CALVARY UNIVERSITY

15800 Calvary Road
Kansas City, MO 64147-1341

Course: YM439D&DN Practical Youth Ministry Applications (Blended)

Credit: 3 Semester Hours

Semester: Spring 2024 (Cycle 4, January 8 - March 1)

Days/Time: Tuesdays and Thursdays, 8:00-9:20 a.m.

Location: CABRE 103

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 (YM) 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 YM context.

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. Objectives of the Course

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

1. Understand the nature and demands of YM. (PLO*-2) (A**-A,B)

2. Learn the specifics and details to carry out YM. (PLO-3) (A-B,C)

3. Consider the dynamics involved in practical applications of YM. (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,C)

2. Begin to develop practical strategies for ministering to youth by writing Position Papers. (PLO-2,5) (A-A,B)

3. Discuss, share and learn from others regarding practical applications of YM. (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)

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: $19.54. Kindle ISBN-13: 9780310569978. Retail $5.49.

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: $7.99

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

A. TEXTBOOK, OBSERVATIONS AND LIBRARY: 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 *Reading Summary* (provided via Canvas).

3. Library Builder:

   a) List 10 books related to YM 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 YM-related websites and write a brief explanation about why these will be helpful to turn to in future ministry.

B. POSITION & PRACTICE STATEMENTS: Write **eight (8)** Position & Practice papers stating the student's views in selected aspects of YM. These papers will be more theological in nature, explaining the "why" behind ministry.

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 YM 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 **four (4)** topics must be addressed for this assignment:

   a) **Church and YM.** How does YM relate to the larger church context? How should the Youth minister relate to the rest of the staff? To the pastor and official church board? What are some practical ways a YM can and should support both children's ministry (before YM) and adult ministries (after YM)?

   b) **Biblical Vision for YM**. What is the Biblical basis for YM? What does the Bible say YM should seek to do and accomplish? What will "success" look like in YM?

   c) **Parents & YM.** What is the Biblical role of parents in the life of youth (i.e., older children and/or younger adults)? How should parents and YM work together?

   d) **Leadership for YM.** Who may lead in YM? What qualifies them for leadership? What disqualifies for YM leadership?

6. Choose **four (4)** of the following to complete this assignment:

   a) **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?

   b) **Youth Ministry Staff (paid or volunteer) Development.** How should leadership development 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?

   c) **Time Management in YM.** What should a youth minister do in a normal week (e.g., evangelism, discipleship, leadership development, study, planning, etc.). 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?

   d) **Relationships in YM.** What kinds of relationships should the youth minister seek/develop? What are some examples of inappropriate relationships? Appropriate and inappropriate use of social media?

   e) **Teaching Youth.** What should "youth" be taught? Should middle school students be taught the same subjects as high school students? What teaching methods are best for an effective YM (i.e., lecture, small-group discussion, testimony, media, etc.)?

   f) **Counseling Youth.** Who should and should not counsel youth and why? What limitations, checks and balances, and boundaries should a youth minister have in place to ensure healthy counseling? At what point should parents, the senior pastor and elders become involved in the counseling of youth?

C. MINISTRY PLANS: Prepare an Annual Youth Ministry Plan, a Personal Weekly Youth Ministry Plan, and four Meeting Plans utilizing course reading, speaking to experienced ministry leaders and other research as needed. These papers will be more practical in nature than those in Assignment B.

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" YM 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.

3. Meeting Plans (4 parts)

   a) Guidelines:

      (1) These plans will be very "skeletal" (i.e., outlines).

      (2) Each will be **~300 words** using the format you would use in the service.

      (3) 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.).

   b) Submit ministry plans for each of the following:

      (1) Regular large group meetings

      (2) Regular small group meetings

      (3) Weekend Retreat Plan

      (4) Choose one of the following special events:

         (a) Wedding Ceremony

         (b) Funeral Service

         (c) Youth-led Sunday morning service

         (d) Service/meeting honoring graduates

         (e) Service/meeting welcoming new students

V. Grading for the Course

A. 1,000 Points Possible from Assignments

   1. Assignment A: Textbooks, Observations, Library (100,100,60) = 260 points

   2. Assignment B: Position & Practice Statements (50ea) = 400 points

3. Assignment C: Ministry Plans (50ea) = 340 points

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 Practical Youth Ministry Applications

B. Week 2: The Biblical Basis for Youth Ministry

C. Week 3: Biblical and Theological Issues in the Practice of Ministry

D. Week 4: The Biblical Framework for Ministry in the Church Age

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. Punctual reading and writing, as well as attendance and participation in classroom discussions, will allow the student to get the most out of the course.

D. About Disabilities: Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that

may require support.

E. About Assistance for All Course Assignments: The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University 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.

F. 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.

G. About Grading: Grading criteria for all written assignments: All class papers must follow the Turabian style according to A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition and the Calvary Style Guide, 2019 update. See the "Clark Academic Center" page on the CU website for a "Turabian Help" (https://www.calvary.edu/clark-academic-center/).

H. About Rubrics: An assignment-specific rubric will be provided for each assignment.

I. About Late Assignments: Assignments are due when posted on Canvas. After that time, late assignment grades will be automatically lowered 5% for each day it is late.

J. About Plagiarism: Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.