

LATM 223: Latin@x Youth & Young Adult Ministry
SCU Graduate Program in Pastoral Ministry Fall, 2025



Thursdays, 6-9p.m.

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I. Course Description and Goals

For decades, Hispanic theology has distinguished itself as a complex reflection upon the realities of diverse Latin@x peoples involving culture, faith, history, popular religion, and identity. This course will study the works of Hispanic theologians, especially related to those themes, in order to raise consciousness around Latin@x youth and young adults in the United States.

Of particular interest are the identity markers of 1st, 1.5, 2nd and 3rd+ generations of Latin@x young people today. While each generation is connected to a history of generations, each also uniquely adapts and expresses their Latin@x identity related to a host of themes, involving language, relationality, suffering, social media, spirituality, migration, the body, resiliency, mental health, music, and so forth.

Drawing from such themes, this course will require students to consider the functions of ministry, pastoral praxes and methodologies, in examining what it means to serve the diversity of Latin@x young people seeking God, meaning, and salvation inside and outside institutional Christianity today.

Learning Goals and Objectives: The GPPM Program learning objectives for the Latin@x Youth and Young Adult Ministry course stipulate that, by the end of this course, students will be able to:

a. Integrate core theological competencies in the chosen area of concentration (*GPPM, Objective 1.B*)

- Identify relationship between culture and religion, and the importance of this relationship towards missionary discipleship.
- Develop a program that will enhance intercultural and interreligious dialogue based on a community one is serving or seeking to serve.

b. Demonstrate a depth of practical and theoretical knowledge in their area of concentration (*GPPM, Objective 2A*).

- Become familiar with different modules and skills for building intercultural and Interreligious competences for ministers.
- Develop a project that employs different skill that enhance intercultural and interreligious dialogue and openness.

II. Course Requirements

- a. Classes will include lectures, discussions, videos, music, and student presentations.
- b. Emphasis will be on students raising questions, presenting material, making connections with current social and religious issues, challenging assumptions, and imagining new ways to serve Latin@x young people.
- c. Students are required to: 1. Lead designated class discussions, 2. Present your final paper / project in-class, 3. Complete a 10-14 page final paper based on your project. *The rubrics and guidelines for the project and paper will be provided.*
- d. In order to avoid the sanctions applied to cases of academic dishonesty, please make sure that you properly cite all sources that you utilize in your writing, including works that are directly quoted or paraphrased, as well as works used as a source of information. This includes both print and on-line sources. Your paper submissions must consist of your own writing, and any direct quotations or paraphrasing from other works must be properly cited.

III. REQUIRED TEXTS

1. Vincent Olea, *But I Don't Speak Spanish: A Narrative Approach to Ministry with Young People*. (New York, NY: Paulist Press, 2019)
[FREE as eBook on SCU library site]
2. *Our Catholic Children: Ministry with Hispanic Youth and Young Adults*, Ed. Hosffman Ospino, (Our Sunday Visitor, 2019)
3. Additional reading material in Camino, including but not limited to:
2023 USCCB National Pastoral Plan for Hispanic/Latino Ministry
2023 LaRed Decade of Pastoral Juvenil Hispana: Protagonists of Hope
2008 LaRed Encuentro Nacional Hispano de Pastoral Juvenil Pastoral Plan
1997 USCCB Renewing the Vision: A Framework for Catholic Youth Ministry

IV. CLASS PARTICIPATION (Policy on attendance, tardiness, assignments).

1. Class participation does not mean mere presence in class. Instead, it is about active listening, an openness to other voices, asking questions, risking opinions, "friendly" disagreements, and the willingness to engage in the back and forth of open-ended conversations.
2. You are expected to attend all class meetings and to have assignments prepared when they are due. At the same time, the class method is based on an adult learning style with the presumption that you are responsible for your learning. The role of the professor is to assist you by complementing your learning through lectures, raising questions, reading and critiquing your work, and facilitating discussion opportunities.
3. Students are required to attend each Wednesday class. Absences of one or more will result in deductions to a student's final grade. If an emergency or illness arises, please let the professor know as soon as possible. Additional work may be assigned as a result.
4. Repeated tardiness to class may affect final grade.
5. A petition for an incomplete, if requested for a serious reason and granted, must be carried out according to SCU regulations. (Refer to University student handbook)

6. University policy will determine any exceptions to the above stated attendance regulations. In cases where there is no policy, the professor will make the final decision. That decision will be guided by individual circumstances and the sense of fairness necessary to maintain academic standards.

V: SCU POLICIES and SUPPORT

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.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).

Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law and University policy require me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Office of Equal Opportunity and Title IX](#), (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law.

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University is committed to creating and maintaining a non-discriminatory learning environment for all students, including students who are pregnant or parenting. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the [Office of Accessible Education](#) (OAE) or from the [Office of Equal Opportunity and Title IX](#). This [resource page](#) from the Title IX Office provides information regarding support for students and employees who are pregnant or parenting.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the [Office of Accessible Education](#) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your

accommodations through the OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the [Student Conduct Code](#), which I will need to report.

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the [Student Conduct Code](#): "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered 'misuse' and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the

materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For support with Camino (SCU's branded instance of Canvas), contact caminosupport@scu.edu or call 408-551-3572. You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [SCU website](#) or the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Respect for All

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students of all backgrounds bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of all identities and perspectives. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Wellness Statement

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

SCU Culture of Care

If you are concerned for the mental or physical welfare of one of your peers, the Office of Student Life Culture of Care website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together. [Drahmann Center](#) can also offer support with issues regarding your academic progress more broadly.

SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- [Drahmann Tutoring](#) (for many courses in the College of Arts & Sciences including Natural Sciences, Modern Languages, Economics, and Computer Science)
- [The HUB Writing Center](#) (Writing and Public Speaking assignments across departments)
- [Mathematics Learning Center](#) (MATH 4, 6, 8, 11-14, 30-31, 35-36, 51, 53)

AI/ChatGPT Policy

The emergence of ChatGPT and other AI technologies has raised new ethical questions about authentic learning and academic integrity. Please review the following guidelines for this course, as you pursue your work.

For this course, the goal of each assignment is for the student to critically engage new ideas and scholarly works, reflect and propose questions, and generate coherent and well-organized points of understanding and responses.

- In completing these assignments, the use of AI is **never permitted** to write assignments, reflections, student presentations, or research papers, including parts of submitted works.
- The only acceptable use of AI is to check grammar and spelling, define terms, and brainstorm ideas.

- If I suspect AI has been used improperly, I will consult colleagues and several AI detectors. If my suspicion remains, I will contact you via email to discuss the matter.
- Possible consequences may include a “0” on the assignment, an oral “test” based on the assignment, ineligibility to resubmit the assignment in question, ineligibility to submit extra credit work.

VI. EVALUATION AND GRADING

Final grades will be determined by the total points from:

1. Class preparation and participation (30 points)
2. Class led discussions (15 points)
3. Project Presentation (25 points)
4. Final Paper (30 points)

GRADING:

A/A- grade indicates:

- the student has completed all assignments correctly and on time
- the student grasps the lectures and the material assigned
- the student can demonstrate a working knowledge of the concepts taught in the course
- the student has integrated class material with other knowledge in an original and creative fashion
- the student has consulted sources outside those assigned in class and integrated them into the course in a manner which demonstrates a mastery of the subject.

B plus, B grade indicates:

- the student has completed all assignments correctly and on time
- the student grasps the lectures and the material assigned
- the student can demonstrate a working knowledge of the concepts taught in the course
- the student has integrated class material with other knowledge in an original and creative fashion.

B-, C plus, C grade indicates:

- the student has completed all assignments correctly and on time
- the student grasps the lectures and the material assigned
- the student can demonstrate a working knowledge of the concepts taught in the course

FALL 2025 COURSE SCHEDULE

Thursdays 6 - 9p.m.

Reading assignments, discussion topics, and potential student designations for each class are forthcoming.

Thursday, September 25

Thursday, October 2

Thursday, October 9

Thursday, October 16

Thursday, October 23

Thursday, October 30

Thursday, November 6

Thursday, November 13

Thursday, November 20
Student Presentations (TBD)

Thursday, November 27
NO CLASS - Thanksgiving

Thursday, December 4
Student Presentations

PAPERS DUE: Friday, December 12

Wednesday, December 17
Grades Due