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#### WAYLAND BAPTIST UNIVERSITY

#### Plainview Campus

#### SCHOOL OF RELIGION AND PHILOSOPHY

#### Wayland Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning focused

and distinctively Christian environment for professional success, and service to God and humankind.

#### MNST 5313

#### *ADULT MINISTRY IN THE CHURCH*

#### FALL II VC 2020

## Professor:

# Instructor Information

* **Phone:** 806-291-1162 (office); 210-854-6904 (cell)
* **Email:** *rangelj@wbu.edu*
* **Office Hours:** *By Appointment*
* **Office Location:**

# Class Time and Location: WBU VC

##### CATALOG DESCRIPTION

Developing an integrated adult ministry through the local church. Prerequisite(s): [RLGN 1301](http://catalog.wbu.edu/search_advanced.php?cur_cat_oid=7&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=rled3325#tt2622) or [RLGN](http://catalog.wbu.edu/search_advanced.php?cur_cat_oid=7&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=rled3325" \l "tt7494" \t "_blank)

[1303](http://catalog.wbu.edu/search_advanced.php?cur_cat_oid=7&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=rled3325" \l "tt7494" \t "_blank) [OT maj/min], and [RLGN 1302](http://catalog.wbu.edu/search_advanced.php?cur_cat_oid=7&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=rled3325#tt472) or [RLGN 1304](http://catalog.wbu.edu/search_advanced.php?cur_cat_oid=7&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=rled3325#tt3619) [NT maj/min].

#### PREREQUISITE

* RLGN 1301 or RLGN 1303, RLGN 1302 or RLGN 1304

#### RESOURCES

 **Required Texts**

Gallagher, David P. 2002. *Senior Adult Ministry in the 21st Centruy.* Eugene, OR: Wipf and Stock Publishers

Gangel, Kenneth. 1984. *Ministering to Today’s Adults: A Complete Manual for Organizing and Developing Adult Ministries in Local Congregations*. Eugene, OR: Wipf and Stock Publishers.

#### STUDENT LEARNING OUTCOMES (SLOs):

The course is designed to be highly interactive in the exploration of the Biblical and theological foundations, presuppositions, and assumptions of the Christian church and your personal faith journey. As a student involved in this discovery learning process you will be able to:

1.Student will demonstrate an understanding of the developmental stages of adults.

2. Student will demonstrate awareness of ministry opportunities for adults at each life stage.

3. Student will demonstrate an understanding of teaching/learning process for adults.

4.Student will demonstrate awareness of the promises and problems of small group ministry.

5. Students will demonstrate an ability to research and teach on topics within adult ministry.

#### ATTENDANCE AND PARTICIPATION REQUIREMENTS

* The course will meet online for eight weeksto engage in discussions and learning task of the assigned reading and projects for that week. Students are expected ***to have read the assigned materials*** before the week of class. Students will be expected to facilitate and engage in these discussions around papers and projects that are assigned to them.
* If a student is not actively engaged in class discussion, sleeps, or is disruptive, the student will be requested to leave the classroom and the student shall be given an unexcused absence for that class period.
* Attendance is required.
* You are expected to attend all classes. Any material or experiences you miss during your absence is your responsibility to know.
	+ - * A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the provost/academic vice president.

#### DISABILITY STATEMENT

**In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.**

#### Plagiarism and Academic Dishonesty:

Writing is a collaborative art. Working out ideas for your paper with an instructor, writing tutor, classmate, family member, or friend is encouraged not only for this class, but also for other classes that involve writing. Discussion and collaborative brainstorming are good. However, passing off another's writing or ideas as your own is plagiarism. It is unethical, it constitutes Academic Dishonesty (cheating), and it is sufficient grounds both for failure of a course and suspension from the university. For more information, see [http://www.wbu.edu/academics/schools/religion\_and\_philosophy/
student\_help/documents/StatementonPlagiarismandAcademicDishonesty.pdf](http://www.wbu.edu/academics/schools/religion_and_philosophy/student_help/documents/StatementonPlagiarismandAcademicDishonesty.pdf)

#### COURSE REQUIREMENTS

**A. Attendance**

Class attendance is essential for learning to occur in a more formative fashion. The instructor reserves the right, as expressed above, to adjust the final semester grade up or down, depending on the student’s class attendance, preparation, and participation.

**B. Written assignments**

All students are required to complete all written assignments. See the class schedule for due dates. Late assignments will not be accepted. All written assignments must be typed and submitted through Blackboard (unless otherwise indicated), due at the beginning of the class on the due date; **no emails.** Include your name, section number, assignment name and date at the top right hand corner. Use a 1-inch margin for all sides. Turabian formatting.

1. **Mini-Research Projects – 50 pts each (total 100pts)**

Conduct research on ONE of the seasons of Adulthood.

A) The mini-research papers will attempt to understand some of the struggles, responsibilities, “living for now or for the future?,” who are they taking care of?, who makes up their family unit?, how do they spend their time and resources?, where do they live?, what do they value? What are the priorities they place on family, school, work, play? (***See the five adult life cycles below)***

B) The mini-research paper will give principles and practices of ministry to the particular age group.

1. Early Adulthood (Ages 20-35):  **Enterprise** –  It takes enterprise for young adults to accomplish their many responsibilities, including finding a home and mate, establishing a family or circle of friends, and/or getting a good job.  This principle of enterprise thus serves us at any stage of life when we need to go out into the world and make our mark.
2. Midlife (Ages 35-50):  **Contemplation** – After many years in young adulthood of following society’s scripts for creating a life, people in midlife often take a break from worldly responsibilities to reflect upon the deeper meaning of their lives, the better to forge ahead with new understanding.  This element of contemplation represents an important resource that we can all draw upon to deepen and enrich our lives at any age.
3. Mature Adulthood (Ages 50-80): **Benevolence** – Those in mature adulthood have raised families, established themselves in their work life, and become contributors to the betterment of society through volunteerism, mentorships, and other forms of philanthropy.  All of humanity benefits from their benevolence.  Moreover, we all can learn from their example to give more of ourselves to others.
4. Late Adulthood (Age 80+):  **Wisdom** – Those with long lives have acquired a rich repository of experiences that they can use to help guide others.  Elders thus represent the source of wisdom that exists in each of us, helping us to avoid the mistakes of the past while reaping the benefits of life’s lessons.
5. Death & Dying:  **Life** – Those in our lives who are dying, or who have died, teach us about the value of living.  They remind us not to take our lives for granted, but to live each moment of life to its fullest, and to remember that our own small lives form of a part of a greater whole

*(Thomas Armstrong,*[*The Human Odyssey:  Navigating the Twelve Stages of Life.*](https://www.amazon.com/Human-Odyssey-Navigating-Twelve-Stages/dp/1402739966/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1474415240&sr=1-1&keywords=the+human+odyssey+armstrong)*New York:  Sterling, 2008.)*

1. **Formative Research Assignment: Ministering to Senior Adults – 100 points**
2. **Conversation with a Senior Adult**: Choose one senior adult over 65 years of age and arrange to spend 2 hours with him or her. Begin with some comfortable chatting and then use the Spiritual Life Review form from page 5 of this syllabus to direct the conversation. In the conversation be respectful, not forcing the person to respond to questions with which they are not comfortable. After your conversation, make notes to use in your course paper to be written.
3. **Pastoral Care Reflection Paper:** Review the following situations. Select one situation and write a 2-3 page paper discussing what steps you would take to provide pastoral care for the person or persons described.

1) An elderly parishioner is grieving over the sudden death of her husband to whom she was married 60+ years. She dreads coming to church for the first time alone. She has entirely too much time on her hands and is feeling lonely and deserted.

2) A 98 year-old female member of your congregation lives in a nearby nursing facility and can no longer ambulate, her sight and hearing are impaired. She had been an active and appreciated leader in both the congregation and at the retirement community in prior years. She asks you, "Why am I still here? Has the Lord forgotten to take me home? I'm no good to anyone anymore."

3) A couple in your congregation is caring for the wife's 85-year old mother who lives with them. In addition, the husband' s 90-year old father lives in a nursing facility about 50 miles away, but requires frequent visits since the husband is an only child and is the primary contact person for the health care decisions of his father. Both the husband and wife have full-time jobs; live from week to week in a state of near exhaustion, and have little time to give to their own relationship or to spend with their two adult children and three grandchildren who live nearby.

4) An 82-year old member of your church who lives alone in her own home is showing signs of severe emotional stress, as reported to you by one of her church friends. (Signs include not getting adequate sleep, not eating well, crying for a couple hours each day, and no longer having interest in the church and the activities in which she had been quite actively involved). When you called her on the phone having noticed her absence for several worship services, she said, "I think my family and the church would be better off without me. I'm tired of living." When you visit her later in the week, she begins crying uncontrollably and in between her sobs she tells you a sad tale of her life as a child and how she was repeatedly abused emotionally and sexually.

5) A 75-year old couple started attending your congregation about six months ago. They moved to your area to be closer to their children. They were active leaders in their former congregation. When your congregation went through the process of asking church members to fill a variety of Christian Education and volunteer ministry positions, no one inquired of the interests and abilities of this new couple. When you were in their home for a pastoral visit, they asked you if older adults were asked to serve in leadership positions. You learned in this visit that while they appreciated the worship services and the various gatherings planned for church members of all ages, they would be looking for another church if they could not utilize their ministry gifts in this congregation.

**3. Adult Ministry Praxis Model – 200 points**

Based on the theoretical foundations laid throughout this course, the principles identified in your critical reflection mini-research, develop a model or matrix of ministry to adults. This model should highlight the principles that you consider important in adult ministry and how these principles can be implemented within the local church. Write a 5-page paper, which provides an explanation and rationale for your model. Attach a picture or diagram of your model to the back of your paper.

**4. Class Discussion Leading- 100 points**

Each student will prepare from class readings to lead a class discussion. Be ready to implement creative design to your discussion leading. The student is required to coordinate with the professor for the agreed upon class discussion.

#### Course Evaluation (Method of Determining Grade)

##### University Grading System

 A 90-100 I INCOMPLETE\*\*

 B 80-89 Cr FOR CREDIT

 C 70-79 NCr NO CREDIT

 D 60-69 WP WITHDRAWAL PASSING

 F BELOW 60 WF WITHDRAWAL FAILING

 W WITHDRAWAL

\*\*A grade of incomplete is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes "F". This grade is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met. A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.

#### Procedure for computations of final grade

 The final grade will be calculated as follows:

 1. Mini-Research Papers 100 points

 2. Ministering to Senior Adults 100 points

 3. Adult Ministry Praxis Model 200 points

 4. Class Discussion Leading 100 points

 Total possible: 500 points

**Earned points divided by total possible points = Final grade**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

#### COURSE OUTLINE AND CALENDAR

 **(Refer to attached pages)**

**Statement on Civility**

In keeping with Wayland’s mission as a Christian higher education institution, Wayland Baptist University strives to demonstrate civility and Christ-like character in a positive manner where courtesy and respect are afforded to all persons at all times. Members of the University’s student and non-student community can expect Christ’s example to be modeled consistently by trustees, administrators, faculty, staff, and students in order to foster an environment for education and work, contribute to leadership development, and glorify God. While on any campus, attending any event, participating in any course, or engaging in any communication, Wayland trustees, administration, faculty, staff, students, and guests can all have the expectation of civility from one another. (Genesis 1:27; Deuteronomy 5:1-21; Micah 6:8; Matthew 22:36-40; Mark 9:34-35; Luke 10:29-37; John 13:34-35; Romans 12:9-21, 13: 7-10, 15:7; Galatians 3:26-28; Ephesians 2:8-9, 4:1-3, 22-29; Philippians 4:8; Colossians 3:12-17; 1 Timothy 4:12; James 2:1-4; 1 Peter 2:21).

#### ****Tentative Schedule****

#### ****MNST 5313 FALL II VC2020****

#### ****ADULT MINISTRY IN THE CHURCH****

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| **DATES** | **TOPIC** | **READINGS (Read prior to coming to the first class of the week.)** |
| Week 1 | **Introductions****Biblical Foundations for Adult Ministry in the Church** | **Gangel, ch. 3****TITUS 2****2 TIMOTHY** |
| Week 2 | ***Adults are Different*****Research:** Difference of Adult learning and children **Discuss:** How can we adjust our current discipleship models to support the differences? | **Gangel, ch. 1-2** |
| Week 3 | **Andragogy/Self-directed Learning Theory****Transformative and Emancipatory Learning****Assessing Needs of the Adult Learner** | **Gangel, Ch. 4 &6****Research: Adult Learning****Discuss:** Implications of Self-Directed Learning Theory for Christian Education**Research:** Examples of Transformative Learning**Discuss:** Implications of Transformative Learning Theory for Christian Education**Gangel, Ch. 5 and 7****Research:** **Discuss:** Implications of Life Stages and Discipleship **Gangel, Ch. 5 and 7****Research:** **Discuss:** Implications of Life Stages and Discipleship |
| Week 4 | **Teaching Moments: Life Stages****Single, Marriage, and Family Matters****Importance of the College Years in Faith Stability and Change**Life of the Spirit”, pp. 137-157. *The Spiritual Life of College Students: A National Study of College Students’ Search for Meaning and Purpose.* Higher Education Research Institute**Age Groups: Emerging Adults****CHURCH AND VOCATION****Young Adults and Congregational Participation** | **Research:** Rites of Passage**Discuss:** Implications of Life Stages and Discipleship**Gangel, Ch. 8****Gangel, Ch. 14 -15** **Research:****a. Kinnaman,** *You Lost Me: Why Young Christians are Leaving Church and Rethinking Faith***b. Kinnaman,** *UnChristian***Discuss:** Ministry implications to singles, young marrieds, and families with toddlers***MINI RESEARCH PAPER DUE*** |
| Week 5 | **Age Groups: Middle Aged Adults****Generativity vs. stagnation** **Research:**Erikson stages for Mid-Aged Adults**Discuss:** Ministry implications to the stage of Middle Aged Adults.**Age Groups: Middle Aged Adults****Career****Mid-Aged Central issues of Middle-Adult Learning** | **Gangel, Ch.9-11****Research:**Career Ladders and CharacterIssues of Middle Aged adults**Discuss:** Ministry implications to Work as Worship, Mid-Life Crisis |
| Week 6 | **Age Groups: Senior Adults****Integrity vs. Despair** | **Gangel, Ch. 12-13****Research:**-Erikson stages for Senior Adults-Death and Dying-Lonliness**Discuss:** Ministry implications to the stage of Senior Adults.***SENIOR ADULT PROJECT DUE*** |
| Week 7 | **Adult Ministry Programming****Teaching** Gospel-Centered Discipleship | **Gangel, Ch. 16-17, 18-21** |
| Week 8 | **Adult Ministry Programing Teaching** | **Adult Ministry Model Due** |