

Abilene Approval Chart for Curriculum Changes

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

Course Number: **BIBM 464 Foundational Praxis of Children & Family Ministry** 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 ^{2,3}	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	UGEC	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 4, 2024

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)

Christopher R. Hatten

2-3-2025

Chair Signature

Date

Chair Signature

Date

Dean(s)

Ken Phelan

2-3-2025

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 464
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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	Foundational Praxis of Children & Family Ministry
D	Course Abbreviation for Banner if title is more than 30 characters	Children's Ministry Praxis
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		Lecture (LEC) ▾ See Schedule Type definitions in the Reference section.
L		3 ▾
M		Standard ▾
N	Maximum Enrollment	25

O	Catalog Description (50 words or less)	This course examines the purposes and theology behind children and family ministry within the local church, including trends and factors affecting children. It also explores the pragmatic side of ministry by considering issues related to the effective development and oversight of a children and family ministry.
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?	No ▾ If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	Yes, every year ▾
T2	Will the course be offered in spring terms?	Yes, odd years ▾
T3	Will the course be offered in summer terms?	No ▾
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2026
V	Is this course required for a program(s)?	Yes ▾ If yes, attach a completed curriculum proposal 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>	No ▾ 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>	Yes ▾ This course is being offered as a special topics course for Spring 2025. 12 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.

Foundational Praxis of Children & Family Ministry is intended to replace the final non-ministry-specific course 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 334 Spiritual Formation of Children
- (3) BIBM 382 Children & Family Ministry
- (3) BIBM 432 Methodology of Children's Spiritual Formation
- (3) Choose one of the following three classes:
 - FAM 251 Introduction to Family Development and Relationships
 - 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 the remaining gaps by replacing the non-ministry-specific course with this new course (BIBM 464 Foundational Praxis of Children & Family Ministry).

- 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 three BIBM courses to develop the full breadth of essential skills and knowledge 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 address that deficiency. Some of the specific elements that this class is designed to address are 1) the ability to articulate the theology of children and how knowledge informs the practice of ministry within a specific context; 2) the ability to develop and implement the practical aspects of children and family ministry; and 3) the skills necessary to demonstrate effective leadership as it pertains to children and families, volunteers, ministry staff, and church leadership.

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 a thorough understanding of the theological framework that informs children's ministry and how to apply that framework to the practice of ministry. Additionally, students must understand the complex systems that comprise a children and family ministry and how to navigate those systems from a healthy and effective place.

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 practical components of a children and family ministry, but they will also further develop the skills to synthesize and apply the theological, theoretical, and pedagogical elements of children's ministry through the completion of assignments such as the Field Research and Ministry Interview Project and the Foundations and Practice of Children's Ministry Research Paper.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Demonstrate an understanding of the theology surrounding children in the Bible, including central issues of baptism and salvation.	WIGOOTRA, Class Engagement, Foundations and Practice of Children's Ministry Research Paper
2	Develop a clear understanding of elements that inform children's ministry practice, identifying contributions and challenges of each.	WIGOOTRA, Book Review, Class Engagement, Field Research and Interview Project

3	Apply pedagogical principles to the creation of a children's ministry within a variety of church contexts.	WIGOOTRA, Class Engagement, Foundations and Practice of Children's Ministry Research Paper
4	Analyze the unique challenges and rewards of ministry as a calling and profession.	WIGOOTRA, Class Engagement, Field Research and Interview Project
5	Grasp critical issues in children's ministry today, including safety concerns, the changing needs of the current generation of children and families, and the challenges of welcoming all children.	WIGOOTRA, Book Review, Class Engagement, Field Research and Interview Project

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 READING

Borgo, Lacy Finn. *Faith Like a Child: Embracing Our Lives as Children of God*. Downers Grove, IL: InterVarsity Press, 2023.

Miller, Meredith. *Woven: Nurturing a Faith Your Kid Doesn't Have to Heal From*. New York: Worthy Books, 2023.

Roberts, Teresa. *Raising Disciples: Guiding Your Kids into a Faith of Their Own*. Colorado Springs, CO: NavPress, 2024.

OTHER REQUIRED READING

*Chapters from the texts below will either be uploaded to Canvas or can be accessed through the ACU library via eBook.

Allen, Holly Catterton, ed. *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene, OR: Cascade Books, 2008.

Beckwith, Ivy. *Postmodern Children's Ministry: Ministry to Children in the 21st Century*. Grand Rapids: Zondervan, 2004. – Library eBook, selected chapters

Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Downers Grove, IL: IVP Books, 2015. – Library eBook, selected chapters

Bruner, Ron, and Dana Kennamer Pemberton, eds. *Along the Way: Conversations about Children and Faith*. Abilene, TX: ACU Press, 2015. – Library eBook, selected chapters

- Burroughs, Becky. "Are Your Volunteers Worth Their Weight in Gold?" *Mosaic Blog*, Published October 17, 2024, <https://www.mosaicsite.org/main/2024/10/17/are-your-volunteers-worth-their-weight-in-gold>.
- Creech, R. Robert. *Family Systems and Congregational Life: A Map for Ministry*. Grand Rapids: Baker Academic, 2019.
- Crosby, Robert G., and Lori A. Crosby. *Trauma-Informed Children's Ministry: A Practical Guide to Reaching Hurting Kids*. Eugene, OR: Cascade Books, 2022. – Library eBook, selected chapters
- DeVries, Mark, and Annette Safstrom. *Sustainable Children's Ministry: From Last-Minute Scrambling to Long-Term Solutions*. Downers Grove, IL: IVP Books, 2018. – Library eBook, selected chapters
- Jutila, Craig, et al. *Children's Ministry That Works!: The Basics and Beyond*, Rev. and up. ed. Loveland, CO: Group Publishing, 2002. – Library eBook, selected chapters
- May, Scottie, Beth Postereski, Catherine Stonehouse, and Linda Cannell. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Grand Rapids: Eerdmans, 2005. – Library eBook, selected chapters
- Roberto, John. *Lifelong Faith: Formation for All Ages and Generations*. New York: Church Publishing Inc., 2022.
- Smith, Traci. *Faithful Families: Creating Sacred Moments at Home*. St. Louis: Chalice Press, 2017.
- Tchividjian, Basyle, and Shira M. Berkovits. *The Child Safeguarding Policy Guide for Churches and Ministries*. Greensboro, NC: New Growth Press, 2017.
- Wideman, Jim. *Children's Ministry Volunteers That Stick*. Loveland, CO: Group Publishing, 2004.
- Yarhouse, Mark. *Talking to Kids about Gender Identity*. Minneapolis: Bethany House, 2023.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
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.

Updated 8/1/2023

Abilene Christian University
Spring 2025

BIBM 464
Foundational Praxis of Children & Family Ministry
3 Credit Hours

Dr. Jennifer Reinsch Schroeder
College Fellow for Children & Family Ministry
Department of Bible, Missions and Ministry

GENERAL INFORMATION:

Class Meetings: Fridays, 12:00-3:00 p.m.
Location: TBD
Office Hours: By appointment
Office: BSB 282
Telephone: 325-674-3754
Email: rjs17a@acu.edu

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.

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 examines the purposes and theology behind children and family ministry within the local church, including trends and factors affecting children. It also explores the pragmatic side of ministry by considering issues related to the effective development and oversight of a children and family ministry.

REQUIRED TEXTBOOKS

*The following are the required textbooks for this class.

Borgo, Lacy Finn. *Faith Like a Child: Embracing Our Lives as Children of God*. Downers Grove, IL: InterVarsity Press, 2023.

Miller, Meredith. *Woven: Nurturing a Faith Your Kid Doesn't Have to Heal From*. New York: Worthy Books, 2023.

Roberts, Teresa. *Raising Disciples: Guiding Your Kids into a Faith of Their Own*. Colorado Springs, CO: NavPress, 2024.

Bible

ADDITIONAL TEXTS

*Additional resources from the texts below will either be uploaded to Canvas or can be accessed through the ACU library via eBook.

Allen, Holly Catterton, ed. *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. Eugene, OR; Cascade Books, 2008.

Beckwith, Ivy. *Postmodern Children's Ministry: Ministry to Children in the 21st Century*. Grand Rapids: Zondervan, 2004. – Library eBook, selected chapters

Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Downers Grove, IL: IVP Books, 2015. – Library eBook, selected chapters

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Burroughs, Becky. "Are Your Volunteers Worth Their Weight in Gold?" *Mosaic Blog*, Published October 17, 2024, <https://www.mosaicsite.org/main/2024/10/17/are-your-volunteers-worth-their-weight-in-gold>.

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Wideman, Jim. *Children's Ministry Volunteers That Stick*. Loveland, CO: Group Publishing, 2004.

Yarhouse, Mark. *Talking to Kids about Gender Identity*. Minneapolis: Bethany House, 2023.

COURSE COMPETENCIES AND ASSESSMENTS

Competencies	Assessments
Demonstrate an understanding of the theology surrounding children in the Bible, including central issues of baptism and salvation.	WIGOOTRA*, Class Engagement, Foundations and Practice of Children's Ministry Research Paper
Develop a clear understanding of elements that inform children's ministry practice, identifying contributions and challenges of each.	WIGOOTRA, Book Review, Class Engagement, Field Research and Interview Project
Apply pedagogical principles to the creation of a children's ministry within a variety of church contexts.	WIGOOTRA, Class Engagement, Foundations and Practice of Children's Ministry Research Paper
Analyze the unique challenges and rewards of ministry as a calling and profession.	WIGOOTRA, Class Engagement, Field Research and Interview Project
Grasp critical issues in children's ministry today, including safety concerns, the changing needs of the current generation of children and families, and the challenges of welcoming all children.	WIGOOTRA, Book Review, Class Engagement, Field Research and Interview Project

* See below for more details on each of these assessments.

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.

WIGOOTRAs	25%
Book Reviews	15%
Class Engagement	20%
Field Research and Interview Project	20%
Foundations and Practice of Children's Ministry Research Paper	20%

WIGOOTRAs WIGOOTRA stands for "What I got out of the reading assignment." (This term and concept are borrowed from Holly Allen.) The readings for WIGOOTRAs are more complex and content-oriented than a basic response paper. These readings will require focused attention to comprehend, assimilate, and summarize the material. You will be asked to

interact with five readings in this way throughout the semester, but you are only required to complete four WIGOOTRA assignments. Specific directions as well as due dates for each WIGOOTRA are found on the appropriate assignment page in Canvas.

Book Reviews There will be two book reviews assigned for this course. A book review should demonstrate critical thinking skills; remember that the most important element of a review is that it is a commentary, not merely a summary. I have attached an example of a book review and book review guidelines to the assignment page in Canvas. Please read through both of the handouts to better understand the mechanics of a book review.

Class Engagement Classroom discussion and participation is an essential part of this course. Learning occurs best when everyone is engaged in a collaborative learning environment. This means coming to class having completed the readings so that you are able to actively engage in the learning process. My commitment to you is to present the material in a variety of learning formats to meet the needs of all learners. Therefore, my expectation of you is to actively participate. Additionally, there will be periodic in-class assignments that also will be used to evaluate engagement.

Field Research and Interview Project *Field Research:* You will be asked to visit two different children's ministry settings this semester. See the assignment page in Canvas for a listing of churches and instructions for making contact. For each site, you will complete a 2-page double-spaced evaluation of the experience addressing the following questions: Did the children seem engaged? What was new to you? Strengths and weaknesses observed? What did you perceive to be the goal or main purpose of the ministry service you observed?
Children's Minister Interview: The person you interview must have worked in children's ministry for two or more years. Their position may be part- or full-time. The person may not simply be a Sunday school teacher who also orders materials and gets workers. This minister must carry the weight of the ministry (e.g., curricular decisions, program decisions, volunteer recruitment, and attendance at church staff meetings). This should be a personal interview, either in person or over the phone; an email "interview" would not accomplish the same purposes that an interview in person or by phone would. Specific details regarding this assignment, including a prepared set of questions, can be found on the assignment page in Canvas. You may type the responses directly onto the interview document.

Foundations and Practice of Children's Ministry Research Paper In our readings and in class, we have explored various pedagogical approaches to children's ministry as well as the major theological approaches to children that various Christian traditions have developed over the centuries. Your task will be to sort through these approaches, determining your ideas and positions, clarifying and honing, re-examining the foundational biblical passages, and eventually constructing a

philosophy of children's ministry and a theology for nurturing children in their faith journeys. Specific details for this assignment can be found on the assignment page in Canvas.

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. 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 this reality. Therefore, you will have 1 unexcused absence to use at your discretion without penalty (1 class period equals 3 MWF classes). 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. If you do not use your 1 unexcused absence, you will receive 4 points that can be added to your lowest major assignment grade. For any additional unexcused absences, each one will reduce a student's final grade by 6 percentage points (e.g., a 90 with 2 unexcused absences becomes a 84).

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 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.

COURSE DATES

Date	Information/Assignment
Jan. 17	First Day of Class Topic: • Syllabus • Children's spirituality • Theology of children
Jan. 24	Topic: • Theology of Children (cont.) • Postmodern Children's Ministry • Developing a Vision READING DUE: • "Introduction" (<i>Postmodern Children's Ministry</i>, intro) • "The Bible Is for Children, Too" (<i>Postmodern Children's Ministry</i>, ch. 7) • "Setting a Vision, Staying the Course" (<i>Children's Ministry That Works!</i>, ch. 1) ASSIGNMENT DUE: • WIGOOTRA #1
Jan. 31	Topic: • Models of Ministry • Scriptural Understanding of Children's Spirituality Guest Speaker: • Theology, Vision, and Expectations - Speakers TBD READING DUE: • "Metaphors Shape Ministry" (<i>Children Matter</i>, ch. 1) • "Children's Ministry Models, Learning Theory, and Spiritual Development" (<i>Nurturing Children's Spirituality</i>, ch. 11) ASSIGNMENT DUE: • WIGOOTRA #2
Feb. 7	Topic: • Children and Baptism READING DUE: • "Baptism and Children: Finding Good Instincts" (<i>Along the Way</i>, ch. 9) • "Baptism and Children: Finding Sound Practices" (<i>Along the Way</i>, ch. 10)

	• "The Stone-Campbell Restoration Movement and Children: Connecting Our Narrative with Other Narratives" (Allen, unpublished paper) ASSIGNMENT DUE: • Baptism Exercise
Feb. 14	Topic: • Leadership and Ministry ◦ General Leadership Conversation ◦ Resumes ◦ Seeking a Ministry Job READING DUE: • "In Leadership" (<i>Children Matter</i>, ch. 15) • "Fifteen Smart Things to Do During Your First Three Months" (<i>Children's Ministry That Works!</i>, ch. 4) • "Competence and Credibility" (<i>Canoeing the Mountain</i>, ch. 4) • "Preparing for the Unknown" (<i>Canoeing the Mountain</i>, ch. 5) ASSIGNMENT DUE: • WIGOOTRA #3
Feb. 21	Topic: • Leadership and Ministry (cont.) ◦ Evaluating Personal Strengths and Weaknesses ◦ Fostering Successful Relationships with Church Leadership Guest Speakers: • Evaluating Personal Strengths and Weaknesses in Ministry ◦ Becky Burroughs, Outreach Minister (Highland Oaks Church of Christ) and Leadership Coach ◦ Amber Norris, Minister to Families of Children (Highland Oaks Church of Christ) READING DUE: • No reading due ASSIGNMENT DUE: • Resume
Feb. 28	Topic: • Leadership and Ministry (cont.) ◦ Volunteers (recruiting, equipping, sustaining, overseeing, having difficult conversations, creating a volunteer model) ◦ Throughout the Congregation (parents, volunteers, church leadership, ministry staff)

	○ Through the Complexities ● Children's Ministry Resources READING DUE: ● "Are Your Volunteers Worth Their Weight in Gold?" (<i>Mosaic</i>, Burroughs) ● "Determining and Developing Your Leadership Team" (<i>Children's Ministry That Works!</i>, ch. 2) ● "Orientation, Training, and Evaluation" (<i>Children's Ministry Volunteers That Stick</i>, ch.8) ● "Beyond the Victim: Swimming in the Deep Waters of Church Politics" (<i>Sustainable Children's Ministry</i>, ch. 10) ASSIGNMENT DUE: ● No assignment due
March 7	Topic: ● Professional and Practical Aspects of CFM ○ Structuring Your CFM ○ Structuring Your Time as a CFM ○ Ministry Decisions ○ Safety and Security ○ Physical Space Considerations READING DUE: ● "Safety and Liability in Children's Ministry" (<i>Children's Ministry That Works!</i>, ch. 3) ● "Safe Behaviors" (<i>The Child Safeguarding Policy Guide for Churches and Ministries</i>, ch. 6) ● Child Safety Policies ● "Building Your Ministry with Simple Machines: The Essential Systems for a Sustainable Children's Ministry" (<i>Sustainable Children's Ministry</i>, ch. 5) ● "Nursery Notes" (<i>Children's Ministry That Works</i>, ch. 12) ● "Discovering the World with Preschoolers" (<i>Children's Ministry That Works</i>, ch. 13) ● "Elementary Children" (<i>Children's Ministry That Works</i>, ch. 14) ● "Preteens" (<i>Children's Ministry That Works</i>, ch. 15) ASSIGNMENT DUE: ● No assignment due
March 14	SPRING BREAK
March 21	Topic: ● Ministry to all children ○ Disability and inclusion ○ Trauma-informed children's ministry ○ Adverse childhood experiences Guest Speaker Topic:

	• A Children's Ministry That Includes All Children In the Way They Need – Dana Kennamer (Professor, College of Education, ACU) READING DUE: • "Trauma-Informed Children's Ministry" (<i>Trauma-Informed Children's Ministry</i>, ch. 1) • "Recognizing the Trauma in Children's Ministry" (<i>Trauma-Informed Children's Ministry</i>, ch. 2) • "Creating the Conditions for Healing in the Children's Ministry" (<i>Trauma-Informed Children's Ministry</i>, ch. 3) • "Discipline" (<i>Trauma-Informed Children's Ministry</i>, ch. 9) • <i>Faith Like a Child: Embracing Our Lives as Children of God</i> (all) ASSIGNMENT DUE: • Book Review – <i>Faith Like a Child: Embracing Our Lives as Children of God</i>
March 28	Topic: • Children, sexuality, and gender • The impact of deconstruction READING DUE: • "What Causes Someone to Experience Gender Dysphoria" (<i>Talking to Kids about Gender Identity</i>, ch. 2) • "What Do I Tell My Child about Gender in General" (<i>Talking to Kids about Gender Identity</i>, ch. 4) • "Walls and Webs" (<i>Woven</i>, ch. 1) • "Weave Your Own Web" (<i>Woven</i>, ch. 2) • "Do Less on Purpose" (<i>Woven</i>, ch. 3) • "About the Bible" (<i>Woven</i>, ch. 4) ASSIGNMENT DUE: • WIGOOTRA #4
April 4	Topic: • Faith Development at Home: Partnering with Caregivers READING DUE: • Podcast – "Family Faith Practices" with Traci Smith and Dave Csinos (https://www.podbean.com/ew/pb-4z6v6-165188c) • "Traditions for Every Day" (<i>Faithful Families: Creating Sacred Moments at Home</i>, ch. 1) • "Family Faith Formation with Three Generations" (<i>Lifelong Faith</i>, ch. 5) • "Partnering with Parents" (<i>Children's Ministry That Works!</i>, ch. 5) ASSIGNMENT DUE: • No assignment due

April 11	Topic: • Intentional discipleship from infancy to adolescence • NextGen Ministry Guest Speaker: • NextGen Ministry (Stacey Losher, NextGen Minister, Preston Road Church of Christ) READING DUE: • <i>Raising Disciples: Guiding Your Kids into a Faith of Their Own</i> (all) ASSIGNMENT DUE: • Book Review, <i>Raising Disciples: Guiding Your Kids into a Faith of Their Own</i>
April 18	GOOD FRIDAY (no class meeting) • <u>Watch the class video</u> (see Canvas) and complete the reading and assignment for this week. Topic: • Children and Worship READING DUE: • "Children and Congregational Worship" (<i>Children's Ministry That Works!</i>, ch. 18) • "Children's Church: Leading Children into Worship" (<i>Children's Ministry That Works!</i>, ch. 19) • "Children in Worship" (<i>Postmodern Children's Ministry</i>, ch. 8) ASSIGNMENT DUE: • WIGOOTRA #5
April 25	Topic: • The practice of ministry—personally and professionally ◦ Managing personal life and ministry (e.g., spiritual life, staff relationships, longevity, seeking help, etc.) ◦ Vocational complexities (e.g., dealing with discouragement, setting short term goals, leaving a ministry, etc.) Guest Speaker Topic: • Navigating the complexities of ministry (Holly Racca, Children's Minister, Southern Hills Church of Christ) READING DUE: • No reading due ASSIGNMENT DUE: • Field Research and Interview Project

May 2	Last Day of Class Topic: • Family systems theory and ministry • Relationships throughout family structures READING DUE: • "Third-Way Leadership" (<i>Family Systems and Congregational Life: A Map for Ministry</i>, ch. 3) ASSIGNMENT DUE: • No assignment due
Week of May 6	Final Exam Week ASSIGNMENT DUE: • Foundations and Practice of Children's Ministry Research Paper (Due May 9, 12:00 p.m.)



December 3, 2024

Dr. Jennifer Reinsch Schroeder
College Fellow for Children & Family Ministry
Department of Bible, Missions and Ministry
Biblical Studies Building (282)
(325) 674-3754

Re: Foundational Praxis of Children & Family Ministry (BIBM 464)

Dear Dr. Schroeder,

Thank you for Foundational Praxis of Children & Family Ministry (BIBM 464) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course.

Sincerely,

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

Dr. Scott E. Hamm,
Assistant Director, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: December 2, 2024
TO: Dr. Jennifer Schroeder
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for BIBM 464 – Foundational Praxis of Children & Family Ministry

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