



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

CED640 – Ministry with Youth **Feb 1-May 5, 2010;** **Mondays 6:16-9:15 PM/MNU campus** **Mark Hayse Professor**

Essential Information

Please refer to the following documents for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose, M.Div. Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and helpdesk information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

Instructor: Mark Hayse, Ph.D.
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Class offered at MidAmerica Nazarene University
in Room 118, Smith Building. Check
<http://www.mnu.edu/> for directions.

Catalog Description

An in-depth study of the church's ministry with youth to include congregational and parachurch contexts. Special attention will be given to the principles, practices, and resources for full-time youth ministry.

Course Vision

Too often, youth ministry is perceived and/or practiced as the exercise of skills and use of professional tools without adequate conceptual reflection. In addition, the youth minister often functions in relative isolation from a professional dialogical community. This course seeks to nurture the development of students who are aware of these tendencies and who work to overcome them. Students who complete this course should gain competencies and confidence in the following areas:

- Thinking conceptually and reflectively about youth ministry activities
- Discussing youth ministry from an academically informed perspective
- Integrating the multidisciplinary foundations of youth ministry into a cohesive model

During each class session, we will begin by discussing a conceptual framework that informs the practice of youth ministry. Following the discussion, we will examine particular youth ministry programs and emphases that naturally proceed from the conceptual framework. The semester does not allow us to examine all topics with equal detail. Student input will significantly influence which topics are pursued in greatest detail.

Course Outcomes

- 1) The learner will have a basic knowledge of the foundations (theology, curriculum, social sciences) of youth ministry
- 2) The learner will discern the various developmental and cultural forces that influence people's lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples (Program goal).
- 3) The learner will be able to articulate a personal, consistent, and theologically grounded philosophy of youth ministry and state goals that result from that philosophy and particular ministry contexts.
- 4) The learner will be able to develop a comprehensive model of youth ministry to attain those goals.
- 5) The learner will have a basic understanding of the skills and abilities needed to lead in the implementation of this model.
- 6) The learner will cultivate practices and abilities necessary for skillful performance of youth ministries, for educating the laity in faithful discipleship, for guiding relationships in the church, for spiritual and professional development, and for engaging in theological discernment of sound educational practice (Program goal)
- 7) The learner will exhibit a capacity and desire for growth in the context of ministry through research and leadership; demonstrating a spirit of integrity, openness, cooperation, and care in ministry and possess a working platform from which to represent their ministry and from which future ministry may be developed (Program goal).

Church of the Nazarene COSAC Competencies

CP 34 Ability to prepare, organize and deliver a biblically sound basic scheme of teaching/learning discipleship for youth in culturally appropriate ways, using appropriate techniques and skills

CP 35 Ability to develop and utilize existing forms in youth ministry (such as small group facilitation, Bible teaching, family nurture and formation, team development, camps and retreats, etc.) by which individuals, families, and congregations may be formed into Christlikeness

CP 36 Ability to assess and implement emerging approaches to youth ministry in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives

Required Texts & Course Materials

Students will read all four of the following texts. If the student has already read one of these, then a substitute text will be assigned in consultation with the student.

- Crabtree, Jack. 2008. *Better Safe than Sued*. Grand Rapids: Zondervan.
- Dean, Kenda Creasy. 1998. *The Godbearing Life: The Art of Soul Tending for Youth Ministry*. Nashville: Upper Room.
- Olson, Ginny, Diane Elliot, and Mike Work. 2001. *Youth Ministry Management Tools*. Grand Rapids: Zondervan/Youth Specialties.
- Roehlkepartain, Eugene C. 1998. *Building Assets in Congregations: A Practical Guide for Helping Youth Grow Up Healthy*. Minneapolis: Search Institute.

Students will also read one of the following texts:

- Elkind, David. 1998. *All Grown Up and No Place to Go: Teenagers in Crisis*, revised edition. Reading: Addison-Wesley.
- Gerali, Steve. 2006. *Teenage Guys*. Grand Rapids: Zondervan.
- Olson, Ginny. 2006. *Teenage Girls*. Grand Rapids: Zondervan.

Course Outline

See Weekly calendar below

Course Assignments & Requirements

Each of us should expect to be a different person by the time this course ends ... even a *better* person. If education only gives us *information*, then we have not fully learned. True learning brings about *transformation* of the learner: transformation of perspectives, of values, of habits, of relationships.

A final grade will be assigned in this class. However, do not let the grade be your primary goal. Instead, let your own growth and development serve as your primary goal. ***Students will be asked to submit a series of assignments as a comprehensive portfolio. All components will be reviewed and graded over the semester but the student should keep all documents in a comprehensive file for later submission.*** The following criteria will be used in assigning the final grade:

- A. Résumé: At the graduate level, it is hoped that students bring a diverse range and depth of experience to the classroom. Completion of the attached résumé will inform the instructors' response to the collective youth ministry experiences and appreciation for the range of youth ministry interests of the class. The resume is non-graded, and will be due on February 8.
- B. Reading: Reading assignments are due weekly, as indicated in the course calendar. Typed reading reports will be submitted at the beginning of the class session in which they are due. All reading will be graded by chapter, according to the following scale:

- | | |
|-----------------------------------------------|-------------|
| • Read carefully, completely and thoughtfully | Full credit |
| • Read hastily and/or partially | Half credit |
| • Unread | No credit |

In addition, students will submit a collateral reading report of substantive articles from the following sources. The collateral reading report will consist of careful reviews and short summaries. It is due on April 19.

- *Group Magazine*
- *Youthworker Journal*
- *The Journal of Youth Ministry*
- *The Journal of Youth and Theology*
- *The Princeton Lectures on Youth, Church, and Culture*
- Three of the websites below

Adventures in Missions
Association of Youth Ministry Educators
Barefoot Ministries (Beacon Hill/NPH)

www.adventures.org
<http://www.aymeducators.org/>
<http://www.barefootministries.com>

Candler Youth Theological Initiative	http://www.candler.emory.edu/YTI/
Center for Parent-Youth Understanding	www.cpyu.org
Center for Spiritual Dev. in Child/Adol	http://www.spiritualdevelopmentcenter.org/
Center for Student Missions	www.csm.org
Cokesbury	http://www.ileadyouth.com
Entertainment Weekly	http://cgi.pathfinder.com/ew
Fuller's Center for Youth & Family Ministry	http://www.cyfm.net/
Group	http://www.youthministry.com
HomeWord	http://www.homeword.com/
Intl. Assoc. for the Study of Youth Ministry	http://www.iasym.org
Nazarene Youth International	http://www.nyitoday.org/
Plugged In Online	http://www.pluggedin.com/
Princeton Institute for Youth Ministry	http://www.ptsem.edu/iym/
Project Serve	www.projectserve.org
Screen It!	http://screenit.com
Search Institute	http://www.search-institute.org
Truewell	http://www.truewell.com
Youth Pastor.com	http://www.youthpastor.com
Youth Specialties	http://www.youthspecialties.com
YouthFront	http://youthfront.org

C. Contracted Project: Students may work singly or in groups to complete contracted projects of their own design. Each student should spend from 10 to 25 hours on this assignment. Contracted projects may be one of, but not limited to, the suggestions below. The contract proposal is due on February 15. The completed projects are due 8 weeks later on April 19.

- A socioeconomic analysis of “teen-marketing” at a local mall
- Comparative analysis/evaluation of Christian resources that address film and other media
- Construction of a six- or twelve-month annotated calendar for parish youth ministry
- Contacts with youth from a subculture outside the student’s comfort zone
- Critical evaluation of an area youth ministry network
- Critical analysis of the relation between youth ministry and Emergent paradigms
- Critical theological and social science analysis of video games
- Development of a theology of youth group sports and recreation
- Exploration of integrative, multicultural youth ministry
- Focused interviews with local youth pastors
- Game or simulation design for Christian education of youth
- Investigation of youth ministry with at-risk students, particular ethnic communities, etc.
- Investigation of a local or national parachurch ministry
- Leading a small discipleship group for at least six sessions
- Program proposal for integrating youth ministry with the Christian calendar
- Writing an article for a youth ministry periodical/journal (max. 10 pages double spaced)
- Survey of community services for and with adolescents (community map)
- Survey of parental expectations for youth ministry in a particular location

D. Final Examination (Youth Ministry Model): This project is due on May 5. Students will verbally present their projects to the whole class, allowing time for critical discussion

afterward. Students should bring a copy of their projects for each person in the class, including the professor. Graduating seniors will be required to submit their projects on April 19, although all projects will be presented to the class on May 3.

On the *Youth Ministry Model*, students will describe their integrative frameworks for interdisciplinary youth ministry. The framework must address the following concerns:

- Where and how do biblical/theological foundations for YM fit in?
- Where and how do anthropological/missiological foundations for YM fit in?
- Where and how do psychological/developmental foundations for YM fit in?
- Where and how do sociological foundations for YM fit in?
- Where and how does a particular youth ministry model emerge from the framework?

The *Youth Ministry Model* must be five pages long, including one page for a diagram.

The *Youth Ministry Model* diagram may include aspects of the following (or other) graphic organizers:

- Listing
- Ranking
- Ordering
- Venn Diagram
- Flow Chart
- Cycle
- Radial Chart
- Geometric Shape
- Concentric Circles
- Web

Projects will be graded according to the following criteria:

- Spelling as above
- Length 5 full pages
- Preparation copied and distributed to the whole class
- Materials organized cleanly and neatly
- Foundations includes material from all required disciplinary areas
- Cohesion how well does the whole hold together?
- Cogency how convincing and logical is it?
- Integration how well do the individual parts relate to each other?
- Comprehensiveness how broad and inclusive is it?
- Clarity how easy to understand is it?

E. Self/Course Evaluation: The evaluation will be based on participation, performance and task completion, and is due on May 3. An evaluation of the course will also be turned in.

F. Attendance/Participation: Participation includes attendance, attentiveness, note taking, discussion, listening and questioning. Your active engagement will help the rest of us to think critically. While class attendance and participation will not be given a percentage weight in the final course grade, the instructor reserves the right to allow these factors to influence students' final grades. Because of the course schedule, one absence is equivalent

to missing a week's worth of class. Therefore, absences beyond one class session may result in a lowering of the final grade by as much as two letter grades.

- G. Writing: All writing will be graded according to criteria of spelling, grammar and punctuation; required length; relevance; critical thinking and application. In general, writing will be worth 15 percent of any assignment's value.

Method for Submitting Assignments

Please use the assignments section of Moodle unless otherwise directed.

Policy Regarding Late Work & Missed Exams

All research/project work is due 11:59 PM of the date assigned unless designated due in-class. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted two weeks after the final class assignment.

Course Grading

- Résumé 25 points
- Reading Roehkepartain 100 points
- Reading Elkind, Gerali or Olson 100 points
- Reading Dean 150 points
- Reading Olson 100 points
- Reading articles 75 points
- Contracted Project 300 points
- Final Examination 150 points

TOTAL 1000 points

1000-901: A 900-801: B 800-701: C 700-600:D 599 or Below: F

Grade Descriptions

"A"-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

"B"-GOOD WORK (strong, significant achievement of course objectives)

"C"-ACCEPTABLE WORK (basic, essential achievement of course objectives)

"D"-MARGINAL WORK (inadequate, minimal achievement of course objectives)

"F"-UNACCEPTABLE WORK (failure to achieve course objectives)

Instructor's Availability

Please feel free to make an appointment as needed. Voice mail and email will be acknowledged and returned at the earliest convenience.

Students Needing Assistance

Our commitment is to make a reasonable effort to facilitate learning for students who are capable of graduate level work. Any student who has a condition that prevents full demonstration of his/her abilities in completing the course requirements as outlined in the syllabus should contact the professor within the first four weeks of class. He will be glad to discuss students' learning needs, consider alternatives that have worked for them in the past, and formulate mutually agreeable strategies to ensure students' maximum participation and appropriate evaluation of the course.

CED 640 Ministry with Youth SP10

Weekly Schedule (subject to change)

<u>Date</u>	<u>Session</u> <u>Assignments Due</u>	<u>Pre-class Reading</u>	
02/01	Introduction to Youth Ministry Syllabus Historical development Contemporary models		
02/08	Youth Ministry and Curriculum Design Curriculum as both data and process Interdisciplinary and integrative curriculum Calendar development		Résumé
02/15	Youth Ministry and Cultural Anthropology Culture Popular culture Youth culture		Proposals
02/22	Youth Ministry and Sociology Search Institute's 40 assets The Center for Spiritual Development in Ch/Ad Intergenerational and family ministry	Roehkepartain	
03/01	Youth Ministry and Adolescent Development Nurture and education Recreation and play	Elkind, Gerali or Olson	
03/08	Youth Ministry and Epistemology Postmodernism Critical thinking and discernment Leading discussion and debriefing		
03/15	Youth Ministry and Theology Book discussion Christian practices Dehabituation and retreat	Dean	
03/22	Reading and Research Week		
04/05	Youth Ministry and Missio Dei Witness and evangelism Compassion and mission trip		
04/12	Youth Ministry and the Pastoral Arts Pastoral framework Proclamation Counseling and spiritual direction Long-term ministry		
04/19	Youth Ministry and Administration Budgeting and fundraising Legal issues and liability Starting & ending well	Olsen <i>et al</i> Crabtree	Projects

04/26 **Youth Ministry and Leadership**
Youth staff
Empowering student leaders
Networking

Articles/Web

05/03 **Final Examination**

Model
Evaluations

Contracted Learning Project

Student's Name:

Phone:

.....

General Nature of the Learning Project (In general terms, what is it you intend to do?)

.....

Value of the Learning Project for Future Ministry (Why is this important to you?)

.....

Specific Objectives for the Learning Project (What specifically would you like to do, read, write, or accomplish?)

- 1.
- 2.
- 3.
- 4.

.....

Documentation (What are you going to turn in?)

- 1.
- 2.

.....

Due Date for Contract Submission is February 15, 2010.

Due Date for Contract Completion is April 19, 2010.

Instructor Approval for Contract:

Date:

Nazarene Theological Seminary
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Personal Resume

Student's Name:

Phone:

Email:

Previous Youth Ministry Experience (including volunteer positions):

Dates:

Youth Ministry Courses, Workshop, Seminars, Conferences, etc. Completed:

Youth Ministry Literature Read:

Youth Ministry Research Interests (if helpful, use the syllabus calendar for guidance):

Personal Expectations for This Course: