




P274 Next Generation Ministry

3 credit. Prerequisites: none.

 Mississauga Campus  Livestream  Video on Demand

 Saskatoon Campus with Remote Prof

November 10-December 19, 2025

Term B

Monday & Wednesday, 10am-1pm ET (9am-noon SK)

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Course Goals

Course Description

This course will help the student to understand the unique needs of the various generations of people who are part of the local church. Students will explore how they can unite different areas of ministry in the church as they develop their own philosophy of ministry within the body of Christ. They will also develop strategies for thriving children's, youth, and young adult ministries, and explore how they might be able to see children and youth grow to mature as Christian adults.

Relationship to Horizon and MCS's Missions

Different age groups have different ministry needs. This course will help you to understand those unique needs and give you skills to be more effective in ministry to various age groups, while also considering how that ministry can unite people in the church of different age groups. Therefore, this course will help you develop in the following areas of competency:

- *Ministry Development:* Demonstrate ministry development by a capacity for advancing ministries with an awareness and use of effective ministry models for engaging with and equipping others in worship, witness, discipleship, care, and service to the world.
- *Contextual Awareness:* Demonstrate contextual awareness by a maturing orthodox Christian worldview, a healthy self-understanding, and engagement of people and cultures with wisdom and discernment.

Core Competencies and Learning Outcomes



To demonstrate competency in **Ministry Development**, students will

1. Describe and evaluate various churches' children's, youth, or young adult ministries, as well as their overall family ministry philosophies.

- *Assessment:* Interview Research Assignment, Ministry-Specific Textbook Reflections
- 2. Develop a biblically-based and theologically-informed plan for one of children's, youth, young adults, or family ministries in a church.
 - *Assessment:* Primary Textbook Quiz, Ministry-Specific Textbook Reflections, Specific-Ministry Philosophy and Plan
- 3. Describe key programming strategies from birth to young adulthood in the church setting, including how stages of development from childhood to adulthood affect approaches to spiritual development.
 - *Assessment:* Interview Research Assignment, Ministry-Specific Textbook Reflections.



To demonstrate competency in **Contextual Awareness**, students will

- 4. Identify key developmental factors and cultural trends shaping the ministries and programs for children's, youth and young adult age groups in the local church.
 - *Assessment:* Ministry Philosophy and Plan

Course Work

Required Readings

Hunter, Ron Jr. *Recalibrate: A New Measure for Family Ministry*. Nashville, TN. Randall House, 2019. ISBN: 978-1614841067

DTL: <https://thedtl.on.worldcat.org/oclc/1125352128>

In addition to the above book, **choose ONE** of the following groups of readings, based on your specific interest of study and assignments:

a. Children's Ministry

DeVries, Mark and Annette Safstrom. *Sustainable Children's Ministry: From Last-Minute Scrambling to Long-Term Solutions*. Downers Grove: InterVarsity Press, 2018. ISBN: 978-0830845224.

DTL: <https://thedtl.on.worldcat.org/oclc/1021805782>.

Penner, James, et al. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church*. <https://hemorrhagingfaith.com/product/hemorrhaging-faith-download/>. Evangelical Fellowship of Canada, 2012.

DTL: <https://thedtl.on.worldcat.org/oclc/811147009>

b. Youth Ministry

DeVries, Mark. *Family-Based Youth Ministry*. Revised and Expanded Edition. Downer Groves: InterVarsity Press, 2004. ISBN: 978-0830832439.

DTL: <https://thedtl.on.worldcat.org/oclc/921846396>.

Penner, James, et al. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church*. <https://hemorrhagingfaith.com/product/hemorrhaging-faith-download/>. Evangelical Fellowship of Canada, 2012.

DTL: <https://thedtl.on.worldcat.org/oclc/811147009>

c. Young Adult Ministry

DeVries, Mark. *Family-Based Youth Ministry*. Revised and Expanded Edition. Downer Groves: InterVarsity Press, 2004. ISBN: 978-0830832439.

DTL: <https://thedtl.on.worldcat.org/oclc/921846396>.

Penner, James, et al. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church*. <https://hemorrhagingfaith.com/product/hemorrhaging-faith-download/>. Evangelical Fellowship of Canada, 2012.

DTL: <https://thedtl.on.worldcat.org/oclc/811147009>

Hiemstra, Rick, et al. *Renegotiating Faith: The Delay in Young Adult Identity Formation and What it Means for the Church in Canada*. Toronto, ON: Faith Today Publications, 2018. ISBN: 978-1989246009. (Electronic/PDF)
<https://p2c.com/wp-content/themes/avada-corp/files/Renegotiating-Faith-Report.pdf> (free download)

d. Overall Ministry (Family Ministry)

Jones, Timothy Paul. *Perspectives on Family Ministry: 3 Views*. 2nd Edition. Nashville, TN: B&H Academic, 2019. ISBN: 978-1535933360.

DTL: <https://thedtl.on.worldcat.org/oclc/1127205244>.

Penner, James, et al. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church*. <https://hemorrhagingfaith.com/product/hemorrhaging-faith-download/>. Evangelical Fellowship of Canada, 2012.

DTL: <https://thedtl.on.worldcat.org/oclc/811147009>

Hiemstra, Rick, et al. *Renegotiating Faith: The Delay in Young Adult Identity Formation and What it Means for the Church in Canada*. Toronto, ON: Faith Today Publications, 2018. ISBN: 978-1989246009. (Electronic/PDF)

<https://p2c.com/wp-content/themes/avada-corp/files/Renegotiating-Faith-Report.pdf> (free download)

Recommended Reading

Newman, Alex. “How Young Adults Renegotiate Faith: What Churches and Parents Need to Know About New Research.” *The Evangelical Fellowship of Canada*. November 1, 2018. <https://www.evangelicalfellowship.ca/Communications/Articles/November-2018/How-young-adults-renegotiate-faith-What-churches>.

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

1. *Primary Textbook Quiz – 20%*

Reading *Recalibrate: A New Measure for Family Ministry* will provide all students in the course with a brief overview of all ages in the next generation demographic. It will help identify issues and concerns in church ministry and offer suggestions for what could be done differently or better.

Read the textbook and complete the open book quiz, which will help you hone in on the more important content that aligns with the objectives of this course.

- Related learning outcome(s): # 2.
- **Due date:** November 17, 2025. The quiz will be open from 5am to 11:59pm ET.

2. *Ministry Specific Textbook Reflections – 20%*

Reading the ministry-specific books and Canadian reports will help the student focus in on their ministry demographic of choice and identify concepts, ideas, and program strengths that will assist them in developing a ministry philosophy and plan (see assignment 4) for this ministry-specific area. This reading will also give students a glimpse into recent reports on Canadian youth and young adults, which should inform children’s ministry through to ministry to the elderly.

Choose one of the four groupings of secondary textbook options focusing on a) Children’s Ministry, b) Youth Ministry, c) Young Adult Ministry, or 4) Overall Ministry. Write a 3-to-4-page paper, focusing on the following:

- a Indicate on the title page the specific ministry focus you have chosen.
- b Share what 3 to 4 key themes you learned about that specific ministry area and how these ideas will or have shaped your philosophy of ministry in this area.

- c Include 1 to 2 disagreements you have (if you disagree) with the book and/or PDF reports with an explanation of why you disagree with them.
 - d Include what you agree with the author's biblical framework for this specific area of ministry.
 - e Explain how you could implement positive ideas or themes from this book into your current church or ministry setting.
 - f In your review of the assigned report(s), identify 2-3 things that surprised you or deeply impacted you and will influence your future ministry decisions. Briefly explain.
- Related learning outcome(s): #1, 2, 3.
 - **Assignment length:** 3-4 pages, double-spaced.
 - **Due date:** November 21, 2025.

3. *Interview Research Assignment – 25%*

The aim of this assignment is for the student to learn from face-to-face interviews with a ministry practitioner about what next generation ministries look like in different churches. Interviews with a child, youth, or young adult will equip the student with first-hand perspectives about age-specific ministries. This important information will help the student formulate their final assignment (Specific Ministry Philosophy and Plan). Guidance for the three interviews will be provided in class.

There are three parts to this assignment:

- Part 1 - The student will interview a pastor or director who is a primary leader in the ministry area they have chosen (children, youth, young adult, or overall next gen).
- Part 2 – The student will interview a child, youth (with permission of a parent or guardian if the child is under 16 years of age), or young adult who is involved in specific-ministry church programming to learn what they believe is the primary purpose for this ministry, what benefits them the most, and what they wish would be different OR the student may interview a child, youth, or young adult who is no longer involved in church and learn what they believe was the primary purpose for the age-specific ministries they experienced, what benefited them, and what they wish would have been different? If they are willing to discuss this, you may choose to ask them why they are no longer involved in church.
- Part 3 – The student will interview a *parent* of a child, youth, or young adult who is involved in specific-ministry church programming to learn what they believe is the primary purpose for this ministry, what benefits their child the most, and what they wish would be different OR the student may interview the parent of a child, youth, or young adult who is no longer involved in church and learn what they believed was the primary purpose for the age-specific ministries the age-specific ministries they experienced, what benefited them, and what they wish would have been different? If they are willing to discuss this, you may choose to ask them why their child, youth or young adult is no longer involved in church.

- Part 4 – The student will be prepared to discuss in class one significant thing they learned from their interviews in Part 1, 2 and 3.
- Part 5 – Write a 5 to 7- page report, double-spaced, about what was learned in this interview assignment and most importantly, how has this learning impacted how you will approach this area of ministry in the future. Some specifics to focus on:
 - On the cover page, clearly indicate the area of specific ministry you focused on.
 - On the first page, provide some context by identifying the names of the persons you interviewed in Parts 1-3, including a brief description of who they are, how you know or found them, and what they do. For interviewees under the age of 16 years, be sure to NOT use their name but provide the remainder of the information requested above (.5 page)
 - Give a brief summary of the Part 1-3 interviews (1.5 to 3 pages)
 - What perspective did you glean from your interviews regarding the levels of childhood or adolescent development in relation to ministry? (1 page)
 - Include examples of at least four ideas, concepts, programmatic elements you should include in assignment #4 (Specific-Ministry Philosophy and Plan) and you will remember to implement when you are a ministry decision-maker. (2-3 pages)
- Related learning outcome(s): #1, 3.
- **Assignment length:** 3-5 minutes (Part 4); 5-7 pages double-spaced (Part 5).
- **Due date:** November 26, in class (Part 4); December 2 (Part 5).

4. *Specific-Ministry Philosophy and Plan – 35%*

This assignment is meant to be the culmination or the “NOW WHAT?” of this course for the student who has gathered critical information from books, reports, class content, and interviews. This is the practical end of the course where the student makes application to the design of a better or ideal ministry with their choice of age demographic.

Further information regarding the format of this assignment will be provided in class.

Using information gained from everything learned both individually and collectively as a class, from the *Hemorrhaging Faith* and/or *Renegotiating Faith* reports, lectures and discussions on the importance of understanding childhood and/or adolescent development, the Interview Research Assignment, as well as 6 or more scholarly sources (including the textbooks and reports/articles listed), write a thoroughly researched and biblically-based paper on what you believe is a healthy children’s, youth, young adult, or overall next generations ministry. Pretend that you get to shape the ideal ministry in a church.

There are two parts to this assignment: your Philosophy of Ministry and your Specific Ministry Plan.

Part One – Philosophy of Ministry (for children, youth, young adults, or overall family ministry)
Identify 6 Core Values that will define your ministry philosophy and for each value, format your philosophy as follows:

- a) Personal View – what is your personal view on this value from both your own personal experience as well as what you have learned through your reading and research in this course?
- b) God View – what is the biblical and theological rationale for the value you have identified? Provide scripture references and make application to the value.
- c) Philosophical View – if implemented and practiced well, how do you foresee this making a positive and meaningful impact on the people involved in your focused area of ministry (children, youth, young adults, overall family ministry)?

In Part A, be sure to consider the following:

- Does your philosophy, if embraced by the church, resolve the concern of youth leaving the church by the time they become adults?
- How can the overall church function better by following your philosophy?
- How does your philosophy include and affect parents?
- Are you encouraging parents to become spiritually mature or letting parents “off the hook”?

Part Two – Ministry Plan

This part of the assignment is for you to outline your ministry plan. Use the template provided by the instructor and consider the following:

- Address the issue of what to do with the many “silos” that make up the church and how your ministry plan will help to alleviate the negative outcomes of those silos.
 - How will your healthy ministry more effectively serve the church body as a whole?
 - How will those in your specific-ministry demographic learn from other generations and how will others learn from them?
 - Articulate cultural trends that are influencing ministry and programs for your specific area of ministry.
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- Related learning outcome(s): #2, 4.
 - **Assignment length:** 8-10 pages, double-spaced.
 - **Due date:** December 10, 2025.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same assignment due dates as in-class students.
- By Saturday at 11:59pm each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week’s classes.

- By Saturday at 11:59pm each week, VOD students will submit a 2–3-minute video report using Padlet that 1) affirms they have watched the required class recordings, 2) summarizes one thing they learned that week to help them reach the learning outcomes, and 3) ask one question that arose from the class recordings
 - Saturday, November 15 by 11:59pm – Week 1 (Classes 1-2)
 - Saturday, November 22 by 11:59pm – Week 2 (Classes 3-4)
 - Saturday, November 29 by 11:59pm – Week 3 (Classes 5-6)
 - Saturday, December 06 by 11:59pm – Week 4 (Classes 7-8)
 - Saturday, December 13 by 11:59pm – Week 5 (Classes 9-10)
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

Assignment	Hours	Due Date	Assignment Weighting
In-Class Time	30 hrs		N/A
Primary Text Quiz	15 hrs	November 17	20%
Ministry Specific Reading/Report	12 hrs	November 21	20%
Interview Research Assignment	20 hrs	November 26 (part 4) December 2 (part 5)	25%
Ministry Philosophy and Plan	20 hrs	December 10	35%
Total =	97 hrs		

All assignments are due at 11:59pm **ET**, unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Class Schedule

Class	Dates	Term B Mondays and Wednesdays 10:00am to 1:00pm ET
1	Mon November 10	Why is this course important? Age-specific silos Co-figurative culture Fun Syllabus Exploration
2	Wed November 12	Importance of a philosophy of ministry and plan Ministry Philosophy and Plan (Assignment 4)
3	Mon November 17	Children's Ministry – Developmental considerations for effective ministry

		*Guest Instructor – Kathy Maietta, Family Ministry specialist
4	Wed November 19	Early Adolescence – Developmental considerations for effective ministry
5	Mon November 24	Middle and Late Adolescence – Developmental considerations for effective ministry
6	Wed November 26	Trends in Canadian culture impacting these demographics and affecting the church Considerations from EFC reports The Mental Health Dilemma
7	Mon December 01	Interview Research Assignment discussion
8	Wed December 03	Intergenerational and Multigenerational ministry Research and Vision for Specific demographics Family Ministry. Can It Work? Leadership (related to Vision)
9	Mon December 08	Programming in ministry specific areas and across all demographics: worship, unity-Building, discipleship, and mission
10	Wed December 10	Course conclusions, course evaluations

- Revision week is December 15-19. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after **December 19, 2025**.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of

revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

Blodgett, Barbara and Matthew Floding, ed. *Brimming with God: Reflecting Theologically on Cases in Ministry*. Eugene: Pickwick, 2015.

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Miller, Calvin. *Letters to a Young Pastor*. Colorado Springs: David C Cook, 2011.

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