

**SDA Theological Seminary
Andrews University
Doctor of Ministry Program**

DSRE 765 Advanced Youth Ministry
(5 semester hours of credit)

Youth and Young Adult Ministry Concentration, 2010 Cohort

Professors

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Date of Intensive and Location

February 16, 2012 beginning at 6:00 PM – February 26, 2012 at 12:00 noon at Newbold College in England.

Module/Course Description

Builds on a knowledge of youth ministry and advances to a greater depth in such areas as: understanding youth culture, youth evangelism, small groups in youth ministry, sexuality, music, camping, short-term mission, writing grant proposals, risk management, contemporary worship, and reclaiming missing youth and young adults.

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 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 research testing 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 contacts with additional youth and young adult ministry professionals
 - Publish in the field of youth and young adult ministry

The Cohort

This module or course is open to members of this cohort, who take the sequence of modules and courses together as listed in the **Description**. 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 completed a Youth and Young Adult Ministry Concentration in their DMin program.

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

Participants will take this course with a cohort in youth and young adult ministry in year three of the 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)

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 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

Outline of Topics

Post-modernism, Adventism and the world – “In, but not Of” or “Of, but not In”?
Youth evangelism – proclamation, service, lifestyle, identity, action, transitioning
Small groups – you have the theory now here are some practices
Sexuality – behaviors, being, becoming, and beliefs
Music – the Great Controversy within Adventism
Camping – natural, supernatural, and programmed
Research on young people – General studies and specifically SDA studies
Short-term missions – beyond “how to” and short-term impact to the bigger picture
Funding – sources and methods through church entities and beyond
Risk management – safe and secure or chicken?
Contemporary worship – retro and future
Reclaiming missing youth and young adults – bring ‘em back or start over?

Course Requirements

I. Pre-Intensive

A. A reading list (provided individually to each student in this concentration cohort), of required books are to be read *prior to* the teaching intensive in February of 2012 in England. 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. Books can be purchased in any manner convenient to the participant. Some books are available used at the Amazon online bookstore.

B. A reading journal for each book for the pre-intensive reading. This 3-4 page report will include the book title and author, a brief background about the author, a brief synopsis of the book, elements in which the reader agrees/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 outline form are available. All book reports are due February 1, 2012 and can be sent via email by to the lead professor (Steve@involveyouth.org) or can be sent via the internet through the new “Moodle” segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class. Students should discuss their reading in their work study group prior to the February 2, 2012 deadline.

C. 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 within the

work study group. This meeting should occur before February 1, 2012. Each member of the work study group will then send a 1-2 page reflective journal report by February 1, 2012, of the work study group session to the lead professor (Steve@involveyouth.org) or can be sent via the internet through the new “Moodle” segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class.

II. The Intensive February 16 – 26, 2012 at Newbold College in England

A. Punctual attendance is required for all classes. A maximum of 10% absence from total teaching time is allowed. This includes several 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 London 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 17 – Friday, February 24, 2012. Class notes are due at the start of class each day and can be sent by email (Steve@involveyouth.org) or can be sent via the internet through the new “Moodle” segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class

III. Post Intensive

A. Revise one’s Ministry Development Plan (MDP) of 5-6 pages. The MDP was part of the first intensive in 2010. Over the ensuing years, the MDP should be consulted and revised. The Context Support Group may have changed due to a new job or transitions that people in the context support group realized. The revised MDP should be completed before meeting with the context support group and then potentially be revised after meeting with the context support group. The deadline for the revised MDP and journal report of the context support group is May 1, 2012. These two items must be sent to Steve Case (Steve@involveyouth.org) or can be sent via the internet through the new “Moodle” segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class. The dates for the revised MDP and the journal report from the context support group for the third year is due May 1, 2010.

B. Initiate contact with and interview a minimum of two youth and young adult ministry professionals in the area in which the student has been researching for the project/dissertation. This can be done in person or by phone or other media. These contacts would preferably be *new* contacts in order to expand the student’s circle and to enter the interviewee’s world. However,

these could be follow up contacts that were made during the first year of the cohort in order to maintain contact and update one's research. 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 maintain a collegial relationship with a fellow professional in the specialized area of the student's study. The two reports for the two contacts are due August 15, 2012.

C. Write an 8-10 page paper on the topic of "Questions My Youth and Young Adults are Asking" as well as answers the youth ministry professional provides. These will be collected and published as a collaborative effort on the part of the cohort with the lead professor, Steve Case, taking the lead and serving as editor. The paper will be in APA style and will be reviewed by one's work study group prior to turning in the paper. The work study group deadline to review and discuss the chapters is May 1, 2012. The deadline to turn in the paper is June 1, 2012. A reflective journal write up of 1-2 pages from the work study group is also due May 1, 2012. All of these reports are to be sent to the lead professor, Steve Case, by email (Steve@involveyouth.org) or can be sent via the internet through the new "Moodle" segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class.

D. A significant post intensive activity will be completing and writing the methodology for research for chapter four of the student's DMin project. Most members of the cohort have already begun this research. The post-intensive assignment gives additional emphasis to this area of ministry study, implementation, and reporting. This is the major post-intensive course work for the third intensive. It is due August 15, 2012. (75 hours).

E. 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 and are related to assignments that easily will need to be revised after the work study group meeting. Schedule these in advance of the deadlines to allow time for revision as well as to do the journal write up of the work study group meeting. Here are the topics and deadlines for the work study groups:

1. Book reviews for class textbooks – group session by February 1, 2012. Journal of the work study group is also due February 1, 2012.
2. Papers on "Questions My Youth and Young Adults are Asking"— group session by May 1, 2012. Journal of the work study group is also due May 1, 2012.
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 four – group session by August 15, 2012.

F. Continue 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 continue to initiate contact each month. Reporting via journal reflection of

2-3 pages will be reported to the lead professor two times during this third year of the cohort: May 1, 2012 and August 15, 2012. These journal reflections are to be sent to Steve Case (Steve@involveyouth.org) or can be sent via the internet through the new “Moodle” segment of the Andrews University website (<https://aumoodle.andrews.edu/login/index.php>) for this class. 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.	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.	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.	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.	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.	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.	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	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.	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, the work group; the mentoring relationship; the report of research conducted and the fourth chapter.	Evaluation of the quality of intensive participation, book reports, the book chapter for publication, thoroughness of one's research, content of the fourth chapter.
Tested and refined knowledge from the application of theoretical knowledge	Intensive presentation; the literature assigned; the work group; the mentoring relationship; the review of literature and the third chapter.	Evaluation of the quality of intensive participation, book reports, the book chapter for publication, thoroughness of one's research, content of the fourth chapter.
Discovery of current models and	Intensive presentation; the literature assigned; the work group; the mentoring relationship; the	Evaluation of the quality of intensive

methods from interaction with youth and young adult ministry professionals	contacts with two other youth and young adult ministry professionals; the report of research conducted and the fourth chapter.	participation, book reports, the book chapter for publication, thoroughness of one's research, content of the fourth chapter.
Focus study and ministry on the area of youth and young adult ministry determined by the student	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 report of research conducted and the fourth chapter.	Evaluation of the quality of intensive participation, book reports, the book chapter for publication, thoroughness of one's research, content of the fourth 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 report of research conducted and the fourth chapter.	Evaluation of the quality of intensive participation, book reports, the book chapter for publication, thoroughness of one's research, content of the fourth chapter.

Grading

Reading Reports for pre-intensive books	100 points
Daily journaling during the intensive	100 points
Revised MDP (Ministry Development Plan)	50 points
Context Support Group	50 points
Interview report of two ministry professionals (2 x 50 points)	100 points
Book Chapter for "Questions My Youth and Young Adults are Asking"	200 points
Work Study Group attendance and journaling	100 points
Mentoring meetings and journaling	100 points
Report of research conducted (chapter 4 of project/dissertation)	<u>200 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 30 days – no more than A-
- Delay of up 31-60 days – no more than B+
- Delay of up to 61-90 days – no more than B

Any assignments not turned in 91+ days after the deadline will result in a DN grade (Deferred, Not-completeable), meaning the student must drop out of the DMin cohort, but may start with a new cohort in the future. Extreme situations/emergencies may be cause for adjusting this. The last post-intensive assignment is due August 15, 2012.

Course Time Parameters and Calculations

The Doctor of Ministry program requires 60 hours of study for each semester credit. CHMN 765 Advanced Youth Ministry is five hours, so the entire course requires 300 hours. The time is calculated as follows:

30	Pre-intensive reading and book reports
100	Intensive class time and field trips
10	Daily journaling during the intensive
10	Ministry Development Plan and context support group
10	Interview and report of two ministry professionals
25	Write a paper for cohort publication
20	Work study group sessions and journaling – 4 times
20	Monthly mentoring and two reflective journal reports
<u>75</u>	<u>Report of research and writing chapter 4 for the student's project/dissertation</u>
300	Total hours

The general rule

Changes: 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.

Academic Integrity: Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters. Disciplinary actions will be taken in response to dishonesty. More details regarding this policy are found in the *Andrews University Bulletin 2010-2011* (p. 30).

September 30, 2011