

Course ID:	Course Title:	Fall 2020
ED 641	Strategies of Youth Ministry	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Wed/Fri	Instructor:	Matt Wilks, B.A, M.A.	First day of classes:	Wed, Sept 9
Time:	11:45 am – 1:00 pm	Email:	mwilks@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 20
Room:	L2100	Phone:	403-585-8535	Last day to request revised final exam:	Mon, Nov 2
Lab/ Tutorial:	None	Office:		Last day to withdraw from course:	Fri, Nov 20
		Office Hours:	Wed/Fri – Before or after Class	Last day to apply for coursework extension:	Mon, Nov 23
Final Exam:	No Final Exam			Last day of classes:	Mon, Dec 14

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.

Textbooks

Folmsbee, Chris. A New Kind of Youth Ministry. Zondervan 2006
 Lamport/Senter. Four Views of Youth Ministry and the Church. Zondervan 2001
 Mayward, Joel. Leading Up: Finding Influence in the Church Beyond Role and Experience. Youth Cartel 2012
 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

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 25

(2) Values Based Outcomes Strategy

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 9

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

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 23

(4) The Ministry Plan

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 6

(5) Ministry Year Long Calendar (sample calendar)

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 20

(6) Ministry Year Costs (not just financial)

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 27

(7) Ministry Handbook

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 11

Other Required Assignments:

(8) Reading & Reflection.

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 18
2. Four Views of Youth Ministry and the Church - October 2
- Clearly state YOUR position in this reflection
3. Leading Up - October 16
4. Revisiting Relational Youth Ministry – November 13
5. Cultivate – December 6

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:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>%</u>	<u>Description</u>
A+	97-100	
A	93-97	Excellent
A-	90-93	
B+	87-90	
B	83-87	Good
B-	80-83	
C+	77-80	
C	73-77	Satisfactory
C-	70-73	
D+	67-70	
D	60-67	Minimal Pass
F	0-59	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-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 Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

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.