

# **DSRE 534-118, MINISTRY TO YOUTH AND YOUNG ADULTS**

## **MA Pastoral Ministry**

Spring 2025

*Rogelio Paquini, DMin*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	<b>Canadian Union of Seventh-day Adventists Burman University</b> 6730 University Dr. Lacombe, Alberta T4L 2E5
<b>Class meeting times:</b>	March 2nd to March 6 <sup>th</sup> . Sunday, 6:00pm – 8:00pm Monday-Thursday, 8:30am - 6:00pm
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	(269) 475-3261
<b>Instructor Email:</b>	<a href="mailto:rpaquini@andrews.edu">rpaquini@andrews.edu</a>
<b>Office location:</b>	Seminary Building, Discipleship and Lifespan Education Suite, N217.
<b>Office hours:</b>	By appointment only.

## BULLETIN DESCRIPTION OF COURSE

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

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

## PROGRAM & COURSE LEARNING OUTCOMES

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

- 1) Exhibit capability for reaching specific social groups

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

### **The primary objectives of this class are to:**

- 1.1 The student will understand the basic foundations of Youth Ministry.
- 1.2 The student will review the different challenges and issues present in Youth Ministry in the current climate.
- 1.3 The student will discuss Biblical, realistic, and practical ways to respond to identifiable current Adventist youth and young adult ministry issues.

### **Secondary objectives include:**

- 2.1 The student will consider several models of ministry to Youth and Young Adults as well as traditional Adventist programming and values transmission.
- 2.2 Within a group context, the student will research a current issue in Adventist youth and young adult ministry.
- 2.3 The student will understand the methodological implications of the class process.
- 2.4 The student will take part in a classroom environment of shared dialogue and experience, prizes honest reflection and respect for the feelings and beliefs of colleagues.

## COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Program Learning Outcomes (PLOs) as follows:

Day	Date	Topic	Assignment Due
1	<b>Sunday Mar 2</b>	A. Review course outline B. Personal Experience in Youth Ministry. C. Current Issues in Youth Ministry. D. Group presentation.	<b>Book Reports Due</b> <b>Reese Carlson:</b> Church Doesn't End With Z  <b>Tim Elmore:</b> Generation Z Unfiltered  <b>Tim McKnight:</b> Engaging Gen Z
2	<b>Monday Mar 3</b>	A. Introduction B. Theology of Youth Ministry. C. World View / Generational Challenges	
3	<b>Tuesday Mar 4</b>	A. Generational Challenges B. Theological Challenges. C. Collaborate Ministry.	
4	<b>Wednesday Mar 5</b>	A. Contextualized Youth Ministry. B. Preaching to Youth. C. Young Adult Ministry.	<b>Sermon Outline</b> Done in teams of two(2).
5	<b>Thursday Mar 6</b>	A. Group Presentations. B. Intergenerational Church	<b>Current Issues Presentations</b>
	<b>April 15</b>	Contextualized Ministry Model	<b>Final Project Due</b>

## ***COURSE MATERIALS***

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### ***Required Course Materials***

Carlson, Reese. ***Church Doesn't End With Z: Why Gen Z is Leaving the Church and How to Reach Them***, independently published 2022. (254 pages)

Elmore, Tim. ***Generation Z Unfiltered***, Poet Gardener Publishing 2019. (336 pages)

McKnight, Tim. ***Engaging Gen Z***, Kregel Ministry Publishing 2021. (200 pages)

**Recommended Reading:**

Ellis, Wesley. *Youth Beyond the Developmental Lens*, Fortress Press 2024. (161 pages)

**TIME EXPECTATIONS FOR THE COURSE**

**US Credit-Hour Regulations**

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

- **Courses for professional masters’ degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters’ (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

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

Professional Masters’ Programs		
3 Credits		
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	33 hrs
	<b>Other Instructor Directed Activities</b>	12 hrs
<b>Independent Learning Activities</b>	<b>Reading and Book Reports</b>	49 hrs
	<b>Sermon Outline</b>	2 hrs
	<b>Presentations</b>	11 hrs
	<b>Contextualized Ministry Model</b>	30 hrs
<b>Total Hours:</b>		135 hrs

## GUIDELINES FOR POST-INTENSIVE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

### PRE-INTENSIVE COURSE REQUIREMENTS

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#### BOOK REPORTS

Students must thoroughly read all (3) required texts for this class. Each report should be **two pages (2)** in length and typed (double-spaced, 12 font, Times New Roman, not including name and title - See AU Standards of Written Work), will be uploaded in **PDF format** to LearningHub by 11:55 PM on the due date (**Sunday, September 24<sup>th</sup>**).

These reports will present practical evaluations of the readings. They should be cohesive and cogent as opposed to random thoughts. In the evaluations, the students will write a 2-page total, a half-page overview of the book and a one and a half-page response that will thoughtfully and briefly the following questions:

- i. What is your overall impression of your reading?
- ii. What is positive or negative, and why?
- iii. What personal/theological insights did you gain?
- iv. What areas did you find most helpful and why?

The reports are not a summary, a sermon, or a research paper.

**Follow the template in the LearningHub page.**

### REQUIREMENTS DURING THE INTENSIVE

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#### 1. SERMON OUTLINE

1. A team of **two (2) students** will complete a sermon outline as described during class time and following the sample provided by the end of the following day of class. All outlines will be based on the first 5 chapters of the Gospel of Mark (Chapters will be assigned).

2. Both students must upload the outline in **PDF format** to LearningHub.

Follow the template in the LearningHub page.

#### 2. CURRENT ISSUES GROUP PRESENTATION

A. Groups will be formed on the first day of class. The student is responsible for ensuring participation in a group.

- B. The presentation will be on the last day of class. Group presentation time will be selected randomly.
- C. Each student needs to upload the entire presentation [**PDF**] to LearningHub on the day of the presentation.

A **15-minute group presentation** to the rest of the class on the assigned current youth/young adult issue. Poor time management will cause a loss of points.

**Presentation Content**

1. What is the problem? How does it affect youth/church/ministry?	10%
2. Thoroughness/Research Content (Theological foundation/Current Studies/Analysis)	20%
3. What does it mean to ministry (Sociologically/Emotionally/Ministry)	20%
4. Applications and Recommendations	20%
5. Creativity/Relevance	20%
 Presentation structure (use of Technology, logical flow, established conclusions.)	 10%

**3. CLASS PARTICIPATION**

Class attendance and participation is required and vital due to the intense and interactive nature of the course. If a student must miss more than three hours of class, the final grade will be lowered by one full letter.

***POST-INTENSIVE COURSE REQUIREMENTS***

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**CONTEXTUALIZED MINISTRY MODEL**

Write a **5-page** Contextualized Ministry Model paper based on discussions and presentations in class. This is not a research paper but a practical application of what you have learned in this course. This model should be prepared as if the goal of it is to be presented to a church board. Each paper will contain these elements:

1. **Introduction:** Description of the local context, including unique characteristics, challenges, and possibilities.
2. **Vision for Ministry Model:** Provide an overall description of your approach to effective Y&YA ministry in your church and what is desired.
3. **Elements of your model:** Using data and research to support each element, describe why they are essential parts of your model, including a diagram.
4. **Application:** Describe the process of applying each of the elements of the model.

**Recommendations:** What aspects, challenges, and opportunities should Y&YA ministries be aware of to be more efficient and productive?

Follow the sample in the LearningHub page.

## Assignments Description & Weighting

Assignment Description	Weighting
<b>3 Book Reports</b>	<b>30%</b>
<b>Sermon Outline</b>	<b>10%</b>
<b>Current Issues Preparation &amp; Presentation</b>	<b>30%</b>
<b>Contextualized Ministry Model</b>	<b>30%</b>
<b>Total</b>	<b>100%</b>

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

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

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

### **Submission of Assignments**

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

### **Late Submission**

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

### **Resubmission of Assignments**

No resubmissions possible

All assignments will be subject to the Andrews Standards for Written Work.

<https://www.andrews.edu/sem/inministry/uploads/mapm-standards-rev3-final--mapm-edition-.pdf>

## ABOUT YOUR INSTRUCTOR

Rogelio Paquini is the Youth and Young Adult Ministry MA program director. Pastored for 25 years in Southern California. Since 2017, he has been a professor for the MAPMIN program, both English and Spanish programs.

Currently, he is a Youth and Young Adult Ministry professor at the Seventh-day Adventist Theological Seminary at Andrews University in Michigan, USA.



## OTHER COURSE-RELATED POLICIES

### **Attendance**

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows it. Three tardies are equal to one absence.

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);



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

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

**Academic Accommodations**

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

**Use of Electronics**

No recording or streaming is permitted in seminary courses.

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

**Communications and Updates**

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

**LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.


Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

**Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the

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

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu).***



**APPENDIX 1: ASSIGNMENT RUBRIC(S)**

ASSIGNMENT	EXCEPTIONAL	PROFICIENT	UNSATISFACTORY
<b>Book Reports</b> 1. McGarry 2. Elmore  (Maximum 50 points)	Thoughtfully written.  Clearly answers de questions in orderly, critically, clearly manner.	Some reflection on the content.  Some resemblance to the questions.	Clearly did not follow instructions.  Evidence of not having read the materials.
<b>Total points (50 each)</b>	_____ of 150		

ASSIGNMENT	EXCEPTIONAL	PROFICIENT	UNSATISFACTORY
<b>Sermon Outline</b>  (Maximum 100 points)	Clear description of the topic, exposition of the text, sermon elements, and relevancy.	Unclear description of topic, exposition of the text, sermon elements, and relevancy.  Difficulty connecting all the parts together.	Uncertainty of description of topic, exposition of the text, sermon elements, and relevancy.  Evidence of not having dedicated the time and effort to develop the outline.
<b>Total points</b>	_____ of 100		

ASSIGNMENT	EXCEPTIONAL	PROFICIENT	UNSATISFACTORY
<b>Current Issues Group Presentation</b>  (Maximum 100 points)	Clear description of issue’s importance for Youth Ministry. Congruent structure of the presentation. Offers practical possible solution(s).	Unclear description of the importance of the issue. Structure is hard to follow.  Description of the solution is ambiguous.	Uncertainty of the importance of the issue.  Evidence of not having dedicated the time and effort to develop the presentation.
<b>Total points</b>	_____ of 100		

ASSIGNMENT	EXCEPTIONAL	PROFICIENT	UNSATISFACTORY
<b>Contextualized Ministry Model</b>	Thoughtfully written. Clearly presents a description of the contexts.	Evidence of some preparation and thought regarding the context.	Clearly did not follow instructions.

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

## APPENDIX 2: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

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

#### ***THE B GRADE***

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

#### ***THE A GRADE***

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

#### ***THE C GRADE***

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

#### ***THE D GRADE***

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

#### ***THE F GRADE***

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

### MASTERS PROGRAMS

#### 1. MA in Pastoral Ministry (MAPM)

- 2) Deliver effective biblically-based sermons
- 3) Demonstrate proper biblical interpretation skills
- 4) Understand the historical-theological development of the Seventh-day Adventist Church
- 5) Exhibit capability for training church members for evangelism
- 6) Demonstrate an understanding of how to empower church members for leadership
- 7) Exhibit capability for reaching specific social groups

#### 2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.