

YFS331: Working with Children & Partnering with Parents (NLS) Fall 2021

Tuesday/11:10-2:05

Zoom Meetings 4x/Semester

Instructor:
Anna Shuman
Adjunct

Contact Information:
Best: Email
Email: anna.shuman@nyack.edu

Appointment Information:
Virtual Office Hours available weekly

Please request all appointments, with 24 hours notice, by utilizing the google document in your course announcements.

COURSE OVERVIEW

This course is housed within the School of Bible & Christian Ministry and the Department of Youth & Family Studies.

Catalog Course Description: The church's objectives and program for children based on the principles of child development, with special consideration of such topics as the evangelism of children and the evaluation of curriculum materials. In order to effectively disciple children, we must partner with and equip their parents to foster a discipling relationship. The YFS department has an articulation agreement with Child Evangelism Fellowship (CEF) and students may take CEF training for credits which meets this course requirement. **(3 credits)**

Student Learning Goals:

1. The student will understand, assess and create educational curriculum that makes use of various practices of active learning demonstrating a knowledge of the age level of their audience.
2. The student will verbalize the theology, philosophy, history, sociological trends and psychology of Kids Ministry and be able to identify key historical figures.
3. The student will develop a philosophy of partnership with the parents and develop a practical application to disciple parents through discipleship.
4. The student will be able to identify signs of a child at risk and know the safety measures and mandated reporting laws of their state and of the C&MA.
5. The student will collect data from interviews and observations in Children's Ministries to analyze and reflect upon in the classroom.

Assessment* of Goal Attainment:

- 5
- 1, Lectures, Class Participation, 6**
- 2, 4, 5**
- 1, 2, 3, 4, Lectures**
- 1, 3, 4**

The above student learning goals are aligned with the institutional core academic goals, the program's goals, and the institution's core values stated in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>). The course develops students' **core academic skills** in x, x, and x. The **program goals** x, x, and x are substantiated by SLGs #, #, and #. The course is also supportive of **institutional core values** x, x, and x through SLGs #, #, and #. Attainment of goals is evaluated by the identified assignments.

*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.

Working with Children & Partnering with Parents
Fall 2019

Carnegie Unit Accountability

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, “seat time” (instructional schedule set by the Registrar’s Office), and outside work assigned, standardizing expectations as **45 hours of class time and 90 hours of homework for a 3-credit course**. Accreditors and the US Department of Education have set these standards so as to assure that students receive a fair education.

In addition to class time, the estimated homework hours for this course, by category, are as follows:

Type of Work	Hours
Required Reading	37
Studying for Exams/Quizzes	10
Research	4
Writing Assignments	10
Other	34
Final Exam	3
Total Homework Hours	98

Grading Calculation and Scale:

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

1. Discussion Boards..... 15%
2. Book Reviews 30%
3. Observation & Interview 20%
4. Final Project 15%
5. Final Exam 20%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
0-59%	60-62%	63-67%	68-69%	70-72%	73-77%	78-79%	80-82%	83-87%	88-89%	90-93%	94-100%

Care should be taken to perform at one’s best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

Course Outline and Calendar *This course runs from Tuesday-Monday*

Class Date	Course Content Addressed	Assignment(s) Due on Class Date
1: 9/14	Invitation to More	
2: 9/21	State of Affairs	Discussion Board 1; Adams 1
3: 9/28	Direction	Discussion Board 2; Adams 2
4: 10/5	Teaching: What to teach	Discussion Board 3; Adams 3 1 st Observation
5: 10/12	Teaching: How to teach	Discussion Board 4; Adams 4
6:10/19	The Team: Parents	Discussion Board 5; Adams 5 Book Review 1 2 nd Observation
7: 10/26	The Team: Volunteers	Discussion Board 6; Adams 6
8: 11/2	The Whole Kingdom	Discussion Board 7; Adams 7 Book Review 2
9: 11/9	Sabbath & Self Discipline	Discussion Board 8; Adams 8 Interview
10: 11/16	Global Kids Ministry	Discussion Board 9; Adams 9 Book Review 3
Thanksgiving Break		
11: 11/30	Show them Jesus	Discussion Board 10; Adams 10

Working with Children & Partnering with Parents
Fall 2019

12: 12/7	Presentations	Discussion Board 11; Adams 11 Final Project
13: 12/14		Discussion Board 12; Adams 12
	Final Exam	December 17 11:10-2:05pm

Working with Children & Partnering with Parents
Fall 2019

COURSE REQUIREMENT DETAILS

- Required Texts:** Adams, Steve. Children's Ministry on Purpose.
Choose one from the following:
- Bell, P. Team Up!: The Family Ministry Playbook for Partnering with Parents.
 - Jones, Timothy. Family Ministry Field Guide: How your church can equip Parents to raise disciples
 - Anthony, Michelle. Spiritual Parenting: An Awakening for Today's Families
- Choose one from the following:
- Lee, A. F. Leading a Special Needs Ministry: A Practical Guide to Including Children and Loving Families.
 - Weatherbee, K. Every Child Welcome: A Ministry Handbook for Including Kids with Special Needs
 - Newman, B. Autism and Your Church: Nurturing the Spiritual Growth of People with Autism Spectrum Disorder
 - Breeding, M. Let All the Children Come to Me.
- Choose one from the following:
- Stanford, Wess. Too Small to Ignore: Why the Least of these Matter the Most
 - MacDonald, Melissa. Missing: An urgent Call for the Church to Rescue Kids

- Suggested Texts:** Klumpenhouwer, Jack. Show Them Jesus.
Richards, Larry & Bredfelt, Gary. Creative Bible Teaching
Newton, Gary. Heart Deep Teaching.
Zuck, Roy. Precious in His Sight.
Demobowczyk, Brian. Gospel Centered Kids Ministry
Devries, Mark. Sustainable Children's Ministry: From last minute scrambling to long term solutions.
Devries, Mark & Burns, Jim. Partnering with Parents in Youth Ministry.
Lovaglia, Dan. Relational Children's Ministry.
Cimio, Pat & Marking, Matt. Leading KidMin

- Other Resources:** Nyack College E-Article & E-Reference Database
Kids Ministry Collective Podcast

Assignment Descriptions:

1. Discussion Board

Each week there will be 1 reflective question from the lecture content and 1 preparatory question from the Adams text "Children's Ministry on Purpose" for the upcoming weeks lecture. You are to answer each question thoughtfully making use of the course resources, lecture notes, and recommended reading. Each answer should be no more than 300 words in length. Answer both questions in one post and ensure the entire post is less than 600 words total.

- Weekly Discussion Board. 10 pts each. Links found on each lesson page. 130 points total
- An Additional 20 points will be added to your score for perfect participation on the boards.
- 150 points total.

2. Book Reviews

A 3-5 page book review will be due for each of the following categories. Each category has 2-4 books for you to choose **one** to read and review. Students are to follow the format described in the course resources. Book Reviews are due to the dropbox prior to the beginning of class during the week they are due. All links can be found on each lesson page.

100 pts each. 300 points total.

- Partnering with Parents: Due Week 6
 - Bell, P. Team Up!: The Family Ministry Playbook for Partnering with Parents.
 - Jones, Timothy. Family Ministry Field Guide: How your church can equip Parents to raise disciples
 - Anthony, Michelle. Spiritual Parenting: An Awakening for Today's Families
- Inclusive Ministry: Due Week 8

Working with Children & Partnering with Parents

Fall 2019

- Lee, A. F. *Leading a Special Needs Ministry: A Practical Guide to Including Children and Loving Families.*
- Weatherbee, K. *Every Child Welcome: A Ministry Handbook for Including Kids with Special Needs*
- Newman, B. *Autism and Your Church: Nurturing the Spiritual Growth of People with Autism Spectrum Disorder*
- Breeding, M. *Let All the Children Come to Me.*
- Call to Action: Due Week 10
 - Stanford, Wess. *Too Small to Ignore: Why the Least of these Matter the Most*
 - MacDonald, Melissa. *Missing: An urgent Call for the Church to Rescue Kids*

3. Observation

With the approval of the church's children's ministry director, sit in on 2 Sunday School classes of the Nursery, Toddler, PreK, K-2nd, or 3rd-5th. Try to observe two different age groups. Download and fill out the questionnaire titled "Observation Questionnaire" found in your course resources.

- The final questionnaire is to be typed and submitted to the corresponding dropbox on e360 by the beginning of class week 4 and week 6.
- 50 points per observation, 100 points total

4. Interview

Sit down with a Director of Children's Ministry for a discussion on their experience in Children's Ministry. The guided questionnaire titled "Interview Questionnaire" is found in your course resources. It is a common courtesy to email a copy of your questions to the person you are meeting with before the interview occurs. Use this worksheet to guide your discussion with the Director of Children's Ministry. Answer all the points addressed on the worksheet and allow for the Director to add to other information to your discussion as well. Be sure to fill out the section for your reflection of the interview after your conversation is over. The reflection should be between 300 and 500 words. A space for your reflection is provided on the worksheet. The final paper is to be typed and submitted to the corresponding dropbox on e360 by the beginning of class during week 9.

- 1 Completed Interview worksheet to the dropbox Week 9.
- 100 points total

5. Final Project

Following the Lesson Plan model discussed during weeks 4 and 5; create 5 lesson plans (one for each age group) on the **same** lesson content. For example, if you choose to study the story of Zacchaeus, all 5 lesson plans will be on the story of Zacchaeus. Each lesson plan will vary to demonstrate how you can present the story in a way that is attainable for each age group.

Provide a statement paper of approximately 500 words discussing how each plan is modified to accommodate the specific age group. (100 words per plan)

Create and include handouts for parents to follow up with lesson material during the week and prepare for the week coming up.

All information for this project is to be submitted as 1 organized PDF to the dropbox during Week 10.

- 5 Lesson Plans as 1 PDF
 - 1 lesson plan with Parent companion for each of the following age groups: Nursery, Toddler, PreK, K-2nd, and 3rd-5th.
 - Dropbox submission week 10.
 - 20 points per lesson plan; 100 points total
- Teaching opportunity
 - Present one (20) minute lesson for one age group using the pause/play method. Presentations will occur during weeks 10 and 11.
 - 50 points
- 150 points

6. Final Exam

The exam will consist of multiple choice, true or false, selecting proper order, and short answer questions. All material on the final exam will be taken directly from the content of the lectures this

Working with Children & Partnering with Parents
Fall 2019

semester. Students can compose a study guide by compiling all review questions from the conclusion of each weekly lecture. The exam is not an open notes exam.

- Week 14: December 17 11:10-2:05pm
- 200 points

COURSE POLICIES

Reasonable Accommodation: Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.

Student Identity Verification and Privacy: Student identity in the online course companion is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.

Attendance/Absence: Attendance is marked in the Faculty Portal each class period. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. A student must contact the professor via email or voice mail before the end of a missed class. All assignments are due on the date designated. If the professor is absent, work equivalent to the “seat time” missed will be posted in the E360 course companion in order to mark attendance and to fulfill federal/state regulations.

Late Assignments/Extensions: No late work is accepted. Extensions may be requested, no later than 48 hours prior to the deadline of the assignment. Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar’s Office no later than the last day of the class (before final exams week begins—see Extensions for Late Work policy in the college catalog).

Make-Up Exams: Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.

Academic Integrity and Plagiarism: In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as described in the plagiarism policy in the college catalog and student handbook.

Academic Quality: Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.

Style Guide for written work: Students should follow all requirements for Chicago/Turabian Format when submitting book reviews, research papers, and homework assignments.

Writing Center: All Nyack College students seeking assistance with pre-writing, drafting, revising, and editing their written assignments are encouraged to use the resources available through the Writing Center. Sites are available at the Rockland graduate and undergraduate campuses, the Manhattan campus, and phone consultation is available for off-campus graduate students.

Communication with Instructor: Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.

Working with Children & Partnering with Parents
Fall 2019

Grievance Procedure Policy: See the full Grievance Procedure Policy posted in the college catalog. Excerpt:
“Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. In the case of a grade dispute, adjustments must be made within 45 days of the close of the semester.”

Electronic Devices: It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.

SELECTED BIBLIOGRAPHY AND WEB RESOURCES

Adams, Steve. Children’s Ministry on Purpose.

Richards, Larry & Bredfelt, Gary. Creative Bible Teaching

Newton, Gary. Heart Deep Teaching.

Zuck, Roy. Precious in His Sight.

Demobowczyk, Brian. Gospel Centered Kids Ministry

Devries, Mark. Sustainable Children’s Ministry: From last minute scrambling to long term solutions.

Devries, Mark & Burns, Jim. Partnering with Parents in Youth Ministry.

Lovaglia, Dan. Relational Children’s Ministry.

Cimio, Pat & Marking, Matt. Leading KidMin

Gangel & Hendricks. The Christian Educators Handbook on Teaching.

Kilbourn. Children in Crisis.

Brighthouse, Harry (2014). Family Values: The Ethics of Parent-Child Relationships. Princeton Univ. Press

Jones, DeVries, & Steenburg (2011). Family Ministry Field Guide. Wesleyan Publishing House.

Powell, K. (2014). The sticky faith guide for your family: Over 100 practical and tested... Zondervan.

Steiner-Adair, C. (2014). The big disconnect: Protecting...family...in the digital age. Harper Paperbacks.

Wallerstein, Lewis, Blakeslee (2000) The Unexpected Legacy of Divorce: A 25 year study. Hyperion.

Journals: (Academic/Peer Reviewed)

Christian Research Journal

Child and Family Social Work

Journal of Marriage and the Family

Journal of Child and Family Studies

The Journal of Education and Christian Belief

Journal of Family Studies

Parenting: Science and Practice

Juvenile and Family Court Journal