Seventh-day Adventist Theological Seminary
Andrews University

DSLE 534-116,

MINISTRY TO YOUTH AND YOUNG ADULTS

MA Pastoral Ministry

Spring 2027

Rogelio Paquini, DMin

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	**Southeastern California Conference Office** 11330 Pierce Street Riverside CA 92513-1990 Phone: 951.509.2200
Class meeting times:	March 1, 2027, to March 4, 2027. Monday-Wednesday**,** 8:30am - 6:00pm
Course Website:	learninghub.andrews.edu
Instructor Email:	rpaquini@andrews.edu
Office location:	Seminary Building, Doctor of Ministry Suite, S203.
Office hours:	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	**Monday** **March 1**	A. Personal Experience in Youth Ministry. B. Review course outline. C. What is Youth Ministry? – Introduction. D. Theology of Youth Ministry. E. Group presentation - Setup. F. Work in Groups.	**Book Reports Due** **Reese Carlson:** Church Doesn't End With Z **Matt Britton:** Generation AI **Tim McKnight:** Engaging Gen Z
2	**Tuesday** **March 2**	A. Youth Culture. B. World View / Generational Challenges. C. Contextualization of Youth Ministry. D. Work in Groups.	
3	**Wednesday** **March 3**	A. Philosophy of Youth Ministry. B. Gen Alpha & Gen Alpha: What's the difference? C. Discipling Alpha. D. Work in Groups.	**Current Issues Presentations**
4	**Thursday** **March 4**	A. Preaching To Youth. B. Young Adult Ministry. C. Group Presentations.	
	April 23	Contextualized Ministry Model.	**Final Project Due**

COURSE MATERIALS

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)

Britton, Matt. ***Generation AI: Why Generation Alpha and the Age of AI Will Change Everything,*** Wiley 2025. (187 pages)

McKnight, Tim. ***Engaging Gen Z: Raising the Bar for Youth Ministry***, Kregel Ministry Publishing 2021. (200 pages)

Recommended Reading:

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

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		
Instructor Contact Hours	**Face to Face Instructional Time**	35 hrs.
	Other Instructor Directed Activities	10 hrs.
Independent Learning Activities	**Reading and Book Reports**	45 hrs.
	Presentations	10 hrs.
	Contextualized Ministry Model	40 hrs.
Total Hours:		135 hrs.

GUIDELINES FOR POST-INTESIVE 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.

1. **PRE-INTENSIVE COURSE REQUIREMENTS:** BOOK REPORTS

Students must thoroughly read all (3) required texts for this class. Each report **must 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 class time on the due date.

These reports will present practical evaluations of the readings. They should be cohesive and cogent as opposed to random thoughts. In the evaluations, **using the following structure as outline**, 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 new concepts did you find?
iii. What theological insights did you gain?
iv. What principles can you apply to your ministry?

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

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. Groups will meet during the last two hours of class to research, plan, and prepare the presentation.
D. Each student needs to upload the entire presentation [**PDF**] to LearningHub on the day of the presentation.
E. The audience of the presentation is ministry colleagues.

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?	20%
2.	What does current research say?	20%
3.	What does the Bible say?	20%
4.	Possible solutions	20%
5.	Presentation structure (use of Technology, Creativity/Relevance, logical flow)	20%

3. 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.
5. **Recommendations**: What aspects, challenges, and opportunities should Y&YA ministries be aware of to be more efficient and productive?
6. **Resources:** A list of current publications, physical and virtual that can help leaders and youth accomplish the goal.

4. 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.

Assignments Description & Weighting

Assignment Description	Weighting
3 Book Reports	**30%**
Current Issues Preparation & Presentation	**30%**
Contextualized Ministry Model	**40%**
Total	**100%**

* 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.

NO Late Submissions.

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, DMin. 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 the Doctor of Ministry program director, and 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

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 LearningHub.

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 .

APPENDIX 1: ASSIGNMENT RUBRIC(S)

ASSIGNEMENT	EXCEPTIONAL	PROFICIENT	UNSATISFACTORY
Book Reports 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.
Total points (50 each)	_____ of 150		

ASSIGNEMENT	EXCEPTIONAL	PROFICIENT	UNSATISFACTORY
Current Issues Group Presentation (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.
Total points	_____ of 100		

ASSIGNEMENT	EXCEPTIONAL	PROFICIENT	UNSATISFACTORY
Contextualized Ministry Model (Maximum 100 points)	Thoughtfully written. Clearly presents a description of the contexts. Presents steps of implementation process clearly.	Evidence of some preparation and thought regarding the context. Steps of implementation are present, but not clear.	Clearly did not follow instructions. Poor research and presentation.
Total points	_____ of 100		

APPENDIX 2: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	83-86%	B	73-76%	C	0 -59%	F
90-94%	A-	80-82%	B-	70-72%	C-		
87-89%	B+	77-79%	C+	60-69%	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.

APPENDIX 3: PROGRAM LEARNING OUTCOMES

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.