



15800 Calvary Road
Kansas City, MO 64147-1341

Syllabus

Course: YM439DDN Practical Youth Ministry Applications (Blended)

Credit: 3 Semester Hours

Semester: Fall 2020 (Cycle 3, October 19 – December 11)

Time: 8:00-11:00 a.m., Thursdays

Location: East Ed 105

Instructor: Shaun LePage, ThM, shaun.lepage@calvary.edu, (office) 816-768-6971, (mobile) 785-840-8568

I. Description of the Course

This course will focus on the specifics and details of a youth ministry such as vision, planning youth events, youth missions, time management, parents, and youth staff training. It will place emphasis on the practical application of these issues in the youth ministry context.

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. Objectives of the Course

A. General competencies to be achieved. The student will be able to . . .

1. Understand the nature and demands of youth ministry. (PLO*-2) (A**-A,B,C)
2. Learn the specifics and details to carry out youth ministry. (PLO-3) (A-C,D,E)
3. Consider the dynamics involved in practical applications of youth ministry. (PLO-2) (A-A,B,C)

B. Specific competencies to be achieved. The student will be able to . . .

1. Explore various practical areas of working with youth. (PLO-2,5) (A-A,B)

2. Begin to develop practical strategies for ministering to youth by writing Position Papers. (PLO-2,5) (A-A,B,C)
3. Discuss, share and learn from others regarding practical applications of youth ministry. (PLO-2,5) (A-A,B,C)
4. Develop Youth Ministry and personal management plans for using in the leadership of Youth Ministry. (PLO-1-5) (A-A,B,C,D,E,F)

III. Required Textbooks

- A. English Bible (NAS, NASB-U, NKJV, NET, ESV, or other by approval). The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- B. Fields, Doug. 2002. *Your First Two Years in Youth Ministry: A Personal and Practical Guide to Starting Right*. Grand Rapids: Zondervan. ISBN-13: 9780310240457. Retail: \$15.99. Kindle ISBN-13: 9780310569978. Retail \$6.99.
- C. Kageler Len. 2008. *The Youth Ministry Survival Guide: How to Thrive and Last for the Long Haul*. Grand Rapids, MI. Zondervan. ISBN-13: 9780310276630. Retail: \$14.99. Kindle ISBN-13: 9780310669630. Retail: \$6.99

IV. Assignments of the Course (Note: Specific instructions for each assignment will be posted in Canvas.)

- A. Read the textbooks, record significant observations and build your library.
 1. Read both textbooks in their entirety.
 2. On the due date for each text, submit a *Life Development Reading Summary* (a template will be provided in Canvas).
 3. Library Builder:
 - a) List 10 books related to youth ministry that you do not yet own, that you believe you need to add to your library, and give a brief explanation about why each is an important choice.
 - b) List 10 of the most helpful youth ministry-related websites and write a brief explanation about why these will be helpful to turn to in future ministry.

B. Interview Pastors

1. The purpose of this assignment is to gain insight into the potential joys, demands, pressures, and frustrations of certain kinds of ministry positions.
2. Develop a list of at least 30 interview questions from the assignments required in this course. For example, one question may be, “What books, websites and other resources have been most helpful to you in your ministry?” (See IV.A.3 above).
3. Interview **two (2) youth pastors** and **one (1) senior pastor** concerning youth ministry using the following guidelines and questionnaire provided below.
 - a) Each of the youth pastors must have been in full-time youth ministry at least **three (3) years** and in a current youth ministry position at least **two (2) years**.
 - b) The senior pastor must have been in a full-time senior pastor position supervising staff and/or volunteers at least **three (3) years** and supervising a youth minister at least **two (2) years**.
 - c) **Note:** Before contacting the pastors to request the interview, the course instructor must approve the selections via an assignment available through Canvas.
4. Following the interviews, write a **~1400 word** observation paper of significant insights gained from the interviews.

C. Write **eight (8)** Position & Practice papers stating the student’s views in selected aspects of YM.

1. Write these either as a statement of personal practice as a youth minister or a policy position the student would implement in the church youth ministry where the student is a leader. Be sure to include the Scriptural basis for conclusions and sources as appropriate.
2. Focus these statements **through the Youth Ministry context** envisioned upon graduation (e.g., in a local church; in a para-church organization; in a camping ministry; etc.).
3. Be sure to include the **Biblical passages and/or principles** which guide in answering these questions; include references.
4. Each paper will be **~700 words** in length and may be written in the format which would allow the information to be communicated most clearly (e.g., paragraphs, list, outline, or bullet statements).
5. The following **three (3)** topics must be addressed for this assignment:

- a) **Parents & YM.** Biblically and practically, how are parents to relate to the YM and how is the YM and its leadership to relate to the parents? What boundaries for involvement should there be – both ways (i.e., YM into/toward the parents/family; parents/family into/toward the YM)? What involvement should parents have and what should they be encouraged to not have in the YM?
 - b) **Biblical Vision for YM.** What should YM accomplish? What will “success” look like in YM? What does the Bible say YM should seek to do?
 - c) **Leadership for YM.** Who may lead in YM? What qualifies them for leadership? What disqualifies for YM leadership?
6. Choose **five (5)** of the following to complete this assignment:
- a) **Weekly Programming of YM.** What should go on in a “normal” week of YM? Why?
 - b) **Youth Missions.** What kinds of “missions” should the YM involve? How should the YM missions efforts relate to the larger local church missions program? The larger Church missions program?
 - c) **Church Staff Relations for YM.** How does YM relate to the larger church leadership context? How should the Youth Minister relate to the rest of the staff? To the official church board (e.g., should the Youth Minister also be an “Elder”)? In a para-church youth ministry, do the staff operate more like a corporation or a local church (if writing for a para-church context)?
 - d) **Youth Ministry Staff (paid or volunteer) Development.** What training must be done? By whom? How? What is the role of outside training events (e.g., conferences, para-church organizations, etc.)? What curriculum/process is required to train YM staff?
 - e) **Time Management in YM.** What boundaries should the YM staff have in how they spend their time (i.e., with youth, family, larger church ministry, etc.)? What agreements should the Youth Minister seek with the church leadership concerning their accessibility to the “office” and to the other church ministries?
 - f) **Search Process for YM.** What is the process? What documents must be prepared? Should the Youth Minister be ordained?
 - g) **Relationships in YM.** What kinds of relationships should the Youth Minister seek/develop? What is the appropriate use of

social media? What are some examples of inappropriate relationships? Inappropriate use of social media?

- h) **Teaching Youth.** What should “youth” be taught? How will the Youth Minister ensure appropriate “balance”? Biblical and theological accuracy? What teaching contexts are necessary for an effective youth ministry (i.e., large group, one-on-one, small groups, etc.)?
- i) **Counseling Youth.** Who should counsel youth? Who should not counsel youth and why not (e.g., issues, context for counseling, etc.)? What limitations, checks and balances, and boundaries should a Youth Minister want to have in place and to be practiced by the YM Staff to ensure healthy counseling?

D. Prepare an Annual Youth Ministry Plan and a Personal Weekly Youth Ministry Plan.

1. Submit a Youth Ministry Activities plan that includes all the major activities for **one calendar year**.
 - a) Include the major events in a “normal” youth ministry year for an entire calendar year (i.e., include all regular/weekly and special youth events).
 - b) This plan can be done in the form of a calendar, an outline, or some other practical format.
2. Also, submit a Personal Ministry plan that includes all the anticipated major activities for **one “normal” week** as a youth minister.
 - a) For example, teaching study and preparation, visitation, ministry planning, staff meeting, meeting planning time, day off, personal devotions, etc.
 - b) This plan may be done in the form of a calendar, an outline, or some other practical format.

E. Develop Ministry Plans & Checklists (8 parts)

1. Guidelines:
 - a) These plans will be very “skeletal” (i.e., outlines).
 - b) Each will be **~300 words** using the format you would use in the service.
 - c) In each plan, include appropriate elements and sufficient detail to guide the others who may be involved (i.e., musical accompanists, worship leader, sound technician, ushers, etc.).
2. Submit ministry plans for each of the following ministry scenarios:

- a) Regular large group meetings
- b) Regular small group meetings
- c) Weekend Retreat Plan
- d) Wedding Ceremony
- e) Funeral Service
- f) Youth-led Sunday morning service
- g) Service/meeting honoring graduates
- h) Service/meeting welcoming new students
- i) Teaching plan for first three years

F. Lecture and Discussion Response (3 parts)

- 1. Document significant information developed and discussed in the classroom lectures, then complete an online quiz.
- 2. Participate in discussions of lectures via Canvas.

V. Grading for the Course

A. 1,000 Points Possible from Assignments

- 1. Assignment A: Textbooks, Observations, Library (100,50,20) = 170 points
- 2. Assignment B: Interview Leaders, Observations Paper (20,135,135) = 290 points
- 3. Assignment C: Position & Practice Statements (30ea) = 240 points
- 4. Assignment D: Ministry Plans (50ea) = 100 points
- 5. Assignment E: Plans & Checklists (17ea) = 136 points
- 6. Assignment F: Quizzes and Discussions (8ea) = 64 points
- 7. Extra Credit: The student may also receive 1 extra credit point for every verse (up to 20 verses) recited from memory from the Bible (Note: Verses must be in sequence; e.g., Colossians 3:1-25).

B. Points and Final Grade

- 1. 930-1000 points = A
- 2. 900-929 points = A-
- 3. 870-899 points = B+

4. 830-869 points = B
5. 800-829 points = B-
6. 770-799 points = C+
7. 730-769 points = C
8. 700-729 points = C-
9. 670-699 points = D+
10. 630-669 points = D
11. 600-629 points = D-
12. 0-559 points = F

VI. ABBREVIATED CLASS SCHEDULE [*Note: A detailed schedule will be provided in class and posted in Canvas.]

- A. Week 1: Introduction to the Practice of Ministry
- B. Week 2: A Framework for Ministry Practice, Part 1: Evangelizing
- C. Week 3: A Framework for Ministry Practice, Part 2: Establishing
- D. Week 4: A Framework for Ministry Practice, Part 3: Entrusting
- E. Week 5: Positions and Plans, Part 1
- F. Week 6: Positions and Plans, Part 2
- G. Week 7: Positions and Plans, Part 3
- H. Week 8: Ministry Practice, Conclusions

VII. Notes

- A. * PLO = Program Learning Objectives (see Calvary University Catalog, p.142)
- B. ** A = Assignments; showing how the assignments for this course are directly linked to the objectives.
- C. All written assignments must follow Turabian style — title page, footnotes and bibliography. See the “Clark Academic Center” page on the CU website for a “Turabian Help” (<https://www.calvary.edu/clark-academic-center/>).
- D. Punctual reading and writing will allow the student to get the most out of the course.
- E. Late assignments could result in grade penalties unless the professor is made aware of a ministry commitment or an emergency beyond the student’s

control.

- F. About Disabilities: Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.
- G. About Assistance for All Course Assignments: The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.
- H. About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.
- I. About Plagiarism: Plagiarism is defined as copying any part of a book or paper without identifying that source. This also includes taking another person's ideas and presenting them as your own without identifying the source. Any assignment that includes plagiarism will receive a zero (0) grade.