

**CEDF 6240 Intergenerational  
Communities: Families and Children  
in Congregations (3 SH)**

IGNITE Cohort 4  
January - May 2024



**NORTH PARK  
THEOLOGICAL SEMINARY**

**Instructor:** Carolyn Poterek  
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**Class Days/Times:** Asynchronous  
**Room:** Online

**Course Catalog Description**

Most church leaders acknowledge that the family is of primary importance in the development of children. However, most families need or want support, particularly in the spiritual development of their children. Three outcomes of this support are discussed: (1) The congregation as an intergenerational community where families, single persons, and younger generations worship, learn, and serve together; where spiritual development is fostered through vital relationships. (2) The congregation as a context where families come together to learn from each other how to engage their children in worship, learning, and service. (3) The congregation as a learning community where children are part of the church and not just attached to it through programs.

**Required Course Texts**

1. Allen, Holly C. *InterGenerate: Transforming Churches through Intergenerational Ministry*. Abilene Christian University, 2018.
2. Smith, Christian and Amy Adamczyk, eds. *Handing Down the Faith: How Parents Pass Their Religion to the Next Generation*, Oxford University Press, 2021.
3. Gilbert, Roberta M. *The Eight Concepts of Bowen Theory: A New Way of Thinking About The Individual and The Group*. Leading Systems Press, 2004, 2006.
4. Siebel, Cory. *Engage All Generations: A Strategic Toolkit for Creating Intergenerational Faith Communities*. Abilene Christian University, 2021.
5. Students will also research and select journal articles to read and review from journals such as *Religious Education* as part of the course.

## **Course (Learning) Objectives**

1. Students will be able to identify essential elements that contribute to thriving intergenerational families and congregations.
2. Students will be able to synthesize ways in which congregations can shepherd families in effective discipleship models.
3. Students will be able to evaluate the best methods for integrating children into the Body of Christ, an intergenerational community, beyond programs.
4. Students will be able to design a year of intergenerational ministry that reflects the attributes that support children, families, and a thriving congregation.
5. Students will be able to evaluate different education models that are, or have been, used to support children and families in the Church.
6. Students will be able to assess new research in peer reviewed journals and their relevance to intergenerational ministry in the Church.

## **This course contributes toward the following MACF learning outcomes:**

- Interpret Scripture with historical and theological integrity in relation to Christian formation.
- Convey the Christian tradition for appropriation in the life and mission of the Church.
- Articulate the significance for ministry of educational, organizational, and spiritual models and theories of Christian formation.
- Demonstrate a theologically grounded ministerial identity and growing capacity to integrate it with the ministry of Christian formation.
- Engage diversity and exhibit growth towards intercultural competence for ministry reflective of God's global redemptive work.

## **Course Assignments**

1. Attendance "opening & closing" and (2) small group discussions – 40 points
2. Bowen Theory Genogram and Reflection Paper - 50 points
3. Participation Discussion Posts – rubrics and points posted in Canvas
4. Reading Reflection Papers – 25 points each, 75 points total
5. Intergenerational Ministry Activity Evaluation and Paper – 25 points
6. Interview Reflection Paper – 25 points
7. Academic Journal Research Paper & Presentation – 50 points
8. Final Integration project – 75 points total

## **Grading**

Letter grades will be assigned according to the scale printed in the Seminary Catalogue, p. 18 as follows:

Superior work (A = 95–100; A- = 93–94)

Above average (B+ = 91-92; B = 88-90; B- = 86-87)

Average (C+ = 84-85; C = 80-83; C – = 78-79)

Unsatisfactory (D+ = 76-77; D = 72-75; D – = 70-71)

Failure (69 and below)

\*Written assignments should adhere to guidelines, including the inclusive language policy found in the Student Writing Handbook.

\*Late work will be reduced in grade by 10% per day. In case of an emergency the instructor may, at her discretion, make an exception but it is the student's responsibility to communicate with the professor in advance.

\*Note: Lent and Easter are busy in the church, please plan accordingly!

### **Incomplete Grades**

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates she will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see page 15 of the Seminary Academic Catalog.

## **Proposed Schedule**

<b><u>Schedule and Topics Covered</u></b>	<b><u>Activities</u></b>	<b><u>Assignments</u></b>
<b>Pre-Course</b>	No activities	Purchase or rent all required textbooks. If you want to get ahead, you can begin looking through the Canvas Shell and searching for journals on the Brandel Library website.

<b>Weeks 1 &amp; 3: 1/18-2/4</b> *No class, Midwinter 1/22-1/26	*Class “opening gathering,” date TBD *Read The Eight Concepts of Bowen Theory *Create detailed nuclear and extended family genogram	*Post genogram and reflection paper *Small group discussion after viewing other members’ genograms
<b>Week 4: 1/28-2/3</b>	*Read select chapters of Generation to Generation *Canvas discussion	*Reading reflection paper * Canvas discussion and posts
<b>Week 5: 2/11-2/17</b>	*Read select chapters of Intergenerate *Small group discussion	*Reading reflection paper * Canvas discussion and posts
<b>Weeks 6 &amp; 7: 2/18-3/2</b>	*Read select chapters of Engage All Generations	*Reading reflection paper * Canvas discussion and posts
<b>Week 7: 3/3-3/9</b>	*Plan Lenten intergenerational ministry activity	*Small group discussion *Post intergenerational ministry activity description and evaluation method
<b>Week 8: 3/10-3/16</b>	NPTS Spring Break	
<b>Week 9 &amp; 10: 3/17-4/1</b> *Easter break: 3/29-4/1	*Implement Lenten intergenerational ministry activity *Brandel Library peer reviewed journal article research tutorial and (actual) research	*Post intergenerational ministry activity description and evaluation method *Intergenerational ministry activity & evaluation paper
<b>Week 11: 4/2-4/6</b> *Shorter Week	*Course Integration *View videos from theorists/authors *Small group discussions	*Research paper and presentation * Canvas discussion and posts
<b>Weeks 12 &amp; 13: 4/7 – 4/20</b>	*Two interviews	*Interview notes, summary, and analysis paper * Canvas discussion and posts
<b>Weeks 14 &amp; 15: 4/21 – 5/4</b>	*Class “closing gathering,” date TBD	*Final project
<b>Weeks 16: 5/5- 5/11</b>	*Final projects posted	*Final project response posts

## **Additional Course Guidelines**

1. **Attendance.** Class attendance for both opening and closing “ceremony” days is required, as is attendance at the planned small group discussion times. There will be once optional monthly check-ins for any students interested in hearing course “previews” of what is to come, and for students to ask clarifying questions. Not being present or being tardy to the first and last meetings of the semester will impact your grade for the course.
2. **Assessment Submission**
  - All paper submissions should be submitted on Canvas by 11:59PM on the date indicated in the syllabus.
  - Work submitted late without prior arrangement will receive a grade reduction of 10% per day. Work submitted over two weeks late will not receive a grade.
3. **Communication.** Please email me with any questions or concerns, and I will respond within 24 hours, M-F. Before emailing with a question, be sure the answer is not contained in the course syllabus or on Canvas.

## **Academic Honesty**

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination. This includes copying and pasting answers from a website (i.e. Wikipedia) into your quizzes without proper attribution.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present. In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject, you may refer to the Academic Dishonesty section of the University’s online catalog and in the Seminary Academic Handbook.

## **Coursework Policy**

Students preparing to become ministry leaders must demonstrate the characteristics for good ministry. Being prompt to turn in assignments is a responsibility of effective ministry leaders. Therefore, it is expected that all student work be turned in at the appropriate due dates. Late coursework will reduce your grade by 10% day, as stated above.

## **Disabilities Resources - Graduate and Seminary Students**

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a permanent disability or temporary health condition that requires accommodations, please contact the Disability Access Specialist by email ([ada@northpark.edu](mailto:ada@northpark.edu)) or phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

## **Social Media Policy**

While North Park University encourages the use of social media, all users should remember that social media tools are a powerful form of communication that can have a significant impact on organizational professionals and individual reputations. Lines between personal and professional content and between public and private content are often blurred. Whether participating on behalf of the university, a university related group, or personally, all users must follow the same behavioral standards online as they would in face-to-face or one-on-one interactions. Remember that the Internet is no anonymous, nor does it forget. The full text of the NPU policy can be found at the following address

<https://www.northpark.edu/about-north-park-university/university-marketing-and-communications/about-university-marketing-and-communications/university-standards/social-media-policy-and-guidelines/> /.

## **Title IX**

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or [TitleIX@northpark.edu](mailto:TitleIX@northpark.edu) to learn more about reporting options, resources, and support services.

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns.

Faculty members are private resources meaning we are legally obligated to share information about the behavior reported above with the University's Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or [counseling@northpark.edu](mailto:counseling@northpark.edu).

Please refer to North Park's [Safe Community](#) site for reporting, contact information, and further details.