Seventh-day Adventist
Theological Seminary
Andrews University

PATH 538-111
BILINGUAL MINISTRY
Fall 2025

Rogelio Paquini–DMin.

A study of the contextualized needs of Hispanics born in the U.S., with emphasis on principles for retaining church members and reaching those not in the church. This course counts as one of the core courses students need to complete the MAPMin program—Hispanic track.

CLASS & CONTACT INFORMATION

Class location: **North Pacific Union** –
Washington Conference
5707 N. 20th Street, Ridgefield, WA 98642

Class meeting dates: October 12–16, 2025,
Class meeting times: Sunday 6:00-9:30 pm. Monday-Thursday 8:30 am to 6:00 pm
Course Website: https://learninghub.andrews.edu/

Instructor Tel.: (269) 475-3261

Instructor Email: rpaquini@andrews.edu
Office hours:

COURSE PREREQUISITES

Prerequisites:

1. Reading—500 pages (30 hours minimum) from the books below. Submit a one-page report on key concepts you learned.
2. Select a topic on Bilingual Ministry from the assigned reading material. Prepare a 3-page reflection on the topic.

During the intensive:
Daily Reports. During the intensive blended learning will take place. Each day a period of 2 hrs. will be used to prepare reports on the daily class material with the purpose of becoming a 5-part seminar on the class topic.

Class attendance. Students will need to spend 45 fifty-minute periods during the intensive with the professor. Participants who miss four class periods without a written consent from the seminary Dean (Dr. Jiri Moskala), will have to repeat the course.

Collective learning. During the intensive students will have time to work with peers in small groups to prepare 20-minute presentations on topics related to the class.

Post-Intensive Requirements

1. ***Final project*. (September 14, 2023—6 pm)**. A 20-page research paper, following *AU Standards of Writing Work* should be posted today by 6 pm. The paper must be posted in the Learning Hub, in a MSWord document by **6:00 pm**.

2. The project will be graded based on the Project Rubric at the end of this document and should have the following parts: **1)** *title page*; **2)** *table of contents; and 3) appropriate content subheadings.* The final project paper must be submitted electronically in a MSWord document following the *Andrews University Standards for Written Work*. Available at the following site: http://www.andrews.edu/grad/documents/andrews-university-standards-for-written-work-as-of-october-2011.pdf

3. This final assignment is due on **November 15, 2025—6:00 pm**.

4. Late submission of this assignment is penalized as indicated below.

COURSE MATERIALS

Required Reading:

1. Sánchez, Daniel, R. (2011). *A Future for the Latino Church: Modes for Multilingual, Multigenerational Hispanic Congregations*. Intervarsity Press Academic.

2. Nibbs, Faith & Brettell, Caroline (2016). *Identity and the Second Generation: How Children of Immigrants Find Their Space*.

3. Baker, Colin; Wright, Wayne, & Cook, Barbara (2011). *Foundations of Bilingual Education and Bilingualism* (6th Edition).

Suggested Reading:

1. Medina, Néstor (2021). "Brown Church: Five Centuries of Latina/o Social Justice, Theology, and Identity, by Robert Chao Romero", *Pneuma*.

2. Paradis, Johanne; Generesee, Fred, & Crago, Martha (2011). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning* (2nd Edition).

REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

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

Program Learning Outcomes (PO):

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes

1. Understand the differences and similarities between immigrant and firstborn American members.
2. Demonstrates skills in ministering across cultures.
3. Understands the differences across generations
4. Trains church members to face cultural challenges
5. Empowers church members for embracing differences

Capable of reaching across generational groups

Student Learning Outcomes (SLO) The student:

1. Explain the effects of language mixing resulting from immigration ⌞SEP⌝
2. Understand the communication challenges of Hispanics born in the U.S.
3. Minister to Hispanic-born SDA members
4. Implement strategies to reach bilingual Hispanics in the NAD

Month	Time	Class Topic	Assignments Due
Friday **Oct 10, 2025**		Complete **30 hours of reading** from the Required and Recommended list of books, above.	*October 10, 2025* • Two days before the beginning of the class, submit the reading report in the LearningHub before 6:00 pm • Late reports—6 points deduction per day.
Sunday **Oct 12, 2025**	6:00 pm	**Topic 1:** Introduction to Bilingual Ministry.	*Devotional.* Daily small group discussion and collaborative learning sessions on the subject

Monday October 13	8:30 am – 6:00 pm	**Topic 2:** Historical Context and Evolution **Topic 3:** Cultural Dynamics in Bilingual Ministry **Topic 4:** Language Acquisition and Proficiency	*Devotional.* Daily small group discussion and collaborative learning sessions on the subject.
Tuesday October 14	8:30 am – 6:00 pm	**Topic 5:** Worship and Liturgical Practices **Topic 6:** Pastoral Care and Counseling **Topic 7:** Community Engagement and Outreach	*Devotional.* Daily small group discussion and collaborative learning sessions on the subject.
Wednesday October 15	8:30 am – 6:00 pm	**Topic 8:** Educational Programs and Resources **Topic 9:** Leadership and Administration **Topic 10:** Future Trends and Innovations	*Devotional.* Daily small group discussion and collaborative learning sessions on the subject.
Thursday October 16	8:30 am – 12:00 pm	**Topic 11:** Practical Applications and Workshop Group Presentations	*Devotional.* Daily small group discussion and collaborative learning. Small group presentations based on collaborative learning during the week.
November		**Final Report** **30 days after the first day of class**	**Final project is due today (November 15, 2025—6 pm)**. A 20-page research paper, following *AU Standards of Writing Work* should be posted today by 6 pm. The paper must be posted in the Learning Hub, in a PDF document by **6 pm**.

November		**Final Report** **31 days after the first day of class**	Late assignments receive no more than a **B** by midnight on this day (**November 16, 2025**).
December		**Final Report** **45 days after the first day of class**	Late assignments receive no more than a **C** by midnight this day (**December 1, 2025**).
December		**Final Report** **60 days after the first day of class**	*172 days from the first day of class*. Students who have not completed all intensive requirements by **December 15, 2023,** will receive an **F** and will need to repeat the class.

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. Three tardies are equal to one absence.

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	
		2 Credits	3 Credits
Instructor Contact Hours	**Blende Learning–Include Group presentation preparation**		**45** hrs
Independent Learning Activities	**Name of Assignment #1** **Pre-Intensive Reading**		**30** hrs
	Group Presentations		**10hrs**
	Name of Assignment #2 **20-page project/paper**		**60** hrs
Total Hours:			**145** **hrs**

 Note. 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 adjustment or extra credit.

Submission of Assignments
Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview--Above.

Late Submissions
Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points%--for this course, see penalties posted on the *Course Overview Table*. 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 could not be done by the date due.

Rogelio Paquini completed his DMin in Youth and Young Adult Ministry in 2015. He has shared his passion for training, affirming, and mentoring young people in ministry. The focus of his work is to help churches become intergenerational and diverse congregations. He loves to tell stories, especially the story of Jesus.

OTHER COURSE-RELATED POLICIES

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

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (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 Learning Hub.

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

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 .

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**
				58-Below	**F**

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 or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

Rubric for Assessing Project Plans

Student _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Has no errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
Introduction	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper, but does not adequately preview its structure	The introduction states the main topic but lacks a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
Project Description	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly described and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
Organization	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject, but wording can be improved.	Paper provides a table of contents and is organized using different subheading level. However, does not follow AU standards of written work	Paper provides first level headings, but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW	
Format/Style	All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and	Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style	Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style	Inconsistently follows some AUSWW. Syntax and semantics are poor	Does not follow AUSWW. Syntax and semantics are deficient	

	style. No errors in punctuation, spelling, and sentence formation				
Conclusion	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the thrust of the project, but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	