

Course ID:	Course Title:	Fall 2023
ED 641	Strategies of Youth Ministry	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	Instructor:	Matt Wilks, B.A, M.A.	First Day of Classes:	September 6, 2023
Days:	Wednesday and Friday	Email:	mwilks@ambrose.edu	Last Day to Add/Drop:	September 17, 2023
Time:	11:15 am to 12:30 pm	Phone:	403-585-8535 (cell)	Last Day to Withdraw:	November 20, 2023
Room:		Office:		Last Day to Apply for Coursework Extension:	
Lab/Tutorial:	None	Office Hours:		Last Day of Classes:	December 8, 2023
Final Exam:	No Final Exam				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

A comprehensive study of the principles and practices of youth ministry within the context of the history of such work. Students focus on the skills for developing and implementing effective and sustainable ministry.

Expected Learning Outcomes

Upon completion of this course the student should be equipped to:

- To have the ability to reflect theologically and missionally on ministry and life. To grasp and articulate a personal and Biblical philosophy of ministry. To lead a ministry in an all areas to ensure that formation is happening in a sustainable and long term way.
- To structurally frame a balanced program for church or para-church youth ministry and family ministry based on an understanding the context of a student, the community, contemporary family issues and a commitment to the mission of the church or organization. To plan and execute a variety of meaningful experiences (retreats, Biblical and topical studies, parent ministry, effective outreach, effective service/mission projects, stewardship, discipleship, fun or play and social interaction) meant to disciple, evangelize, train in leadership and service the students of your ministry.

- To examine various youth ministry models and develop skills to design a “customized” model according to the local needs of the youth group/church/community involved. To be able to analyze and diagnose the uniqueness of congregations and communities and build appropriate ministry forms. To understand the importance of strategy and to gain ability to strategize a ministry by yourself. To project ways and means for maintaining a spirit of creativity and freshness in ministry so it can be maintained over the long haul.
- To develop an approach to Christian Education (discipleship) that is appropriate for a local church. To develop the ability to prepare, organize and deliver a Biblically sound basic scheme of teaching and discipleship formation using age-appropriate techniques and skills in culturally appropriate ways.
- To develop a plan, strategy, vision and mission for youth ministry in which you will find yourself engaged within the first six months of employment.

Required and Recommended Textbooks and Readings

Folmsbee, Chris. A New Kind of Youth Ministry. Zondervan 2006
 Lamport/Senter. Four Views of Youth Ministry and the Church. Zondervan 2001
 Root, Andrew. Revisiting Relational Youth Ministry. InterVarsity Press 2007
 Wilks, Matt. Cultivate: A YouthWorker’s Guide to Establishing Healthy Relationships 2011

Course Schedule

Week #1: Youth Culture 101
 Week #2: Transformational Ministry
 Week #3: Balanced Approach to Ministry
 Week #4: Discipleship
 Week #5: End Product
 Week #6: Values in Youth Ministry
 Week #7: Dealing with Pain in Youth Ministry
 Week #8: Gospel and Major Forces in Youth Ministry
 Week #9: Volunteers
 Week #10: Enroute – a philosophical approach to youth ministry
 Week #11: Enroute – a philosophical approach to youth ministry
 Week #12: The Ministry Plan

Requirements:

(1) Philosophy of Ministry (5%)

This FIRST step to strategy is an absolutely critical step that needs to be well thought through and defined well. Every other assignment for this class will be rooted in this philosophy document.

You would have begun to work on this in Foundations of Youth Ministry class. This philosophy will be uniquely yours and will include your unique approaches to the foundational rocks discussed in that class. Your philosophy of ministry is defined as: A set of principles that determines WHY & HOW you will function in ministry.

This assignment is to be no longer than 2 pages. Clearly define the foundation to your ministry. Whether you use the terms or not, it should declare your vision, mission, and values. Make it your own.

This is a re-write of the assigned philosophy of ministry from Foundations class. Update it, clarify it, sharpen it – make it yours and crystal clear.

To be uploaded to Moodle prior to the beginning of class on September 22

(2) Values Based Outcomes Strategy

(15%)

A Values Based Outcomes Strategy is a point form, detailed description of the Christ's life as he called his followers to be disciples of him. What are the things that he taught them? What was important for them to know before he left?

To be uploaded to Moodle prior to the beginning of class on October 6

(3) Multi-year teaching rotation/cycle (Value Based Teaching Plan)

(15%)

Being intentional with a teaching plan is absolutely necessary. Random curriculum or random topics may produce great things; but over the long haul of several years, it seriously falls short. Taking your Values Based Educational Plan, you will need to ask the question "how do we get kids from here to there?"

This step is to produce a repeatable cycle/schedule for teaching/experiences that will cover all the things needed to effectively guide students toward the Values Based Educational Plan. What are the things they NEED to learn, struggle through, experience, taste, grasp, understand and begin to live?

The cyclical nature of this eliminates the need for constantly looking for teaching material, repeated searching for relevant topics, and the head scratching in your planning. This needs to include 2 CYCLES of 3 years each (if your ministry is set up to mimic the Calgary school system age groups or cycles of 2 years (Jr high/middle school) and 4 years (high school) like most of the rest of the country.

To be uploaded to Moodle prior to the beginning of class on October 27

(4) The Ministry Plan

(5%)

There are 2 main aspects to ministry strategy:

- (1) Building people of God
- (2) Building a ministry structure to accommodate that movement.

Obviously people are the focus... program is the vehicle to take us there.

This assignment begins to give definition to the program structure that follows and fleshes out the previous assignments.

This starts with a detailed description of what the ministry will look like in 5-6 years from now. Define, in point form, the ministry when everything is running as you dream, under your leadership. Then break this down into stages of implementation; working backwards from year six/five to year one. This plan will include ALL aspects of your ministry (worship, leadership, teaching, priorities, volunteers, small groups, etc). It should be easy to follow and demonstrate a building, developing, deepening, flowing ministry that is intentionally taking people in the same direction over a long period of time.

To be uploaded to Moodle prior to the beginning of class November 3

(5) Ministry Year Long Calendar (sample calendar) (5%)

This assignment requires you to take the first year of your 5 year plan and turn it into an actual, very detailed calendar for the whole year. Start by listing every date that you will collect the students together. Assign a reason for meeting to each. This is foundational to the calendar process. Then, looking at each one individually, ask yourself, what is the best thing we can do to accomplish that purpose. Do not be vague here. Once you have defined each one, make sure every event/activity is on there with time, locations, details, etc. Leave no questions un-answered... parents would get this and they should not have to wait or look or ask for more details.

This must include the teaching as laid out in the first year of your teaching cycles.

To be uploaded to Moodle prior to the beginning of class November 17

(6) Ministry Year Costs (not just financial) (5%)

Take that year calendar you just made and break EVERY DETAIL down into an actual, very detailed budget for the whole year. Make sure every event and activity is on there with projected detailed costs and all projected income. Also include the manpower that will be needed.

It will be presented in 4 sections:

1. Add a column or two to your year calendar. All projected costs and expenses according to the year-long calendar you just finished.
2. Projected income from all sources
3. Where will the difference/shortfall come from?
4. What is the manpower that you will need to accomplish this?

To be uploaded to Moodle prior to the beginning of class November 24

(7) Ministry Handbook

(25%)

How are you going to communicate what you are going to do? What will it take you to help people understand you aren't just a youth ministry?

Now, put it all together into a single, formatted document that describes and lays out your entire youth ministry. We will view several examples in class.

Include:

- A description of mission, vision, values (or a shorter, more concise version of your philosophy of ministry).
- Values Based End Result/End Goals
- Teaching rotations
- 5/6 year plan
- Sample calendar
- Ways to get involved
- Glossary
- Maybe, even a description and expectations for volunteers with an application form and sign-able covenant between a volunteer and you.
- Other things that will help explain your ministry

Don't just take all your assignments and jam them into a binder. Format this so that it is visual and looks like it is all one document. People should look at it and want to read it – every page! People should be able to read through this and clearly visualize your heart and dream – and see that you are capable and intentional. This ministry handbook needs to speak when you aren't there to speak for your ministry.

This needs to be saved as a PDF.

To be uploaded to Moodle prior to the beginning of class December 6

Other Required Assignments:

(8) Reading & Reflection

(5% each one)

Each to be posted on Moodle prior to class on the due date.

All the required reading texts must be read in their entirety by the due date. We will be discussing the books in class and you will need to demonstrate that you read the book by your participation in the classroom discussions.

You are required to write a 1 page reflection on each book. In this reflection please interact with what you learned, don't tell me about the writing ability of the author. Tell me what you see about yourself as a result of using the book 'as a mirror'.

Hint: Read these as if you were going to have a conversation about the content....

1. A New Kind of Youth Ministry – September 15
2. Four Views of Youth Ministry and the Church – September 29
- Clearly state YOUR position in this reflection
3. Revisiting Relational Youth Ministry – October 20
5. Cultivate – December 1

Attendance:

In order to benefit from this course, each student is expected to attend and participate in all classes. Since this course is preparation for full time ministry, you are expected to not miss any of the scheduled classes. A student missing more than 20% of scheduled classes will not receive a passing grade for the course. In the cases of severe or prolonged illness, or other extenuating circumstances, the Academic Dean may grant exceptions.

In regards to late assignments... this course is designed to prepare you for professional youth ministry. Incomplete work and missed deadlines are not acceptable in the professional field. Start to plan your schedule to make deadlines and be prepared for those unexpected things that pop into your life.

Therefore, all assignments must be turned in on time on the assigned date. Grades will be severely affected for any assignment turned in after the deadline.

All assignments must be submitted to receive a passing grade in the class.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that

deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services

offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.