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Subject to change. Full syllabus available in Canvas week of May 20, 2024.

**Loyola Institute for Ministry
Loyola University New Orleans**

Foundations of Youth and Young Adult Ministry 24M-LIM G870-Y1G0E

Summer 2024

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Office Hours: By appointment, email me to set up a meeting

Important: You will be notified by email when your course is available (this is typically the Wednesday before class begins). Please check your Loyola email account for instructions pertinent to our course. Please reply to the instructor's email when you receive it to confirm that you are ready to begin the course.

Introduction

This course invites participants to learn about the world of young people today and how to nurture an engaged and vibrant faith life that will enrich their lives and energize the Church more broadly. In particular, it turns participants' attention to some of the key Church documents, books, research, expert opinions, theology, and pastoral strategies that have emerged in recent years and have been designed to help youth ministers become more effective in their efforts. Throughout the course, students will reflect critically on their current ministries and develop a more informed vision of ministry *with* youth and/or young adults for their local churches, schools, and other contexts.

Course Description

The course examines the broad foundations of youth (ages 12-18) and young adult (ages 18-39) ministry and pastoral *juvenil hispana*. Students will investigate models for comprehensive ministry with young people that incorporate developmentally and culturally sound programming, strengthen the family's role in the lives of young people, involve youth, young adults, and *los jóvenes* as integral members of the local church, and reach out to key individuals and organizations in the wider community in the dynamic effort to promote healthy formation.

Students will also explore a variety of ministry models, including best practices in youth and young adult ministry in order to connect young people with their faith, the church, a peer community, and the wider community in which they and their family members live and work. Participants will be encouraged to reflect deeply upon and articulate their own

vision of and hopes for youth and young adult ministry in their local contexts.

Course Goals

By the end of this course, participants will

- identify a number of the key social, cultural, and developmental trends and forces that help shape the lives of youth and young adults today ([National Standards](#) YML 2.0, 4.1.5, LEM 4.4).
- describe typical patterns of faith-development in young people, and show how these patterns impact various ministry programs (National Standards YML 2.0, 4.2.11).
- demonstrate an understanding of the history, vision, goals, themes, and components of Catholic youth and young adult ministry and/or *pastoral juvenil* as outlined in the US Bishops' pastoral plans and the 2018 Synod on Young People, the Faith, and Vocational Discernment and other related ecclesial documents. (National Competency Standards: YML 1.0, 4.2.4, LEM 1.1, 2.1, 2.5, 2.6).
- explore and utilize theories, models, processes, and methods of youth and young adult ministry and/or *pastoral juvenil* and describe the implications for fulfilling the overall mission of the Church today (National Standards YML 3.0, LEM 4.5 and 4.6).

Required Texts

Please order the required texts as soon as possible from the bookstore of your choice.

Francis. *Christus Vivit (Christ is Alive)*. 25 March 2019. Vatican: The Holy See. http://www.vatican.va/content/francesco/en/apost_exhortations/documents/papafrancesco_esortazione-ap_20190325_christus-vivit.html

Parks, Sharon Daloz. *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose and Faith*, 10th ed. Jossey-Bass, 2011. ISBN 978-0470903797, List Price \$35.00

Ospino, Hosffman, editor. *Our Catholic Children: Ministry with Hispanic Youth and Young Adults*. Our Sunday Visitor, 2018. ISBN-13 978-1681928654 List Price \$ 9.95

US Conference of Catholic Bishops (USCCB). *Renewing the Vision: A Framework for Catholic Youth Ministry*. United States Catholic Conference, 1997. ISBN-13: 978-1574550047 <https://www.usccb.org/topics/youth-and-young-adult-ministries/renewing-vision>

---. *Sons and Daughters of the Light: A Pastoral Plan for Ministry with Young Adults*. United States Catholic Conference, 1996. ISBN-13: 978-1574551273

<http://www.usccb.org/beliefs-and-teachings/who-we-teach/young-adults/upload/Sons-and-Daughters-of-Light.pdf>

Additional readings and media as included in the Canvas course.

Recommended Texts (not required)

Cusick, John, and Katherine DeVries. *The Basic Guide to Young Adult Ministry*. Orbis Books, 2001. ISBN-13: 978-1570753923 Available online at [Internet Archive](#).

Day, Maureen K., and Linda M. Kawentel. *A National Qualitative Study on Catholic Campus Ministry*, United States Catholic Conference of Bishops, 2020, <https://www.usccb.org/beliefs-and-teachings/how-we-teach/catholic-education/campus-ministry/upload/19-051-Campus-Ministry-Report.pdf>

Dean, Kenda Creasy, et al. *Starting Right: Thinking Theologically About Youth Ministry*. Zondervan Publishing House, 2001. ISBN-13: 978-0310516736 List Price \$34.99. Available online at the [Internet Archive](#).

Hoge, Dean R. *Young Adult Catholics: Religion in the Culture of Choice*. University of Notre Dame Press, 2002. ISBN: 0268044759 List Price \$19.00.

Ospino, Hosffman. “Hispanic Ministry in Catholic Parishes A Summary Report of Findings from the *National Study of Catholic Parishes with Hispanic Ministry*.” 2014, <https://www.usccb.org/issues-and-action/cultural-diversity/hispanic-latino/resources/upload/BC-NatlStudyParishesHM-Rep1-201405-2.pdf>

Evaluation and Course Requirements

Sequence of Topics/Calendar of Assignments

Each class week is Tuesday through Monday.

Session	Topic	Assignments
Week 1 May 28– June 3	An Introduction to Youth and Young Adult Ministry in the 21st Century: Surveying the Landscape	Introduce self; complete readings, discussion questions
Week 2 June 4–10	YYAM Development: The Psychological, Social, and Spiritual Journey	Complete readings, media, discussion questions
Week 3 June 11–17	Theology and Contemporary Culture of Youth and Young Adult Ministry	Complete readings, media, discussion questions; attend optional synchronous class meeting
Week 4 June 18–24	Youth and Young Adult Family and	Complete readings and

	Community (June 19, Juneteenth holiday)	media; post audio/video; post Mid-Term Assignment by 6/24, 11:59 pm CDT; submit Spiritual Formation Journal 1
Week 5 June 25–July 1	Synodality, Mentoring, and the Gift of Accompaniment	Complete readings, media and discussion questions, small virtual groups
Week 6 July 2–8	“Popular” and Intergenerational Models of Youth and Young Adult Ministry (July 4, Independence Day holiday)	Complete readings, media, and discussion questions; attend optional synchronous class meeting
Week 7 July 9–15	Parish and Diocesan Models of YYAM	Complete readings, media and discussion questions; small virtual groups
Week 8 July 16–22	Re-Envisioning Ministry with Youth and Young Adults in the 3 rd Millennium	Complete readings and media; post audio/video; submit Spiritual Formation Journal 2
Week 9 July 23–29	Sharing Final Reflections and Completing Final Project	Complete reading and discussion question
Week 10 July 30–August 5	Final Assignment and Course Evaluation	Final Assignment due 8/1 by 11:59 am CDT

Wednesday, August 7: deadline for posting final grades

Week One Assignments

In addition to the course overview and any videos/audios (in Canvas), please read the following texts.

Required Readings

- USCCB, *National Certification Standards for Lay Ecclesial Ministers* (in Canvas)
- USCCB, [Pastoral Juvenil Hispana](#) and [V Encuentro](#) history and process (become familiar with the information on these websites)
- USCCB, [Renewing the Vision](#), parts 1-3
- USCCB, [Sons and Daughters of the Light](#), Introduction and Parts 1-3
 - Peruse the remainder of the USCCB documents *Renewing the Vision* and *Sons and Daughters*. Come back to these documents periodically throughout the course as it relates to the components of youth and young adult ministries.
- Parks, *Big Questions*, chapter 1
- Ospino, *Our Catholic Children*, Introduction and chapter 2

Assessment

Each student's final grade will include the following parts:

		Percentage of Grade	
		Graduate	CEU
1	Substantive Participation in Discussion Board Activities and Virtual Groups	45%	75%
2	Spiritual Formation Journals	5%	5%
3	Final Assignment: Final Project (graduate students) Final Posting (CEU students)	50%	20%

1) Substantive Participation in Discussion Board Activities, and Virtual Groups, and participation (45% graduate / 75% CEU)

The modules of this course include assignments for reading, video segments, and discussion questions. These are provided in the weekly modules in our Canvas course. In addition to reading all the materials assigned and watching assigned videos, all students will also be expected to participate in the class discussions online.

You will also be asked to participate in two virtual small group sessions that you will initiate and assess. That is included as part of this participation grading.

Specific details regarding the schedule for posting, length requirements, discussion leaders, and small group meetings will be included in the final syllabus posted in Canvas the week of May 20th.

2) Spiritual Journals: (5% graduate and CEU students)

In Weeks 4 and 8, students will submit their prayerful reflections to the spiritual formation prompts in the form of discussion board posts.

3) Final Assignment

A) Final Project (50% graduate students)

Graduate students will submit a final project, integrating the course material and the student's ministry experience and research. There will be 3 options for how students might engage in this culminating learning activity (details in Canvas).

B) Final Reflective Posting (20% CEU students)

CEU students will complete a 1-2 paragraph reflection on the course in terms of insights and challenges and how aspects of our course can be integrated into your praxis. (Remember, "praxis," as we refer to it in LIM, is a combination of informed action and reflection, or "the rhythm of action and reflection that shapes Christian living and ministry.")

As in other LIM courses, students should follow the guidelines provided in the most recent (2023) *LIM Guide to Written Theological Reflection* (in Canvas under Resources » Writing Assistance) and the *MLA Handbook for Writers of Research Papers* (latest edition) for proper writing and citation style in reflection papers.

Grading Scale

A	93-100	B-	80-82.9
A-	90-92.9	C+	77-79.9
B+	87-89.9	C	70-76.9
B	83-86.9	F	0-69.9

Overall Grading Scale

Letter Grade	Quality Points	Characteristics of Student Work
A	4.0	Work done with distinction. An outstanding use of all four evaluation criteria as a catalyst for critical reflection.
A-	3.7	Work done with distinction, with a few minor corrections needed.
B+	3.3	Work of very good quality. The assignment is addressed in an exceptional manner with a good balance of personal insight and academic documentation.
B	3.0	The standard for the master's degree. The assignment is adequately addressed in a clear and concise manner with appropriate documentation. If subsequent work meets this standard of quality, the degree will be awarded.
B-	2.7	The work is slightly below the standard for master's level work. The assignment is addressed, but a number of corrections is needed to address the assignment in a clear and concise manner. If subsequent work continues at this level, the student may not continue in the degree program.
C+	2.3	Substandard graduate work. Evaluation criteria are not adequately met in the assignment. Moderate improvement is needed. If subsequent work continues at this level, the student may not continue in the degree program.
C	2	Less than graduate-level work. Evaluation criteria are not met. If subsequent work continues at this level, the student may not continue in the degree program.
F	0	Assignment not addressed at all, incomplete assignment, or not submitted on time.

Please note that the LIM grading scale uses B as the standard for graduate-quality work. A and B+ indicate graduate work done with distinction, with B- and below signifying levels below graduate standards.

Course Policies

Incomplete Grade Policy

Students are subject to the university policy regarding incomplete grades with the following additions to university policy. Grades of Incomplete are given at the instructor's discretion. Students must complete LIM's Incomplete Grade Request Form found in the Resources »

Policies, Forms, & Services section of their Canvas course. Students should first inquire of their instructor whether or not they are eligible for an incomplete; this must occur with sufficient time to complete the process explained here. To be eligible, students may not have received an Incomplete in the previous semester, must have completed at least 75% of the course work to date, and must have at least a C or above in the course. After the instructor makes an initial assessment of eligibility, including checking with the LIM Office to ensure there was no Incomplete in the previous semester and finds the student eligible, by the due date of the course's final assignment, a student must complete and obtain all signatures for LIM's Incomplete Grade Request Form found in the Resources section of their Canvas course and submit it to their instructor, who will forward a copy to the LIM Director. LIM graduate students may not receive Incompletes in LIM courses in consecutive semesters.

Attendance & Participation

Students are subject to the university policy regarding attendance found online in the *Bulletin*. Students in online courses communicate their presence by active participation in weekly discussions. Each course's instructor sets requirements for how many times students must post on the Discussion Board in Canvas. Failing to post during the first week of class may result in removal from the course. If you foresee that you will be unable to post in a given week, please contact the instructor ahead of time. Extensions for posting are given at the instructor's discretion and for a valid reason may be granted if arranged ahead of time. In extraordinary circumstances, students may arrange with their instructor to post up to two weeks after a deadline, though this may entail a grade reduction. Posts and other assignments submitted more than two weeks late may be subject to a grade of zero. If students do not post in a given week, they are considered absent. Absence for more than one week without contacting the instructor may result in removal from and failure of the course.

University Policies

Please read Part 2 of the syllabus (located on LORA and in Canvas) for university policies on plagiarism, accessible education, and more.