To provide leadership preparation & resources for effective worldwide ministry in Jesus' name.

MISSION OF THE DEPARTMENT OF BIBLE, MISSIONS, & MINISTRY

To provide preparation for leadership through biblical and theological studies and Christian spiritual formation for effective worldwide ministry in the cause of Christ.

COURSE PURPOSE

This course is designed to equip students to use theological principles and practical skills to evaluate current practices as well as provide leadership and service in children and family ministry and communities of faith.

PREREQUISITES

Junior standing; BIBL 101 and BIBL 102 (or BIBL 103); BIBL 211. May be used to satisfy Bible University Requirements.

COURSE DESCRIPTION

This course is designed to help students develop the skills necessary to create, evaluate, adapt, and communicate intentional learning experiences that foster spiritual formation in children. Emphasis is given to both the theory and practice that provide a complete framework for curriculum and teaching strategies.

REQUIRED TEXTBOOKS

*Below are the required textbooks for this class the Csinos and Beckwith text (*Children's Ministry in the Way of Jesus*) should be read prior to the first weekend meeting of this class. The other textbook will be utilized in class, and you will be assigned readings out of it.

Allen, Holly Catterton, Christine Lawton, and Cory L. Seibel. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community, and Worship*, 2nd ed. Downers Grove, IL: IVP Academic, 2023. (You must get the 2nd edition, not the 1st edition.)

Csinos, David M, and Ivy Beckwith. *Children's Ministry in the Way of Jesus*. Downers Grove, IL: IVP Books, 2013.

OTHER REQUIRED READING

*The list below are excerpts or single chapters from important children's ministry texts as well articles assigned for reading. These will be available in Canvas. We may or may not get to all of these readings.

Allen, Holly Catterton. "Curriculum and Children's Ministry." In *Mapping Out Curriculum in Your Church: Cartography for Christian Pilgrims*, edited by James Estep, Roger White, and Karen Estep, 239–252. Nashville: B&H Publishing Group, 2012.

Bonner, Steven. "Understanding Childhood Spirituality." In *Along the Way: Conversations about Children and Faith*, edited by Ron Bruner and Dana Kennamer Pemberton, 31–43. Abilene, TX: ACU Press, 2015.

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COURSE COMPETENCIES AND ASSESSMENTS

Competencies	Assessments
Demonstrate an understanding of and vision for the spiritual formation of children rooted in theology.	Reflection Paper, In-class Assignments and Quizzes
Articulate and support beliefs regarding the spiritual formation of children across a variety of ministerial contexts.	In-class Assignments and Quizzes, Engagement
Evaluate elements that often inform children's ministry, identifying contributions and challenges of each.	Reflection Paper, Curriculum Evaluation and Adaptation Assignment
Apply pedagogical principles to the creation of programming for children's ministry, including things like scope and sequencing and curriculum development strategies.	Curriculum Evaluation and Adaptation Assignment, Spiritual Styles Learning Experience
Develop learning experiences that demonstrate both an understanding of spiritual formation in children and the ability to integrate that knowledge within a variety of ministerial contexts.	Learning Experience Group Project, Spiritual Styles Learning Experience

COURSE GRADING

Grading Scale

A – 90 to 100	B – 80 to 89	C – 70 to 79	D – 60 to 69	F – Below 60
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Assignments

*Criteria for each assignment will be provided when assigned.

Reflection Paper	20%
In-Class Assignments and Quizzes	15%
Curriculum Evaluation and Adaptation Assignment	20%
Learning Experience Group Project	15%
Spiritual Styles Learning Experience	20%
Engagement	10%

Reflection Paper There will be a reflection paper assigned as part of this course. In this paper, students will combine their understanding of the theology of children as

	demonstrated throughout Scripture alongside the foundational elements that foster spiritual formation to develop a clear vision for the methodology that informs the practice of children's ministry. Additional guidelines will be provided.
In-Class Assignments and Quizzes	Throughout both course weekends, short in-class assignments and quizzes will be assigned over different elements of the pre-course and course readings as well as content covered.
Curriculum Evaluation and Adaptation Assignment	Students will both evaluate and adapt a selection of curriculum geared toward multiple age groups that incorporates the intersection of children's ministry models, learning theory, theology, and components of spiritual formation. Additional guidelines will be provided.
Learning Experience Group Project	In groups, students will create and lead a learning experience that demonstrates 1) an understanding of the components that lead to a strong children's ministry "curriculum" and 2) how to carry out those components within the framework of a ministerial context. Additional guidelines will be provided.
Spiritual Styles Learning Experience	Students will create spiritually formative learning experiences meant to occur outside of the Bible classroom setting that integrate the four spiritual styles as described by Csinos and expanded on through course content and intergenerationality. Additional guidelines will be provided.
Engagement	Engagement is an essential part of this course. Learning occurs best when everyone is engaged in a collaborative learning environment. My commitment is to present the material in a variety of learning formats to meet the needs of all learners. Therefore, my expectation of students is to actively participate. Class engagement will be assessed through regular reflection pieces that students will submit regarding engagement in class.

COURSE AND UNIVERSITY POLICIES

Attendance

BIBM 440 is an in-person class with emphasis on the class as a learning community. Therefore, punctual attendance at all class sessions is expected, and attendance will be taken. Tardies will be noted as well as absences. Two tardies count as one unexcused absence. If a student misses more than 20% of the class (8 "classes"), the student will receive an F for a final grade.

Because this is a weekend intensive course, please carefully check your schedule to ensure that you do not have conflicts with other activities (**social club activities are considered unexcused absences**). You may be excused without penalty for documented absences related to medical emergencies, illnesses, family tragedy, and university-sponsored activities. Students are responsible for communicating and documenting the nature of their absences, for instance through a doctor's note or funeral program, etc. For absences due to university-sponsored events, speak to me in advance.

Life occurs in a variety of formats, and I recognize the reality of that. Therefore, you will have 2 unexcused absences to use at your discretion without penalty. Please note that each course hour counts as a "class meeting" (i.e., there are a total of 40 class meetings over the span of the two weekends). However, you will be responsible for gathering any missed information from a classmate. Additionally, depending on the nature of any in-class assignments, you may or may

not be able to make them up. Quizzes, though, cannot be made up for unexcused absences. If you do not use your 2 unexcused absences, you will receive 2 points that can be added to your lowest major assignment grade (e.g., Reflection Paper, Curriculum Evaluation and Adaptation Assignment, or Spiritual Styles Learning Experience). Beginning with the third unexcused absence, each one will reduce a student's final grade by 2 percentage points (e.g., a 92 with 4 unexcused absences becomes an 88).

Technology Policy

While technology certainly has many advantages and appropriate uses, experience and studies have shown that its challenges may outweigh its benefits in the typical classroom. That being the case, our classroom will typically be a technology-free zone. If you would like to take notes, therefore, please come prepared with pen and paper or use one of the notebooks that I provide. If you have a good reason for requiring technology in the classroom, meet with me in person or send me an email.

Occasionally, however, we may use electronic devices for class activities. Therefore, plan to bring your devices to class but to silence and put them away before class begins. In this way we can ensure an attention-rich opportunity for each student in the class, free of distractions. If you are using technology for email, texting, internet browsing, etc. you will be marked as "tardy" or "absent" (if excessive).

Late Work Policy

Ignorance of an assignment will not excuse late work. Contact your professor if you have questions or concerns. Unless your professor approves an extension prior to the due date of the assignment, late projects will be penalized one letter grade for the first day late and one-half letter grade per day for each additional day late up to one week. After that, the assignment, if completed, will receive an "F."

Academic Integrity, Plagiarism, and Generative AI

Ethical behavior and personal integrity are expected of all men and women at a Christian institution. Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature.

Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office website (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of the first-year program, dean of campus life, director of student judicial affairs, director of residence life education and academic departments.

Plagiarism is a form of cheating and will be dealt with as explained in the policy on Academic Integrity. Plagiarism occurs whenever a person offers someone else's writing, research, or ideas as their own. Some common cases of plagiarism are: (a) lifting a paper off the Internet, or from a fellow student, even if you alter it a bit; (b) lifting sentences or whole paragraphs from other's work without clearly putting the material in quotation form and giving full credit in proper citation form; (c) using another's research results without giving them credit; (d) putting someone else's ideas in your own words without giving them credit. Please avoid these and other kinds of plagiarism. Like all cheating, it is sinful and it robs students of the educational gain they should have had.

Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by [following this link](#).

Generative AI refers to artificial intelligence technologies, like those used for ChatGPT or Midjourney, that can draw on a large corpus of training data to create new written, visual, or audio content. In this course, we'll be developing skills that are important to practice on your own. Because use of generative AI may inhibit the development of those skills, I ask that you refrain from employing AI tools in this course. Using such tools for any purposes or attempting to pass off AI-generated work as your own, will violate our academic integrity policy and will be subject to the university's Academic Integrity Policy. For your reference, examples of generative AI technologies are as follows: ChatGPT, Google Bard, Bing Chat, Claude, Synthesia, DALL-E, Midjourney, Fermat, Wordtune, Elicit, and Grammarly. This list is not exhaustive.

If you're unsure about whether or not a specific tool makes use of AI or is permitted for use on assignments in this course, please contact me.

Anti-Harassment Policy

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Our Anti-Harassment Policy outlines specific definitions and procedures related to discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. If you experience harassment in any of these forms, we encourage you to report it so that we can help maintain a work and academic environment free of unlawful harassment.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

Academic Accommodation Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, students must be registered with Alpha Scholars Program, and they must complete a specific request for each class in which they need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

Student Complaint Policy

The university has established formal policies and processes to handle written student complaints and appeals. Generally, the policies encourage students to resolve concerns at the initial level of concern when possible, i.e. working with the faculty member or department chair to resolve an academic issue. To file a complaint or appeal, visit this website for more information.

Email

The ACU email is the primary means of communication outside of the course itself. Students should regularly check their ACU email.

Classroom Courtesy

Courtesy to/from the professor and peers is expected at all times. As Christian adults it is expected that everyone will try to maintain the highest level of decorum both in and outside the classroom. If there are difficulties that need to be discussed with the professor, please call, e-mail, or set up an appointment as soon as possible. Any difficulties arising in the classroom, will be handled immediately by the professor. Any that occur outside should be reported to her as soon as possible.

Recording Policy and Respect for Class Dialogue

The classroom is a place where we ask questions, test ideas, and explore sensitive topics. Sometimes in a debate, a student or professor may take an unusual or extreme position in order to test a hypothesis. You should not assume that any statement made in the course of a conversation is that person's only and final thought on a topic. If you are troubled by a position that someone takes in class, please go to that person and discuss your concerns.

The classroom is a private space, where all members of the class have a reasonable expectation of privacy, as we work through ideas and issues. As a member of this class, you must respect the privacy of all other members of the class by not sharing any recording of class conversation without the express, written consent of all people who are seen or heard in the recording.

Students are not permitted to record a class by any means without prior, express authorization from the course professor. The professor may permit a student to record a class session

- for the personal use of the student,
- for the benefit of another student who is unavoidably absent, or
- as part of an accommodation for a student with a disability.

Permission to record that may be given by a professor under certain circumstances is limited to permission to record for personal use only. It is never permissible to copy, email, file-share, sell, Web-serve, or otherwise distribute such recordings without the express, written consent of all participants in the recording. Course materials prepared by the professor (including PowerPoint presentations, study guides, and handouts), together with the content of all lectures and review sessions presented by the professor, are the property of the professor.

Sharing part or all of any course recordings provided by the professor without the express written consent of the professor as well as everyone else in the recording is a violation of the academic integrity policy and will be handled in accordance with the procedures and penalties outlined in that policy.

IMPORTANT COURSE DATES

Date	Information/Assignment
September 29	Completed reading of the following: - Course Textbook: Csinos, David M, and Ivy Beckwith. <i>Children's Ministry in the Way of Jesus</i>. Downers Grove, IL: IVP Books, 2013. - Article Attached to Canvas: Bonner, Steven. "Understanding Childhood Spirituality." In <i>Along the Way: Conversations about Children and Faith</i>, edited by Ron Bruner and Dana Kennamer Pemberton, 31–43. Abilene, TX: ACU Press, 2015.
September 29- October 1	First weekend class meeting Fridays: 3:00-9:00pm Saturdays: 8:00am-12:00pm, 1:00-5:00pm, 6:00-9:00pm Sundays: 1:00-4:00pm In-class assignments and quizzes given throughout course meeting on course reading and content. Engagement grades earned throughout course meeting.
October 20	Curriculum Evaluation and Adaptation Assignment Due
November 3	Completed reading of the following: - Course Textbook: Allen, Holly Catterton, Christine Lawton, and Cory L. Seibel. <i>Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community, and Worship</i>, 2nd ed. Downers Grove, IL: IVP Academic, 2023. (You must get the 2nd edition, not the 1st edition.) - Read Parts 1 and 4 (pp. 15–61 and 171–289) - Csinos, David M. "Four Ways of Knowing God: Explorations into the Spiritual Styles of Children." In <i>Children's Ministry that Fits: Beyond One-Size-Fits-All Approaches to Nurturing Children's Spirituality</i>, 48–69. Eugene, OR: Wipf & Stock, 2011. (In Canvas)
November 3-5	First weekend class meeting Fridays: 3:00-9:00pm Saturdays: 8:00am-12:00pm, 1:00-5:00pm, 6:00-9:00pm Sundays: 1:00-4:00pm In-class assignments and quizzes given throughout course meeting on course reading and content. Engagement grades earned throughout course meeting.
November 5	Learning Experience Group Project Due
November 17	Spiritual Styles Learning Experience Due
December 1	Reflection Paper

11.28.23

Dr. Jennifer Reinsch Schroeder
Rjs17a@acu.edu
(325) 674-3754
College Fellow for Children & Family Ministry
Department of Bible, Missions, and Ministry
BSB 282
Abilene Christian University

Re: Review of BiBM 436 – Methodology for Children’s Spiritual Formation

Dear Dr. Schroeder,

Thank you for the submission of BiBM 436 – Methodology for Children’s Spiritual Formation. I reviewed the syllabus based on the ACU syllabus guidelines listed on the ACU website. The syllabus meets the guidelines and recommendations outlined for the university.

This letter is not meant to be a final approval in the course application process. Instead, it is intended as a reference that will be read by members of the council, who may also have questions or comments of their own.

Thank you for allowing the Adams Center team to review your application. If there is anything else we can do to help you, please feel free to let me know.

On behalf of the Adams Center for Teaching & Learning,

A handwritten signature in black ink, appearing to read "Scott E. Hamm", with a long horizontal flourish extending to the right.

Dr. Scott E. Hamm,
Assistant Director,

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: November 28, 2023
TO: Dr. Jennifer Schroeder
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for BIBM 436 – Methodology for Children’s Spiritual Formation

After reviewing the course application and syllabus, the library does have adequate resources to support the proposed course. Please contact Craig Churchill, Librarian Liaison, if additional resources are needed for the course. Thank you for letting us review the course proposal and syllabus.