

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2021</b>
ED 641	Strategies of Youth Ministry	<b>Prerequisite:</b>
		<b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In-class	<b>Instructor:</b>	Matt Wilks, B.A, M.A.	<b>First Day of Classes:</b>	September 8, 2021
<b>Days:</b>	Wednesday and Friday	<b>Email:</b>	mwilks@ambrose.edu	<b>Last Day to Add/Drop:</b>	September 19, 2021
<b>Time:</b>	11:45 am to 1:00 pm	<b>Phone:</b>	403-585-8535 (cell)	<b>Last Day to Withdraw:</b>	November 22, 2021
<b>Room:</b>		<b>Office:</b>		<b>Last Day to Apply for Extension:</b>	November 23, 2021
<b>Lab/Tutorial:</b>		<b>Office Hours:</b>		<b>Last Day of Classes:</b>	December 13, 2021
<b>Final Exam:</b>	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.

### Program Outcomes

- Nurture theological depth and breadth: To know what you believe and why it matters.
- Cultivate a heart after God: To know God – Father, Son and Holy Spirit – and to love as God loved.
- Foster vocational clarity and effectiveness: To know who you are and what you are to do.
- Inspire redemptive action: To know God’s mission and to live it fully.

### 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  
 Lampert/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 (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 24

**(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 8

**(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 24

**(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 5

**(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 19

**(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 26

**(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 10

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 17
2. Four Views of Youth Ministry and the Church - October 1  
- Clearly state YOUR position in this reflection

3. Leading Up - October 17
4. Revisiting Relational Youth Ministry – November 17
5. Cultivate – December 3

**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

Letter Grade	%	Description
A+	97-100	Mastery: Complete Understanding
A	93-97	
A-	90-93	
B+	87-90	Proficient: Well-Developed Understanding
B	83-87	
B-	80-83	
C+	77-80	Basic: Developing Understanding
C	73-77	
C-	70-73	
D+	67-70	Minimal Pass: Limited Understanding
D	60-67	
F	0-59	Failure

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:

### 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.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form 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; 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.

### 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. Please refer to your professor regarding their electronic etiquette expectations.

### 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/content/academic-calendar-2>

### 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](mailto:privacy@ambrose.edu).

### 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 are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## 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/writingcentre>

### **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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://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](https://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](https://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.