

**SDA Theological Seminary
Andrews University**

CHMN 720 Current Issues in Youth and Young Adult Ministry

(6 semester hours of credit)

Orlando Florida

February 26 – March 8, 2010

Professors

Steve Case, Ph. D., Lead Professor and Cohort Coordinator, Steve@involveyouth.org
Other Faculty: Allan Walshe, D. Min., James Black, B.A., Richard Carey, M.A., Robert Forquer, J. D., Allan Martin, Ph. D.

Mission

The Andrews University Doctor of Ministry (DMin) in Youth and Young Adult Ministry integrates theory and practice within a biblical theology of youth ministry. It develops youth and young adult ministry practitioners who manifest spiritual and theological depth, professional competency, academic excellence, professional leadership skills, programming expertise, and the ability for self-reflection necessary for the spiritual care of youth and young adults within the broader church and community context.

Course Description

Students study selected issues in youth and young adult ministry, including adolescent development, pressing concerns in addition to their historical background, present significance, and future possibilities. The interfacing of church and society will receive special attention from a Seventh-day Adventist perspective. Students must integrate their current ministry with their discovery, discussion and experimentation from the course intensive and its outflow, and make evaluations.

Outline of Topics

A brief history of youth and young adult ministries (Y&YAM)
An overview of current issues in Y&YAM
Seventh-day Adventist Y&YAM issues
Post-modernism and culture
SDA Church mission
SDA Church structures
An army of volunteers
SDA sub-culture – elderly, ethnicity, education system
Identity – Splitting to the left and the right
Inactive youth and young adults
Active youth and young adults
Short-term Missions
Lifestyle – from superficial to experimenting for meaning

The new meanings of “Worship Service”
Hope and evidences of the Spirit

The Cohort

A cohort group will form with this module and will continue for the next four years, taking intensives as indicated below. Cohort members will meet in groups between intensives, either in person or electronically, and will pursue projects that advance their youth and young adult ministry competencies. On completion, they will have earned a youth and young adult concentration in their DMin program.

Participants will take this course with a cohort in youth and young adult ministry at the beginning in a sequence of
GSEM 790 Project Seminar (February 21-26, 2010 in Orlando, Florida)
CHMN 720 Current Issues in Youth and Young Adult Ministries (February 26-March 8, 2010 in Orlando, Florida)
GSEM 706 Spiritual & Theological Foundations for Ministry (May 2-12, 2011 at Andrews University)
GSEM 730 Field Research for Ministry (February 15, March 1, 15, 29, April 12, 26, May 10, 24, 2011 virtual delivery)
CHMN 765 Advanced Youth and Young Adult Ministry (February 22-March 2, 2012 in Santo Domingo, Dominican Republic or another Caribbean/Central American country)
CHMN 721 Perspective on Youth and Young Adult Ministry Leadership Strategies (February 25-March 5, 2013 at Andrews University)

These course numbers and titles, dates and locations can also be found online at the Doctor of Ministry program planner:
www.andrews.edu/sem/dmin/concentrations/youth_ministry/index.html

Competencies of the Youth and Young Adult Ministry Concentration

The Doctor of Ministry Youth and Young Adult Ministry Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are competencies that are important to evaluate as outcomes. These competencies guide the curriculum and should be reflected in the Ministry Development Plan developed by the participant.

Being

The student will be engaged in a learning process aimed at enhancing personal spirituality, enriching one’s personal life, and improving professional relationships.

- Be a conduit of God’s love
- Experience and share abundant joy
- Experience peace from God’s acceptance and approval
- Grow spiritually
- Relish positive collegial relationships
- Thwart busyness

- Increase commitment to ministry
- Expand one's view of society and ministry

Knowing

The student will be expected to exhibit an advanced understanding of sound theological and theoretical foundations that support youth and young adult ministry and how these contribute to the mission and ministry of the worldwide church.

- Exceptional theoretical knowledge of youth and young adult ministry
- Tested and refined knowledge from the application of theoretical knowledge
- Discovery of current models and methods from interaction with youth and young adult ministry professionals

Doing

The student will model Christ-like ministry and demonstrate the ability to effectively contribute to the mission of the church by wise and competent application of youth and young adult ministry foundations and theories to the application of innovative solutions for current ministry challenges.

- Focus study and ministry on the area of youth and young adult ministry determined by the student
 - Begin the student's project/dissertation
 - Conduct and report the review of literature for the project/dissertation
 - Adjust one's current ministry to emphasize one's current specialized ministry as determined by the project/dissertation and exclude or limit extraneous ministry
- Expand and contribute to the student's youth and young adult ministry world
 - Addition of fellow youth and young adult ministry professionals in the cohort
 - Initiate contact with additional youth and young adult ministry professionals
 - Publish in the field of youth and young adult ministry

Course Requirements

I. Pre-Intensive

A. The following books are required reading prior to the teaching intensive that begins February 26, 2010 in Orlando, Florida.

Claiborne, Shane (2006). *Irresistible Revolution*. Grand Rapids, MI: Zondervan. 367 pages.

Clark, Chap and Powell, Kara (2007) *Deep Justice in a Broken World*. Grand Rapids, MI: Youth Specialties/Zondervan. 244 pages.

Dean, Kenda Creasy (2004). *Practicing Passion*. Grand Rapids, MI: Eerdmanns Publishing. 257 pages.

Hipps, Shane (2009). *Flickering Pixels*. Grand Rapids, MI: Zondervan. 184 pages.

Root, Andrew (2007). *Revisiting Relational Youth Ministry*. Downers Grove, IL: Inter-Varsity Press. 219 pages.

Students who have read any of these books previously can substitute other books on current issues in youth and young adult ministry approved in consultation with the lead professor, Steve Case.

B. A book report for each book for the pre-intensive reading. This 3-4 page report/book will include the book title and author, a brief background about the author, a brief synopsis of the book, elements in which the reader agree/disagrees/is unsure in response to the book, and what the reader will use from the book in reference to the reader's ministry. A sample and also a blank sample form are available. All five book reports are due by the first day of class on February 26, 2010, or they can be sent via email to the lead professor in advance (Steve@involveyouth.org) or can be sent via the internet through the Andrews University "Desire2Learn" portal (<https://d2l.andrews.edu/index.asp>) for this class.

C. A topic or potential short list of topics for the student's project/dissertation. Due to the scheduling of the Project Seminar preceding the first intensive of the new cohort, students are to dialogue with the lead professor prior to the Project Seminar regarding potential topics. In this way, the student's work will integrate the intensives and on-going ministry for a practical and purposeful project/dissertation. This is to be reported on one page after discussion with the lead professor and prior to the project seminar. It is due February 19, 2010 and can be sent via email to the lead professor (Steve@involveyouth.org) or can be sent via the internet through the Andrews University "Desire2Learn" portal (<https://d2l.andrews.edu/index.asp>) for this class.

II. The Intensive February 26 – March 8, 2010 in Orlando, Florida

A. Punctual attendance is required for all classes. A maximum of 10% absence from total teaching time is allowed. This includes a number of evening sessions as well as field experiences interspersed throughout the intensive. Students should plan to block out the intensive time block on their calendars for intensive instruction and experiences.

B. Students should plan to be present during the entire intensive. Sabbath and Sunday will *not* be free days. Students can expect to be involved in a variety of ministry settings and exposures and participation during weekend hours. Don't schedule alternate activities *during* the scheduled intensive. Students can feel free to avail themselves of the unique environment for personal experiences before or after the intensive. Several of the unique elements of the Orlando area will be integrated into the actual intensive.

C. Participation in class discussion, group activities, daily journaling, and a compilation of notes are expected. Class notes are due on a daily basis for the following 10 days of the intensive: Friday, February 26 – Sunday, March 7, 2010. Class notes are due at the start of class each day and can be handed to the lead professor in person or sent by email (Steve@involveyouth.org) or can be sent via the internet through the Andrews University "Desire2Learn" portal (<https://d2l.andrews.edu/index.asp>) for this class.

D. Formation of a Ministry Development Plan (MDP) will begin during the intensive. Based on the expectation that the students will show initiative and responsibility in planning, participating, evaluating, and adjusting their own learning, the student will create a MDP. This unique learning journey certainly includes the DMin modules with intensives, as well as other elements of the student's ministry. The MDP includes the following parts: vision, current situation, action plan, and the identification of forces expected to help and also those that could hinder achieving the student's vision. The complete MDP is due June 1, 2010 and can be sent by email to the lead professor, Steve Case (Steve@involveyouth.org) or can be sent via the internet through the Andrews University "Desire2Learn" portal (<https://d2l.andrews.edu/index.asp>) for this class.

III. Post Intensive

A. Students will complete a mission statement for the Seventh-day Adventist Church no longer than 1 page. A revised mission statement, also no longer than 1 page, will be added that integrates dialogue and interchange with a "learning group" of two-three other students in the cohort to come up with a shared mission statement for the Seventh-day Adventist Church for the learning group. An additional 2-3 pages are to be added by each student to explain the joint mission statement, the process of its development, and its practical application for that particular student's ministry. All of this is due by September 1, 2010.

B. Complete a Ministry Development Plan of 5-6 pages. (See item "D" above in "The Intensive" description. Each student will also create a context support group of five people from the student's ministry context (church, conference office, ministry location, etc.) who will meet face-to-face each year to review the student's MDP. These meetings will center on personal and professional progress. The first meeting must occur on or before April 8, 2010. The group will review the MDP and its role with materials provided during the February-March intensive. A journal report by the student along with the MDP must be sent to Steve Case (Steve@involveyouth.org) or can be sent via the internet through the Andrews University "Desire2Learn" portal (<https://d2l.andrews.edu/index.asp>) for this class. The dates for this journal report and the MDP for the first year is due June 1, 2010.

C. Initiate contact with and interview a minimum of two youth and young adult ministry professionals in the area in which the student will focus for the project/dissertation. This can be done in person or by phone or other media. These contacts should be *new* contacts in order to expand the student's circle and to enter the interviewee's world. The student should report the list of questions prepared before initiating contact as well as a brief report of the responses and a summary of the interview (2-3 pages per person contacted). The purpose of these contacts is to glean information now and to begin a relationship with a fellow professional in the specialized area of the student's study. It is possible that one of these contacts could serve as the mentor for the student (see item "G" below). This report is due September 1, 2010.

D. Publish an article in a youth or young adult ministry journal based on the student's actual ministry and learning. At the doctoral level, students are expected to be proficient in their specific area of ministry, but also share their discoveries and practical applications with other in the field. Students can submit articles to SDA or other entities for publication, such as *Insight*,

Adventist Today, Adventist Review, Insight Youth Resource Magazine, Dialogue, Youthworker Journal, Group, etc. Either a copy of the published article or acceptance for publication are due by December 1, 2010.

E. The primary post intensive activity will be the review of literature for chapter three of the student's DMin project. Students can expect this to be a minimum of 60 resources in the first year, including books, periodicals, and internet-based information. Drawing primarily on resources published in the past 5-10 years, some classic resources can also be included. This will be a dynamic review that will be updated throughout the DMin process, but the primary review of literature will take place as the major post-intensive course work for the first intensive. This primary review of literature, written in 16-22 pages, will be due December 1, 2010. Instead of post-intensive reading on the topic of current issues in youth and young adult ministry, each student is to read prolifically in the specific field of study for that student's project/dissertation. (150 hours).

F. Students will participate in a minimum of four sessions of a work group for peer support and sharing of experience. The work group will consist of two-three students who will meet in person or by phone conference or by electronic conference a minimum of four times. Each participant must send in a brief journal record of each group meeting—your notes on the dialogue. The group meetings must take place in a timely manner to report on or before the following dates for the following projects:

1. Ministry Development Plan for each student – group session by May 15, 2010.
2. Group SDA Church Mission Statement – group session by August 1, 2010.
3. Interview of two youth and young adult ministry professionals – group session by August 15, 2010.
4. Review the work of each student on their chapter three – group session by November 15, 2010.

G. Begin a mentoring relationship with another youth and young adult ministry professional preferred, although it can be another role model such as a pastor or experienced professional who works with youth or young adults outside of a professional ministry setting. It is up to the student to initiate contact, both at the start and each ensuing month. This relationship is to continue for the first four years of the cohort, with a written reflection of the value from the mentoring relationship twice a year. These are to be sent to Steve Case (Steve@involveyouth.org) or can be sent via the internet through the Andrews University "Desire2Learn" portal (<https://d2l.andrews.edu/index.asp>) for this class. The dates for this written reflection of 2-3 pages for the first year is due June 1 and December 1 of 2010.

The standard for all written work will be *The Andrews University Standards for Written Work, 11th Edition* unless otherwise noted.

Assessment

Assessment is accomplished by evaluating participation and assignments around the competencies of the concentration. There are eight competencies in the area of being, three in the area of knowing, and two broad competencies in the area of doing. The chart below

describes the process of evaluating the integration of those competencies. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered.

Competency of the Concentration	Learning Resources Provided in this Module	Process of Assessment
Be a conduit of God's love	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World, Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling and mentoring relationship.
Experience and share abundant joy	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World, Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling and mentoring relationship.
Experience peace from God's acceptance and approval	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World, Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling and mentoring relationship.
Grow spiritually	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World, Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling and mentoring relationship.
Relish positive collegial relationships	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World, Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling and mentoring relationship.
Thwart busyness	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World,</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the

	<i>Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry.</i>	journaling and mentoring relationship.
Increase commitment to ministry	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World, Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling and mentoring relationship.
Expand one's view of society and ministry	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World, Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling and mentoring relationship.
Exceptional theoretical knowledge of youth and young adult ministry	Intensive presentation; the literature assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World, Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry</i> ; the work group; the mentoring relationship; the review of literature and the third chapter.	Evaluation of the quality of intensive participation, book reports, breadth of the review of literature, the article for publication, content of the third chapter.
Tested and refined knowledge from the application of theoretical knowledge	Intensive presentation; the literature assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World, Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry</i> ; the work group; the mentoring relationship; the review of literature and the third chapter.	Evaluation of the quality of intensive participation, book reports, breadth of the review of literature, the article for publication, content of the third chapter.
Discovery of current models and methods from interaction with youth and young adult ministry professionals	Intensive presentation; the literature assigned, especially: <i>Irresistible Revolution, Deep Justice in a Broken World, Practicing Passion, Flickering Pixels, and Revisiting Relational Youth Ministry</i> ; the work group; the mentoring relationship; the contacts with two other youth and young adult ministry professionals; the review of literature and the third chapter.	Evaluation of the quality of intensive participation, book reports, breadth of the review of literature, the article for publication, the journal and report of interviewing two youth and young adult ministry professionals, content of the third chapter.
Focus study and ministry on the	Intensive presentation; the Ministry Development Plan; the literature and journaling	Evaluation of the quality of intensive

area of youth and young adult ministry determined by the student	assigned; the work group, the mentoring relationship; the contacts with two other youth and young adult ministry professionals; the review of literature and the third chapter.	participation, book reports, breadth of the review of literature, the article for publication, the journal and report of interviewing two youth and young adult ministry professionals, content of the third chapter.
Expand and contribute to the student's youth and young adult ministry world	Intensive presentation; the Ministry Development Plan; the literature and journaling assigned; the work group, the mentoring relationship; the contacts with two other youth and young adult ministry professionals; the review of literature and the third chapter.	Evaluation of the quality of intensive participation, book reports, breadth of the review of literature, the article for publication, the journal and report of interviewing two youth and young adult ministry professionals, content of the third chapter.

Grading

Reading Reports for pre-intensive books	100 points
Topic or potential list of topics for the project/dissertation	50 points
Daily journaling during the intensive	50 points
Mission Statement work	100 points
Ministry Development Plan and context support group	100 points
Interview report of two ministry professionals (2 x 50 points)	100 points
Published article	100 points
Peer group attendance and journaling	50 points
Mentoring and journaling	50 points
Review of literature for project/dissertation (chapter 3 of project/dissertation)	<u>300 points</u>
TOTAL	1000 points

- 96 – 100% = A
- 93 – 95% = A-
- 90 – 92% = B+
- 85 – 89% = B
- 82 – 84% = B-
- 79 – 81% = C+
- 74 – 78% = C
- 71 – 73% = C-

61 – 70% = D
0 – 60% = F

Delays in assignment completion will affect the grade as follows:

- Delay of up to 60 days – no more than A-
- Delay of up to 90 days – no more than B+
- Delay of up to 120 days – no more than B
- Delay of up to 150 days – no more than C

When deadlines are not met, a DG will be given, and the appropriate grade will be assigned when adequate work is completed. A grade of DG will be changed to a DN if a participant is unable to complete the program.

Course Time Parameters and Calculations

The Doctor of Ministry program requires 60 hours of study for each semester credit. CHMN 720 Current Issues in Youth and Young Adult Ministry is six hours, so the entire course requires 360 hours. The time is calculated as follows:

25	Pre-intensive reading and book reports
10	Topic or potential list of topics for the project/dissertation
80	Intensive class time
10	Daily journaling during the intensive
15	Mission statement development individually and in the learning group
10	Ministry Development Plan and context support group
10	Interview and report of two ministry professionals
20	Write and publish a journal article
15	Peer group attendance and journaling
15	Monthly mentoring and semi-annual reporting
<u>150</u>	<u>Review of literature and writing chapter 3 for the student's project/dissertation</u>
360	Total hours

The general rule

Any changes announced in class or prior to class by the lead teacher will supersede the information given in this syllabus. Also, accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

March 4, 2010