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YM 500 The Servant as Youth Minister

Chris Kiesling

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ASBURY THEOLOGICAL SEMINARY
Department of Christian Education
Course Prospectus

YM-500: The Servant as Youth Minister (3 hours credit)

Explores roles and responsibilities of the career youth minister grounded in the vocation of “ministry as change agency,” including grounding in a theology of youth ministry, studies in formative needs of youth, staff development, resource development and selection, with special attention to maximizing multiple-staff opportunities and responsibilities, ministry through facilitating and empowering staff, and coordinating a multidimensional youth development ministry.

CM-500: The Servant in Campus Ministry (3 hours credit)

Provides orientation and immersion into research-based understandings of young adult development, spiritual formation, and explores effective ministry approaches for the college/university student. (This course is offered in June exclusively for those serving as campus interns. Also note that this course may substitute for CE605 Servant as Teacher if your career intention involves work with youth or college students.)

Instructor:

Chris Kiesling, B.G.St., M.Div., Ph. D.(candidate)

Meeting Room: 3:50-5:05p.m. TTH, SH 408

Office: FM 108

Phone: 858-2382 (If I am unavailable you may access my voice mail at this number or contact the faculty secretary)

E-Mail: c_kiesling@asburyseminary.edu

Office Hours: Tuesdays 1:15-2:15p.m. or by appointment

Course Objectives:

Students who complete this course with competence will be able to:

1. Provide a framework for youth/campus ministry that is grounded in biblical theology and ecclesiology.
2. Understand developmentally the “critical years” of adolescent and young adult development from existing theoretical models with a view toward how these years shape adult identity and faith commitments:
 - A. Identify the crucial issues confronting youth/young adults in our culture
 - B. Comprehend socio-historically the context in which ministry occurs and the broad movements the church has taken in response

- C. Distinguish one's own identity issues as distinct from those of the target population and establish anchor points for one's own spiritual formation
3. Identify and critique models and styles of youth/campus ministry:
 - A. Assess the strengths and weaknesses of each approach
 - B. Develop a capacity to holistically evaluate an existing youth program or campus ministry
 - C. Seek designs that integrate youth/college students into the intergenerational community of faith
 4. Acquire the skills, gifts, and graces necessary to be effective in youth/campus ministry:
 - A. Develop strategies for leadership development of teen/college/lay volunteers
 - B. Learn effectiveness in nurturing and mentoring youth/college students in Christian discipleship, mission, vocation, service, and relational integrity.
 - C. Understand the importance of collegiate ministerial roles and responsibilities
 5. Create habits of reflecting on one's own journey, call, and spiritual formation with places of accountability and with attentiveness to the Spirit of Christ.
 6. Gain an acquaintance with resources available for equipping ministry enhancement.

Textbooks:

For Youth Ministry Students:

- Richard R. Dunn and Mark H. Senter III. *Reaching a Generation for Christ*. Chicago:Moody Press, 1997.
- Doug Fields. *Purpose Driven Youth Ministry*. Grand Rapids: Zondervan, 1998.
- Henri Nouwen. *The Return of the Prodigal Son*.
- Kenda Creasy-Dean and Ron Foster. *The Godbearing Life*. Nashville:Upper Room, 1998.
- Jimmy Long. *Generating Hope*. Downers Grove: Intervarsity Press,1997.

For Campus Ministry Students:

- Steven Garber. *The Fabric of Faithfulness*. Downers Grove: Intervarsity Press, 1996.
- Doug Fields. *Purpose Driven Youth Ministry*. Grand Rapids: Zondervan, 1998.
- Henri Nouwen. *The Return of the Prodigal Son*.
- Jimmy Long. *Generating Hope*. Downers Grove: Intervarsity Press,1997.
- Kenda Creasy-Dean and Ron Foster. *The Godbearing Life*. Nashville:Upper Room, 1998.

Course Requirements

Attendance and Participation

In order to fulfill the objectives of this course it is necessary that each student attend class regularly. In-class activities may be based on a variety of topics not covered in the texts. The only way to obtain this information or to benefit from the experience is by being present. Although attendance is not counted toward a grade it may become determinative in border line situations.

First written assignment (worth up to 100 points)

Write a 2-3 page reflection paper on *The Return of the Prodigal Son*. Commit about one page to three specific responses to the book.

- A. Report personal life experiences that the material recalled for you - i.e. how the book “read” you and what emotional reactions you had to the material.
- B. Consider what it might mean to **be** and/or minister to the younger son, the older son, the Father, etc.
- C. Flesh out the implications of this book and the reflections it provoked in you for your future ministry, your personal relationships, your spiritual journey, etc.?
(Evaluation will consist primarily of how well the material was allowed to impact you and inform ministry projections).

Second written assignment (worth up to 200 points)

The first written assignment (comparable to a first exam) provides you the opportunity to integrate information from the readings and class presentations with your own probable ministry situation. Assume that you have been offered an opportunity to apply for the director of the youth or campus ministry position you have always dreamed of. In a brief paragraph first describe this position and the scope of ministry which it entails. As part of the application you are asked to write 7-10 pages on what answers for you the following topics:

- A. What is the Biblical basis/theological grounding from which you do youth/campus ministry? (This may be a single passage of Scripture that captures for you “what it’s all about;” it may be a theological rationale that you believe defines the purposes that drive your youth/campus ministry; or it may be the Biblical guidelines and doctrinal issues that you wish to be the focal point of your ministry.)
- B. Use several pages to describe the model and/or philosophy of ministry that you envision occurring at this ministry setting and why you believe this model would be effective in this locale and with your gifts and graces for ministry. The model should reflect sensitivity to the developmental issues pertinent to your targeted age group. (Include in this section things like a potential mission statement, a strategy for reaching the unchurched in a postmodern age, programmatic levels that encourage deepening discipleship, leadership development components, mission opportunities, a plan for utilizing volunteers, etc.)

C. In the final section describe the “godbearing” practices, disciplines, accountable structures, and resources you will use to nourish your soul and keep you attentive to the Holy Spirit.

This paper will be evaluated based on your ability to integrate class readings (e.g. Fields, Long, Dean and Foster, etc.), discussions, and presentations into a probable ministry experience. Specifically, the evaluation will center around such issues as: Is the biblical/theological rationale sound and substantive? Is there evidence of drawing from those who have written about their experience in similar ministry contexts? Are developmental issues considered? Is the model workable and effectively evaluated for this particular setting? Is there evidence of a reflective approach to ministry and a plan for self-renewal and care?

Class project (worth up to 200 points)

Choose a particular area of ministry in which you would like to develop some greater competence. Research this area utilizing whatever means are most appropriate. The project when completed should be “ready-made” for implementation into a projected ministry setting. Some possible areas might include:

- a strategic plan for confirmation or leadership development at your desired ministry
- a comprehensive design for a retreat aimed at spiritual commitment
- plans for reaching a minority target population in your ministry area
- everything I needed to know regarding recruiting and utilizing volunteers in ministry
- special issues faced by women in youth or campus ministry
- a plan to create a family-based youth ministry
- how to renew a traditional church ministry
- creating an exciting youth ministry in a small rural church setting
- addressing a particular area of adolescent crises
- an expansion plan for utilizing small groups in our ministry
- an annotated bibliography and/or file of resources for youth ministry
- an outline for a teaching series on a particular topic
- a comprehensive listing of current videos and/or music that could be utilized for Christian education and how and why you intend to employ them

(Evaluation of the course project will be based on relevance to your particular ministry area, theological and developmental accuracy, evidence of thorough research, benefit to you personally and professionally, and overall presentation of the project.)

Course grade

As the written work assigned for this course replaces examinations, the final grade reflects competence with course material as well as diligence in forging your own approach to ministry, to personal renewal, and to resourcing. Generally your grade will be determined according to the following scale; however, where a grade is borderline consideration may also be given to a students’ final class presentation and/or their participation and attendance in class.

500-465	A	384-365	C
464-450	A-	364-350	C-
449-435	B+	349-335	D+
434-415	B	334-315	D
414-400	B-	314-300	D-
399-385	C+	299-	F

Tentative Fall Agenda

<u>Date</u>	<u>Assignment/Due Dates</u>	<u>Readings</u>
Sept 7	Course overview, Introductions	
Sept 9 and 14	Theological Frameworks Biblical Foundations	YM: Dunn & Senter, CH 1&2,6&7 Fields, Intro and Component 1 CM: Garber, Intro and CH 1 Fields, Intro and Component 1
Sept 16 and 21 and 23	Models/Styles of Ministry	YM: Dunn & Senter, CH 8&9 Fields, Component 2 &3 Dean and Foster, Sec1(ch1-3) CM: Fields, Component 2&3 Dean and Foster, Sec1(ch1-3)
Sept 28 and 30	Developmental perspectives on the adolescent years	YM: Dunn & Senter, CH 3 Nouwen book CM: Nouwen book Garber, CH 2,3,4
(First written assignment is due Sept 30 – Review of Nouwen)		
Oct 5 and 7	Developmental perspectives on the young adult years	YM: Dunn & Senter, CH 14, 24, 30 CM: Garber, CH 5,6,7,8
Oct 12 and 14	Programming for high impact ministry	YM: Fields, Component 4 CM: Fields, Component 4
Oct 19 and 21	Developing leaders and volunteers Ministry beyond the target population	YM: Fields, Component 5,6,7&8 Dean & Foster,Sec2(ch4&5) CM: Fields, Components 5,6,7,&8 Dean & Foster,Sec2(ch4&5)
Oct 26 and 28	The special skills and personal spiritual formation of the youth, campus minister (In class showing of Yaconelli, <i>The heart of youth ministry</i>)	YM: Dunn and Senter, CH 17, 19. Fields, Component 9 Dean&Foster,Sec3(ch6&7) CM: Fields, Component 9 Dean&Foster,Sec3(ch6&7)

<u>Date</u>	<u>Assignment/Due Dates</u>	<u>Readings</u>
Nov 2	Godbearing Practices	YM: Dean & Foster, Sec4(ch8-13) CM: Dean & Foster, Sec4(ch8-13)

(Second written assignment is due Nov 9 – the ministry application)

Nov 4 and 9	Sociohistorical movements and the postmodern generation	YM: Long, Part I and II CM: Long, Part I and II
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Nov 11	Building Community	YM: Long, Part III CM: Long, Part III
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Nov 16 and 18	Counseling teens and the process model	YM: handout CM: handout
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Nov 23 and 25 - Reading week and days of no classes

Nov 30 and Dec 2	Miscellaneous topics	YM: Dunn and Senter, CH 15,16,26,29,32 CM: Cf. Reserve shelf
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Dec 7 and 9	Resources for ministry and class presentations	YM: Dunn & Senter, CH 25,27, 28,&31 CM: Cf. Reserve Shelf
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(Course projects are due by the last regular class day)

Final Exam Meeting Date: Friday, Dec 17th, 10:00-12:00noon

There will be no final exam, however attendance is mandatory during the final exam. During this class time, and perhaps in the final regular meeting times of class, every member will be asked to share a two-three minute presentation on one or more of the following: (a) What my project taught me about youth/campus ministry; (b) A devotional or key Biblical insight I have discovered relating to youth/campus ministry; (c) An actual ministry experience that would be helpful for the class to hear about; (d) My greatest concern or biggest unanswered question relating to youth/campus ministry?

(A bibliography for this class will be available after the first few days of class)