

**Winter 2024**  
**YMIN 222: Reimagining Young Adult Ministry**  
Graduate Program in Pastoral Ministries

Tuesday: January 9 - March 12, 2024: 6-9pm (Online via Zoom)

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Office hours: by appointment only

**COURSE DESCRIPTION: REIMAGINING YOUNG ADULT MINISTRY**

This course explores the principles and foundations of Young Adult Ministry, examines needs of young adults at different life stages, and reimagines practical ways for developing effective models of ministry to young adults that enliven their faith and accompany them into missionary discipleship and leadership.

**LEARNING OBJECTIVES**

This course addresses the following Goals and Objectives of the GPPM Program:

- **Objective 1B:** Students will integrate their core theological competencies in their chosen area of concentration.
- **Objective 5A:** Students will describe and address cultural differences in Christian practice.

**COURSE REQUIREMENTS**

**Required Texts:**

*Belonging: Reconnecting America's Loneliest Generation*, Josh Packard,  
Springtide Research Institute, 2020. (ISBN 978-1-64121-089-8)

*Connecting Young Adults to Catholic Parishes: Best Practices in Catholic Young Adult Ministry*,  
United States Catholic Conference of Bishops, 2010. (ISBN 978-1574555462)

*Growing Young: Six Essential Strategies to Help Young People Discover and Love Your Church*,  
Kara Powell, Baker Books, 2016. (ISBN 978-0801019258)

*A National Study on Catholic Campus Ministry*, Brian Starks, United States Catholic Conference of Bishops, 2017.

(Can be downloaded free here: <https://www.usccb.org/beliefs-and-teachings/how-we-teach/catholic-education/campus-ministry/upload/A-National-Study-on-Catholic-Campus-Ministry.pdf>)

*Sons and Daughters of the Light: A Pastoral Plan for Ministry with Young Adults*, United States Catholic Conference of Bishops,, Washington, DC, 2010.

(ISBN 978-1-60137-090-7)

(Can be read for free online at <https://www.usccb.org/beliefs-and-teachings/who-we-teach/young-adults/sons-and-daughters-of-light>)

Other readings as assigned.

### **Course Work:**

- 1. Informed and Engaged Class Participation (20 points):** Attendance is expected at all face-to-face and online classes. Thoughtful and reflective participation is expected, including sharing comments and questions throughout the course and via Camino, our online class platform. For each class session, you will be awarded up to 2 points: 1 point for attendance in class and 1 point for participating in the online discussion. To earn full credit for each class, participation in class and in the online discussion forum is required.
- 2. Written Work:** Written work will be evaluated on quality of content, organization, clarity of expression, grammatical correctness, and appropriate citations.
  - a. Reflection paper: Due by February 6, 2024. (4-5 pages; double-spaced, 12 pt. font; submit via Camino). The purpose of this paper is to articulate and integrate insights from your reading and our class discussion specifically around ministry to young adults. Prominent question for reflection: What does ministry to young adults look like today? What shifts should we make in how our parishes reach out and minister to/with young adults? Other questions for your consideration will be posed in class sessions. Be sure to reference and quote assigned readings up to this point in the class in the reflection paper to show knowledge and understanding of the subject matter.
- 3. Final Project and Class Presentation:** (15 min.) Each student will select a topic of particular interest or concern regarding young adult ministry in their existing ministry. In consultation with the instructor, the student will develop a specific project: for example, it might be a redesign of an existing young adult ministry, an intentional plan to connect baptismal preparation and/or marriage preparation to young adult ministry efforts, etc. There is a lot of room for creativity on this project. The key is that this project be something that you can implement in your ministry. I am not interested in a purely theoretical project, but one that is practical and realistic. At the end of the quarter,

students will give a brief (15 minute) presentation on the project. A written report is required that documents the scope and development of the project (8-10 pages). PowerPoint presentations and other media tools are required and should be submitted along with the paper. Guidelines will be presented in class.

### GRADING

20% attendance/informed & engaged class participation; 30% reflection paper; 50% final paper/project/presentation.

### WEEKLY SCHEDULE

- January 9, 2024:**                   **Topic(s):** Class Orientation and Introduction; Young Adult Ministry in the 21<sup>st</sup> Century;  
**Readings:**  
  -*Sons and Daughters of the Light*, all  
  -*Connecting Young Adults to Catholic Parishes*, pg. 249-253
- January 16, 2024:**               **Topic(s):** America’s Loneliest Generation  
**Readings:**  
  -*Belonging*, all
- January 23, 2024**               **Topic(s):** Creating a “Young” Culture  
**Readings:**  
  -*Growing Young*, chapters 1-3
- January 30, 2024:**               **Topic(s):** Prioritizing Young People and Families  
**Readings:**  
  -*Growing Young*, chapters 4-6
- February 6, 2024:**               **Topic(s):** Creating a Young Adult Plan  
**Readings:**  
  -*Growing Young*, chapters 7-8
- February 13, 2024:**               **Topic(s):** Best Practices in Catholic Young Adult Ministry  
**Readings:**  
  -*Connecting Young Adults to Catholic Parishes*, intro, chs. 1-5
- February 20, 2024:**               **Topic(s):** Liturgy, Leadership, Justice, and Small Groups  
**Readings:**  
  -*Connecting Young Adults to Catholic Parishes*, chs. 6-10

**February 27, 2024:**

**Topic(s):** Hispanic/Latino Perspectives and Families

**Readings:**

*-Connecting Young Adults to Catholic Parishes*, chs. 11-13

**March 4, 2024:**

**Topic(s):** Catholic Campus Ministry

**Readings:**

*-A National Study on Catholic Campus Ministry*, all

**March 12, 2024:**

**Topic(s):** Final Presentations

**Readings:**

-None

## **ACADEMIC INTEGRITY**

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states: I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code. Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

## **WRITING SUPPORT**

The GPPM is happy to offer the assistance of Dorothy Suarez who works for our program to help to be sure that your writings reflect your best possible work. She is skilled, knowledgeable, and experienced having worked with many students to help them to shine. We think you will find her a delight to work with. Dorothy can be reached at 408-828-9204 or [GPPM.Dorothy@gmail.com](mailto:GPPM.Dorothy@gmail.com)

## **DISABILITIES RESOURCES**

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

## **USE OF TECHNOLOGY IN & RECORDING OF CLASS**

Cellphones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings. The Student Handbook prohibits video- or audio-recording or streaming of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties. If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a

documented disability, make arrangements through Disabilities Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

### **DISCRIMINATION AND SEXUAL MISCONDUCT (TITLE IX)**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>