

LIBERTY BAPTIST THEOLOGICAL SEMINARY

A HISTORY AND EVALUATION OF THE REVOLUTION
GENERATION YOUTH MINISTRIES MENTORSHIP PROGRAM

A Thesis Project Submitted to
Liberty Baptist Theological Seminary
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DOCTOR OF MINISTRY

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LIBERTY BAPTIST THEOLOGICAL SEMINARY

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ABSTRACT

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A review of academic and Para-church organizations reveals that few programs exist that provide a balance of academic and professional preparation for youth ministers. Revolution Generation Youth Ministries has attempted to design such a program. The purpose of this project is to explore the history and design of the Revolution Generation Mentorship Program and evaluate it in comparison to such programs. This evaluation will be accomplished through a programmatic comparison with the standards of the Association for Biblical Higher Education, accredited college programs and other internship programs. The information gathered will be utilized to strengthen the Revolution Generation Mentorship Program.

Abstract length: 100 words.

DEDICATION

To my wife Robyn, your encouragement, inspiration and longsuffering made this project a success.

To my children who never gave up on me.

To my parents who supported and pushed me to success.

To the interns and staff of the Revolution Generation Mentorship Program for giving of themselves to impact the lives of teenagers.

To Jesus Christ, my Savior and lover of my soul. To Him I owe all that I have and all that I am. In all things may I bring Him glory.

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CHAPTER ONE

INTRODUCTION

There is a growing need for experienced and educated youth ministers who are prepared to impact the current generation of teenagers. In a society where adolescent culture is rapidly changing, youth ministry leaders must be equipped to handle both the current and future changes for ministry. It is also apparent that teen culture has a greater affect on society as a whole than ever before. In order to build a spiritual and moral foundation for future adult culture, teenagers must be molded today.

It is imperative that the education and training of youth ministry leaders take a more intentional and prominent role in ministry preparation as a whole. What then is the most effective approach to training these ministers? Typical youth ministry training programs fall into one of two categories: 1) Bible College or seminary or 2) apprenticeships.

Many college and seminary programs focus on academic knowledge and actually include few classes focused on practical applications for youth ministry. These programs often include one or more four-month internships in a local church youth ministry department. Requirements on what is actually done during the internship vary from school to school.

Apprenticeship programs tend to be designed and implemented by local churches or Para-church organizations to provide practical ministry training in a specific field of ministry. One possible weakness for such programs is that they provide an administrative workforce for the sponsoring organization rather than extended ministry opportunities. Another possible issue is that they may offer only a limited program of academic development or none at all.

There is a need for a balanced approach to ministerial training, especially in the field of youth ministry. This project will evaluate the youth ministry training curriculum of a Para-church ministry that is designed to balance academic preparation and practical ministry experience. An added aspect of this program is a discipleship module. This project will examine and evaluate the Revolution Generation Youth Ministries Mentorship Program of Spring Hill, Tennessee.

Revolution Generation Youth Ministries is a Para-church ministry that began in 1996 with the mission to impact teenagers in the media and Internet culture. Through interactive radio call-in shows, online prayer and chat rooms, concert ministries and the TeenHopeLine.com, Revolution Generation Youth Ministries staff counsel and disciple adolescents from various backgrounds around the world. Student interns between the ages of 18 and 26 provide most of the ministry staff. These interns are being trained in hands-on ministry to teenagers in both the church and Para-church settings. Students in the program spend twelve months in residence at the Revolution Generation Ministry Center. The purpose of this program is to provide personal discipleship, academic preparation in biblical and ministry studies and an apprenticeship in a practical ministry environment. During this time, interns will be trained in telephone, face-to-face and

Internet counseling with adolescents. Interns will also be mentored for personal spiritual growth. At the conclusion of the first year, promising interns will be invited to return for a second year. Second year students are referred to as staffers and are given increased responsibilities in peer guidance and ministry. The program has recently expanded to include a third year option.

Statement of the Problem

The purpose of this thesis is to examine the history, purpose and design of the Revolution Generation Youth Ministries Mentorship Program and provide recommendations regarding curriculum and general programmatic issues.

The Sub problems

The first sub problem is to determine the type of courses necessary to provide a balance of academics, discipleship, and ministry application. This will include both a first year and second year program.

The second sub problem is to develop syllabi for each chosen course of study. These syllabi should reflect a formal academic design. The design should include a course description, texts, student assessments and educational outcomes for each course in the program.

The third sub problem is to construct an academic “package” suitable for college credit for those completing the internship program.

The Hypothesis

The hypothesis of this research project is that a program can be designed to meet the academic and experiential learning needs of the Revolution Generation Youth Ministries' Interns in a practical ministry context.

Definition of Terms

An internship shall be defined as an apprenticeship in ministry. The purpose is to provide practical experience for the intern and additional help to the ministry providing the internship. The length of internships may vary, but it shall be understood that the Revolution Generation Youth Ministry program is twelve months in duration.

A credit hour shall be defined as the amount of academic credit given for a specified amount of academic work and class time.

Accreditation is an endorsement given to an educational or academic institution to provide validation of and accountability for that institution's academic qualifications.

Educational Outcomes are the stated goals of the educational program.

Student Assessment is the process of measuring student learning.

The Limitations

This project will be limited to a study of the needs of interns at Revolution Generation Youth Ministries.

While construction of an academic program suitable for college credit is one goal of the project, acceptance of transfer credit by specific colleges will not be addressed due to time constraints and varied institutional academic policies.

For the purpose of academic comparison, programmatic standards shall be limited to those set forth for the adult degree completion program standards of the Association for Biblical Higher Education. This study shall also be limited to a comparison of curriculum, faculty and academic resources.

A comparison will also be conducted between colleges offering a major in youth ministry and the curriculum of the Revolution Generation Mentorship Program. Two samples will be used. The first sample will include local, regionally accredited colleges. The second sample will include Bible Colleges specifically accredited by the Association for Biblical Higher Education. The comparison will include academic coursework and practicum requirements.

The Assumptions

The first assumption is that interns at Revolution Generation Youth Ministries are in need of a comprehensive training curriculum to prepare interns for future ministry opportunities.

The second assumption is that the educational staff and faculty of Revolution Generation Youth Ministries are qualified to design, implement and evaluate such a curriculum.

The Importance of the Study

New Youth Ministers are often lacking in real-world experience with adolescents in crisis. Revolution Generation Youth Ministries seeks to provide this training while also providing ministry to the teens with which they come into contact. The necessity is

to provide the needed academic and professional studies to complement the practical ministry involvement of the interns. It is also desirable for interns to obtain some college credit at Christian colleges for the time and energy spent during their one or two year internship. This academic recognition will also strengthen the reputation of the internship program and assist the organization in recruiting and fundraising. The ultimate goal of the program is to equip future youth ministers and lay youth workers with the knowledge, ministry skills, and personal discipleship needed to be effective in the world of student ministry.

Methodology

The type of methodology employed will be educational research and design. This will include the development and evaluation of the proposed curriculum in light of accreditation standards and existing programs.

The initial step in this process will be to examine the history and purpose of Revolution Generation Youth Ministries as an organization. Specific attention will then be given to the purpose and development of the Mentorship Program.

The second step will be to collect and evaluate a sampling of college youth ministry degree programs. Each program will be evaluated for its balance of academic content and practical experiences. Part of this evaluation will be related to the number of classes in biblical studies, theology, counseling, and youth ministry. Specific attention will be given to the internship component of each program. Questions will be asked related to the program length, requirements and academic credit of the internships. Information about these programs will be gathered from academic catalogs and

institutional websites. The proposed program will be measured against transfer credit policies at selected colleges. The first study sample included local regionally accredited colleges Boyce Bible College, Lee University, Belmont University, Leavell College and Liberty University. The second sample included only Bible colleges accredited by the Association for Biblical Higher Education. Colleges included in this sample were Trinity College of Florida, Davis College, Crossroads Bible College, Free Will Baptist Bible College, Lancaster Bible College, Arlington Baptist College, Baptist Bible College, Barclay College, Calvary Bible College, Central Christian College of the Bible, Emmaus Bible College, Grace Bible College, Hope International University, Multnomah Bible College, Pillsbury Baptist Bible College, The School of Urban Missions, Wesley College, William Jessup University, Oak Hills Christian College and the Moody Bible Institute.

The third step will be to find and evaluate existing ministry internship programs. Only a few of these exist and even fewer have the opportunity for academic credit. Most of the programs that offer college credit seem to do so through a strategic alliance with a local Christian college or community college. These programs will give the most information related to practical ministry training as compared to college programs. This information will be gathered from institutional websites and brochures.

Finally, the researcher will design a balanced curriculum specific to the needs of the Revolution Generation Youth Ministries Mentorship Program. This design will be influenced by the information gathered and evaluated in the first three steps. The curriculum should reflect a balance of preparation in the areas of biblical studies, theology, counseling and youth ministry. The classes will be relative to three credit hour

classes at the college freshman level. A formal academic syllabus will be designed for each course in the curriculum.

The role of the researcher will be to develop, evaluate and compare the proposed curriculum. The researcher will also make recommendations to improve the overall effectiveness of the program. The researcher's qualifications for this evaluation include two graduate degrees in Christian Education, eighteen years of related youth ministry experience, five years experience as a college professor, two years writing college curriculum and four years on staff at Revolution Generation Youth Ministries as the Education Director. Other instructors in the Revolution Generation Mentorship Program will be involved in both evaluation and course design. Each instructor has a college degree and/or extensive youth ministry experience in either a church or Para-church setting.

Review of Related Literature

A review of the literature has revealed that there is no directly related literature on designing a curriculum for an internship program such as the Revolution Generation Youth Ministries Mentorship Program. Based upon this discovery, the literature review will consist primarily of a comparison of the Revolution Generation Youth Ministries curriculum to the programmatic standards set forth by the Association for Biblical Higher Education. The Association for Biblical Higher Education is an accrediting body, recognized by the Federal Department of Education and the Council on Higher Education Accreditation, that deals specifically with the accreditation of Bible Colleges and

seminaries. Comparisons will also be made to other academic and internship programs and college curriculum samples.

Three similar internship programs were found during the review. Teen Mania Ministries has a ministry internship that has the option of providing some academic credit through a local community college. The primary difference in relation to Teen Mania is that the Teen Mania interns primarily provide administrative support to the ministry rather than direct ministry involvement with teenagers. Teen Mania interns seeking academic credit must separately enroll in the local community college. Academic credit is only given for select courses offered in conjunction with the community college rather than for the entire Teen Mania program.

Focus on the Family also offers what they refer to as an institute. This program is shorter in length than Revolution Generation and seems primarily focused on academic credit with little practical involvement. Academic credit for the Focus on the Family Institute is also arranged through a local Christian college.

The Institute for Youth Ministry in Brentwood, Tennessee offers a graduate level internship program in youth ministry. This program is administered in conjunction with a denominational office and with the cooperation of denominational seminaries. A limited amount of academic credit may be applied for at cooperating seminaries. The focus of this program is church-based internships. Churches apply to have an intern placed in their congregation to serve as the youth ministry leader. Seminars are offered to the interns on a variety of topics.

In comparing college youth ministry programs, the differences also abound. Most college programs provide for a one-semester internship at a local church in youth

ministry. Typically, this internship consists of attending youth activities, services and assisting with administration. Actual application and exposure will vary from church to church. This portion of the study revealed the need for academic balance in training youth ministers. Each program provided not only courses in youth ministry but also in biblical studies, theology, and leadership. The initial investigations focused on a comparison with local colleges, all of which were regionally accredited by the Southern Association of Colleges and Schools. Further research focused specifically on Bible colleges accredited by the Association for Biblical Higher Education. The course requirements for the second sample were more specifically aimed at ministry preparation than those in the first sample. Colleges investigated in the first sample included Leavell College, Boyce Bible College, Lee University, Belmont University, Bryan College, and Liberty University. The second sample included only Bible colleges accredited by the Association for Biblical Higher Education. Colleges included in this sample were Trinity College of Florida, Davis College, Crossroads Bible College, Free Will Baptist Bible College, Lancaster Bible College, Arlington Baptist College, Baptist Bible College, Barclay College, Calvary Bible College, Central Christian College of the Bible, Emmaus Bible College, Grace Bible College, Hope International University, Multnomah Bible College, Pillsbury Baptist Bible College, The School of Urban Missions, Wesley College, William Jessup University, Oak Hills Christian College and the Moody Bible Institute.

Academic information used in the comparisons was gathered from college catalogs and websites. Only colleges that made this information available on their websites were used in this study.

The implication of the review is that this project is new and possibly the first of its kind. Information and guidance for the program design will be gleaned from the most usable aspects of each program. Specific attention will be given to the course design and mode of credit for each institution. This evaluation will also be used to determine the quality of the program and the possibility of transfer credit from the Revolution Generation Youth Ministries Mentorship Program to other academic institutions.

CHAPTER TWO

HISTORY OF REVOLUTION GENERATION YOUTH MINISTRIES

The Beginning of Revolution Generation Youth Ministries

The vision for Revolution Generation Youth Ministries began in the heart of Bill Scott in the early 1990's. The original name of the ministry was ZJam Youth Ministries; the name was reflective of its time period and link to the music industry. Scott had been involved in Christian radio and youth ministry for a number of years and had a vision to expand his ministry influence to hurting teenagers.¹

My wife Debbie and I started ZJAM Youth Ministries in 1996. I have worked in full-time ministry since 1983 but never in a full-time youth ministry position. Debbie and I felt that God wanted us to serve this generation. For a couple of months I did not talk about the youth ministry vision God had given me. I was afraid that if I spoke it that it would come true. Finally I shared with my wife the burden God had laid on my heart. I truly believed that we were to open a youth ministry for kids, one that was global.²

His vision included providing personal discipleship resources to teenagers without local youth ministry connections. Scott's primary experience had been as a radio disc jockey and co-host of a youth call-in show. Scott relocated to Tennessee to collaborate with Dawson McAllister Ministries and begin building Revolution Generation Youth

¹ Bill Scott, Founder and former President of Revolution Generation Youth Ministries, interviewed by author, Spring Hill, TN, 21 July 2005.

² Ibid.

Ministries. Scott began the Internet ministry of Revolution Generation out of a spare bedroom in his home with one computer and one telephone line. He handled all of the callers personally. This was before every home had a computer and many adults did not understand the concept of conducting ministry and Bible study via email.³

February 1st, 1996 ZJAM Youth Ministries was born. I had a small desk and phone in my spare bedroom. I was not sure what the ministry would be called or what kind of ministry we would do for kids. The Lord told me to take a step of faith and walk away from my full-time job. The journey was amazing and perhaps the hardest thing I have done in my life. With no money and no donors, Debbie and I began to walk by faith building this global ministry for teens. We began by sending out a daily Bible study through email. You have to realize that nine years ago most people did not have a computer in their home nor was everyone was connected to the Internet. Most adults did not understand what we were doing by sending a daily Bible study through email. We have sent over fifty million Bible studies through email over the last nine years to students in sixty countries around the world. The second thing we began was our radio outreach ministry. We are currently on two hundred thirty-five radio outlets throughout the United States, Canada, Central America and Europe. We are now broadcasting on the Internet twenty-four hours a day seven days a week to kids in two hundred twenty countries around the world. The Lord then placed on our hearts to begin a mentorship program for kids. Mentorship is something that we have lost in today's culture and we felt that God wanted us to bring it back, at least within our ministry. Today we have twenty-five young adults at any one time living on our campus. We have students from America, Canada and soon Central America coming to spend one, two and even three years at our ministry being mentored so they can reach their generation for Christ. Students have left our campus to be missionaries, pastors and youth pastors; it has been awesome to watch. Because of the Internet, God has given us the chance to reach kids on a global basis, fulfilling the vision that He gave us nine years ago. My heart is to help youth pastors and the kids in their youth groups to be healthy, to know who they are in Christ and to win their communities with the Good News. Debbie and I love kids. ZJAM Youth Ministries is something that we hope to do for the rest of our lives. God is having us reach teenagers daily around the world with the Good News of Jesus Christ and is now having us build the largest mentorship campus that we have ever seen in North America.⁴

³ Ibid.

⁴ Ibid.

Scott's vision was to influence the adolescent culture through its primary medium—radio. His experience had shown a need to provide teenagers with a safe and confidential place to openly share their hurts and needs while receiving sound biblical advice. In 1996, Scott's vision produced Revolution Generation Youth Ministries. Scott knew that the radio show would need to be culturally relevant in its discussions and music while holding to a sound, evangelical passion for the gospel. This relevance was accomplished through a mixture of “no topic is off-limits” discussions and Christian music with an edgy sound. The music used on the radio show included Christian heavy metal, hard rock, rap and hip-hop that normally was absent from local Christian radio. Revolution Generation Youth Ministries was able to rent adequate office and studio space from the Dawson McAllister Association in Spring Hill, Tennessee. The ministry soon grew too big for Scott to manage alone so in January of 2001 John Young, a veteran youth pastor, missionary and computer specialist was brought in to direct the program as the fulltime Executive Director. Until 2003, Scott earned most of his personal income through other ventures rather than taking a fulltime salary from the ministry. Once Young was involved, Scott focused his efforts on the Revolution Generation Radio Show, conference speaking and fundraising. The ministry was expanded to include web-based discipleship, online counseling and discussion sites, the TeenHopeLine.com, and a mentorship program designed for young adults who were passionate about student ministry. The equipment needed for this new Internet ministry was provided by a combination of individual supporter donations and grant money. Because private donors provided the sole operating funds for Revolution Generation Youth Ministries, Scott spent much of his time generating financial support.

In the fall of 2006, Bill Scott was forced to resign by the Board of Directors for undisclosed reasons. With this move, Revolution Generation Youth Ministries (still called ZJAM Youth Ministries at the time) lost not only its founder and president but its primary fundraiser. At this point organizational leaders discussed the possibility of closing down the ministry due to the financial crisis. After a four month period in limbo, Revolution Generation Youth Ministries partnered with the Dawson McAllister Association. Dawson McAllister is a veteran youth evangelist and radio host. The transition took about four months to complete but kept Revolution Generation and its ministry fully intact. This was a positive move for Revolution Generation Youth Ministries in that it provided a larger base of operations and resources to expand the ministry. Unfortunately the partnership was short-lived. The Dawson McAllister Association did not fully understand the mission of Revolution Generation Youth Ministries, especially the Mentorship Program. Finances were still an issue in that Revolution Generation Youth Ministries was expected to provide its own total support. In addition, Revolution Generation formed partnerships with Christian musical artists, ShoutFest Ministries and local churches in order to further its mission and strengthen its position.

Another major change was implemented in March of 2007. Revolution Generation reestablished itself as an independent ministry by electing a new board of directors and a new president. All ties with the Dawson McAllister Association were severed due to disagreements over property and resources. Joseph Rojas, the founder of the Christian hard rock band Seventh Day Slumber, was chosen as the president and CEO of the ministry. Rojas holds a bachelor's degree in psychology and has experience in

drug rehabilitation counseling. Rojas reaches teens through both his music and a powerful testimony of freedom from drug abuse and attempted suicide. Rojas would not be paid a salary initially but would maintain his income from his musical ventures. At that time the name of the ministry was officially changed from ZJAM Youth Ministries to Revolution Generation Youth Ministries. Rojas brought national media exposure, a new fundraising market and increased recruitment opportunities to the ministry.

The new independence of Revolution Generation Youth Ministries also brought new challenges. The organization still lacked financial stability. Since the loss of Bill Scott, no one had been hired to focus on fundraising and development efforts. Past donors slowly pulled away their support and new donors were not found to replace them. Rojas personally invested forty thousand dollars into the ministry in 2007⁵ but the ministry was still behind on all of its obligations. Staff dedication was severely tested as payroll lagged as much as three months behind. In August 2007, John Young, the Executive Director of Revolution Generation Youth Ministries, unexpectedly resigned. Young had provided the sole executive leadership during the time between Scott's resignation and the appointment of Rojas as president. Young stated that he felt that it was time for a change of ministry venue. In December 2007, the Financial Director resigned citing stress, financial management issues and philosophical differences as her reasons. January 2008 brought the resignation of Olivia Ramsey, a former intern who became the Operations Director, to pursue other interests. Ramsey stated that stress, a change in ministry focus and lack of stable income were factors in her resignation. For

⁵ Rojas, Joseph. "Starbucks or Our Children!" TeenHopeLine Inc., webpage; available from <http://www.revgenonline.com>; Internet; accessed on 14 January 2008.

over a week in January 2008, the TeenHopeLine.com and the phone lines were disconnected due to nonpayment of over ten thousand dollars to the hosting company. In mid-January 2008, Rojas sent out an urgent email seeking new financial supporters. He stated the need for Revolution Generation Youth Ministries in that over forty-eight thousand teenagers were helped last year through the TeenHopeLine.com, ten thousand suicides were prevented and seven thousand received Christ as a direct result of the ministry.⁶ Zach Zirbel, the Mentorship Program Director, and his wife both resigned in February 2008 citing a change in ministry focus for both Revolution Generation Youth Ministries and themselves. According to Zirbel, the focus was shifting to more of a support ministry for Seventh Day Slumber than a mentoring and discipling ministry. The Revolution Generation Ministry Center relocated to a smaller, less expensive office facility in late February 2008. Rojas then sent all of the interns home to determine whether they still wanted to be a part of the ministry and whether or not they could maintain their financial support. All educational programs were temporarily suspended pending further discussion on its value.

The Mission of Revolution Generation Youth Ministries

The mission statement of Revolution Generation Youth Ministries is “helping youth realize their full potential in Christ through media tools, missions, discipleship, prayer and God’s Word to impact the global culture.” This mission statement was adopted in 2002 and has not changed, although it has been reevaluated annually. The

⁶ Rojas, Joseph. “Starbucks or Our Children!” TeenHopeLine Inc.; 2008; webpage; available from <http://www.revgenonline.com>; Internet; accessed on 14 January 2008.

passion of this ministry is to influence teens within the realm of their culture and behavior. John Young stated that Revolution Generation Youth Ministries will accomplish this mission by incorporating the radio, the Internet, youth events, practical hands on training and mission opportunities to facilitate teenagers in reaching out to the world around them.

As a Para-church ministry, it was necessary to publish a Statement of Faith for Revolution Generation Youth Ministries. This was particularly important given that the organization is interdenominational. Revolution Generation Youth Ministries' Statement of Faith is based upon the following "we believe" statements.

- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe that there is one God, eternally existent in three persons; Father, Son and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that, for the salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential.
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
- We believe in the resurrection of both the saved and the lost: they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
- We believe in the spiritual unity of believers in our Lord Jesus Christ.⁷

The Revolution Generation Radio Network is a weekly radio show that is syndicated in over two hundred and twenty markets in the United States and Canada. In 2002 the ministry expanded to include markets in Central America and Europe. The program airs for three hours each Saturday night and features Christian alternative, rock,

⁷ Revolution Generation Youth Ministries, "Statement of Faith," TeenHopeLine Inc., webpage; available from <http://www.teenhopeline.com/who-we-are.html>; Internet; accessed 09 April 2008.

rap and hip-hop music. Each show has a topical theme and provides teenagers an opportunity to call and share their comments or ask for advice on the air. Bill Scott was the original host of the show; various interim hosts were used during the fall of 2006 and the winter of 2007 until Joseph Rojas took over as the new host in the spring of 2007.

Since its inception in 1999, the Revolution Generation Website Community has sought to impact adolescents in what has become this generation's largest medium, the Internet. A study reported by the University of Kentucky estimates that over 45 million American teenagers are online on a regular basis.⁸ Revolution Generation Youth Ministries has responded by developing web-based ministry tools such as downloadable Bible studies, online prayer rooms, online discussion boards, chat rooms, the plan of salvation, and links to other ministry and personal resources. Cyber-ministry is a new, and growing, frontier in youth ministry therefore many of these resources must be designed on site at the Revolution Generation Ministry Center. The online Bible study section sends out over twenty thousand daily studies per month to teenagers who have specifically requested them.⁹ Another popular feature of the site is Ask the Youth Pastor. This section allows students to ask tough spiritual and personal questions directly to a "professional" (this professional is typically at least a third year staff member or a member of the administrative staff). The site also includes a church locator to link unchurched teenagers to a local Christian congregation. Based on login information

⁸ Razor, Kelly, "Youth Internet Usage Statistics." Kentucky Cooperative Extension, The University of Kentucky, 2005, webpage; available from http://ces.ca.uky.edu/extension_regions/Technology_Resources/Yth_Internet_Stats_Use.pdf; Internet; accessed 10 March 2006.

⁹ Revolution Generation Youth Ministries, "Information Brochure," (Spring Hill: Revolution Generation Youth Ministries, 2003).

required to access the site, the Revolution Generation Website Community draws over one hundred fifty thousand individual users each month.

The Teenhopeline.com is a separate website where students can talk with a trained, caring adult through live conversation. This aspect of the ministry began in March 2001 and reached over thirty thousand teenagers the first year.¹⁰ Revolution Generation staff carefully and thoroughly screen and monitor all adult volunteers in order to maintain a safe and confidential environment. These adults are equipped with resources for counseling, biblical advice, and links to crisis ministries and local churches. The Teenhopeline.com is open seven days a week from six o'clock p.m. until midnight central time. The ministry of the TeenHopeLine.com is "centered on the belief that God's Word has relevant answers to life's challenges and questions."¹¹ The most commonly occurring issues include: self-mutilation, depression, eating disorders, sexual issues, divorce and parental conflict.¹²

Future plans for Revolution Generation Youth Ministries include an online radio station, a Cyber Youth Pastor Training Center, publishing of youth discipleship materials, conferences for youth and youth pastors and ministry reproduction by assisting similar ministries that are just getting started. Recently, more focus has been placed on the ministry's connection with the band Seventh Day Slumber. Interns now spend more time out on the road with the band and conducting the ministry booth and altar call ministry at

¹⁰ John Young, "Revolution Generation Youth Ministries' Strategic Strengths," (Spring Hill: Revolution Generation Youth Ministries, 2005).

¹¹ Revolution Generation Youth Ministries, "TeenHopeLine.com Brochure," (Spring Hill: Revolution Generation Youth Ministries, 2003).

¹² Ibid.

concerts and festival events. In support of this new focus, some interns were given specific administrative duties related to promotion and support of the Seventh Day Slumber organization.

The Organizational Design of Revolution Generation Youth Ministries

The organizational framework and the areas of focus for Revolution Generation Youth Ministries are arranged into five distinct practical areas of operation and three main areas of ministry focus. The Operational Areas include the Revolution Generation Radio Ministry, the Internet Ministry, Training and Discipleship, Strategic Relationships and Program Administration. Three of these Operational Areas are referred to as the Areas of Ministry Focus. These are the Revolution Generation Radio Ministry, the Internet Ministry, and the Training and Discipleship Ministry. These three are considered to be core competencies that directly involve the organization's mission to minister to and train teenagers and their leaders. The Operational Areas are in place to promote and support the Areas of Ministry Focus. The ministry focus for Revolution Generation Youth Ministries is to bring change in the lives of teenagers through the reality of Christ, to mentor and train a generation of leaders to effectively minister to teens, to have an accurate biblical understanding of their life issues and to have a passionate spirit led relationship with Christ, causing them to be examples of God's grace and love. The scriptural support for the Areas of Ministry Focus¹³ is taken from Romans 15:1-4,

Those of us who are strong and able in the faith need to step in and lend a hand to those who falter, and not just do what is most convenient for us. Strength is for

¹³ Revolution Generation Youth Ministries, "Ministry Focus," TeenHopeLine Inc., 2008, webpage; available from <http://www.teenhopeline.com/who-we-are.html>; Internet; accessed 07 April 2008.

service, not status. Each one of us needs to look after the good of the people around us, asking ourselves, "How can I help?" That's exactly what Jesus did. He didn't make it easy for himself by avoiding people's troubles, but waded right in and helped out. "I took on the troubles of the troubled," is the way Scripture puts it. Even if it was written in Scripture long ago, you can be sure it's written for us. God wants the combination of his steady, constant calling and warm, personal counsel in Scripture to come to characterize us, keeping us alert for whatever he will do next.¹⁴

The History of the Revolution Generation Youth Ministries Interactive Missions

Mentorship Program

One of the greatest issues with today's church-ed teenagers is the fact that few are actually mentored and properly held accountable through a process of discipleship. This is a church issue and not just the problem of youth pastors. Most churches do not have a fulltime youth pastor nor do they have a solid method for mentoring the teenagers in their congregations. Revolution Generation Youth Ministries' desire is to be a mentoring tool to help those who are called to youth ministry. The goal is to help them to understand their identity, walk in freedom and to be trained to effectively impact the youth culture.

The Revolution Generation Interactive Missions Mentorship Program began in the fall of 2001 with the purpose of training young adults to minister to teenagers ensnared by the youth culture. The Revolution Generation Mentorship Center provides young adults, ages eighteen to twenty-six, the opportunity to experience front line ministry and solid biblical instruction. The program provides the following opportunities:

- Bible classes dealing with foundational issues to youth counseling. Classes are presented three days a week for one full year
- Teen ministry training through Teenhopeline.com, learning how to understand and effectively minister to teens in today's culture.

¹⁴ Peterson, Eugene, *The Message*, (Colorado Springs, NavPress, 1993), 332.

- Teen crisis training through Teenhopeline.com and the Hope Line. Participants learn how to deal with teen crisis such as suicide, abuse and sexual issues.
- Preparing bible studies for teens
- Sharing and ministering in Chapel and daily devotional times
- A safe environment to make mistakes and grow in their Spiritual life and walk
- A challenging environment to learn how to interact properly with others in living and work situations. Learning how to be a servant to the body of Christ.¹⁵

The program began with three interns, all female who spent one year at Revolution Generation and then went on to college or ministry-related vocations. The total cost for the internship was \$675 per month; the program cost remained the same for the 2002 and 2003 program years. Six interns were accepted for the 2002 program. All six were female and each eventually went on to college. Of these six, two stayed at Revolution Generation for a second year and two have gone into vocational ministry. There were nine interns in 2003, including the first two male interns. Five of these interns had already completed college; two had studied youth ministry. Six of these chose to return for a second year while two went on to college. One second-year intern elected to stay for a third year.

The second year program fee was \$500 per month. In 2004, twelve new interns entered the program. The program cost was \$725 per month for first-year interns, \$675 per month for second-year interns and \$500 per month for third-year interns. One student had previously completed college while three had some college experience. Nine of these twelve returned for a second year, two of the second-years interns stayed for a third year and one third-year intern was hired onto the staff. Two interns went to college after

¹⁵ Revolution Generation Youth Ministries, "Internship," TeenHopeLine Inc., 2008, webpage; available from <http://www.teenhopeline.com/internships.html>; Internet; accessed 10 April 2008.

completing the first year program and two second-year interns went into fulltime ministry. One intern was sent home early due to personal issues. Thirteen new interns came into the program in 2005. None of the new interns had college degrees but three had some college experience. The program cost was \$750 per month for the first year and \$725 for the second year. The cost for the third year program had been canceled. Five of the first-year interns stayed for a second year, seven of the nine second-year interns chose to stay for a third and one third-year intern was hired on staff. Three interns went on to college while two entered the ministry. Two staffers were removed from the program for violating program guidelines.

The 2006-year brought twelve new interns into the program. None of the first-year interns had a college degree and one had some college background. The program cost was \$750 per month for the first year, \$725 per month for the second year and the \$500 per month charge for the third year was reinstated. Sixteen of the 2006 interns and staffers returned for 2007, two enrolled in college and one got married.

The first year under the new leadership was 2007, there were thirteen new first-year interns including the first married couple. Six of the new interns had completed some amount of college. The cost for the 2007 year was increased to \$775 per month but the included foreign mission trip was not taken. Two interns left over the Christmas holidays in 2007. One was asked to leave due to discipline issues while the other simply did not feel led to continue with the program. Three staffers chose to leave the ministry mid-year due for various personal reasons. In February of 2008 the interns were relocated from their usual apartment complex to local rental houses. The primary reason

for this change was financial; it was simply more cost-effective to house the interns in rental houses than in apartments.

The cost is expected to increase again for the 2008-2009 program year. All financial support for each intern is provided by individual donor support. Each intern is expected to enlist as many personal supporters as necessary in order to obtain the necessary personal funding. This can be a challenge to many and even a deterrent to potential interns. Joseph Rojas, President and CEO of Revolution Generation Youth Ministries, offers this advice on the internship webpage. "I want to encourage you to seriously pray about being a part of The Mentorship Program. I know it can be intimidating thinking of raising funds and being a missionary, but for many of you the time is now. If God leads you he will also provide. We need missionaries to reach this generation. You will be on the front lines in the battle for teens. Join me here in Tennessee and together we will see God change your life and the lives of thousands of teens. Risk is a part of faith. If God is calling, trust him to provide. " ¹⁶

The interns receive training in using culture as a medium for ministry, crisis counseling, leadership and biblical studies. A major aspect of the program is the discipleship of the interns themselves. Each intern receives personal attention, mentoring and counseling to assist them in developing spiritual maturity and freedom from their own hurts. In the years 2001-2003, the educational program was designed much like a church discipleship or Sunday School program. It was comprised primarily of classes that utilized basic Bible study materials or reading a selected book as a group. Courses

¹⁶ Revolution Generation Youth Ministries, "Internship," TeenHopeLine Inc., 2008, webpage; available from <http://www.teenhopeline.com/internships.html>; Internet; accessed 07 April 2008.

were taught by various staff members and adult supporters. The educational design evaluated in this research project began in August of 2004.

Since the first year of the program, Revolution Generation Youth Ministries has sponsored an international mission trip for its interns and other ministry participants. The purpose of this mission trip is to move students outside their comfort zones and teach them to apply biblical truth relevantly in other cultures. Recently, these trips have been through partnerships in Guatemala and the United Kingdom. Due to financial issues, no mission trip was taken in 2007-2008 even though it was included in the cost of participation. The issue of the mission trip is being reevaluated for the 2008-2009 program year.

Revolution Generation Youth Ministries believes in collaborating with like-minded ministries to assist each other in fulfilling their ministry purposes. Strategic alliances have been established with the organizations including the Liberty University Center for Youth Ministry, the Dawson McAllister Association, The Book of Hope, ShoutFest, Communicate Christ, Festival Con Dios, Seventh Day Slumber and Gotee Records. Currently the ministry is developing a partnership with His Passion Ministries (formerly a part of Freedom in Christ Ministries). Local church partners have included New Song Christian Fellowship, Full Life Assembly of God, The Psalmist Christian Fellowship, Williamson Christian College, Bethlehem Baptist Church and Hillview Baptist Church.

CHAPTER THREE

THE INTERACTIVE MISSIONS MENTORSHIP PROGRAM

In response to the growth of Revolution Generation Youth Ministries' ministry, Scott and Young decided to venture out into training young adults to participate in the ministry on a fulltime basis. Young's ministry focus had always been in discipleship so the process was a natural development. In the fall of 2001, the administrative leadership and Board of Directors of Revolution Generation Youth Ministries implemented the Interactive Missions Mentorship Program to provide a practical environment for biblical learning and ministry skill development. Their vision was to create a training center where future youth ministers could experience personal discipleship and professional training while being exposed to real-life ministry situations with teenagers. These experiences would include telephone counseling, internet counseling and prayer, cyber-discipleship and mission opportunities. The design of the program was to recruit young adults between the ages of eighteen and twenty-six from across the country and disciple them into youth ministry leaders. The majority of the program's participants have been between the ages of eighteen and twenty-one and have been influenced by the TeenHopeline.com or the radio ministry of Revolution Generation Youth Ministries. Most of the interns are not college graduates but thirty percent have attended college.

These interns are to be involved in the daily functions of Revolution Generation Youth Ministries while receiving valuable training to become leaders in the local church or Para-church organizations. The Mentorship Program lasts one full calendar year with an option to return for a second year. Approximately one-half of the interns return for a second year and some have remained as paid staff members.

The young adults entering the Revolution Generation Mentorship Program are completely self-supported, usually by their local church, parents and friends through monthly contributions. The cost of the program is eight thousand five hundred dollars including housing, meals, program materials and a summer foreign mission trip. Second year interns are allowed to work part-time for a portion of their support. Revolution Generation Youth Ministries originally employed an internship coordinator who also served in administrative support. The Mentorship Director became a fulltime position in 2007 with Zach Zirbel, a former intern, serving in that position. As a staffer, Zirbel had been responsible for intern discipleship and the “Ask the Youth Pastor” portion of the website.

The Revolution Generation Youth Ministries Mentorship Program is more than simply an internship. The goals established by the board of directors and staff of the Revolution Generation Mentorship Program include personal spiritual growth and an understanding of Christian identity in addition to professional and ministerial development. The purpose of the program is to effectively mentor these future youth ministers while allowing them the opportunity to put their training to the test in real ministry situations with teenagers. While most internship programs are strictly academically or professionally oriented, the Revolution Generation Mentorship Program

takes what Andrew Miller calls a holistic approach to mentoring.¹ “The term ‘holistic’ can be used to describe the mentor who deploys a wide range of interpersonal skills to help another person reach towards academic, work-related learning and personal goals.”²

The Revolution Generation Mentorship Program seeks to utilize personal, spiritual, academic and professional development to promote ministry readiness. By using this approach, the Revolution Generation Mentorship Program has the ability to disciple ministerial students in a way that the academy cannot.

The practical ministry aspect of the program includes several opportunities with Revolution Generation Youth Ministries and its partner ministries. Specific opportunities within Revolution Generation Youth Ministries include:

- * Ministering to teenagers by interacting on the Teenhopeline.com
- * Web development for the Teenhopeline.com
- * Talk live with teenagers on the crisis lines
- * Interacting with teenagers on the discussion boards and chat rooms
- * Helping with the Revolution Generation Radio Network shows
- * Writing online Bible studies
- * Developing web resources for teenagers and youth pastors
- * Work in development or as a DJ on the Revolution Generation Cyber Station
- * Office administration
- * Promotions
- * Providing counseling support at concert festivals
- * Deploy with outreach team for festivals and Seventh Day Slumber concerts and ministry events
- * Local outreach initiatives in Spring Hill, Tennessee
- * Annual international mission trip.

Interns at Revolution Generation Youth Ministries also have had the opportunity to work with the Dawson McAllister Association. Interns minister to teenagers and young adults through radio ministry and the HopeLine. Specifically, interns have answered

¹ Andrew Miller, *Mentoring Students and Young People: A Handbook of Effective Practice* (London: Kogan Page Publishers, 2002), 30.

² Ibid.

phone calls during the Dawson McAllister radio shows and given spiritual advice to callers. Other ministry opportunities include working at youth ministry events, outreach projects in the local area. Youth ministry internships in local churches are open to second year interns only.

The personal discipleship program is the most challenging aspect of the Mentorship Program. From the beginning, personal growth and discipleship have been foundational to the program. Interns are expected and given opportunities to grow in spiritual maturity. Small groups of five to seven interns meet daily for prayer and devotional reading. These small groups are led by second year interns (staffers) and serve as an accountability group; the groups are gender-specific to promote personal sharing. All interns and staff gather weekly for a chapel service led by local pastors and guest speakers.

Church attendance is necessary for all interns. The interns are allowed to choose where they attend church but are held accountable for attendance and involvement. Many churches see them as temporary resources for their youth ministries and have reaped the benefits of their involvement.

Another aspect of the discipleship program is called Freedom Counseling. This process is based upon the Freedom in Christ approach to Christian identity and freedom from bondage as presented in *Victory over the Darkness*³ and *The Bondage Breaker*.⁴ This aspect of the program explores the past hurts and misguided perspectives that may negatively influence a person's worldview and philosophy of life. The goal of the

³ Neil Anderson, *Victory Over the Darkness* (Ventura, CA: Regal Books, 1990).

⁴ Neil Anderson, *The Bondage Breaker* (Eugene, OR: Harvest House Publishers, 1990).

Freedom Counseling is to assist these young adults in overcoming pain and insecurity in order to be free to minister to hurting teenagers. Trained counselors, both staff members and outside professionals, are used for this process. Interns who may need more in-depth counseling are provided with the necessary opportunities. Sometimes an intern may discover personal pain that cannot be overcome in this environment; such an intern may choose to leave the program to pursue professional assistance.

The academic portion of the program is built around providing a solid foundation of biblical knowledge, counseling and adolescent culture. Interns attend five classes per week in each seventeen week semester. Classes meet weekly for two-three hours each week and include outside reading, learning laboratories and written assignments. Local Christian college professors and youth ministry professionals are contracted to teach these classes.

All students currently receive a certificate in youth ministry from Revolution Generation Youth Ministries but many have expressed an interest in receiving further academic credit. Second year interns also have the option of enrolling in college or graduate level classes onsite or online as their schedules and personal finances permit. Since 2003, the program has been accepted for twelve hours of credit toward a youth ministry degree at Liberty University. During 2004, one staffer completed an Associate's Degree from Liberty University through their Distance Learning Program.

Currently Revolution Generation Youth Ministries has entered a partnership with Williamson Christian College, a local private Christian college to provide academic credit for the Mentorship Program. A partnership with Williamson Christian College appears to be a viable option in that the college is focused on nontraditional adult

education. Nontraditional post-secondary education is typically aimed at adult learners who attend college part-time and work full or part-time in order to be financially independent.⁵ Williamson Christian College focuses on evening classes toward the completion of a bachelor's degree in Ministry Leadership. Life in the Revolution Generation Mentorship Program is busy for both the interns and the staff. Interns put in a fulltime schedule of work and study each week. They work in rotating shifts for the late night ministries and function primarily as a group.

Classes are taught on a round-robin style rotation. Two classes are being taught simultaneously during each session and then rotate students. Work on the TeenHopeLine and the TeenHopline.com is rotated by teams. When an intern's team is scheduled off, that time is to be used for study or as free time if possible. Table 3.1 illustrates a typical work week for interns in the program.

Table 3.1 Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00	Devotional	Devotional	Chapel	Devotional	Devotional	Free	Church
10:00	Study Time	Office	Office	Office	Office	Free	Church
11:00	Study Time	Office	Office	Office	Office	Free	Church
12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Free	Church
1:00	Study Time	Class	Class	Class	Class	Free	Free
2:00	Study Time	Class	Class	Class	Class	Free	Free
3:00	THL	THL	THL	THL	THL	Free	Free
4:00	THL	THL	THL	THL	THL	Free	Free
5:00	Dinner	Dinner	Dinner	Dinner	Dinner	Free	Free
6:00	THL	THL	THL	THL	THL	Free	DMLive
7:00	THL	THL	THL	THL	THL	RevGen Radio	DMLive
8:00	THL	THL	THL	THL	THL	RevGen Radio	DMLive
9:00	THL	THL	THL	THL	THL	RevGen Radio	DMLive
10:00	THL	THL	THL	THL	THL	RevGen Radio	DMLive
11:00	THL	THL	THL	THL	THL	RevGen Radio	DMLive
12:00	THL	THL	THL	THL	THL	RevGen Radio	DMLive

⁵ Peter Hart. "CGS reorganizes to reflect needs of nontraditional students." *University Times*. Vol 36, number 6. University of Pittsburg. November 6, 2003. available from <http://mac10.umc.pitt.edu/u/FMPro?-db=ustory&-lay=a&-format=d.html&storyid=1800&-Find>; Internet; accessed on 5 April 2006.

Lodging has historically been provided at an adjoining apartment complex but recently rental houses were acquired for use by the interns. The change was prompted by the organization's financial crisis which resulted from a lack of organized fundraising. All interns are required to live in the provided housing. Students are assigned by gender to a rental house with six to eight other interns. Previous expansion plans included new dormitory-style housing in a new ministry center; these plans are currently on hold pending future financial support. The proposed housing plan would provide easier access to resources and accountability as well as to lower the cost for housing. In the former apartment housing, each intern shared an apartment with four other interns and a staffer. Each apartment had at least one second-year intern to serve as a mentor/leader for the first year interns; the typical ratio of staffers to interns is 1:5. It is unknown exactly how the new housing arrangement will be worked out especially in regard to the married couple. Each intern has a food allowance from his or her support that is distributed individually each month. Due to the intense nature of the ministry, romantic involvements are not allowed and many safeguards have been instituted to protect the interns and the staff from inappropriate relationships and behavior; two interns were removed from the program in 2005 for violating this regulation. Other rules are related to media, curfew and general compliance to teamwork. The prohibitions regarding television, video game stations and movie attendance were lifted during the summer of 2007. Interns are now allowed to have these items, as well as Internet access in their housing quarters; it is yet unknown what the outcomes of these changes will be.

Each aspect of the Mentorship Program is designed to enhance each intern's opportunities for personal growth and development. This includes the community living, teamwork, and educational elements of the program.

CHAPTER FOUR

CURRICULUM

The goal of the Revolution Generation Youth Ministries Mentorship Program is to train young adults to participate in youth ministry on a fulltime basis. Initially, the coursework consisted of counseling techniques and Bible study; these classes were similar to youth ministry workshops and church discipleship training classes. The Bible studies were based on curriculum such as *Experiencing God*, *The Search for Significance* or some other informal study material rather than formal academic programming; no student assessment tools were utilized nor were qualified faculty members employed. In August 2003, the educational portion of the Revolution Generation Mentorship Program underwent an extensive academic evaluation and reconstruction process. Each course within the curriculum was evaluated based upon issues of ministry preparation, academic challenge and spiritual application. Most of the original coursework did not meet the standards of academic challenge. The coursework was then redesigned based upon those three criteria. This restructuring was designed to give college-level academic preparation to the interns, an average of seventy percent of whom had no previous college preparation. The first step in the process was to hire a part-time education director to develop and administer the program as well as to participate in the instruction process. This education director would need to have extensive experience in youth ministry as

well as the necessary experience and qualifications for college-level instruction. In the past, all courses were arranged by the executive director without an overall program design and anyone on staff could teach the courses. Courses varied according to current needs and issues. Though a formal search was never implemented, contact was made with Lee Barnett, a veteran youth pastor and professor at Williamson Christian College. Barnett was hired by a vote of the board of directors in August 2003 as the Education Director for the Revolution Generation Mentorship Program.

In redesigning the educational portion of the Revolution Generation Mentorship Program, the curriculum was structured after the Bible College model as presented in the Association for Biblical Higher Education programmatic standards. While Revolution Generation Youth Ministries has no plans to pursue accreditation as an institute of higher education, it was determined that the curriculum should be comparable to such institutions to ensure program quality. Bible Colleges, by design, are focused on ministerial preparation rather than philosophical exploration. Other standards and accrediting bodies were considered in addition to the Association for Biblical Higher Education. The Transnational Association of Christian Colleges and Schools is a relatively new organization and has a smaller pool of colleges to choose from and compare to. The Southern Association of Colleges and Schools, a regional accrediting body, does not specialize in Bible College or ministerial preparation. Also the program requirements were simply too strict for the intended outcome. The Association of Theological Schools primarily targets graduate schools and seminaries. Further, the Association for Biblical Higher Education offers an Affiliate status for organizations that seek to provide quality ministerial training but have neither the desire nor the resources to

pursue accreditation. Williamson Christian College agreed to discuss and explore a mutually beneficial relationship with Revolution Generation Youth Ministries in the fall of 2006; the college is accredited by the Association for Biblical Higher Education and the Transnational Association of Christian Colleges and Schools. Since the majority of Revolution Generation interns foresee some type of professional ministry in their future this approach seemed to be the most logical. On average, fifty percent of the interns choose to pursue some type of college degree at a Bible college or Christian university after completion of the mentorship program. The Revolution Generation Mentorship Program academic curriculum was designed to provide a foundation of Bible knowledge, basic Christian theology and entry-level professional coursework in youth ministry.

Educational Outcomes are the stated goals of the educational program.¹ The Revolution Generation Mentorship Program's curriculum was designed to meet the instructional goals of the Mentorship Program as illustrated in Table 4.1.

Table 4.1. Educational Outcomes

Area of Instruction	Educational Outcomes
Biblical and Theological Studies	<p>To develop skills of biblical interpretation.</p> <p>To demonstrate an understanding of the total biblical message.</p> <p>To apply inductive study methods to both personal study and teaching experiences.</p> <p>To communicate the teaching of Scripture to youth audiences.</p>

¹ Robert M. Diamond, *Designing and Assessing Courses and Curricula: A Practical Guide* (San Francisco: Jossey-Bass Publishers, 1998), 247.

	<p>To develop and apply a distinctly Christian worldview.</p> <p>To apply concepts of apologetics to evangelistic and teaching situations.</p> <p>To develop a personal theology of ministry.</p>
Professional Youth Ministry Studies	<p>To develop and apply appropriate counseling techniques for ministry with adolescents.</p> <p>To recognize and understand issues related to adolescent developmental stages.</p> <p>To understand and interpret adolescent cultural issues.</p> <p>To demonstrate communication skills for youth ministry, including counseling and teaching.</p> <p>To apply educational methods to writing Bible studies for adolescent readers.</p>
Personal Development Studies	<p>To understand issues related to Christian identity.</p> <p>To develop a system of personal spiritual discipline.</p> <p>To overcome personal issues of bondage and past hurt.</p> <p>To apply principles of Christian character to personal lifestyle.</p>

Student Assessment is the process of measuring the achievement of educational outcomes by assessing student learning.² Assessment should be measured both for the

² Allen, 6.

program as a whole and for each particular course. The goal is to insure that each student has mastered the stated educational outcomes.³

The methods of student assessment used by the Revolution Generation Mentorship Program involve both direct and indirect assessment tools.⁴ Direct assessment involves methods such as instructor-developed tests and research papers. Indirect assessment involves the use of student questionnaires and interviews. The personal growth outcomes are primarily measured through indirect assessment methods while the academic and professional outcomes use both direct and indirect methods of assessment.

For the first-year interns, the new program design was broken down into three tracks (semesters) of incremental learning: Understanding, Application and Preparation. This first-year curriculum is referred to as the Intern Program. Each track is sixteen weeks long and includes classes in personal growth, biblical studies and practical ministry training while building upon previous learning and life experiences. Each class also involves examples of specific ministry applications taken straight from the TeenHopeLine, the TeenHopeline.com and the Revolution Generation Youth Ministries online discussion boards. All referenced personal caller information is kept strictly confidential. This is a design that appears to be unique to the Revolution Generation program in that all interns and staffers are involved in a blended ministry of daily online or on-air counseling and discipling with adolescents. The desired outcome of this approach is for the interns to see immediate and relevant ministry application for the

³ Ibid., 58.

⁴ Ibid.

theoretical and theological foundations that they are learning in the classroom. Again, the primary goal of the Revolution Generation Mentorship Program is to develop qualified and confident student ministry leaders for the local church or Para-church ministries.

A secondary goal of the program is to procure academic credit at Christian colleges for Revolution Generation Mentorship Program graduates. This goal has been pursued by building the academic program upon the programmatic accreditation standards of the Association for Biblical Higher Education. Each sixteen week course in the Mentorship Program is the equivalent of a three credit hour freshman level college class. Instructors follow a formal syllabus⁵ and hold the interns accountable for reading and written assignments. The coursework was designed after review of youth ministry programs at local Christian colleges. Specifically, it is a compilation of coursework examined at Liberty University and Leavell College combined with coursework that is unique to Revolution Generation Youth Ministries' approach to youth ministry.

Track I, the first semester, is defined as Understanding. This initial training period is focused on understanding the different aspects of the believer's walk with Christ. Interns also learn about God's call for all Christians to be involved in ministry. Attention is also given to developing an understanding of how God has gifted and called each intern specifically. Courses included in Track I are:

- Kingdom Character— A study of Matthew chapters 5 through 7 discovering God's plan for the church. The course includes study on the Eight Character Traits of the church, the influence of those in the kingdom as well as other topics. This course will help in the overall understanding of our identity in Christ and the churches mission from the Words of Christ.

⁵ Course syllabi can be found in Appendix A.

- Counseling Youth I-- This course will use Josh McDowell’s book “Handbook on Counseling Youth” to dive into the issues youth are facing today. The course will help you to understand how scripture is relevant to every need and will help you to understand the dynamics behind teen issues. It will also serve as the platform to dealing with actual calls on THL and developing in your ministry to teens.
- Old Testament Survey-- This class is an overview of the books and major themes of the Old Testament. Special attention will be given to the concepts of salvation and Messiah.
- Spiritual Formation I— This class is designed to provide the students with tools to deepen their personal devotional life. Disciplines discussed will include Bible Study, Prayer & Meditation, Fasting, Stewardship, Worship and others.
- Spiritual Gifts for Ministry-- This course will help you define and develop the gifts that God has given you. You will be challenged to explore your calling and vision in your pursuit of God. We will explore everything from fivefold ministry gifts to understanding our personalities. God created us all for a unique purpose and it is vital that we understand what that purpose is.

Track II, the second semester, is labeled as Application. In this track, the intention is that the interns will begin to apply the knowledge they gained in Track I. Interns will learn specific ways to live out biblical principles including forgiveness, trust, responsibility, and facing fear. This period includes the Freedom in Christ ministry materials for helping the interns face personal struggles and identity issues. The basic premise of this track is that all ministry leaders must overcome personal identity and attitude issues in order to become the people and ministers that God has called them to be. The courses included in Track II are

- Counseling Youth II-- This course is a continuation of Counseling Youth I that uses Josh McDowell’s book “Handbook on Counseling Youth” to dive into the issues youth are facing today. The course will help you to understand how scripture is relevant to every need and will help you to understand the dynamics behind teen issues. It will also serve as the platform to dealing with actual calls on THL and developing in your ministry to teens.

- New Testament Survey-- An overview of the contents found in the New Testament in regard to authorship, revelation and significance. This study focuses on the people, places, themes and events found in the New Testament.
- Spiritual Formation II— This class is a theological inquiry into the major questions that hinder belief in Christianity. These questions will be explored in light of Scripture and applied to life.
- Christian Identity—This study of the Freedom in Christ material will challenge to how you view your relationship and position with Jesus Christ. It will take you into a deeper more intimate relationship with the Lord and help you to understand how God sees you and how you need to see yourself. The course will take you through the book *Stomping Out The Darkness*, learning to understand and apply the truths in scripture about your identity.
- Introduction to Leadership--This course will investigate different resources on how to be a leader and developing your leadership skills. John Maxwell's leadership video series will be presented as well. We all lead by our life and must understand the principles in being an example and a leader.

Track III, the third semester, is focused on Preparation. At this point, the interns have received foundational instruction to prepare them to move forward in whatever area of ministry that God has called them to engage in. During this time, the focus is on leadership development. Much attention is also given to reflection on the past year; interns are asked to write a paper discussing what they have learned about themselves, God and ministry during their internships. Additionally, students are asked to consider their future plans—will they seek to stay at Revolution Generation Youth Ministries for another year, go to college or return home to work and ministry? The goal of Track III is to solidify the program content as a foundation for future ministry. Track III has fewer courses due to an increased involvement in local concert ministries and a mission trip.

The courses included in Track III are

- Christian Doctrine-- This course is a survey of biblical doctrine. It will explore the following doctrines: God, Jesus the Christ, the Holy Spirit, Salvation, the Bible, Sin, the Church and the End Times.
- Christian Leadership-- This course is designed to help you understand God's authority and how it works within the church. Watchman Nee's book *Spiritual*

Authority deals with what it means to be in right relationship with your leaders, co-laborers and those you are ministering to.

- Counseling Youth III—Freedom Ministry Training based upon the methods presented in the Christian Identity course. This course is designed to help you use identity-based discipleship methods with youth.
- Biblical Studies Elective

Another change was the addition of a program for second-year interns known as staffers. Staffers are interns who have been invited to return for a second year at Revolution Generation Youth Ministries based upon their performance in the internship program. An average of forty percent of the interns return as staffers each year. Being selected as a staffer includes increased ministry and administrative responsibility as well as giving leadership to the interns. Revolution Generation Youth Ministries' administrators determined that the staffers also needed continuous academic and ministerial training so the Staffer Program was developed. It is designed to give further instruction in youth ministry and leadership development. The courses are designed to be more challenging than those in the Intern Program. No college credit agreement has been sought for the Staffer Program at the time of writing. Like the Intern Program, the Staffer Program is broken down into three tracks.

Track I

- Leadership Development—This course builds on the previous leadership courses by focusing on how to create leaders within the group you lead. Focus will be given to developing teenagers into leaders with their youth ministry group.
- Youth Evangelism and Discipleship—A study of modes and methods for personal and group evangelism for teenagers.

Track II

- Youth Ministry in the Local Church—This course explores the role of a paid youth pastor. Issues related to programming and leading a church-based ministry will be addressed. Participation in a local church's youth ministry will be required.
- Biblical Studies Elective

Track III

- Professional Issues in Youth Ministry—This course is a study of the legal and professional issues that youth pastors face. Staff relations, budgets, academic qualifications, ordination and more.
- Biblical Studies Elective

Currently a new need has arisen for a third-year program. For the 2005-2006 year, there were three returning staffers and two newly hired professional staff members. This was first for the Mentorship Program. Third-year Staffers have now become a regular part of the program. These third-year staffers have increased ministerial responsibilities with the interns as well as specific individual responsibilities with Revolution Generation Youth Ministries and the TeenHopeLine.com; some third-year staffers will choose to focus their time working with Seventh Day Slumber's concert ministries. The curriculum for this group is still in the development process. Staffers at this level have the option of enrolling in a local college in their spare time in addition to the on-site learning opportunities. An agreement with Williamson Christian College that will provide this opportunity will be discussed in a later chapter.

CHAPTER FIVE

PROGRAM COMPARISONS AND EVALUATION

To assess the Revolution Generation Mentorship Program's effectiveness and appropriateness for academic credit, three types of comparisons are needed. First, a comparison was made to similar internship programs. Second, the Revolution Generation program was compared to the programmatic standards of the Association for Biblical Higher Education. Third, a comparison was made between the Revolution Generation Mentorship Program and accredited colleges offering a bachelor's degree in youth ministry. This comparison consists of two samples of college youth ministry programs.

The process of assessment provides “a framework for focusing faculty attention on student learning and for provoking meaningful discussions of program objectives, curricular organization, pedagogy, and student development.”¹ The desired outcomes of this assessment process are to recognize and act on any needed changes to the Revolution Generation curriculum to provide a more effective educational program.

¹ Mary J. Allen, *Assessing Academic Programs in Higher Education* (Bolton, MA: Anker Publishing, 2004), 4.

Internship Comparisons

For the purpose of comparison, attention was given to similar ministry internship programs. This comparison was limited to residential programs that receive some college credit for the time and work achieved. The comparison was limited to program content: practical ministry component, work assignments and college credit. A search for similar training programs led to the discovery of Teen Mania Ministries.² Teen Mania is a youth ministry organization that accepts high school graduates into their Leadership Academy. The interns serve in administrative positions, rather than direct ministry positions, within the organization and attend classes in leadership development. Interns at Teen Mania are not typically involved in direct ministry to teenagers through the organization, which is its primary difference from the Revolution Generation program. College credit is given through a partnership with a local community college. This partnership includes enrollment in classes through the community college that are taught by college faculty. Students are self-funded for their stay at Teen Mania. Individual costs for the program include tuition fees for the community college courses.

Other internship programs were identified but none were closely related to Revolution Generation in goals or structure. This search for other programs focused on finding similar long-term, residential internship programs. Focus on the Family offers a mentoring program for college students that gives academic credit through a local Christian college but offers neither ministry application nor an emphasis in youth

² Teen Mania Ministries, 2006, webpage; available from www.teenmania.org; Internet; accessed 25 August 2005.

ministry.³ This program is focused primarily on personal growth rather than ministry development and by the criteria of this study would not be considered an internship program.

The Center for Youth Ministry Training is a graduate level youth ministry training program located in Brentwood, Tennessee.⁴ It is affiliated with the United Methodist and Presbyterian churches. It offers a youth ministry educational program combined with a church-based internship experience at a local church. The program accepts six residential interns each year. Interns receive a twelve thousand dollar annual stipend and free housing; these funds are provided primarily by participating churches. Other students are allowed to enroll in just the training portion of the program for four thousand dollars per year. Graduate credit is given at seminaries affiliated with the United Methodist Church including Vanderbilt University and Duke University. Direct enrollment for up to eighteen hours of credit at Vanderbilt University is available with payment of tuition. This program has similarities to Revolution Generation Youth Ministries but is focuses on graduate level training.

It should be noted that many seminaries offer internship programs in conjunction with large churches within their respective denominations. These programs were excluded from the comparison primarily because they are approached from a graduate degree perspective after the majority of their academic training is completed.

³ Focus on the Family, 2006, webpage; available from <http://www.family.org>; Internet; accessed 21 August 2005.

⁴ The Center for Youth Ministry Training, 2008, webpage; available from <http://www.cymt.org>; Internet; accessed 27 February 2008.

Accreditation Comparison

Since a major goal of Revolution Generation is for the interns to receive college credit for the Mentorship Program, it seemed necessary and beneficial to compare the program with the academic standards of an accrediting agency.

The purpose of an accrediting body is to “certify that institutions and programs have appropriate infrastructure, policies, and services to support their operations and that they are accomplishing their missions.”⁵ In short, accrediting bodies exist to insure the “educational effectiveness” of accredited institutions.⁶ Accrediting bodies provide accountability and programmatic assessment for academic institutions; for the Revolution Generation Mentorship Program this provided an opportunity to measure educational effectiveness and programmatic similarity to recognized academic standards. “The accreditation process serves to assure the public that an institution meets basic requirements of quality higher education. More importantly, accreditation provides mechanisms for improving the quality of the education offered. Although institutions are typically motivated to seek accreditation as a means of gaining public credibility, once in the process, they often realize that quality improvement is accreditation’s biggest benefit. Given this reality, the accreditation process should be viewed as a ‘journey,’ not a ‘destination.’”⁷ Again, Revolution Generation has no current plan to pursue accreditation

⁵ Allen, 18.

⁶ Ibid.

⁷ The Association for Biblical Higher Education, *Guide to Conducting a Self Study* (Orlando: Association for Biblical Higher Education, 2005). 5.

as a degree granting institution but has chosen to use this approach for assessment purposes.

It is the goal of this assessment project that Revolution Generation Youth Ministries evaluate its current program and address recommended improvements to make the program attractive to Bible colleges as a credit by experience or direct transfer of credit option. The method of assessment utilized was a self-study of the Revolution Generation Mentorship Program by the faculty and administration of Revolution Generation Youth Ministries in conjunction with members of the Williamson Christian College faculty. This assessment utilized the *Guide to Conducting a Self Study*⁸ published by the Association for Biblical Higher Education.

The basis of this comparison was related to the issue of transfer of academic credit. According to the Association for Biblical Higher Education, the transfer of college credit from one institution to another involves three primary considerations. First, the educational quality of the institution from which the student transfers must be similar to that of the receiving school. Second, it must measure the comparability of the nature, content, and level of credit earned to that offered by the receiving institution. Third, the appropriateness and applicability of the credit earned to the programs offered by the potential receiving institution in light of the student's educational goals must be considered.⁹ The institutions need to be similar in nature, the credit being reviewed

⁸ The Association for Biblical Higher Education, *Guide to Conducting a Self Study* (Orlando: Association for Biblical Higher Education, 2005).

⁹ The Association for Biblical Higher Education, *Association for Biblical Higher Education Manual: Standards and Policies, Constitution and Bylaws* (Orlando: Association for Biblical Higher Education, 2005), 73.

needs to be similar to that offered by the receiving school and the credit must be beneficial to the student's academic goals at the receiving school.

The search for an accrediting organization was directed by a set of specific accreditation criteria developed by the Revolution Generation Youth Ministries' faculty and staff. First, the selected organization must be recognized by the U.S. Department of Education's Council on Higher Education Accreditation. Next, the organization selected should have a wide enough range of accredited and affiliated institutions that interns would have some choice related to future college plans; this also needed to include some Canadian institutions due to the number of Canadian interns in the program. Finally, the organization should have a program by which ministry education organizations can seek recognition without formal accreditation. This would provide the Revolution Generation Mentorship Program with the opportunity to become recognized as an educational/training institution.

The comparison revealed a variety of results concerning the types of accrediting bodies available. Regional accreditation does not recognize ministry development programs the same way they recognize professional development programs for college academic credit. Smaller religious accrediting organizations, such as the Accrediting Commission International (ACI), are not recognized by the Department of Education. The Transnational Association of Colleges and Schools (TRACS) was a possibility. It is recognized by the Council for Higher Education Accreditation but it had a limited number of institutions and did not offer an affiliate program for non-academic institutions that were not seeking accreditation. The Association for Biblical Higher Education

(ABHE) was revealed to be the best choice for the Revolution Generation Youth Ministries Mentorship Program in that it met all three areas of criteria.

The Association for Biblical Higher Education is a large accrediting body that has a wide variety of both accredited and affiliate schools and institutions. Since Revolution Generation interns come from a wide geographic and denominational range, this variety was very attractive to the organization. The Association for Biblical Higher Education, formerly known as the Accrediting Association of Bible Colleges, began in 1947 to provide standards of operation and recognition to institutions of biblical higher education.¹⁰ The Association for Biblical Higher Education is “recognized as a national accrediting agency by the Council for Higher Education Accreditation (CHEA).”¹¹ The United States Department of Education and the International Council for Evangelical Theological Education also recognize the Association for Biblical Higher Education as a legitimate accrediting body.¹² The Association for Biblical Higher Education is also an organization that has successfully crossed the lines of accreditation in that students from Association for Biblical Higher Education schools are often readily accepted to other accredited colleges, graduate schools and seminaries. It should also be noted that many of the colleges accredited by the Association for Biblical Higher Education are also regionally accredited. This background established the concept that the programmatic standards provided by the Association for Biblical Higher Education were generally

¹⁰ Association for Biblical Higher Education, *Association for Biblical Higher Education Manual: Standards and Policies, Constitution and Bylaws* (Orlando: Association for Biblical Higher Education, 2005), 4.

¹¹ Ibid.

¹² Ibid.

accepted in the academic world and could be considered similar to the standards of other accrediting agencies. The Association for Biblical Higher Education offers standards for bachelor's and associate's degrees in ministry-related fields. In addition, the agency has expanded to accrediting universities and seminaries that offer both master and doctoral degrees. The Association for Biblical Higher Education program also allows smaller institutions to use outside sources to meet general education requirements, provided that these sources meet certain criteria. This typically means that a smaller Bible College might send students to a local community college for these general education credits rather than offering them on campus.

From a spiritual and philosophical point of view, the Association for Biblical Higher Education only accredits institutions that will comply with the Association's Tenets of Faith. The Constitution of the Association for Biblical Higher Education requires that the Tenets of Faith be confirmed annually by each member and affiliate institution through the signature of the president or of a board official.¹³

- We believe that there is one God, eternally existing in three persons: Father, Son, and Holy Spirit.
- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe in the deity of our Lord Jesus Christ, in his virgin birth, in his sinless life, in his miracles, in his vicarious atonement through his shed blood, in his bodily resurrection, in his ascension to the right hand of the Father, and in his personal and visible return in power and glory.
- We believe that man was created in the image of God, that he was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is absolutely necessary for salvation.

¹³ Association for Biblical Higher Education, "Affiliate Status Application Guidelines," web page; available from <http://www.abhe.org/default.aspx?pid=20>; Internet; accessed 7 April 2008.

- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life, and by whom the church is empowered to carry out Christ's great commission.
- We believe in the bodily resurrection of both the saved and the lost; those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.¹⁴

Accredited schools are also required to have a mission statement that is deemed "appropriate to biblical higher education."¹⁵ The stated goal of the accreditation process is to "better equip institutions to prepare students for a life of service to the glory of our Lord Jesus Christ."¹⁶ Successful achievement of this goal is considered to be the final test of an institution's effectiveness.¹⁷

Another unique and useful feature is the Association for Biblical Higher Education's Affiliate Program. The Affiliate Program is not a level or type of accreditation but rather it is a cooperative agreement between the Association for Biblical Higher Education and a religious training or educational institution.¹⁸ This program allows non-accredited institutions to participate in professional and faculty development programs provided by Association for Biblical Higher Education. The benefits of the Affiliate Status program include:

- Inclusion on Association web page and in the Association Directory in the "Affiliate Institutions" category

¹⁴ Ibid.

¹⁵ Association for Biblical Higher Education, *Association for Biblical Higher Education Manual: Standards and Policies, Constitution and Bylaws* (Orlando: Association for Biblical Higher Education, 2005), 9.

¹⁶ Ibid.

¹⁷ Ibid., 122.

¹⁸ Ibid., 6.

- Use of faculty/staff referral service on the Association web page
- Copies of the Association Newsletter distributed to the president's office
- Access to selected reports, briefs, survey results, and comparative data
- Updates on government, legal and cultural issues that impact faith-based education
- Invitations to the Annual Meeting at a reduced affiliate registration rate
- Invitations to Association-sponsored leadership (professional) development programs
- Opportunities to purchase Association publications at a reduced affiliate rate
- Opportunities for interaction and networking with individuals and institutions that have similar values and commitments
- Access to the consultative services of the ABHE professional staff
- Opportunities to observe the process and potentially work toward accreditation in the future.¹⁹

Many Bible colleges that do not wish to undergo government or private regulation choose to enter this program. Many of these schools are simply too small or are very focused on what programs they offer and are therefore not interested or unable to pursue accreditation. Obtaining affiliate status also opens the opportunity for accredited schools to accept transfer credit from non-accredited institutions; granting of credit is solely the decision of the receiving institution. It must be noted that affiliation is not the same as accreditation. The goal of accreditation is to “foster ongoing systematic self-study with the goal of continuous institutional improvement.”²⁰ The Revolution Generation Mentorship Program does wish to engage in this type of self-study but does not wish to become an accredited or a degree-granting school at this time. Affiliate Status is not simply granted to any organization that pays the required fees; in order to apply, an

¹⁹ Association for Biblical Higher Education, “Affiliate Status Application Guidelines,” web page; available from <http://www.abhe.org/default.aspx?pid=20>; Internet; accessed 7 April 2008.

²⁰ Association for Biblical Higher Education, *Association for Biblical Higher Education Manual: Standards and Policies, Constitution and Bylaws* (Orlando: Association for Biblical Higher Education, 2005), 9.

institution must meet specific administrative and educational criteria. The qualifications to obtain Affiliate Status with the Association for Biblical Higher Education include:

- Agreement (Board approved) with the ABHE Tenets of Faith
- Evidence that the institution is operating legally within the parameters of the particular province/state relative to faith-based post secondary institutions
- Recognition/registration as a non-profit organization or sponsorship by a non-profit organization (i.e. church, mission)
- Presence of a publicly stated/board approved mission statement that has a biblical/ministry formation focus
- Commitment to offer education at a post secondary level
- Minimum of a two-year history with an identifiable board, administration, faculty, and student body
- A letter of reference from an administrator/faculty member of an ABHE member institution or from an ABHE professional staff person
- Commitment to accurate disclosure of ABHE status (i.e. an affiliate institution must not portray itself as an accredited member of ABHE when speaking or writing on this matter, but rather to refer to itself as an “affiliate” or an “affiliated institution” of ABHE)
- Submission of annual affiliate dues.²¹

Affiliate Institutions must submit annual reports, contract renewals and a renewal fee in order to maintain their status. Revolution Generation Youth Ministries meets most of the criteria for the Affiliate Status program. The only question is in regard to the second requirement. The Revolution Generation Mentorship Program is not currently operating as a faith-based post secondary institution; it operates as a faith-based nonprofit organization. An application for state recognition will need to be made in order to further pursue this option.

The financial obligations for the Association for Biblical Higher Education Affiliate Program were also the most reasonable of the accrediting bodies surveyed, although that was a minor factor in the decision. Fees for pursuing accreditation were

²¹ Association for Biblical Higher Education, “Affiliate Status Application Guidelines,” web page; available from <http://www.abhe.org/default.aspx?pid=20>; Internet; accessed 7 April 2008.

estimated to be at least four thousand dollars while the first year fee for Affiliate Status was only six hundred dollars followed by an annual five hundred dollar fee to renew and maintain Affiliate Status.²²

While Revolution Generation has no current plans to apply for institutional accreditation, administrators and board members voted unanimously that the academic portion of the Revolution Generation Mentorship Program should adhere to the programmatic standards and requirements of the Association for Biblical Higher Education. The primary requirements were organized under three categories: Curriculum, Faculty and Resources. This comparison is limited to these three areas.

The Association for Biblical Higher Education's curriculum requirements for an associate's or bachelor's degree are related to outcomes, sequencing, content and assessment. Each course in the Revolution Generation Mentorship Program's curriculum has an approved syllabus that states learning outcomes, course content, student assessment methods and materials used. These syllabi are based upon the syllabi structure of Williamson Christian College. This structure was chosen because of the developing relationship between Revolution Generation Youth Ministries and Williamson Christian College. This format is simple, straightforward and based on a nontraditional approach to education. The primary educational design of Williamson Christian College is the Adult Degree Completion Program.²³ This approach provides

²² Association for Biblical Higher Education, "Fee Structure 2006-2007", 2006; web page; available from <http://www.abhe.org/default.aspx?pid=20>; Internet; accessed 11 October 2007.

²³ Williamson Christian College, *2007-2008 Catalog* (Franklin, TN: Williamson Christian College, 2007), 7.

allowance for variations in the traditional approach to credits and assessments in higher education. According to the Association for Biblical Higher Education, “the amount of classroom contact in the degree completion program should equal approximately 50% or more of a traditional program.”²⁴ This design allows for the integration of directed study, limited class time and practical study in the curriculum. It is commonly accepted that the traditional model is one hour of seat time for each hour of credit, if so, then the nontraditional design would be accepted as being one half an hour of seat time equals one hour of credit. Under these guidelines, an accredited institution is allowed to accept up to thirty percent of the total required credit hours for a degree from “nonclassroom contact means.”²⁵ The Revolution Generation Mentorship Program could qualify as for credit under the nonclassroom contact clause. Nonclassroom contact means include, but are not limited to, credit-by-examination (CLEP), correspondence courses, credit for prior learning and similar programs.²⁶

The Revolution Generation curriculum described in Chapter Four is based upon three progressive tracks: Understanding, Application and Preparation. The sequencing of courses is based upon the concept of increased challenge and Bloom’s Taxonomy. Bloom’s Taxonomy is an educational theory that demonstrates the sequence of learning. In this theory, learners progress through six stages of learning: knowledge,

²⁴ Association for Biblical Higher Education, *Association for Biblical Higher Education Manual: Standards and Policies, Constitution and Bylaws* (Orlando: Association for Biblical Higher Education, 2005), 64.

²⁵ Ibid.

²⁶ Ibid.

comprehension, application, analysis, synthesis and evaluation.²⁷ Based upon this model, each track builds upon the knowledge acquired in the previous track and requires a greater degree of student work and assessment. Student assessment tools vary with each course but typically include outside reading, class discussion and a writing assignment. Each course is also designed to include ministry application with each lesson topic and assignment.

In order to compare academic content, a few specific assumptions must be made. First, the Revolution Generation Mentorship Program is not a degree-granting institution. The goal of the program is to provide quality academic training that is suitable for academic credit at other institutions. Second, an academic program must be chosen for comparison. Most schools offer the bachelor's degree or the associate's degree in religion, ministry or youth ministry. For the purpose of this study, primary attention will be given to bachelor's degree programs.

Table 5.1 demonstrates the comparison of the Revolution Generation Mentorship Program's curriculum with the Association for Biblical Higher Education's content requirements for the bachelor's degree.²⁸ It must be understood that the Revolution Generation Mentorship Program does not offer general education courses so the comparison is strictly related to required coursework in biblical studies, theology and professional development. It should also be understood that while the Association for Biblical Higher Education standards for a bachelor's degree reflect four years of study,

²⁷ Yount, William, *Created to Learn: A Christian Teacher's Introduction to Educational Psychology* (Nashville: Broadman and Holman Publishers, 1996), 140.

²⁸ Association for Biblical Higher Education, *Association for Biblical Higher Education Manual: Standards and Policies, Constitution and Bylaws* (Orlando: Association for Biblical Higher Education, 2005), 53.

the Revolution Generation Mentorship Program is a one year program with a second year option. For the purpose of accurate comparisons for a bachelor's degree, the total credits for the first and second year programs at Revolution Generation Youth Ministries will be utilized.

Table 5.1. Bachelor's Degree Content Comparison

Content Area	ABHE Requirement (In semester hours)	Revolution Generation Curriculum
Bible and Theology	30	Year One: 21 Year Two: 6
Professional	18	Year One: 24 Year Two: 12
Practicum	“Significant”	Each Year: 18
General Education	36	Not Offered

This comparison reveals that the Revolution Generation curriculum offerings are comparable to the required major content for a bachelor's degree. There are notable differences. Association for Biblical Higher Education requires three more semester hours in Bible and Theology than does the Revolution Generation Mentorship Program. This deficiency could be corrected by substituting another biblical studies or theology course for one of the professional development classes. The Revolution Generation Mentorship Program greatly exceeds the Association for Biblical Higher Education requirement for Professional Studies in just the first year program. The practicum requirement presents an issue in that Association for Biblical Higher Education only

designates the need for “significant” practicum experiences.²⁹ The term “significant” is impossible to measure and leaves acceptance of credit to the subjective interpretation of administrators. Under these evaluations, Revolution Generation Youth Ministries offers what might be considered “extensive” practicum experiences. To elaborate on this topic, Revolution Generation Youth Ministries interns spend approximately thirty to forty hours per week in direct ministry with adolescents, that leads to the six hours of credit per track.

The Association for Biblical Higher Education states that a two-year degree is beneficial for students who choose to either transfer to a four-year college later, have no desire for a bachelor’s degree or do not need a bachelor’s degree in their chosen profession.³⁰ When compared to the Association for Biblical Higher Education requirements for the associate’s degree³¹, the Revolution Generation Mentorship Program exceeds all areas except the general education requirements (see Table 5.2).

Table 5.2. Associate’s Degree Content Comparison

Content Area	ABHE Requirement (In semester hours)	Revolution Generation Curriculum
Bible and Theology	12	Year One: 21 Year Two: 6
Professional	18	Year One: 24 Year Two: 12
Practicum	“Significant”	Each Year: 18
General Education	18	Not Offered

²⁹ Ibid.

³⁰ Ibid., 70.

³¹ Ibid.

The conclusion is that the Revolution Generation Mentorship Program curriculum is comparable to the major requirements of an Association for Biblical Higher Education accredited associates degree program. It should be noted that no colleges in this study were found to offer an associate's degree in youth ministry.

The outcome of this evaluation is threefold. First, the Revolution Generation Mentorship Program's curriculum is comparable to the academic preparation of Association for Biblical Higher Education accredited bachelor's and associate's degrees. Second, in theory graduates of the Revolution Generation Mentorship Program should be able to obtain transfer credit for academic work done in the Mentorship Program; this theory is supported by agreements for credit with Williamson Christian College and Liberty University. Any academic credit applied for would be subject to the Council on Higher Education Accreditation standards. The Council on Higher Education Accreditation does allow for the awarding of credit by transfer from unaccredited institutions providing that a review of the program standards and content satisfies the receiving institutional standards for academic work.³² Another option for the awarding of credit is within the standards for Credit for Prior Learning that is allowed by the Council for Higher Education Accreditation and the Association for Biblical Higher Education.³³ Third, Revolution Generation could apply for accreditation to offer an associate degree and obtain general education courses from a local community college. Columbia State Community College would be the most likely choice due to location, cost

³² Ibid., 77.

³³ Ibid.

and the availability of online coursework. The Association for Biblical Higher Education does allow institutions to accept all general education courses by transfer from another accredited institution.

College Program Comparisons

The next step in the program evaluation was to compare the Revolution Generation curriculum to that of two samples of Christian colleges that offer a bachelor's degree in youth ministry or religious studies with a concentration in youth ministry. Information utilized in these comparisons was obtained at each college's official website; colleges included in each sample were limited to those with academic information available on their websites. The first sample included Liberty University,³⁴ Boyce Bible College,³⁵ Bryan College,³⁶ Lee University,³⁷ Belmont University³⁸ and Leavell

³⁴ Liberty University, web page; available from <http://www.liberty.edu/academics/religion/index.cfm?PID=14200>; Internet; accessed 5/10/2007.

³⁵ Boyce Bible College of The Southern Baptist Theological Seminary, webpage; available from <http://www.boycecollege.com/pdfs/catalog.pdf#page=57>; Internet; accessed 5/10/2007

³⁶ Bryan College, webpage; available from <http://www.bryan.edu/632.html>; Internet; accessed 08/04/2008.

³⁷ Lee University, webpage; available from <http://www.leeuniversity.edu/pdf/catalogs/2007-2008/07.pdf#page=3>; Internet; accessed 05/10/2007.

³⁸ Belmont University, webpage; available from <http://belmont.edu/religion/new/index.html>; Internet; accessed 05/10/2007.

College.³⁹ Each of these schools is regionally accredited and most have a secondary accreditation by a religious body. Each college also is located in the southeast United States. Boyce Bible College and Leavell College are the undergraduate divisions of Southern Baptist Seminaries. Liberty University and Belmont University are private Baptist universities. Bryan College is nondenominational and Lee University is affiliated with the Church of God. Of these institutions, Boyce Bible College, Leavell College, Liberty University and Lee University are each connected to a graduate program in youth ministry. Liberty University and Boyce Bible College each have a center devoted to the study and practice of youth ministry. The New Orleans Baptist Theological Seminary, the parent school for Leavell College, also has a center for the study of youth ministry but only at the graduate level. Table 5.3 illustrates a comparison of these institutions, their denominational affiliation and their programs.

³⁹ Leavell College of The New Orleans Baptist Theological Seminary, webpage; available from <http://nobts.edu/LeavellCollege/Degrees.html>; Internet; accessed 05/10/2007.

Table 5.3. College Comparison, First Sample

Institution	Denomination	Degree Offered
Belmont University	Southern Baptist	BA in Religion Ministry Major Youth Ministry Minor
Boyce Bible College	Southern Baptist	BA in Ministry Youth Ministry focus
Bryan College	Nondenominational	BA in Christian Education Youth Ministry focus
Leavell College	Southern Baptist	BA in Christian Ministry Christian Education Minor
Table 5.3 Continued		
Lee University	Church of God	BA in Ministry Youth Ministry Major
Liberty University	Baptist	BA in Religion Youth Ministry Major

Having established a sample of regionally accredited local colleges dedicated to the study of youth ministry, each program was compared to the Revolution Generation Mentorship Program. Belmont University and Leavell College were both dropped from the study sample due to a lack of a youth ministry major. The comparison in Table 5.4 was based upon three content areas: Bible and Theology, Youth Ministry and Practicum.

Table 5.4. Program Content Comparison, First Sample

Institution	Bible and Theology	Youth Ministry	Practicum
Revolution Generation	Year One: 21 Year Two: 6	Year One: 24 Year Two: 12	Year One: 18 Year Two: 18
Boyce Bible College	36	33	9
Bryan College	21	27	3
Lee University	18	14	3
Liberty University	27	21	3

Based upon this comparison it appears that the average number of hours in Bible and Theology is twenty-six semester hours. The average youth ministry program consisted of twenty-four hours of youth ministry-specific coursework. The average internship among these schools was four credit hours. It may be more effective for comparison to state that the mean number of internship hours was three. It appears that most youth ministry programs in this sample include one semester of practicum work. Table 5.5 illustrates how the Revolution Generation Mentorship Program compares to the average course offerings in the youth ministry majors at these colleges.

Table 5.5. Program Content Summary, First Sample

Institution	Bible and Theology	Youth Ministry	Practicum
Revolution Generation	Year One: 21 Year Two: 6	Year One: 24 Year Two: 12	18

Based upon this comparison it should be noted that the Revolution Generation Youth Ministries curriculum is comparable to the average youth ministry major at a regionally accredited college. The first year program meets the average college programmatic standards. The practicum requirements at Revolution Generation outweigh those at the sample institutions.

To fully compare the programs, the practicum aspect must be examined more thoroughly. The Revolution Generation Mentorship Program is a longer, more ministry intensive program by design than most college-assigned internships. The comparison in Table 5.6 assumes that one credit hour is equal to six hours of work per week. The comparison reveals that the Revolution Generation Mentorship Program is more focused on practical application than most academic models.

Table 5.6. Practicum Comparison, First Sample

Institution	Credit Hours	Total Length	Contact Hours
Revolution Generation	Year One: 18 Year Two: 18	Year One: 3 semesters Year Two: 3 semesters	Year One: 1836 Year Two: 1836
Boyce College	9	3 semesters	918
Bryan College	3	1 semester	306
Lee University	3	1 semester	306

The practicum portion of the Revolution Generation Mentorship Program curriculum has more credit hours and contact hours than the average college curriculum from the sample. The average and mean scores for the first sample are shown in Table 5.7. Based upon this evaluation, it is concluded that the practicum portion should satisfy college transfer requirements. It must be noted that most colleges will only accept the number of practicum hours required by their respective programs and some may not transfer internship (practicum) credit at all.

Table 5.7. Practicum Comparison Summary, First Sample

Institution	Credit Hours	Total Length	Contact Hours
Revolution Generation	Year One: 18 Year Two: 18	Year One: 3 semesters Year Two: 3 semesters	Year One: 1836 Year Two: 1836
Table 5.7 Cont.			
Sample Average	4.5	1.5 semesters	459
Sample Mean	3	1 semester	306

Upon completion of the first comparison, it became evident that a second comparison study needed to be implemented. Having made the decision to follow the programmatic guidelines set forth by the Association for Biblical Higher Education, it seemed necessary to compare the Revolution Generation Mentorship Program to a sample of colleges accredited by that body. The colleges selected for the second, larger sample were all accredited specifically by the Association for Biblical Higher Education,

though some were also regionally accredited.⁴⁰ Each of the twenty colleges in the second sample offers an undergraduate degree with a major in youth ministry. The second sample consisted of Trinity College of Florida,⁴¹ Davis College,⁴² Crossroads Bible College,⁴³ Free Will Baptist Bible College,⁴⁴ Lancaster Bible College,⁴⁵ Arlington

⁴⁰ Association for Biblical Higher Education, "Directory," Association for Biblical Higher Education, 2008, webpage; available from <http://directory.abhe.org/default.aspx?status=Member>; Internet; accessed 22 March 2008.

⁴¹ Trinity College of Florida, webpage; available from <http://www.trinitycollege.edu/images/stories/Catalog06/youth06.pdf>; Internet; accessed 26/03/2008.

⁴² Davis College, webpage; available from <http://www.davisny.edu/academics/majors/youthminsemesters.htm>; Internet; accessed 26/03/2008.

⁴³ Crossroads Bible College, webpage; available from http://www.crossroads.edu/pages/sp_bre.html; Internet; accessed 26/03/2008.

⁴⁴ Free Will Baptist Bible College, webpage; available from http://fwbbc.edu/CurrentStudents/biblical_ministry.html; Internet; accessed 27/3/2008.

⁴⁵ Lancaster Bible College, webpage; available from http://www.lbc.edu/public/Academics.03/Undergraduate_Studies.02/Degree_Programs.01/documents/student_ministries_cs.pdf; Internet; accessed 21/03/2008.

Baptist College,⁴⁶ Baptist Bible College,⁴⁷ Barclay College,⁴⁸ Calvary Bible College,⁴⁹ Central Christian College of the Bible,⁵⁰ Emmaus Bible College,⁵¹ Grace Bible College,⁵² Hope International University,⁵³ Multnomah Bible College,⁵⁴ Pillsbury Baptist Bible

⁴⁶ Arlington Baptist College, webpage; available from <http://www.abconline.org/HTML/Academics/Degrees/YouthMinistry.html>; Internet; accessed 25/03/2008.

⁴⁷ Baptist Bible College, webpage; available from http://www.baptist.edu/media/documents/YouthMinistries_men.pdf; Internet; accessed 25/03/2008.

⁴⁸ Barclay College, webpage; available from <http://barclaycollege.edu/Academics/Campus/Details/youthministry.asp>; Internet; accessed 26/03/2008.

⁴⁹ Calvary Bible College, webpage; available from <http://college.calvary.edu/academics/traditional-academics/baccalaureate/youth-ministry>; Internet; accessed 25/03/2008.

⁵⁰ Central Christian College of the Bible, webpage; available from <http://www.cccb.edu/academics/ministryprograms.pdf>; Internet; accessed 27/03/2008.

⁵¹ Emmaus Bible College, webpage; available from <http://www.emmaus.edu/page.aspx?ID=38589>; Internet; accessed 25/03/2008.

⁵² Grace Bible College, webpage; available from http://www.gbcol.edu/academics/PDF/GBC_Bach_Science.pdf; Internet; accessed 26/03/2008.

⁵³ Hope International University, webpage; available from http://www.hiu.edu/pcc/academics/programs/churchministry_msh.pdf; Internet; accessed 25/03/2008.

⁵⁴ Multnomah Bible College, webpage; available from <http://www.multnomah.edu/College/PDF/Catalog/CollegeCatalog.pdf>; Internet; accessed 27/03/2008.

College,⁵⁵ The School of Urban Missions,⁵⁶ Wesley College,⁵⁷ William Jessup University,⁵⁸ Oak Hills Christian College⁵⁹ and the Moody Bible Institute.⁶⁰ This second sample of colleges more closely reflects the type of college with whom Revolution Generation Youth Ministries might form a partnership. Furthermore, by using a sampling of colleges accredited by the Association for Biblical Higher Education a more meaningful study of the organization's programmatic standards can be conducted. These schools represent a broader scope of denominational affiliation, geographic location and program variation that the first sample thereby offering a more accurate comparison. Table 5.8 illustrates the colleges in the second sample, their denominational affiliation and the degree to be reviewed.

⁵⁵ Pillsbury Baptist Bible College, webpage; available from <http://www.pillsbury.edu/Academics/pdf/checksheets/youthmen.pdf>; Internet; accessed 28/03/2008.

⁵⁶ School of Urban Missions, webpage; available from <http://www.sum.edu/badegree.html>; Internet; accessed 27/03/2008.

⁵⁷ Wesley College, webpage; available from http://www.wesleycollege.edu/profstudies_youth.html; Internet; accessed 28/03/2008.

⁵⁸ William Jessup University, webpage; available from http://www.jessup.edu/pdf/academics/catalog2007-08_web.pdf; Internet; accessed 28/03/2008.

⁵⁹ Oak Hills Christian College, webpage; available from <http://www.oakhills.edu/academics/AcademicCatalog.pdf>; Internet; accessed 26/03/2008.

⁶⁰ The Moody Bible Institute, webpage; available from http://www.moody.edu/edu_MainPage.aspx?id=1348; Internet; accessed 26/03/2008.

Table 5.8. Degree Comparison Chart, Second Sample

Institution	Denomination	Degree Offered
The Moody Bible Institute	Nondenominational	BA Major in Youth Ministry
Lancaster Bible College	Nondenominational	BS Major in Student Ministry
Trinity College of Florida	Interdenominational	BA Major in Youth Ministry
Free Will Baptist Bible College	Free Will Baptist	BS Major in Youth Ministry
Davis College	Independent Baptist	BA Major in Youth Ministry
Crossroads Bible College	Independent Baptist	BS and BMin Major in Youth Ministry
Arlington Baptist College	World Baptist Fellowship	BS Major in Youth Ministry
Baptist Bible College	Baptist Bible Fellowship International	BA Major in Youth Ministry
Barclay College	Evangelical Friends International	BA Major in Youth Ministry
Calvary Bible College	Independent	BS Major in Youth Ministry
Central Christian College of the Bible	Christian Church/ Churches of Christ	BA or BS option Major in Youth and Family Ministry
Emmaus Bible College	Plymouth Brethren	BS in Biblical Studies and Youth Ministry
Grace Bible College	Grace Bible Fellowship	BS Major in Youth Ministry
Hope International University	Nondenominational	BA Major in Youth Ministry

Table 5.8--Continued		
Multnomah Bible College	Independent	BS Major in Youth Ministry
Oak Hills Christian College	Independent	BA Major in Biblical Studies and Youth Ministry
Pillsbury Baptist Bible College	Baptist	BS Major in Youth Ministry
School of Urban Missions	Church of God in Christ	BA Major in Youth Ministry
Wesley College	Congregational Methodist	BS Major in Youth Ministry
William Jessup University	Nondenominational	BA Major in Youth Ministry

The comparison illustrated in Table 5.9 demonstrates that the Revolution Generation Youth Ministries curriculum is comparable to the average youth ministry major at the second sample of colleges. All but one of the colleges in the sample offered more courses in Bible and Theology than the Revolution Generation Mentorship Program. Part of this can be explained by the difference in length between the programs. The average Bible and Theology requirement for the sample was thirty-nine credits compared to the Revolution Generation Mentorship Program's twenty-seven credits. The first year program alone meets the average college youth ministry course requirements. The sample average is twenty-four credits while Revolution Generation Youth Ministries offers thirty-six. As in the first sample, the practicum requirements at Revolution Generation outweigh those at the sample institutions considerably. Table 5.10 displays

the sample averages for each section as compared to the Revolution Generation Mentorship Program.

Table 5.9. Program Content Comparison, Second Sample

Institution	Bible and Theology	Youth Ministry	Practicum
Revolution Generation	Year One: 21 Year Two: 6	Year One: 24 Year Two: 12	Year One: 18 Year Two: 18
The Moody Bible Institute	55	27	7
Lancaster Bible College	39	12	6
Trinity College of Florida	54	30	0
Free Will Baptist Bible College	40	30 (includes pastoral ministry)	4
Davis College	45	18	3
Crossroads Bible College	60	24	6
Arlington Baptist College	16	33 Listed as Church Ministries	0
Baptist Bible College	43	28	2
Barclay College	28	42 (12 more hours offered through Youth for Christ)	3
Calvary Bible College	31	31	0

Table 5.9-- Continued			
Central Christian College of the Bible	52	15	3
Emmaus Bible College	39	39 (Christian Education)	3
Grace Bible College	28	20	3
Hope International University	27	25	7
Multnomah Bible College	52	17	4
Oak Hills Christian College	40	32	6
Pillsbury Baptist Bible College	38	12	1
School of Urban Missions	30	3	14
Wesley College	48	18	3
William Jessup University	32	31	4

Table 5.10. Program Content Summary, Second Sample

Institution	Bible and Theology	Youth Ministry	Practicum
Revolution Generation	Year One: 21 Year Two: 6	Year One: 24 Year Two: 12	Year One: 18 Year Two: 18
Sample Average	39.85	24.35	3.95

In the Practicum Comparison, illustrated in Table 5.11, the second sample appeared much like the first sample comparison. Greater diversity is demonstrated in the practicum requirements of the second sample. Requirements ranged from zero to fourteen credit hours covering a span of zero to four semesters. Two of the colleges did not offer an internship or practicum. The School of Urban Missions did stand out as offering a comparable number of credits (fourteen) to the Revolution Generation Mentorship Program, however, the school only offered three hours of youth ministry specific coursework. Contact hours were again calculated at six hours of work weekly for each hour of academic credit.

Table 5.11. Practicum Comparison, Second Sample

Institution	Credit Hours	Total Length	Contact Hours
Revolution Generation	Year One: 18 Year Two: 18	Year One: 3 semesters Year Two: 3 semesters	Year One: 1836 Year Two: 1836
The Moody Bible Institute	7	3 semesters	714
Lancaster Bible College	6	2 semesters	612
Trinity College of Florida	0	0	0
Free Will Baptist Bible College	4	2 semesters	408
Davis College	3	1 semester	306
Crossroads Bible College	6	2 semesters	612

Table 5.11-- Continued			
Arlington Baptist College	0	0	0
Baptist Bible College	2	1 semester	204
Barclay College	3	1 semester	306
Calvary Bible College	0	0	0
Central Christian College of the Bible	3	1 semester	306
Emmaus Bible College	3	1 semester	306
Grace Bible College	3	1 semester	306
Hope International University	7	2 semesters	714
Multnomah Bible College	4	2 semesters	408
Oak Hills Christian College	6	2 semesters	612
Pillsbury Baptist Bible College	1	1 semester	102
School of Urban Missions	14	4 semesters	1428
Wesley College	3	1 semester	306
William Jessup University	4	2 semesters	408

The Revolution Generation Mentorship Program greatly exceeds the second college sample in regard to practicum hours, length of practicum and contact hours. The college average is just short of four credit hours offered over the course of one and one-half semesters for an average of four hundred three contact hours. The Revolution Generation Mentorship Program offers thirty-six credits over six semesters for a total of one thousand, eight hundred thirty-six contact hours. More revealing is the mean score for the second sample. The mean is three credit hours earned in one semester for three hundred six contact hours.

Table 5.12. Practicum Comparison Summary, Second Sample

Institution	Credit Hours	Total Length	Contact Hours
Revolution Generation	Year One: 18 Year Two: 18	Year One: 3 semesters Year Two: 3 semesters	Year One: 1836 Year Two: 1836
Sample Average	3.95	1.35 semesters	402.9
Sample Mean	3	1 semester	306

When comparing both samples with the Revolution Generation Mentorship Program, there does seem to be a significant difference between the averages of both samples in regard to practicum requirements. Some of this may be explained by the greater size and variation of the second sample. The mean scores, however, are identical. These scores are illustrated in Table 5.13.

Table 5.13. Practicum Comparison Summary, All Samples

Institution	Credit Hours	Total Length	Contact Hours
Revolution Generation	Year One: 18 Year Two: 18	Year One: 3 semesters Year Two: 3 semesters	Year One: 1836 Year Two: 1836
Sample One			
Average	4.5	1.5 semesters	459
Mean	3	1 semester	306
Sample Two			
Average	3.95	1.35 semesters	402.9
Mean	3	1 semester	306

In the overall curricular evaluation, the following statements can be made. The curriculum of the Revolution Generation Mentorship Program appears to be comparable with the Association for Biblical Higher Education's curricular content requirements for an undergraduate degree. In comparison to the sample of colleges, the Revolution Generation Mentorship Program's curriculum was comparable in most areas.

The second area for evaluation was faculty qualifications. The Association for Biblical Higher Education maintains professional and educational standards for faculty at accredited institutions but affiliate institutions are not bound to those standards. The core faculty of an accredited institution should be of sufficient size and expertise to fulfill the program objectives. Faculty for undergraduate programs should have a minimum of a master's degree in their teaching fields from an institution accredited by an agency

recognized by the Council for Higher Education Accreditation.⁶¹ The organization does allow for limited variations of this requirement if experience and need warrant the variation. The Revolution Generation Faculty and their credentials are listed in Table 5.14.

The area of faculty credentials could be an issue for the Revolution Generation Mentorship Program. Only three of the faculty members hold a graduate degree; one of those is an adjunct who only teaches one course per academic year. For Revolution Generation's purposes, the faculty's vast experience in youth ministry outweighs their lack of academic credentials but this will be an issue in the area of transfer credit; this is acceptable per the previously stated variation clause.⁶² Another balancing issue is class assignment. A greater variety of qualified faculty members would be beneficial to the program and add strength to the faculty requirements. This addition of faculty might also be necessary in order to form a partnership with a college or university for the transfer or acceptance of academic credit. The majority of the classes are taught by Barnett and Coffee who hold accredited graduate degrees in ministry related fields. Most of the other faculty members teach as an assistant to either Barnett or Coffee who are listed as the faculty or record on those courses. This issue was addressed in conversations related to a partnership with Williamson Christian College.

⁶¹ Association for Biblical Higher Education, *Association for Biblical Higher Education Manual: Standards and Policies, Constitution and Bylaws* (Association for Biblical Higher Education: Orlando, 2005), 28.

⁶² Association for Biblical Higher Education, *Association for Biblical Higher Education Manual: Standards and Policies, Constitution and Bylaws* (Association for Biblical Higher Education: Orlando, 2005), 28.

Table 5.14. Revolution Generation Faculty Credentials

Faculty Member	Degrees Earned	Teaching Experience	Ministry Experience	Courses per Year
Lee Barnett Education Director	B.A. in Religion M.A. Religion MRE D.Min. (ABD)	Five years college. Four years at Revolution Generation.	Eighteen years.	12
Kevin Coffee	M.A. in Ministry M.A. in Counseling Ed.D. (Candidate)	Three years at Revolution Generation	Over ten years.	3
Dave Park (adjunct)	Doctor of Divinity M.Div.	Two Years at Revolution Generation	Over twenty	1
John Young	A.A in Ministry A.S. Computer Science	Four years at Revolution Generation	Over twenty years.	3 with Barnett and Coffee
Zach Zirbel	B.S. in Marketing	Four years at Revolution Generation	Five	1 with Barnett
Joseph Rojas	B.S. in Psychology	One year at Revolution Generation	Zero	1
Olivia Ramsey	A.A. in General Studies	Four years at Revolution Generation	Seven	1 with Barnett

In the area of resources, the Association for Biblical Higher Education's standards requires an on-site library with holdings relevant to the curriculum. While the Revolution Generation Mentorship Program is not a college, it has obtained a growing youth ministry library. The library contains approximately three hundred volumes on biblical and

theological studies, counseling youth and young adults, youth ministry textbooks, leadership texts and reference works. The interns are also provided all required texts and resources for their classes as a part of their financial support.

The area of financial resources will likely remain a challenge for Revolution Generation Youth Ministries. As a donor supported nonprofit organization, it is difficult to show financial growth or strength. Financial reserves are non-existent. In truth, the organization has been under tremendous financial strain since January 2007. Currently, many programs are being reevaluated and prioritized in regard to financial issues.

In addition to these evaluated areas, the Revolution Generation Mentorship Program utilizes its partnerships with the Center for Youth Ministry at Liberty University and with His Passion Ministries for academic and professional enrichment seminars. Youth ministry professionals and professors are brought in for conferences during each track for additional development and reinforcement. These workshops are counted as intensives and receive extra credit depending upon the content.

Conclusions

In conclusion, the Revolution Generation Mentorship Program requirements appear to be comparable to the programmatic criteria for an undergraduate degree with the Association for Biblical Higher Education. In support of this evaluation, the comparison of the Revolution Generation Mentorship Program with two samples of Christian colleges demonstrated that the Revolution Generation Mentorship Program was comparable in its curriculum and practical experiences. Furthermore, the faculty and resources are comparable to many smaller academic institutions. The process of

comparison was beneficial to Revolution Generation Youth Ministries in that it was the first self-study assessment of the academic portion of the Mentorship Program. Comparing the program against the standards used for accreditation was especially useful in this evaluation. Administrators and faculty members at Revolution Generation Youth Ministry were able to determine that they are proceeding in the correct direction academically. The decision to apply for Affiliate Status and pursue a transfer agreement with Williamson Christian College will give strength and visibility to the overall program and especially in the areas of recruitment and fundraising. Young, Chambers, and Kell state that accreditation is a complex evaluative tool of which the “primary value of accreditation is to be found in the process itself, not in the formal results of the process.”⁶³

⁶³Kenneth Young, *Understanding Accreditation: Contemporary Perspectives on Issues and Practices in Evaluating Educational Quality* (San Francisco: Jossey-Bass Inc, Publishers, 1983), x.

CHAPTER SIX

THE WILLIAMSON CHRISTIAN COLLEGE PARTNERSHIP

In the fall of 2005, Revolution Generation Youth Ministries decided to pursue a direct relationship with a local Christian college. In the past a partnership had been formed with the Center for Youth Ministry at Liberty University that allowed for limited academic credit for interns who enrolled in the youth ministry major at Liberty University. It was decided that it would be beneficial to form a more direct partnership with a local college. Potential college partners would need to be accredited by an organization recognized by the Council for Higher Education Accreditation. Since Revolution Generation Youth Ministries had chosen to use the Association for Biblical Higher Education's programmatic standards as a basis for their program, it seemed logical to search for a college that held Accredited Status with that agency. It was also determined that a school that offered a nontraditional approach to college coursework would be most beneficial. Specifically, the potential partner college would need to have a method for accepting credit for training at non-academic institutions or a credit by experience program. Both types of credit are allowed under the Association for Biblical Higher Education's standards. Another requirement would be that the college offer an undergraduate degree in some area of ministerial studies, preferably in youth ministry. Another factor to be considered was

tuition. Since interns in the Revolution Generation Mentorship Program are funded by private donors, their finances are often strained; financial aid would have to be available.

The search for a potential partner soon led administrators to Williamson Christian College in Franklin, Tennessee. Williamson Christian College is a local, interdenominational college with a program that is built on a nontraditional adult education model. It was also helpful that the Education Director for Revolution Generation Youth Ministries was also a faculty member at Williamson Christian College. Lee Barnett served as both Professor of Leadership and Ministry and as the Director of Spiritual Development at the college. Williamson Christian College was not included in the college program comparisons because it does not currently offer a major in youth ministry. The college was, however, interested in forming a partnership with Revolution Generation Youth Ministries if the details could be processed correctly.

The History of Williamson Christian College

Williamson Christian College was founded in December 1996 by Kenneth Oosting, Ph.D. in conjunction with Oosting and Associates, a higher education consulting firm. The college received approval from the Tennessee Higher Education Commission in April 1997 to offer the Bachelor's Degree in Leadership and Ministry.¹ Classes officially began at the college in the fall semester of 1998. In January 1999, the Tennessee Higher Education Commission modified the college's

¹ Williamson Christian College, *Williamson Christian College Catalog 2007-2008*, (Franklin, TN: Williamson Christian College, 2007), 5.

program to include the Bachelor's Degree in Management and Ethics.² A third major in Music and Worship Leadership was approved in May 2003.³ The college also offers an Associate's Degree in Leadership.

From the beginning, Williamson Christian College was focused on nontraditional education. The college offered both onsite and online courses and opened a second site in 2002.⁴ The college's primary target was adult learners who were returning to college later in life. This objective was led by Dr. Oosting whose experience included the development of the Adult Degree Completion Program at Trevecca Nazarene University, serving as the Provost at Milligan College and consulting with Bible Colleges nationwide. The original Board of Trustees consisted of four members including Dr. Oosting, who became the first president of Williamson Christian College.

The college's first Baccalaureate and Commencement ceremonies were held on August 13, 2000. To date, the college has approximately fifty alumni. On March 20, 2002, The Transnational Association of Christian Colleges and Schools (TRACS) awarded Accredited Status as a Category II institution to Williamson Christian College.⁵ The college was awarded Accredited Status with the Association for Biblical Higher Education on February 23, 2007.⁶ These affiliations allowed

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid., 2.

⁶ Ibid.

Williamson Christian College to participate in Federal Student Aid programs including grants and loans.

According to unpublished admissions information, the typical student profile at Williamson Christian College is a thirty-seven year old white female with one to two years of previous college experience. In response to this profile, the college offers all of its classes in the evenings on an accelerated schedule. Individual courses meet for one four hour period per week over the course of five weeks. Each course has pre-class assignments and a take-home final that is turned in on the sixth week. Students typically take one course at a time, though occasionally two courses may overlap by a week. Due to the unique design of the schedule, the college practices open enrollment; students may enroll at any point during the calendar year and join the next course available. New students are required to take an orientation class to introduce them to the program design.⁷ Students are encouraged to join a cohort group with whom to progress through the curriculum; an additional scholarship is offered to cohort members to encourage participation.⁸ The college has articulation agreements with Columbia State Community College, Crown College and Union University for undergraduate work.⁹ In July 2007, Williamson Christian College formed an agreement that would allow graduates to enroll in the Master's of Christian Studies Degree at Union University. Williamson Christian College graduates have also been accepted for graduate work at Liberty University, Erskine Seminary, The

⁷ Ibid., 37.

⁸ Ibid., 20.

⁹ Ibid., 42.

University of the South, Emmanuel School of Religion, the University of Phoenix, Nashville School of Law and Asbury Theological Seminary.¹⁰

As a nontraditional college, Williamson Christian College does not offer a residential program. There are no dormitories or student apartments, no recreation facilities nor student health services. For this reason most of the students come from the local area. The college does offer Student Government, social events and Christian service opportunities for interested students.

The Curriculum

As stated, Williamson Christian College began by offering two majors through an adult degree completion program. This program is known as PACE which is an acronym for Professional Accelerated Christian Education. In this design, many of the general education requirements needed to be taken at other institutions. Recently, the college has begun offering the entirety of all three majors on campus and online. The program design is still based on the PACE model by offering courses only at night, on weekends and online. Due to the focus on adult degree completion, the college maintains flexibility in accepting transfer credit from a variety of nontraditional options including unaccredited colleges, credit for military training, the College Level Examination Program, Dantes Subject Standardized Tests and credit by demonstrated competency.¹¹ These policies are regulated by the standards of the Association for Biblical Higher Education.

¹⁰ Ibid.

¹¹ Ibid., 52.

Partnership Evaluation

Initial discussions with administrators at Williamson Christian College led to an initial curriculum study for the purpose of forming a direct partnership. It was determined that both organizations stood to potentially benefit from a partnership. Revolution Generation Youth Ministries needed a college that would allow credit for their program while Williamson Christian College needed a new market for potential students. Before a partnership could be designed, the Revolution Generation Mentorship Program needed to undergo a programmatic evaluation. This evaluation was made by the Dean of the Faculty of Williamson Christian College and the Director of Education at Revolution Generation Youth Ministries.

For the purposes of this project, only the Associate's Degree in Leadership and the Bachelor of Science in Leadership and Ministry programs will be evaluated. It should be noted that Williamson Christian College does not offer a major in youth ministry but administrators expressed a willingness to form a partnership within their current offerings. These programs are best suited to allow for the possible transfer of credit from the Revolution Generation Mentorship Program.

The Associate Degree in Leadership requires a total of sixty-one semester hours. All of the requirements for the Associate's Degree may be applied toward completion of the Bachelor of Science Degree. Of the required credits, thirty-one are required in general education and thirty are required within the fields of leadership, biblical studies and theology.¹² The Revolution Generation Mentorship Program

¹² Ibid., 61.

offers more courses in its first year program than Williamson Christian College's Associate Degree in Leadership. The college does not offer a practicum in the associate's degree program; however the program does require thirty-six Christian service activities that equal approximately sixty hours of service. This comparison is illustrated in Table 6.1.

Table 6.1 Associate's Degree Comparison

Institution	Bible and Theology	Ministry	Practicum
Revolution Generation	Year One: 21	Year One: 24	Year One: 18
	Year Two: 6	Year Two: 12	Year Two: 18
Williamson Christian College	12	18	0

Academic policies at Williamson Christian College allow for the transfer of up to fifty percent of the required hours for a degree through nontraditional means;¹³ in this case, thirty credit hours would be the maximum allowable transfer credit. Since no free elective hours are included in the associate's degree program, the courses must be compared to find similarities. Four courses, twelve credit hours, were found to be similar in both programs. This should allow for the possibility of twelve hours of transfer credit into the Associate Degree in Leadership program. This comparison is illustrated in Table 6.2. The Revolution Generation Mentorship Program appears to be comparable to the requirements for the associate's degree at Williamson Christian College.

¹³ Ibid., 52.

Table 6.2. Course Comparisons, Associate's Degree Electives

Revolution Generation	Williamson Christian College
Introduction to Leadership	Concepts of Leadership
Old Testament Survey	Old Testament Survey (as Bible elective)
New Testament Survey	New Testament Survey (as Bible elective)
Christian Leadership	Biblical Leadership (as Leadership elective)

The Bachelor of Science Degree in Leadership and Ministry requires one hundred twenty-four semester hours to complete. General education courses comprise forty-four of the required hours.¹⁴ To complete the major in Leadership and Ministry a student must take twenty-one hours in biblical studies and theology as well as twenty-four hours in leadership and ministry courses and thirty-five hours of electives.¹⁵ The required number of semester hours in each category at Williamson Christian College is equal to the hours required at the Revolution Generation Mentorship Program. It must be noted that although the number of hours are equal, the coursework must be at least similar in order to constitute formal equivalence. The college allows for a maximum of sixty-two semester hours of nontraditional

¹⁴ Ibid., 64.

¹⁵ Ibid., 71.

transfer credit in the bachelor's degree program.¹⁶ Further comparison will require that the actual coursework be evaluated for similarities in the curriculum requirements. Though Williamson Christian College does not offer any type of practicum experience in this degree program, each of the college's degree programs does require thirty-six Christian service activities that equal approximately sixty hours of service.¹⁷ Based upon this comparison, it can be conclude that the Revolution Generation Mentorship Program is comparable in structure to the bachelor's degree at Williamson Christian College. This comparison is illustrated in Table 6.3.

Table 6.3. Bachelor's Degree Comparison

Institution	Bible and Theology	Ministry	Practicum
Revolution Generation	Year One: 21	Year One: 24	Year One: 18
	Year Two: 6	Year Two: 12	Year Two: 18
Williamson Christian College	21	24	0

In order to fully compare the compatibility of the two programs, the actual coursework must be evaluated. Only one of the required courses, Biblical Leadership, is the same in both programs. The other coursework offered by the Revolution Generation Mentorship Program would need to be considered for elective credit; with thirty-five hours of electives in the degree program, there were some similarities. Five courses, fifteen credit hours, appear to be the similar among the

¹⁶ Ibid., 52.

¹⁷ Ibid., 31.

elective offerings. These courses are compared in Table 6.4. Since the Williamson Christian College program allows for free electives, some of the courses will need to be evaluated individually to determine credit-worthiness. If each of the courses in the Revolution Generation Mentorship Program were deemed credit-worthy, then forty-five credit hours would be awarded. If not, then it appears that fifteen to eighteen credit hours would be awarded.

Table 6.4. Course Comparisons, Bachelor's Degree Electives

Revolution Generation	Williamson Christian College
Introduction to Leadership	Concepts of Leadership
Spiritual Formation II	Christian Faith in the 21 st Century
Youth Evangelism and Discipleship (second year only)	Evangelism and Discipleship
Counseling Youth I	Introduction to Counseling
Old Testament Survey	Old Testament Survey
New Testament Survey	New Testament Survey

The next step in the evaluation process was to evaluate the individual syllabi for the courses in the Revolution Generation Mentorship Program. College administrators needed to determine whether the courses were comparable in the areas of course descriptions, learning outcomes, student assessments and overall course design. Each course was determined to be comparable in nature to the college courses with one exception. The college courses required more student assessments

than did the Revolution Generation Mentorship Program. This could affect the number of credit hours awarded for each course.

Another issue of discussion was faculty credentials. Williamson Christian College requires all fulltime faculty to have an earned doctorate and for all part-time and adjunct faculty to hold at least a master's degree in their teaching field. Revolution Generation Youth Ministries only has two faculty members and one adjunct with graduate degrees. It was determined that if courses were taught by lesser qualified faculty members, it must be done under the supervision of the Director of Education as faculty of record.

The final decision by college administrators, in regard to transfer credit, was that the Revolution Generation Mentorship Program met the criteria for transfer of credit. The credit would be awarded under the Credit by Demonstrated Competency Policy of Williamson Christian College.¹⁸ Under this policy, credit may be given for previous non-credit learning; this includes work-related training, workshops and non-credit classes. The college allows for a maximum of twenty-five percent of the credit required for a degree to be earned in this manner.¹⁹ Fifteen credit hours could be awarded for students enrolling in the Associate Degree in Leadership. Students enrolling in the Bachelor of Science in Leadership and Ministry would receive thirty credit hours toward the program requirements. Under this agreement, credit for the Revolution Generation Mentorship Program would be give in block form rather than

¹⁸ Ibid., 53.

¹⁹ Ibid.

on a course-by-course basis. This agreement was deemed acceptable by both organizations.

The final issue to be discussed was finances. Neither organization would be considered financial strong so creativity would be needed. A bartering agreement was entered into concerning the cost of transfer credits. Revolution Generation Youth Ministries would give national media attention to Williamson Christian College. This would be accomplished through advertising on the Revolution Generation Radio Show, promotion by event staff at concerts and festivals and a link on the Revolution Generation Online Community. In return, Williamson Christian College would waive the fees related to transfer evaluations. In addition, the college would award a transcript for each intern completing the Revolution Generation Mentorship Program if they choose to apply to a different college. Lastly, the college would reduce tuition by fifteen percent for any intern applying directly to the college via the Revolution Generation Youth Ministries office. This agreement was found to be favorable to the administrators of both institutions. The first Revolution Generation Mentorship Program graduate enrolled at Williamson Christian College in the fall semester of 2007. One more graduate applied for admission but has not begun classes at the time of writing.

CHAPTER SEVEN

CONCLUSIONS

Upon completion of this evaluation, several conclusions and recommendations stand to be made. These conclusions shall be presented as Strengths, Weaknesses and Recommendations regarding the program. It should be noted that Revolution Generation Youth Ministries has no plans to become an accredited degree-granting academic institution but simply does desire to offer the most effective program of ministry training possible. Any academic partnerships that arise out of this study will serve only to strengthen the effectiveness and marketability of the Revolution Generation Mentorship Program.

Strengths and Weaknesses

One of the primary strengths of the Revolution Generation Mentorship Program is its focus on ministry preparation. The organization is aware of and committed to its purpose—to train future youth workers for ministry. This training begins during the program rather than simply preparing interns for future ministry.

The combining of academics and hands-on ministry with teenagers during the training program is another strength. The program is not simply philosophical in its

approach to youth ministry training but it actually provides practical youth ministry experience.

The focus on personal discipleship is another strong area for this program. Interns are not only exposed to the work of youth ministry but are guided to develop a heart for God and ministry to teenagers. The intense nature of the residential program allows for intense introspection and mentoring. For many interns, this may be the most challenging aspect of the program.

Upon completion of the curricular comparisons, it appears that the training program is similar and comparable to the college programs in the sample groups. More importantly, the curriculum meets the basic requirements of the Association for Biblical Higher Education's programmatic standards for undergraduate education. Course offerings, content and credit hour requirements were met under the nontraditional adult degree completion portion of the *Association for Biblical Higher Education Manual*. For Revolution Generation this means that there is a chance that select colleges may give some academic credit for incoming students who have completed the Mentorship Program. It does not in any way guarantee transfer credit or recognition by any particular school or institution.

In addition, the new partnership with Williamson Christian College will strengthen the organization's fundraising and recruitment efforts. Offering college credit for the program will make it more attractive to potential interns and their parents. Not all interns will be interested in the college credit but may be a potential bonus to many who are still deciding on future college plans.

Issues related to the faculty at Revolution Generation serves as a transition between strengths and weaknesses. The strength of the faculty is in their vast ministry experience and knowledge of the program. The weakness is that only three of the five faculty members have graduate degrees, one being an adjunct. One has an unrelated bachelor's degree and two have associate's degrees. This could be an issue in dealing with many colleges as most require all courses to be taught by an instructor with the appropriate earned graduate degree. Revolution Generation Youth Ministries compensates for this by combining academically qualified faculty and academically unqualified instructors with vast ministry experience for joint teaching responsibilities.

Another weakness is in the area of student and faculty resources—specifically the library. The library for the Revolution Generation Mentorship Program is comprised of only three hundred volumes. While these volumes are selected intentionally to enhance the program, there is a need for a larger and broader resource base. The library needs to be enlarged to include more texts on biblical studies, theology, youth ministry and counseling.

The organization's financial instability is a major weakness that must be corrected. For the last two years, the organization has had financial difficulty. Bills have been paid late; the TeenHopeLine.com was even taken off of the Internet for a week in 2008. Payroll has run behind causing difficulty for the staff. Housing and office space had to be changed in order to save money on overhead expenses in 2008. Much attention needs to be given to fundraising. Revolution Generation Youth Ministries should consider hiring a fulltime experienced fundraiser. A professional fundraiser could solicit

and manage monthly and major gifts in such a way that it would not appear as begging for money.

Organizational stability is a relatively new issue for the ministry. With the change in name and leadership in 2007, many donors feared that the ministry might shut down and chose to withdraw their financial support. Others did not embrace the new radio show or the variety of hosts. Since the partnership with Rojas and Seventh Day Slumber began, the look and feel of the ministry is harsher and even darker. While there is nothing particularly wrong with this, it confused some of the ministry's supporters and participants. Many supporters were never able to make the transition from ZJAM Youth Ministries to Revolution Generation Youth Ministries and simply became lost in the confusion. At the time of writing, discussions are leaning toward yet another name change. The proposed name is TeenHopeLine Inc. to reflect the primary ministry of the organization. It may be that the leadership wants to leave some of the past behind but the danger is losing more supporters in yet another change.

Related to both organization and financial instability, discussions have been held to determine which ministries are the most important and which may be done away with. What can the organization continue to fund and administer in its current state? One proposal is that the Revolution Generation Mentorship Program is too costly and should be done away with. This proposal does away with college partnerships and even the mentoring of interns. If adopted, the new focus would be on TeenHopeLine.com and the support ministry for Rojas' band Seventh Day Slumber. This would be a major change in focus and could have broad ramifications for the ministry.

Finally, faculty and staff retention must be addressed. Since the change in leadership in 2007, many veteran administrative staff members have resigned from the institution. At the time of writing, another change in administrative structure is being considered. With the loss of all of its administrators, it will be difficult for Revolution Generation Youth Ministries to continue on its present course. This is a leadership issue that has yet to be addressed by the Board of Trustees.

Recommendations

In regard to improving the Mentorship Program's overall effectiveness and the possible receptivity by other institutions, the following recommendations for improvement are suggested. Each of these recommendations is designed to strengthen the ministry's effectiveness and market presence.

First, Revolution Generation should pursue Affiliate Status with the Association for Biblical Higher Education. While this is not an accreditation per se, it does show the organization's commitment to providing quality training. Affiliate Status with the accrediting agency would also give the institution some measure of accountability in regard to its educational policies and practices.

Second, Revolution Generation Youth Ministries should finalize the partnership with Williamson Christian College. This partnership will provide the desired academic recognition for the program. At the time of writing, the paperwork for the agreement is being reviewed by both organizations but has not been made final.

Third, the library holdings at Revolution Generation should be increased to provide more research and academic support options for the interns. The current recommendation is to double the size of the library's holding to six hundred volumes. It

is further recommended that new volumes be added each year. Donations of related texts could be solicited as well.

Fourth, faculty credentials are still an issue at for the Revolution Generation Mentorship Program. This area must be improved in order to make future partnerships with other colleges. It is recommended that one more instructor with a graduate degree be added to the faculty for the next academic year. It is further recommended that the current instructors who do not hold the appropriate credentials begin the pursuit of a graduate degree.

Fifth, with the expected increase in enrollment and the desire to provide academic quality training it is recommended that the part-time position of Education Director be restructured into a fulltime Director of Academics position. The current Education Director is qualified for such a position. This would be a substantial challenge for the organization given its current state of financial instability but it will become necessary as the program continues to grow.

Lastly, it is recommended that Revolution Generation Youth Ministries consider an appropriate name for the academic portion of the Revolution Generation Mentorship Program. Academic institutions will look more favorably on accepting credits from a “center” or “institute” with a descriptive name than upon a Mentorship Program. Possible names include The Center for Youth Cultural Training, The Student Ministry Training Center and Student Leadership Institute. This would simply provide a more formal presentation of the program in the academic community.

In conclusion, the findings of this study reveal that the Revolution Generation Mentorship Program does provide a quality training and discipling program for future

youth workers. The program appears to be comparable with many academic programs in youth ministry, however, it cannot be stated that it is a direct equivalent to such programs. The program does seem to be a unique blending of academics and practical ministry training that few organizations offer. Based upon the pending agreement with Williamson Christian College, it appears that the Revolution Generation Mentorship Program would be deemed worthy of academic credit at some institutions of higher education. It must be noted that each college sets its own standards and policies regarding the transfer of nonacademic credit so not all colleges, even those accredited by the Association for Biblical Higher Education, will grant credit toward a degree.

This was the first programmatic review of the ministry and has provided recommendations for future growth and development. The faculty and administration of Revolution Generation Youth Ministries have reviewed these recommendations and are investigating the feasibility and timing of implementing them. The organization is currently reviewing all programs including the Revolution Generation Mentorship Program to determine their effectiveness and viability.

APPENDIX A
SAMPLE SYLLABUS

Old Testament Survey 3 hours
Lee Barnett, Instructor

Overview

This class is an overview of the books and major themes of the Old Testament. Special attention will be given to the concepts of salvation and Messiah.

Purpose

The purpose of this course is to give the learner a deeper understanding of the Old Testament and its role in Christianity.

Texts and Materials

The Holy Bible

Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament*. Grand Rapids, MI: Baker Books. 1998.

Barnett, W. Lee. "Old Testament Survey Learner's Guide."

Assessments

Student assessment will be evaluated in the following areas:

- Class participation and discussion
- Completion of weekly reading and research assignments
- Mid-term exam
- Final exam

Weekly assignments will be evaluated by a reading log and journal kept by the student. This journal will be checked each week.

The mid-term and final exams are take-home evaluation papers. Each paper should be 3-5 pages in length and cover an Old Testament topic approved by the instructor.

Outline of the Course

- Part I Introduction
- Part II The Pentateuch
- Part III The Historical Books

Part IV The Wisdom Writings
Part V The Prophets

Appendix B

Revolution Generation Organizational Outline

Below is a presentation of the organizational framework and the areas of focus for Revolution Generation. There are five distinct practical areas of operations and three main areas of Ministry focus.

Operational Areas

Radio

Internet

Training/Discipleship

Strategic Relationships

Administration

Ministry Focus

Radio

Internet

Training/Mentoring

Operational Areas

Radio

1. Revolution Generation Radio Show
 - a. 3 Hour
 - b. 230 member network
 - c. Topical
 - d. Fund raising
 - e. Ministry outreach
 - Teenhopeline.com
 - Hope Line

Internet

1. Resources and Referral
 - a. Bible Studies

- b. Topical Scripture verses
 - c. Prayer chain
 - d. Music News
2. Interactive Ministry
- a. Teenhopeline.com
 - On line live resource for prayer and encouragement
 - Open seven Days a week
 - Referrals to churches and counselors
 - Mandatory Abuse/suicide reporters
 - b. Chat Room
 - Monitored and safe
 - Ministry focus
 - Monday night Bible study
 - c. Interactive Boards
 - 18 Topics
 - ◆ Ask The youth Pastor
 - ◆ Prayer Requests
 - ◆ Monitored daily
 - d. Cyber Radio Station
 - 24 Hour on line music station
 - Live interactive DJ's

Training

- 1. Ministry Experience
 - a. Engaging youth
 - b. Issue Training
 - c. Crisis Training
 - d. Youth Culture Training
- 2. Bible Training
 - a. Bible Classes
 - Identity/Freedom
 - Foundations
 - Kingdom Principles
 - Counseling Youth
 - Worship
 - Spiritual Formation
 - Old Testament Survey
 - New Testament Survey
 - Leadership Training
 - b. Scripture Memorization

- c. Application through ministry opportunity
- 3. Office Environment
 - a. Administrative Training
 - b. Office disciplines
 - c. Office work flow and responsibilities
- 4. Pastoral
 - a. Pastoral Ministry Training
 - Weekly training Meeting
 - Ministry Involvement in local church
 - b. Cyber Youth Ministry
 - On Line Discipleship
 - Ask A Youth Pastor
 - c. Discipleship
 - Mentorship Coach
 - Devotion Leader
 - Accountability Group Leader
- 5. Spiritual/Personal
 - a. Daily Devotions
 - b. Chapel
 - c. Mentoring
 - d. Identity
 - e. Calling
- 6. Strategic Training
 - a. Liberty University Center for youth Ministries
 - Train students on THL
 - b. On Line Youth Leader Training
 - Train Qualified Youth Leaders on teen issues through THL
- 7. Missions
 - a. Yearly International Trip
 - b. Specialized national Trips

Administrative

- 1. Operations
 - a. Staff
 - b. Procedures
 - c. Work Flow
 - d. Communication Flow

2. Finance
 - a. General
 - b. Intern
 - c. Grant/ Special Projects

3. Communications
 - a. Newsletters Snail Mail
 - Monthly Organizational Fund Raising
 - Intern
 - Special Needs

 - b. Newsletters Internet
 - Z Generation
 - Radio
 - Prayer
 - Youth Leader

Strategic Relationships

1. Dawson McAllister Association
 - a. Facility Use
 - b. Mentorship Involvement

2. Liberty University Center for Youth Ministry
 - a. Center for Youth Ministries Certification
 - b. Youth Ministry Training

3. Shout Fest
 - a. Ministry Set Up
 - b. Teenhopeline.com Promotions
 - c. Ministry Follow-up

4. Book Of Hope
 - a. Yearly Missions Trip
 - b. Book of Hope USA outreach (Future)

5. Shock 105 FM
 - a. International Partner for reaching Latin Market
 - b. Spanish Ministries (Developing)
 - Teenhopeline.com
 - Revolution Generation Web Site

6. Gotee Records
 - a. Artist involvement
 - b. Product

c. Ministry Partner

Ministry Focus

Listed below are the three major areas of ministry focus for Revolution Generation. These would be considered in line with our core competencies and mission to reach and train teens.

Radio

The *Revolution Generation radio show* and the *Cyber Radio Station* serves as points of contact for teens. It provides a door of ministry through:

1. Acting as a funnel, encouraging teens involvement in the Revolution Generation Cyber Community
2. Brings focus to different areas of need and issue in the lives of teens.
3. Educates listeners to the needs and resources for dealing with needs.
4. Provides Christ centered uplifting cutting edge music.
5. Promotes crisis help through Teenhopeline.com and 800-394-HOPE
6. Promotes discipleship and bible study
7. Promotes Christ, Christian identity and spiritual freedom.

The radio show also provides an avenue for fund raising and presenting ministry needs to listeners providing an opportunity for involvement and prayer.

Internet

The internet has taken over the youth culture not just as the primary communication tool, but also as the most influential medium into the culture. The cyber world must be understood and embraced in order to reach teens at the most effective point of contact. These are the avenues of on line interactive impact:

1. RevolutionGenerationOnline.com – Organizational web site that provides a myriad of resources for teens including the following.
 - a. Information the Revolution Generation Radio network, sites to stream the show, upcoming topics
 - b. Music information, comparison charts, top 25 songs, weekly play list
 - c. Spiritual Food Section provides the opportunity to sign up for two bible studies, read archive studies, send in prayer requests, find verses relating to different topics, salvation presentation and leading your friends to Christ.
 - d. Information on how to apply for the Revolution Generation Mentorship Program, read bios of current interns, find info on missions trips

- e. Link to the Revolution Generation chat room and topic board. There are over 15 topics including one called Ask The Youth Pastor, contests to participate in.
 - f. Web links for help sites including sites for different teen issues, music sites, partner organizations, record companies.
2. Teenhopeline.com – Outreach site for teens that provides the following opportunities.
 - a. A Place for teens to talk with a caring adult who is willing to listen
 - b. A place for referrals to counselors, churches, youth ministries and help ministries
 - c. A place for to find help for crisis and decisions.
 - d. A Place for spiritual life resources and information
 3. Chat Room – The chat room provides an on line place for community by providing:
 - a. A place that is monitored by Revolution Generation Cyber Youth Pastors and ministry staff
 - b. A safe place for teens to hang out and chat with other Christian teens.
 - c. A place for un-churched teens to hear about the gospel in a familiar setting.
 - d. A place to get help with teens issues or crisis
 - e. A weekly bible study
 4. ZBoard – The ZBoard presents a place for teens to post opinions and find answers about the issues they face through the following:
 - a. Providing over 20 topics for teens to post in
 - b. Place to receive prayer and to pray for others
 - c. A special section called “Ask the Youth Pastor” where teens can get questions answered by our Cyber Youth Pastor staff.
 - d. Encouragement by Revolution Generation ministry staff on all the boards they post.

Training/Mentoring

One of the greatest issues with today’s church teens is the fact that few are actually mentored and properly held accountable through discipleship. That is a church issue and not just the problem of youth pastors. Most churches do not have a full time youth pastor and do not have a solid method of mentoring teens in their churches. Revolution Generation Youth Ministries’ desire is to be a mentoring tool to help those who are called to youth ministry understand their identity, walk in freedom and be trained to effectively impact the youth culture. This objective is implemented through:

1. Mentorship Program – The Revolution Generation Mentorship Center provides young adults 18 – 26 the opportunity to experience front line ministry and solid biblical instruction. The program provides:
 - a. Bible classes dealing with foundational issues to youth counseling. Classes are presented three days a week for one full year
 - b. Teen ministry training through Teenhopeline.com, learning how to understand and effectively minister to teens in today’s culture.
 - c. Teen crisis training through Teenhopeline.com and the Hope Line. Participants learn how to deal with teen crisis such as suicide, abuse and sexual issues.
 - d. Preparing bible studies for teens
 - e. Sharing and ministering in Chapel and daily devotional times
 - f. A safe environment to make mistakes and grow in their Spiritual life and walk
 - g. A challenging environment to learn how to interact properly with others in living and work situations. Learning how to be a servant to the body of Christ.

2. Cyber Pastoral Staff – These are staffers who have a call to serve in youth ministry, and are in “full time” ministry training. These serve to:
 - a. Help disciple and serve first year interns by being house leaders and work managers
 - b. Minister to teens on line through Chat rooms, boards, TeenHopeLine and The HopeLine.
 - c. Disciple teens on line through the on line discipleship program.
 - d. Serve under a local church pastor in youth ministry

3. Operational/Administrative – All those involved in Revolution Generation Mentoring and training work within the Revolution Generation offices and are given specific duties and task. These help develop character, work ethic and people skills through:
 - a. Learning how to interact in an office environment
 - b. Maintaining deadlines and project time tables
 - c. Maintaining personal work space
 - d. Keeping office environment clean and safe.
 - e. Team building
 - f. Prayer

The ministry focus for Revolution Generation is geared to bring change in the lives of teens through the reality of Christ. To mentor and train a generation of leaders to effectively minister to teens. To have an accurate biblical understanding of their life issues and to have a passionate spirit led relationship with Christ, causing them to be examples of God’s grace and love.

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Professor, Williamson Christian College, 2004-Current.

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