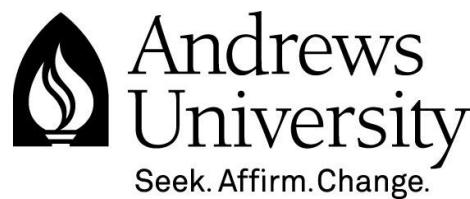2014 Youth & Young Adult Ministry

Year Four

DSRE 721

PERSPECTIVES ON YOUTH & YOUNG ADULT MINISTRY LEADERSHIP STRATEGIES

2017

Dr. Allan Walshe

Andrews
University
Seek. Affirm. Change.

Andrews ⬥ University

DSRE 721
PERSPECTIVES ON YOUTH &YOUNG ADULT MINISTRY LEADERSHIP STATEGIES
YOUTH & YOUNG ADULT MINISTRY 2014 COHORT

GENERAL MODULE INFORMATION

Intensive location: Riverside, CA
Intensive Dates: February 16-26, 2017
Credits offered: Five credits

INSTRUCTOR CONTACT

Instructor: Allan Walshe, DMin.
Telephone: 269-471-6186
Email: walshe@andrews.edu

Graduate Assistant: Jon Campbell
  DiscipleshipGA@gmail.com

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

MOODLE ACCESS, 365-DAY LIMIT

Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

MODULE MATERIALS

Required:
1. Dyck, D. (2010). *Generation Ex-Christian: Why Young Adults Are Leaving the Faith…and How to Bring Them Back*. Chicago, IL: Moody Publishers, 208 pages.
2. Smith, C. (2011). *Lost in Transition: The Dark Side of Emerging Adulthood.* New York: Oxford University Press, 296 pages.
3. Kreider, L. (2014). *The Cry for Spiritual Mothers and Fathers: The Next Generation Needs You to Be a Spiritual Mentor*. Ventura, CA: Chosen Books, 224 pages.
4. McDowell, S. (2009). *Apologetics for a New Generation: A Biblical and Culturally Relevant Approach to Talking about God*. Eugene, OR: Harvest House Publishers, 256 pages.

The post-intensive reading list will be provided at the intensive.

PROGRAM OUTCOMES

The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflection, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trend in a global context related to the primary field of service.
3. Integrate knowledge and skills acquired into an effective ministry of practice and evaluate the resultant impact on one's personal experience and ministry.

STUDENT LEARNING OBJECTIVES

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.

The graduate will

1. Develop deeper biblical spirituality.
2. Experience enrichment of personal and family life.
3. Intensify commitment to ministry.
4. Develop an Adventist perspective of evangelism, mission, and ministry.
5. Experience positive collegial relationships.
6. Develop a global view of society and ministry.
7. Gain theoretical knowledge that contributes to advanced ministry.
8. Develop an understanding of the biblical model of servant leadership.
9. Evaluate ministerial practices through theological reflection.
10. Use appropriate tools to analyze the needs of churches and communities.
11. Develop skills that facilitate more effective ministry.
12. Articulate theological and theoretical understandings that advance global ministry.
13. Develop habits of study that contribute to lifelong learning.

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 2014 Cohort take the following modules and the project seminar in the following sequence:

2014 Youth and Young Adult Ministry Cohort Syllabi and schedule for the cohort that begins in 2014: (follow the linked titles to obtain the syllabi)					
Course #	Course Name		Instructor	Intensive Dates	Intensive Locations
DSRE710	Current Issues in Youth & Young Adult Ministry (4 cr)		Steve Case	Feb 13-21, 2014	Orlando, FL
GSEM790	DMin Project Seminar (4 cr)		James Wibberding	Feb 23-Mar 3, 2014	Orlando, FL
GSEM706	Spiritual & Theological Foundations for Ministry (8 cr)		Jon Dybdahl	April 6-16, 2015	Andrews University

DSRE765	Advanced Youth & Young Adult Ministry (5 cr)	Steve Case	Feb 8-16, 2016	Seattle, WA
GSEM796	DMin Project (3 cr)		spring semester 2016	
DSRE721	Perspectives on Youth & Young Adult Ministry Leadership Strategies (5 cr)	Allan Walshe	Feb 16-26, 2017	Riverside, CA
GSEM796	DMin Project (3 cr)		spring semester 2017	

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

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the 4 required pre-session titles. The journal (there will be 4, one for each book) 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**. Journals should be 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. Books can be purchased in any manner convenient to the participant.

II. The Intensive

A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
B. On some evenings a daily journal will be required.
C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
D. A cohort field experience (will or may) be planned for Saturday and Sunday.

III. Post Intensive

A. Journal and report the post-intensive books in the same manner as for the pre-intensive books. The post-intensive reading list will be given to you after the intensive.

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 will serve the context support group and form the foundation for a three to five page reflection paper describing your spiritual, relational, and professional growth during the program at the time of your assessment at the end of the program.

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.

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 April 30, 2017. The group will review the MDP and its role with materials provided during the intensive.

E. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by January 31, 2018.
2. The first group meeting must occur on or before May 28, 2017, and review the work of each student on their chapter five.
3. The second group meeting must occur on or before September 3, 2017, and review a book or other assignment.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

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 to the lead teacher on the final assignment due date.

GRADING AND ASSESSMENT ITEMS

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 12.5 hours per credit within that number. This module is 5 credit, so the entire course module is to require 268 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 is calculated as follows:

Ministry Development Plan	3 hours
Reading and journaling (approximately 2,700 pages)	190 hours
Intensive	63 hours
Journaling during the intensive	2 hours
Context support group	2 hours
Peer group attendance and journaling	3 hours
Mentoring	5 hours
Total	**268 hours**

Post intensive paper: The writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits. These hours are not included as part of DSRE 721.

C. Grade Points

Reading Journals and Reports	225 points (25 per book)
Ministry Development Plan	55 points
Chapter 5	200 points
Context Support Group	50 points
Peer Work Group Meetings	50 points
Mentor Meeting Report	60 points
Perception Checks	30 points
Class Notes	30 points
Total points	**700 points**

94 - 100% - A
90 - 93% - A-
87 - 89% - B+
83 - 86% - B
80 - 82% - B-

77 - 79% - C+
73 - 76% - C
70 - 72% - C-

D. Assignment Submission

All assignments must be submitted via LearningHub.

E. Assignment submission / Late 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:	(no credit for the assignment)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, February 16, 2017. If submitted late, the work will be discounted 10%. The remaining assignments are due January 31, 2018.

F. Student grades will be recorded by July 31, 2018.

G. Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module 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.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper

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 *Andrews Standards for Written Work.*	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

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UNIVERSITY POLICIES

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Examinations

"Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time". *AU Bulletin*

Class Attendance

"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. *AU Bulletin*

Class Absences

"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records". *AU Bulletin*

Excused Absences

"Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher". *AU Bulletin*

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

Academic Integrity
"In harmony with the mission statement (p.18), 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.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. 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

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses". *AU Bulletin*

Emergency Protocol
Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Dr. Allan R. Walshe

Current ministry emphasis—Discipleship and Biblical
Spirituality

Brief summary of ministry:
Local pastor—3 different conferences
Conference Departmental Director: Various Departments
Union Departmental Director: Various Departments
Conference President: SPDiv
Union President: SPDiv
University Teaching Professor: Andrews University
Department Chair: Dept. Discipleship and Religious Education,
Adventist Theological Seminary, Andrews University