

DSRE534

# MINISTRY TO YOUTH AND YOUNG ADULTS

*October 22-October 26, 2017*

*Instructor: Allan Walshe, DMin*



Andrews  
University

Seek. Affirm. Change.

# Andrews University

DSRE534 064

## MINISTRY TO YOUTH AND YOUNG ADULTS

OCTOBER 22-26, 2017  
FALL 2017

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### GENERAL CLASS INFORMATION

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Class acronym: DSRE 534 064  
Class name: Ministry To Youth and Young Adults  
Year & Semester: Fall 2017  
Class location: Southwestern Adventist University, Keene, Texas  
Class time/day: Sunday, 6 p.m. – 9 p.m.  
Mon. – Thurs. 8 a.m. – 12:00 p.m.; 1:30 p.m. – 6 p.m.  
Credits offered: 3

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### INSTRUCTOR CONTACT

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Instructor: Allan Walshe, DMin  
Telephone: 269-471-6186  
Office Location: Seminary Building, Discipleship & Religious Education  
Office Hours: By Appointment  
Course Webpage: <http://learninghub.andrews.edu>

Graduate Assistant: Girlie Zunega-Aguilar, MAEd  
Telephone: 269-697-3136  
Email: [girlie@andrews.edu](mailto:girlie@andrews.edu)

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**BULLETIN COURSE DESCRIPTION**

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**Ministry to Youth and Young Adults (3 Credits)**

This course is designed to acquaint students with the opportunities for ministry to and with young people in the church, school and home. The biblical principles of youth and young adult ministry, within the context of the church community, are given primary emphasis.

Students will have an in-depth study from a pastoral perspective of selected issues having to do with the spiritual development of youth and young adults from fourteen to twenty five years of age. In particular, the reciprocal effects produced by the interaction of youth with such elements of their environment as home, church and society, will be examined for their potential impact on the fostering of that spiritual development.

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**SYLLABUS REVISION STATEMENT**

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The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

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**PROGRAM OUTCOMES**

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**Program Learning Outcomes (PO)**

***MA in Pastoral Ministry (MAPM) English Program Outcomes***

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

***MA in Youth and Young Adult Ministry (MAYYAM) Program Outcomes***

1. Articulates effectively a theology and philosophy of youth ministry.
2. Uses appropriate methodologies to disciple youth and young adults.
3. Understands youth and young adult culture relevant to its application in the biblical discipleship process.
4. Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life.
5. Develops youth ministry for the broader church.
6. Advocates for youth and young adults and for effective ministries for them.

***Masters of Divinity (MDIV) Program Outcomes***

1. Demonstrate spiritual growth through the use of spiritual disciplines.
2. Explain Scripture in an exegetically and theologically sound manner from an Adventist perspective.

3. Engage in biblical and theological reflection as the basis for ministry.
4. Design and lead biblically, theologically sound and contextually relevant public worships that incorporate calls to a decision for Christ and membership in the Seventh-day Adventist Church community.
5. Apply the principles of pastoral care to all aspects of ministry.
6. Equip congregations for effective, ethnic, and cross-cultural mission and ministry.
7. Demonstrate advanced understanding of Christian history; Seventh-day Adventist history; theology and practice; and the influence of Ellen G. White on Adventist history, theology, and lifestyle.

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### STUDENT LEARNING OUTCOMES

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**The primary objectives of this class are:**

1. The student will understand spiritual growth in the context of transformational youth ministry. The student will grow in their own personal relationship with Jesus as they faithfully and thoughtfully consider the needs and opportunities of ministering to/with young people.
2. The student will understand and be able to apply a successful model for ministry to youth and young adults in a local church setting.
3. The student will discuss Biblical responses to identifiable current issues in Adventist youth and young adult ministry.

**Secondary Objectives include:**

4. The student will consider models of ministry to youth and young adults as well as traditional Adventist programming and values transmission.
5. The student will, within a group context, conduct research on a current issue in Adventist youth and young adult ministry.
6. The student will understand the methodological implications of the class process.
7. The student will take part in a classroom environment of shared dialogue and experience one that prizes honest reflection and respect for the feelings and beliefs of fellow colleagues.

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TEXTBOOKS

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**Required:**

**DO NOT ATTEMPT TO PURCHASE THIS BOOK ONLINE. YOU WILL BE PROVIDED WITH THE ELECTRONIC COPY OF THE BOOK VIA LEARNING HUB.**

1. Gane, Barry. *Building Youth Ministry: A Foundational Guide*. La Sierra, CA: La Sierra University Press, 1997. (312pp).

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PRE-INTENSIVE REQUIREMENT DETAILS

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**I. Journal Book Report**

Reporting of Gane’s book “Building Youth Ministry” will be by a minimum of four and a maximum of six-page journal book report. The journal book report will be a chapter-by-chapter reflection of specific significant insights you have learned within each chapter and your reactions. This will be followed by a focus on the pastoral applications highlighted to you by answering the following questions: “What difference does this make”? “How will I apply this in my Church as I minister to youth and young adults”?

Each report should have a cover page including your name, the author’s name, book title, **AND A STATEMENT THAT YOU READ THE ENTIRE BOOK. THIS IS MANDATORY.**

Format the reflective journal as follows: I “borders all around; single space (leave blank space between chapter heading and reflection body) with 11 or 12 point font; Title of book at top of first page; chapter numbers in boldface font at head of each chapter paragraph; all pages numbered at bottom center in footer section.

**Due Date: Thursday, December 7, 2017 @10:00 pm. (Journal as described above)**

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DETAILS FOR REQUIREMENTS DURING COURSE INTENSIVE

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**II. Perception Checks.**

Are to be given in class.

**Due Dates: Uploaded to Moodle by 10:00pm on the same day that it is assigned.**

**III. Class Notes**

At the end of the class, a copy of the notes you have taken during class must be submitted to Moodle. These notes must be the student’s own and not copied from someone else (see below, “Academic Integrity” on page 8 and “Plagiarism” on page 10).

**Due Date: Thursday, October 26, 2017 @10pm**

#### IV. Class Participation

Class attendance and participation is required and vital due to the intense and interactive nature of the course. If a student must miss more than three hours of class, the final grade will be lowered by one full letter.

**Please do not bring children to class, under any circumstances.**

**INTERNET USAGE AND SURFIN IS NOT PERMITTED while you are in class GRADE POINTS WILL BE DEDUCTED.**

When you come to class, all cell phones should **BE TURNED OFF.**

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### POST-CLASS WORK

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#### V. Methodology Paper

Each student will write a methodology paper, based on the model of ministry developed in class. Minimum 10-pages.

Instructions will be given in class and a grading rubric will be uploaded to Moodle.

**THIS PAPER WILL REQUIRE CERTAIN MATERIAL THAT WILL BE EXPLAINED AND COVERED IN CLASS. DO NOT COMMENCE THIS PAPER UNTIL FURTHER INSTRUCTIONS HAVE BEEN GIVEN IN CLASS BY THE PROFESSOR.**

**Due Date: Thursday, November 16, 2017 @ 10:00pm**

#### VI. Current Issues Project

Everyone working with youth & young adults needs to help them explore and deal with certain “youth and young adult” issues. To help you in your ministry you will be required to submit a 6-page paper on one of the topics that will be uploaded to Moodle.

A grading rubric will be uploaded to Moodle.

**Due Date: Thursday, December 14, 2017 @ 10:00pm**

## MYYA Intensive Class Schedule

MYYA Intensive Class Schedule			
Schedule for class meetings: October 22-26, 2017			
			Running total
Sunday	6-9 p.m.	3 hours	3
Monday	8:00-12:00 p.m. 1:30-6:00 p.m.	4 hours 4.5 hours 9	11.5
Tuesday	8:00-12:00 p.m. 1:30-6:00 p.m.	4 hours 4.5 hours 9	20
Wednesday	8:00-12:00 p.m. 1:30-6:00 p.m.	4 hours 4.5 hours 9	28.5
Thursday	8:00-12:00 p.m. 1:30-6:00 p.m.	4 hours 4.5 hours 9	37
Post-session	Material Assigned [at class time] by the Professor to be viewed/read and discussed online [Due December 21, 2017]	8 hours	45

### Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

### Estimated Time for this Class:

Advanced theological education is no ‘cake-walk’, nor is it intended to ‘wear out the saints’. Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship.

This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.

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
- Exam preparation                4-8 hours

***Estimated Time for this Class:***

<b>Estimated Time for this Class—MAPM---3 credit (135 hours)</b>		
Class Lectures face to face	37	45 hours total
Pre/Post Online	8	
<b>Independent Completion of Assignments</b>		
Reading	20	
Journaling	20	
Methodological Paper	25	
Current Issues Project	25	
<b>Total Hours</b>	<b>135 hours</b>	

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**TOPICS AND ASSIGNMENTS**

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<b>Week</b>	<b>Date</b>	<b>Class Topic</b>	<b>Assignments Due</b>
1	10/22/17	Review course outline, structure groups for Current Issues paper and presentation	Current Issues Project <b>December 14, 2017</b>
2	10/23/17	Class/group participation in learning structures for current issues assignment	Class Notes <b>October 26, 2017</b>
3	10/24/17	Current YAYAM situation facing the church	Methodology Paper <b>November 16, 2017</b>
4	10/25/17	Understanding Youth culture	Journal Book Report <b>December 7, 2017</b>
5	10/26/17	Understanding Youth culture	



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## GRADING AND ASSESSMENT

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**Handing in all of your assignments is essential, but this does not guarantee a high grade. The final grade is based on quality of content, evidence of learning, order and completeness.**

### Grading System

#### *Basis for grading:*

1.	Journal Book Report	20%
2.	Methodological Implications	25%
3.	Current Issues	15%
4.	Perception Checks	15%
5.	Examination/Class Notes	15%
6.	Class Participation	10%
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	<b>Total</b>	<b>100%</b>

#### *Grading Scale:*

A = 94-100%	B = 83-86%	C = 73-76%
A- = 91-93%	B- = 81-82%	C- = 70-72%
B+ = 87-90%	C+ = 77-80%	D = 61-69%
		F = 0-60

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### Assessment Submission

All assignments are to be uploaded onto Moodle and are due on the designated dates and time. No assignments will be accepted for full credit after the designated deadline unless a student has file and signed a petition to receive an incomplete. All late work will be penalized 10% per week. Andrews University policy states that an incomplete is not to be recorded when a student has failed to submit required work because of negligence or procrastination. **Due date for all requirements will be Thursday, December 14, 2017.**

**Note:** All writing assignments are to be typed, double-spaced, and submitted electronically via Moodle unless otherwise stated in the syllabus. Sources should be clearly documented (footnotes or endnotes or textual notes, and Bibliography). Follow the form outline in **AU Standards** for Written Work (12<sup>th</sup> Edition, or **Kate Turabian's** A Manual for **Term Papers, Theses, and Dissertations** (5<sup>th</sup> Edition).

### **Late Submission**

The following penalties will be applied for late submission of assessment items:

Assessments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

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## **CLASS POLICIES**

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### **Classroom Seating**

Give a statement about your policy on classroom seating (e.g. To facilitate the instructor in learning each student's name, please select a permanent seat (for at least the first half of the semester) in the classroom.)

### **Disability Accommodations**

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations

### **Emergency Protocols**

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

### **Other Policies**

Include additional statements about any other policies relevant to your class.

### **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.” (*Current 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.” (*Current 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. Whenever the number of absences exceeds 10% 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.” (*Current AU Bulletin.*)

### **Excused Absence**

“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.” (*Current AU Bulletin.*)

### **Language and Grammar**

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

### **Late Submission of Assessment**

All late assessment will incur a 10% per week penalty.

The following penalties will be applied for late submission of assessment items:

Assignments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

### **Teacher Tardiness**

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.”  
*(Current AU Bulletin.)*

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## **INSTRUCTOR PROFILE**

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Dr. Allan Walshe has a long history of involvement in Youth Ministry, Pastoral Ministry and Leadership from local church to Union level. He has been a local church and regional Youth Pastor, Conference Youth Director, Summer Camp Director and Union Youth Director. He holds a Doctorate of Ministry from Fuller Theological Seminary. He is passionate about fostering spiritual growth and leading youth and young adults into a closer personal relationship with Jesus Christ.

Dr. Walshe is married to Wendy who enjoys supporting him in his ministry and is also passionate about helping others to discover a closer walk with Jesus.



# APPENDIX 1

## CRITERIA FOR ASSESSMENT GUIDELINES

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### **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 D GRADE**

The D grade 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.

### **FAIL**

The Fail grade is given when very limited or no demonstrable competency has been observed.

## **EXTRA CURRICULAR ACTIVITIES**

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor 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.

## **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.