

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
DOCTOR OF MINISTRY PROGRAM
CHANGING THE PEOPLE WHO CHANGE THE WORLD

Youth and Young Adult Ministry Cohort, 2010
Year Four
DSRE 721

**PERSPECTIVES ON YOUTH AND
YOUNG ADULT MINISTRY LEADERSHIP**
2013

Steve Case, Lead Professor





DSRE 721

PERSPECTIVES ON YOUTH AND YOUNG ADULT MINISTRY LEADERSHIP STRATEGIES

YOUTH AND YOUNG ADULT MINISTRY COHORT, 2010

GENERAL MODULE INFORMATION

Module acronym: DSRE 721
Module name: Perspectives on Youth and Young Adult Ministry Leadership Strategies
Intensive location: Loma Linda, CA, LLU Church, Room 204
Intensive Dates: February 24, 2013, 6:00 pm – March 6, 2013, 12. Noon, 11 days
Credits: 5

INSTRUCTOR CONTACT DETAILS

Professor: Steve Case, Ph. D.
Telephone: 916-961-2177 (office), 916-849-7676 (cell)
Email: Steve@involveyouth.org

GUEST PRESENTERS

Other Faculty: Ivan Blazen, Ph. D., Robert Cruise, Ph. D., Marianne Gilbert, J. D., Timothy Gillespie, D. Min., Kendra Haloviak-Valentine, Ph. D., Allan Martin, Ph. D., Sandy Roberts, D.Min., Allan Walshe, D. Min.

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

BULLETIN MODULE DESCRIPTION

This module will explore the various leadership roles and functions involved in youth and young adult ministry. It includes: youth and young adult ministry leadership principles, planning and leading major events, writing grant proposals, implementing change, leadership in youth evangelism, developing people helping skills, and the life cycle of a youth and young adult ministry.

CONCENTRATION OUTCOMES

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 outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

Being

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

1. Be a conduit of God's love
2. Experience and share abundant joy
3. Experience peace from God's acceptance and approval
4. Grow spiritually
5. Relish positive collegial relationships
6. Thwart busyness
7. Increase commitment to ministry
8. Expand one's view of society and ministry

Assessed by: Requiring students to complete a "Spiritual Style Test" and reflect on it through journaling. Update one's Ministerial Development Plan (MDP) which will be reviewed by the Context Support Group and which the student will also reflect through journaling. Interact with work study group and journal the experience.

Knowing

The graduate 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.

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

Assessed by: The direct assessment provided by the faculty in all modules for various assignments and by completing the final chapter in their project documents (Chapter 5) where students will make assessments of their project and interact with other members of the cohort on their reporting prior to turning it in for faculty assessment. Additional assessment through the intensive itself, with a variety of exceptional presenters, and the required reading reported through journaling assessed by the lead professor.

Doing

The graduate 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.

1. Focus study and ministry on the area of youth and young adult ministry determined by the student
 - a. Complete the student's DMin Project
 - b. Conduct and report the research testing for the Project
 - c. Adjust one's current ministry to emphasize one's current specialized ministry as determined by the Project and exclude or limit extraneous ministry
2. Expand and contribute to the student's youth and young adult ministry world
 - a. Participation with cohort youth and young adult ministry professionals
 - b. Continue mentoring relationship and initiate being a mentor to others
 - c. Publish in the field of youth and young adult ministry

Assessed by: Successful presentation and assessment of their project before peers and their respective project committees as well as synthesizing an abstract of one's project for assessment and publication.

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Youth and Young Adult Ministry Concentration in their DMin program.

Participants in the Youth and Young Adult Ministry Concentration take the following modules and the project seminar in the following sequence:

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)

DSRE 765 Advanced Youth and Young Adult Ministry (February 16-26, 2012 at Newbold College in England)

DSRE 721 Perspective on Youth and Young Adult Ministry Leadership Strategies (February 24-March 6, 2013 at Loma Linda University)

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. Pre-Intensive

A. A journal for each of the four, required pre-session titles is due Sunday, February 17, 2012 (one week before the intensive begins). Each journal is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result

is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity. The journal should be completed after discussing it in a student’s work study group prior to the February 17 deadline. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book. Students who have read any of these books previously can substitute other books in youth and young adult ministry approved in consultation with the lead professor, Steve Case.

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

Books can be purchased in any manner convenient to the participant.

B. Each student is already a member of a “work study group” that meets regularly. Each work study group should schedule its own session to discuss the required reading after having read the required materials. This meeting should occur before February 17, 2013. Each member of the work study group will then send a 1-2 page reflective journal report by February 17, 2013, of the work study group session to the lead professor via the internet by email attachment to Steve@involveyouth.org or through the new “Moodle” segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class.

C. Each student should take the “Spiritual Style Test” in Christian Schwarz’s *The 3 Colors of your Spirituality* (pages 64-73) before the intensive and turn in a 1-2 page journal of the results (page 70 and page 73 [#1-4]).and the student’s reflection on the results. This should be turned in to the lead professor by February 17, 2013.

II. The Intensive (February 24 – March 6, 2013 at Loma Linda University)

A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed. The teaching time includes morning, afternoon, and 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. All days are included except for Sunday, March 3, 2013, which is a day off. Optional activities will be available that day, but they are truly *optional*.

B. 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 8 days of the intensive: Tuesday, February 26 – Wednesday, March 6, 2013 (excluding reporting Sunday, March 3 on Monday, March 4). Class notes are due at the start of class each day and can be sent via email to Steve@involveyouth.org or through the new “Moodle” segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class.

III. Post Intensive

A. Journal and report the following five books in the same manner as for the pre-intensive books. These four journals are due September 1, 2013, as well as the “work study group” journal report of discussing these in your work study group.

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

Books can be purchased in any manner convenient to the participant.

B. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. The MDP should be provided to the context support group and then revised after meeting with them. The revised version is what should be submitted by June 1, 2013, to the lead professor by email attachment to Steve@involveyouth.org or through the new “Moodle” segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class.

C. Chapter five of your project document, a paper of 16 - 22 pages, no more than 25 pages, will be required providing the narrative of your project challenge. Follow the instructions of your project seminar for the form of chapter five. This will need to be reviewed by your work study group prior to submitting it to the lead professor. Send this by October 1, 2013, to the lead professor by email attachment to Steve@involveyouth.org or through the new “Moodle” segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class. The work study journal of this is due at the same time (October 1, 2013).

The Andrews University Standards for Written Work, 12th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

D. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before May 15, 2013. The group will review the MDP and its role with materials provided during the intensive. A 2-3 page journal of this meeting from the student's perspective should be sent by June 1, 2013, to the lead professor by email attachment to Steve@involveyouth.org or through the new "Moodle" segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class.

E. Students will participate in a minimum of four sessions of a "Work Study Group" for peer support and sharing of experiences. Work study Groups may meet by phone conference, face-to-face, or via electronic conference (such as Skype or Go-To-Meeting).

1. A journal of the pre-session reading journals will be due February 17, 2013.
2. A journal of the context support group meeting and the revised MDP will be due June 1, 2013.
3. A journal of each student's chapter five by September 1, 2013. This is one month before chapter five is due.
4. A journal of the post-session reading journals, the monthly field mentor sessions since the intensive, and the student's abstract of their DMin project is due October 1, 2013.

F. Continue work with your field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one-page journal of session dates and reactions to the sessions. At least six different monthly sessions should be turned in to the lead professor on October 1, 2013. Two of these sessions should be sessions in which the DMin student serves as the mentor to a less experienced youth and/or young adult ministry professional. If you are not currently mentoring another youth and/or young adult ministry professional, this is your start!

G. Students will write an 8-10 page abstract of their DMin project to date. When writing the project, a briefer, 1-3 page abstract will precede the five or six chapters of the written project. The requirement for this intensive is for the general public to read rather than the academic format. These will be compiled and edited by the lead professor to have a collection of recent DMin projects in youth and young adult ministry in book format. This is due October 1, 2013.

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are eight outcomes in the area of being, three in the area of knowing,

and two outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. 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. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Outcome 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>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</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>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</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>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling and mentoring relationship.

	<i>Transition.</i>	
Grow spiritually	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</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 abstract of one's DMin Project, the literature and journaling assigned, especially: <i>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling and mentoring relationship, the abstract of one's DMin Project.
Thwart busyness	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the 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:	Evaluation of the quality of intensive participation, the work group, the Ministry

	<i>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</i>	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>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</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; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the literature and journaling assigned, especially: <i>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling and mentoring relationship.
Tested and refined knowledge from the application of theoretical knowledge	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; chapter 5 of the DMin Project, the literature and journaling assigned, especially: <i>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling mentoring relationship, and chapter 5 of the DMin Project.

	<i>Transition.</i>	
Discovery of current models and methods from interaction with youth and young adult ministry professionals	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; the abstract of one's DMin Project, the literature and journaling assigned, especially: <i>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling mentoring relationship, work study group, and the Abstract of DMin Project.
Focus study and ministry on the area of youth and young adult ministry determined by the student	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; chapter 5 of the DMin Project, the literature and journaling assigned, especially: <i>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling mentoring relationship, and chapter 5 of the DMin Project.
Expand and contribute to the student's youth and young adult ministry world	Intensive presentation; class discussions; group activities; mentoring relationship; work group; the Ministry Development Plan; chapter 5 of the DMin Project, the abstract of one's DMin Project, the literature and journaling assigned, especially: <i>The 3 Colors of Your Spirituality, Artificial Maturity, Bringing Sex Into Focus, Emergence Christianity, The Just, Church, Why did Jesus, Moses, the Buddha, and Mohammed Cross the Road, and Souls in Transition.</i>	Evaluation of the quality of intensive participation, the work group, the Ministry Development Plan, the journaling mentoring relationship, chapter 5 of the DMin Project, and the Abstract of the DMin Project.

B. Grade Points

Pre-Session Reading and Journal Reports – 100 points
Spiritual Style Test and Journal – 50 points
Journal Reports During Intensive – 80 points
Post-Session Reading and Journal Reports – 100 points
Context Support Group meeting and journal – 50 points
Ministry Development Plan – 50 points
Monthly Mentoring Reports (6 reports) – 120
Chapter five of the DMin project – 250 points
DMin Project Abstract – 100 points
Work Study Group journals (4 journals) – 100 points

TOTAL – 1,000 points

96 - 100% - A
93 - 95% - A-
90 - 92% - B+
85 - 89% - B
82 - 84% - B-
79 - 81% - C+
75 - 78% - C
72 - 74% - C-

C. Assignment submission deadlines will be applied as follows:

Assignment due date:	(possible A grade)
----------------------	--------------------

Late up to 30 days:	(no more than A- grade)
---------------------	-------------------------

Late 31 to 60 days:	(no more than B+ grade)
---------------------	-------------------------

Late 61 to 90 days:	(no more than B grade)
---------------------	------------------------

Late 91 days or more:	(DN deferred and not completable*)
-----------------------	------------------------------------

Reading reports and reading journals for the four, pre-intensive books, Spiritual Style Test journal, and Work Study Group journal 1 are due February 17, 2013. If submitted late, the work will be discounted 10%.

February 17, 2013

1. Pre-Session Reading and Journal Reports

2. Spiritual Style Test and Journal
3. Work Study Group journal 1

Assignment submission deadlines for the remaining items carry the following penalty if they are turned in after their respective deadlines:

Assignment due date: (possible A grade)

Late up to 30 days: (no more than A- grade)

Late 31 to 60 days: (no more than B+ grade)

Late 61 to 90 days: (no more than B grade)

Late 91 days or more: (DN deferred and not completable*)

The remaining assignments for this intensive are:

February 26 – March 6, 2013

1. Daily journal of intensive

June 1, 2013

1. Context Support Group Journal
2. MDP
3. Work Study Group journal 2

September 1, 2013

1. Post-Session Reading and Journal Reports
2. Work Study Group journal 3

October 1, 2013

1. Monthly Mentor reports/journals (6 reports) 1-page each
2. Work Study Group journal 4
3. Chapter 5 of DMin Project
4. Abstract (8-10 pages) of DMin Project for popular reading context

DGs (deferred grades) are provided in the semesters before assignments are due.

* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

D. Course Time Parameters and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 5 hours, so the entire course module is to require 280 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module has been calculated as follows:

Reading and journaling (both pre-intensive and post-intensive) - approximately 1,876 pages
 reading and journaling = 125 hours for the reading and 24 for the journaling = 149 hours
 Spiritual Style Test and Journal – 2 hours
 Intensive February 24 – March 6, 2013 – 60 hours
 Journaling during the intensive (8 reports) – 2 hours
 Context Support Group and journal report - 3 hours
 Ministry Development Plan (MDP) – 10 hours
 Monthly Mentor Reports (6 reports) – 12 hours
 Work Study Group (4 sessions) and journaling – 12 hours
 Post intensive paper **(the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits [GSEM 796] separate from this intensive [DSRE 721])**
 Abstract (8-10 pages) of DMin Project – 30 hours

TOTAL – 280 hours (does not include the 2 project credits for writing chapter 5 for GSEM 796)

E. Assignment Submission

Assignments can be sent electronically to the lead professor, Steve Case, via email attachments or through the Andrews University “Moodle.” Steve Case’s email address is Steve@involveyouth.org and “Moodle” can be accessed at (<https://aumoodle.andrews.edu/login/index.php>) for this class.

F. Criteria for Assessment of the Post Intensive Paper – a rubric

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Contents	The chapter includes all of the following components: Description of the Ministry Context, Statement of the Task, Statement of the Problem, Delimitations of the Project, Description of the Project Process, and Definition of Terms.	Only 1 of the elements is missing.	Only 2 of the elements are missing.	More than 2 of the elements are missing.

Description of the Ministry Context	A concise/precise (no more than 2 pages) description of the context where the project will be implemented.	Sets a clear context for the implementation of the project, but is three to four pages in length.	What is shared about the context for the project is not concise (over 4 pages).	It is not clear what the context for the project is.
Statement of the Problem	The problem is clearly defined in one half-page and supported by clear, objective evidence.	The problem is clearly defined in a one half-page and supported by subjective evidence.	The problem is not clearly defined and/or not supported by evidence and/or more than one half-page.	The problem is not clearly defined, not supported by evidence, and more than one half-page.
Statement of the Task	Clearly states what you are going to do, with whom, and why.	Clearly states what you are going to do, with whom, but is less clear on why.	The what, who, and why are vague.	It is not evident what you intend to do, with whom or why.
Delimitations of the Project	Expresses a clear understanding of the self-imposed limitations of the project.	Expresses an understanding of the self-imposed limitations of the project.	It is unclear what the self-imposed limitations of the project are.	There are no self-imposed limitations.
Description of the Project Process	The section is well organized. It outlines a clear and logical sequence of steps.	The section is organized. One idea may seem out of place.	The outlined steps do not seem to have a logical flow.	Steps seem to be randomly organized.
Definitions of Terms	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by the literature in the field with proper citation.	Terms central to the study and used throughout the project document are listed in alphabetical order. The terms are defined by professional sources such as a dictionary or encyclopedia with proper citation.	The terms are not in alphabetical order or cited properly.	Terms central to the study and used through the project document are not defined.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There are 1 or 2 spelling, grammar, or punctuation errors.	There are 3 or 4 spelling, grammar, or punctuation errors.	There are more than 4 spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	10-12 pages	13-15 pages	16-20 pages	More than 20 pages

CRITERIA FOR GRADE ASSESSMENT

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE DN GRADE

The DN grade is given when very limited or no demonstrable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

UNIVERSITY POLICIES

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

"Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university."

Andrews University Bulletin 2010, page 30

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.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

OUTLINE OF TOPICS

Youth & Young Adult Ministry Leadership – roles, functions, and principles
Youth & Young Adult Ministry Strategies – models and best practices
Planning – Large Events, yearly calendars, organized or organic?
Youth and Young Adult Ministry – separate or integrated: generations, denominations?
Youth evangelism – proclamation, service, lifestyle, identity, missional, transitioning
Small groups – you have the theory now here are some practices
Sexuality – Biblical studies on sexuality
Service – Biblical studies on service
Recent Research – reports from individual researchers in our cohort
Research and Statistical Methodologies – how to read stats and gather your own
Cross-cultural intergenerational, and multicultural youth and young adult ministry
Life cycle of a youth ministry
Life cycle of a young adult ministry

INSTRUCTOR PROFILE

Steve Case has been involved in youth and young adult ministry in the Seventh-day Adventist Church for more than 30 years. He has served as a youth pastor, seminary professor, and youth resource center director. He started an independent youth ministry company called “Piece of the Pie Ministries” that sought to draw people to Christ by drawing them into the life of the church. He changed the



name of his company to “Involve Youth” with the byline of energizing young people for service.

Steve speaks at youth events, conducts training seminars for youth leaders, coordinates the DMin youth and young adult ministry cohort for Andrews University, leads short-term mission trips, and creates resources for young people and those who work with them. These resources include books, articles, DVDs, CDs, manuals, and games.

Dr. Case received a Ph. D. in religious education from Andrews University in 1987. He recognizes the limitations of having a theoretical degree rather than a practical one, so he appreciates the input and experience from the members of this cohort who are earning a DMin, a doctorate that combines the theoretical with the practical.

Steve lives in Carmichael, California. His wife, Marit Case, is an ordained pastor at the Carmichael SDA Church. His daughter, Kate Case, studies at La Sierra University. She plans to end human trafficking on the planet once she graduates.

11/6/2012