



This course is designed to acquaint students with the opportunities for ministry to and with young people in the church, school, and home. The biblical principles of youth and young adult ministry, within the context of the church community, are given primary emphasis.

Students will have an in-depth study from a pastoral perspective of selected issues having to do with the spiritual development of youth and young adults from fourteen to twenty-five years of age. In particular, the reciprocal effects produced by the interaction of youth with elements of their environment, such as home, church, and society, will be examined to determine their potential impact on fostering their spiritual development.

Your degree program seeks to help you achieve the \_\_\_\_\_ fundamental to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

- 1) Exhibit capability for reaching specific social groups

The following \_\_\_\_\_ contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

- 1.1 The student will understand the basic foundations of Youth Ministry.
- 1.2 The student will review the different challenges and issues present in Youth Ministry in the current climate.
- 1.3 The student will discuss Biblical, realistic, and practical ways to respond to identifiable current Adventist youth and young adult ministry issues.
  
- 2.1 The student will consider several models of ministry to Youth and Young Adults as well as traditional Adventist programming and values transmission.
- 2.2 Within a group context, the student will research a current issue in Adventist youth and young adult ministry.
- 2.3 The student will understand the methodological implications of the class process.
- 2.4 The student will take part in a classroom environment of shared dialogue and experience, prizes honest reflection and respect for the feelings and beliefs of colleagues.

Day	Date	
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For every semester credit, the Andrews University credit hour definition requires that:

- include 15 instructor contact hours and 30 hours of independent learning activities.
- include 15 instructor contact hours, and 45 hours of independent learning activities.

Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		33 hrs
		12 hrs
		49 hrs
		2 hrs
		11 hrs
		30 hrs
		135 hrs



Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course

B. The presentation will be on the last day of class. Group presentation time will be selected randomly.

C. Each student needs to upload the entire presentation [ ] to LearningHub on the day of the presentation.

A \_\_\_\_\_ to the rest of the class on the assigned current youth/young adult issue. Poor time management will cause a loss of points.

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\* For grading rubrics that specify grading criteria in more detail, see the assignment description above

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last-minute grade adjustments or extra credit.

*(The AU Bulletin states that: An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued." DGs are not an option for most types of courses.)*

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Assignments are to be turned in on LearningHub according to the description above.

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Because student assignments are an essential part of class activities, assignments turned in after the time they are due will lose 10% per week it is late. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work cannot be done by the date due.

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No resubmissions possible

All assignments will be subject to the Andrews Standards for Written Work.  
<https://www.andrews.edu/sem/inministry/uploads/mapm-standards-rev3-final--mapm-edition-.pdf>





- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

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If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

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No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

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Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

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Andrews University Learning Hub hosts this course online. Your Learning Hub username a(L)-3(e 2(en-US)BDC q0.000009

classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.





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(Maximum 50 points)

(Maximum 100 points)	Presents steps of implementation process clearly.	Steps of implementation are present, but not clear.	Poor research and presentation.
	_____ of 100		

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

A failing grade is given when very limited or no demonstrable competency has been observed.

