

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

2014 Youth and Young Adult Ministry  
Year Three  
DSRE 765

ADVANCED YOUTH & YOUNG  
ADULT MINISTRY  
*2016*





DSRE 765  
**ADVANCED YOUTH & YOUNG ADULT  
MINISTRY**  
YOUTH AND YOUNG ADULT MINISTRY COHORT 2014

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**GENERAL MODULE INFORMATION**

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Intensive location: Seattle, Washington (Auburn Adventist Academy)  
Intensive Dates: February 8-16  
Credits offered: 5

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**INSTRUCTOR CONTACT**

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

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**BULLETIN MODULE DESCRIPTION**

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Builds on knowledge of youth and young adult ministry and advances to a greater depth in such areas as: understanding youth culture, youth evangelism, small groups in youth and young adult ministry, sexuality, music, camping, short-term missions, risk management, contemporary worship, and youth as the present and future of the church.

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## MODULE MATERIALS

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Required:

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

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

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## PROGRAM OUTCOMES

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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.

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## STUDENT LEARNING OUTCOMES

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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 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

- Increase commitment to ministry
- Expand one’s view of society, culture, 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.

- Obtain exceptional theoretical knowledge of youth and young adult ministry
- Test and refine knowledge from the application of theoretical knowledge
- Discover current models, methods, and best practices 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
  - Continue the student’s DMin Project
  - Complete the methodology for the DMin Project
  - Refine one’s current ministry to emphasize the student’s current specialized ministry as determined by the Project and exclude or limit extraneous ministry
- Shape and be shaped as a youth and young adult ministry leader and practitioner
  - Interaction with fellow youth and young adult ministry professionals in the cohort
  - Initiate contact with additional youth and young adult ministry professionals
  - Interact with leaders in Seventh-day Adventist thought and practice
  - Maintain monthly contact with a ministry mentor
  - Publish in the field of youth and young adult ministry

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**THE COHORT**

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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 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:

<b>Course #</b>	<b>Course Name</b>	<b>Instructor</b>	<b>Intensive Dates</b>	<b>Intensive Locations</b>

DSRE710	<a href="#">Current Issues in Youth &amp; Young Adult Ministry</a> (4 cr)	Steve Case	Feb 13-21, 2014	<a href="#">Orlando, FL</a>
GSEM790	<a href="#">DMin Project Seminar</a> (4 cr)	James Wibberding	Feb 23-Mar 3, 2014	<a href="#">Orlando, FL</a>
GSEM706	<a href="#">Spiritual &amp; Theological Foundations for Ministry</a> (8 cr)	Jon Dybdahl	April 6-16, 2015	<a href="#">Andrews University</a>
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	<a href="#">Andrews University</a>
GSEM796	DMin Project (3 cr)		spring semester 2017	

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

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## MODULE REQUIREMENTS

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### 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 2016 in Seattle, Washington. For each item on the reading list, a reading journal must be turned in. This includes a background of the author(s), a brief synopsis of the book, the student's reaction to what was read (agree, disagree, unsure, etc.), and what the student will implement in ministry from this reading (if anything). A sample reading journal will be provided to each student. The deadline for these to be sent via email to [Steve@involveyouth.org](mailto:Steve@involveyouth.org) is Sunday, February 7, 2016.

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

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. The first option for purchasing books is to go to [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore). Books can be purchased in any manner convenient to the participant.

C. Actively participate in the development of youth ministry resources before February 8, 2016 by:

1. Publishing a review of the new book [REDACTED] (in the pre-session reading list) in a resource of the student's choosing.
2. Experimenting and reporting on at least two instances of using the relational Bible studies provided electronically by Steve Case.
3. Experimenting and reporting on at least three instances of using the doctrinal Bible studies provided electronically by Steve Case.

### II. The Intensive

A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.

B. A daily journal will be required for each day of the intensive. These are due by 8:00 AM for the previous day of the intensive. The days to report are February 8-15, which means they are due February 9-16. The daily journal should be sent via email to [Steve@involveyouth.org](mailto:Steve@involveyouth.org).

C. Participation in discussion, group activities, journaling, and compilation of notes is expected.

D. Field experiences will be interspersed throughout the intensive. Students should not plan other activities from February 8-15.

### III. Post Intensive

A. 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 reflection paper at the time of your assessment at the end of the program.

B. Write a 10-page paper on the topic of “Questions My Youth and Young Adults are asking” as well as answers the DMin student provides. These are questions the DMin students receives from youth and young adults and the DMin student responds. Five pages will be allocated to relatively short answers to five questions (up to 1 page per question and answer). The remaining five pages will be a longer answer to one question. 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 WSG deadline to review and discuss the chapters is May 20, 2016. The deadline to turn in the paper is also May 20, 2016. A reflective journal write up of 1-2 pages from the WSG is also due May 20, 2016. All of these reports are to be sent to the lead professor, Steve Case, via email ([Steve@involveyouth.org](mailto:Steve@involveyouth.org)) for this class.

C. 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 before May 20, 2016. The group will review the MDP and its role with materials provided during the intensive.

D. Students will participate in a minimum of four sessions of a work group for peer support and sharing of experience. A journal of the Work Study Group (WSG) meeting will be turned in by each DMin student. These are 2-4 pages in length and include the date, time, and those involved in the WSG, what was discussed, and the student’s reflection on the WSG meeting. The four sessions are as follows:

1. The pre-session readings and Bible studies. Due February 7, 2016
2. Ministry Development Plan, Context Support Group. Due May 20, 2016
3. The paper “Questions Youth and Young Adults are Asking Me” and work thus far on chapter four of the DMin Project. Due May 20, 2016
4. Chapter four of the DMin Project and mentoring sessions. Due September 16, 2016

E. 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 DMin student to continue to initiate contact each month. Reporting via journal reflection of 1-2 pages for each session will be collected and reported to the lead professor two times during this third year of the cohort: May 20, 2016 for three journals and September 16, 2016 for five journals. These journal reflections are to be sent to Steve Case via email at Steve@involveyouth.org.

F. Complete your DMin project proposal, obtain DMin Committee and IRB approval, and begin implementing your project. The project coach will work with you on these objectives during and after the Implementation Symposium. The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you completed your proposal and have begun implementation of your project.

G. Chapter four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. 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 September 16, 2016. **This is the work required in year three that partially integrates your 6 credits of project learning into the program.**

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

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## GRADING AND ASSESSMENT

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### 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 15 hours per credit within that number. 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 is calculated as follows:

Reading and journaling (approximately 1600 pages) – 90 hours for the reading and 20 for the journaling = 110 hours

Publishing book review – 4 hours

Giving two relational Bible studies, with feedback – 8 hours

Giving three doctrinal Bible studies, with feedback – 12 hours

Intensive - 85 hours

Journaling during the intensive – 4 hours

Ministry Development Plan – 5 hours

Context support group and journal - 5 hours

Work Study Group attendance and journaling - 12 hours

Mentoring meetings and journaling – 20 hours

Questions My Youth and Young Adults are Asking – 15 hours

Total 280 hours (not including the project and project seminar credits)

Post intensive paper (the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits)

Implementation Symposium assignments: attendance, proposal completion and approval, and IRB approval-(15 hours relate to the project seminar credits)

## B. Grade Points

Reading Journals and Reports - (100 points)

Publishing a review of *Building a Great Team* – (60 points)

Give and provide feedback on two relational Bible studies – (60 points)

Give and provide feedback on three doctrinal Bible studies – (90 points)

Journal During Intensive – (90 points)

Ministry Development Plan – (50 points)

Context Support Group – (50 points)

Work Study Group Meetings (four) – (100 points)

Paper: Questions My Youth and Young Adults are Asking – (100 points)

Journal Reports with Mentor (eight reports) – (100 points)

Methodology paper (Chapter four of the DMin Project) – (200 points)

Total (1000) 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

All assignments should be submitted to the lead professor, Steve Case, as email attachments sent to him at [Steve@involveyouth.org](mailto:Steve@involveyouth.org).

### D. Assignment submission 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:	(no credit for the assignment*)

Some assignments are due prior to the intensive that begins on February 8, 2016. These should be sent via email to [Steve@involveyouth.org](mailto:Steve@involveyouth.org) by February 7, 2016. If submitted late, the work will be discounted 10%. These include:

February 7, 2016:

- Reading and journal reports for reading eight books selected by professor
- Publishing book review
- Giving and providing feedback on two relational Bible studies
- Giving and providing feedback on three doctrinal Bible studies
- Journal from Work Study Group 1 @ reading and Bible studies

The remaining assignments are due as follows:

May 20, 2016:

- Journal from Work Study Group 2 @ MDP
- Ministry Development Plan
- Context Support Group
- Journal from Context Support Group meeting
- Journal from Work Study Group 3 @ “Questions Youth are Asking Me” and work done thus far on Chapter four of the DMin Project
- Paper for publication: Questions Youth are Asking Me
- First three journals of monthly mentor meetings (Feb-May)

September 16, 2016:

- Journal from Work Study Group 4 @ Chapter 4 of DMin Project
- Chapter 4 of DMin Project
- Five journals of monthly mentor meetings (May-Oct)

F. Student grades will be recorded by February 16, 2017.

\*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.

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**ASSESSMENT GUIDELINES**

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**Chapter Assessment Rubric for the Post Intensive Paper:**  
*Chapter 4 Description of the Intervention*

<b>CATEGORY</b>	<b>4.00 Target</b>	<b>3.00 Needs Improvement</b>	<b>2.00 Incomplete</b>	<b>1.00 Unacceptable</b>
<b>Introduction</b>	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
<b>Development of the Intervention</b>	An intervention is developed that <b>clearly</b> builds upon the theological foundation and the literature review.	An intervention is developed that <b>seems to</b> build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
<b>Description of the Intervention</b>	A <b>concise</b> description of the intervention is given, including how participants are to be recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants are to be recruited, what kind of sessions, how many, objectives, and content	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
<b>Conclusion</b>	The chapter ends with a conclusion that <b>clearly</b> reiterates the main points.	The chapter ends with a conclusion that reiterates the main points.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
<b>Format</b>	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.
<b>Style</b>	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.

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**UNIVERSITY POLICIES**

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## **Disability Accommodations**

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

## **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.

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## **INSTRUCTOR PROFILE**

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Steve Case loves God and he loves young people. He considers these to be the two essential elements to be involved in youth ministry. The same could be said for young adult ministry. Steve has been doing this type of ministry for a long time, which means he knows a lot and he’s forgotten a lot, so he keeps learning (and re-learning). He especially enjoys the DMin program because of the rich exchange of ideas and practices by professional practitioners in youth and young adult ministry.

His wife and daughter keep him humble and aslo confident, as they journey in open and challenging pathways that entertwine in amusing and interesting ways.

8/6/2015