

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	SPRING/SUMMER, 2026
Course Title	CHILDREN, YOUTH MINISTRY AND THE CHANGING FAMILIES
Course Code	CHED / PAST / YMIN 0596 1S
Date	From June 1, 2026 to June 5, 2026 MONDAY to FRIDAY
Time	From 9:00 AM to 4:00 PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Monday through Friday from 9am to 4pm.
Instructor	DAVID CSINOS, PhD Email: dcsinos@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

Tyndale undergraduate students may enroll in this course under the following course code:

CHRI 3583 1S

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It is a graduate level course and operates on the Seminary schedule related to reading days, start and end of semester, exam schedule and according to the Seminary Academic Calendar.

I. COURSE DESCRIPTION

Builds a biblical and theological foundation, explores faith development issues, and formulates a rationale for ministry to and with children, youth and families. Special emphases will be given to issues of children, adolescents and their families, theological principles and models of children, youth and family ministry, and developing a strategy for a family-friendly ministry. The changing realities of the family in Canadian society today will also be addressed.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Articulate a theological/biblical vision of ministry with children, youth, and families and identify how theological/biblical views of children, youth, and families shape ministry practice.
2. Demonstrate an understanding of the family unit from a psychological perspective: including a developmental and systemic model of the family and the intricacies of family functioning.
3. Identify critical issues facing families today and develop resources and tools to address these issues, especially as they relate to the practice of ministry with children and youth.
4. Evaluate and make use of resources to engage children and youth in faith formation and to equip families to grow in faith together.
5. Articulate an understanding of ways that church leaders can support parents in the home as they nurture their children and youth in a life of faith.
6. Develop pastoral resources that nurture the faith of children and youth within families, with a particular focus on congregational and community context.

III. COURSE REQUIREMENTS

A. REQUIRED READING

1. Required Textbooks

Garland, Diana R. [*Family Ministry: A Comprehensive Guide*](#), 2nd ed. IVP Academic, 2012.

Any ONE book from the “Children, Youth, and Faith” list (see Section V.)

Any ONE book from “Resources for Families” list (see Section V.)

2. Required Articles/Chapters (unless hyperlinked, these will be provided by the instructor)

Adcock, Gail. “Family Ministry Today.” In *The Essential Guide to Family Ministry*, 49–62. BRF, 2020.

Bibby, Reginald W., Joel Thiessen and Monetta Bailey. “The Gods: Religion/Spirituality.” In [*The Millennial Mosaic: How Pluralism and Choice Are Shaping Canadian Youth and the Future of Canada*](#), 173–200. Dundurn, 2019. 3

Comacchio, Cynthia. "Canada's Families: Historical and Contemporary Variations." In *Canadian Families Today: New Perspectives*, 4th ed., edited by Patrizia Albanese, 25–45. Oxford University Press, 2018.

Ingersoll, Heather. "From Faith Transmission to Faith Recognition: Exploring Ways to Help Children Make Meaning from the God They Already Know." In *Children's Ministry and the Spiritual Child: Practical, Formation-Focused Ministry*, edited by Robin Turner and Trevecca Okholm, 37–57. Abilene Christian University Press, 2023.

Roehlkepartain, Jolene. "Nurturing the Faith of Young People through the Family." In *Families at the Centre of Faith Formation*, Leif Kehrwald, John Roberto, Gene Roehlkepartain, and Jolene Roehlkepartain 103–54. Lifelong Faith, 2016.

Smith, Christian and Amy Adamczyk. "Cultural Models of Religious Parenting." In *Handing Down the Faith: How Parents Pass Their Religion on to the Next Generation*, 11–36. Oxford University Press, 2021.

_____. "Parents' Expectations of Religious Congregations." In *Handing Down the Faith: How Parents Pass Their Religion on to the Next Generation*, 191–216. Oxford University Press, 2021.

Ward, Pete. "Practical Theology as the Ordinary Life of the Church." In *Introducing Practical Theology: Mission, Ministry, and the Life of the Church*, 9–26. Baker, 2017.

Wright, Almeda M. "When You Grow Up? Adolescents and a Call to the Way of Life Abundantly." In *Faith Forward, vol. 3: Launching a Revolution through Ministry with Children, Youth, and Families*, edited by David M. Csinos, 178–92. Wood Lake, 2018.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Adcock, Gail. *The Essential Guide to Family Ministry*. BRF, 2020.

DeVries, Mark. *Family-Based Youth Ministry*, rev. ed. InterVarsity, 2004.

Hess, Richard S. and M. Daniel Carroll R., eds. *Family in the Bible: Exploring Customs, Culture, and Context*. Baker Academic, 2003.

Jones, Timothy Paul. *Perspectives on Family Ministry: 3 Views*, 2nd ed. B&H Academic, 2019.

Smith, Christian and Amy Adamczyk. *Handing Down the Faith: How Parents Pass Their Religion on to the Next Generation*. Oxford University Press, 2021.

Thatcher, Adrian. *Theology and Families*. Blackwell, 2007.

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Participation: 10% of final grade

This assignment is related to all Outcomes.

Come to each virtual class having read all assigned readings and prepared one question, comment, or discussion starter for each book chapter or article assigned for that class. Participate in all aspects of this course, including pre-recorded lectures, class discussions, individual and group activities, etc. Poor attendance, arriving late, being unprepared for class, and under/over-contributing to discussions and activities will negatively affect your participation mark.

Participation will be evaluated according to the following scale:

- 9–10 Exceptional! Demonstrated consistent attentive listening and active contribution. Always prepared and on time for class.
- 8–8.5 Very Good. Demonstrated a fair amount of attentive listening and often actively contributed to class. Almost always prepared and on time for class.
- 7–7.5 Satisfactory. Contributed to class discussions a fair amount and did not tend to dominate conversations nor remain too quiet. Timeliness and preparedness was inconsistent.
- Tyndale Seminary
- 6–6.5 Needs Improvement. Did not contribute to class to a satisfactory level and/or did not respect the views and voices of others, but showed some desire to improve. Inconsistent preparation and involvement in class discussions.
- ≤5 Poor. Did not contribute to class at a satisfactory level and/or did not respect the views and voices of others, while demonstrating a lack of desire to improve. Consistent poor preparation and involvement in class discussions.

2. Book Response: 25% of final grade, reading due Wednesday, 3 June, paper due Friday, 19 June.

This assignment is related to Outcomes 1, 2, and 3.

Select one book from the “Children, Youth, and Faith” list (see Section V.) and read it thoughtfully and carefully. Then prepare a paper that responds to the book. Your book response must:

- a. offer a brief overview of the book's main arguments,
- b. reflect on the book in light of biblical and/or theological matters,
- c. reflect on the book in light of psychological/sociological matters,
- d. reflect on the book in light of matters pertaining to issues facing contemporary families as they relate to faith formation with children and/or youth, and
- e. offer recommendations for families and/or ministry leaders who work with families based on the content of the book.

It is expected that you rely on course readings **and** that you carry out additional research for this paper. Your book response **must** thoughtfully rely on at least two course readings and two additional reputable scholarly sources (books, articles, etc.).

Your book response paper is to be 5-6 pages, double-spaced, 12-point Times New Roman font, with 1-inch margins and Chicago-style endnotes.

Book responses will be evaluated according to the attached rubric for written assignments.

3. Digital Resource Presentation: 25% of final grade, due Friday, 10 July.

This assignment is related to Outcomes 4 and 5.

Choose one of the resources from the "Resources for Families" list (see Section V.) and read it carefully and thoughtfully. Then prepare a digital presentation about this resource. These presentations will be shared with the students in this class. Your digital presentation (15-20 minutes) should creatively and engagingly present material in the book to families in your church and/or pastoral practitioners who work in ministry with children, youth, or families. You can record a podcast, create a slideshow, host an interview about the book (real or mock), or make a creative video presentation (TED talk style, image-based, tutorial, late-night talkshow parody, LEGO stop motion animation—the options are endless!). The goal is to present material in the resource and to get creative while doing it! Remember that sometimes less is more—it may be better to dig deeper into one concept, practice, or section from the book instead of providing an overview of the whole book. You must post your digital presentation online (with a private link) and send the link to the instructor.

Digital presentations will be evaluated according to the attached rubric for presentations.

Note: Students are required to view and discuss one another's presentations. To provide ample time for students to create high-quality presentations, instead of sharing presentations during the week of class, students must log into Moodle, view one another's presentations online, and post comments and questions to one another on a discussion board by Friday, 24 July.

4. Resource Development: 40% of final grade (20% resource, 20% rationale), due Friday, 31 July.

This assignment is related to all Outcomes.

Creating positive experiences for children, youth, and families is central to nurturing them in their spiritual lives and to the vitality of congregations. Thus, you will conduct research and create a **resource** for nurturing faith within families. It can have as its goal the formation of children, youth, and/or the family as a whole, but it must reflect the centrality of family life to the faith formation of your chosen group. This assignment is intentionally open-ended and broad; you have a lot of latitude for how you will shape this resource. It could be a website, booklet, or video addressing a critical issue related to children/youth/families (suicide, bullying, etc.), a family-based worship service, a home Bible study curriculum, a game to spark faith conversations—there are so many possibilities! Be sure that you exercise creativity and demonstrate knowledge of ministry with children, youth, and families.

In addition to the resource itself, you must provide a **rationale** (5-6 pages) that outlines your theological vision of ministry with children, youth, and families and explains the resource you created and why you created it. This is a research-based assignment, so it is expected that you conduct research beyond course readings to inform your resource and the theological and pedagogical foundations on which it stands. Your rationale must rely on *at least* two course readings and three additional reputable and relevant scholarly sources (books, articles, etc.).

The resource can take all sorts of forms and how you submit it will be based on the form of the resource. The rationale must be 4-5 pages, double-spaced, 12-point Times New Roman font, with 1-inch margins and Chicago-style endnotes.

This assignment will be evaluated according to the attached rubrics for written and resource assignments.

Formatting Requirements

Written assignments should be clearly written and free from grammatical and spelling errors. Proper formatting, correct spelling, and correct grammar are factored into the evaluation of assignments (see Appendix A for the rubric for written assignments).

All written assignments must be formatted as follows (see Appendix D for an example of a properly-formatted paper):

- All assignments must include a cover page
- Assignments must remain within the page count (for example, a 4 to 5-page paper must conclude on the bottom half of the fourth page or any place on the fifth page). Title page, endnotes, and works cited are not included in the page count.

- Assignments must include **endnotes** (for consistency in page count) and a works cited page that conform to Chicago Manual of Style.
- Double space and single side all assignments
- Use 12-point Times New Roman font
- All margins should be 1 inch (2.5 cm)
- All pages should be numbered

Written assignments should be submitted on Moodle as PDF files. If you need to send multiple files, ensure each is clearly named.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Participation	Daily	10 %
2. Book Response	June 19	25 %
3. Digital Resource Presentation	July 10	25 %
4. Resource Development	July 31	40 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to the start of class. Late registrants are responsible for the consequences of partial preparation.

Monday – What Makes a Family?

Review: Garland — Introduction, 3-5
 Ward
 Comacchio
 Adcock

Tuesday – Families in Formation

Review: Garland — 6-9
 Bibby, Thiessen, and Bailey

Wednesday – Formation in Families

Review: Garland — 12
 Smith and Adamczyk — “Cultural Models of Religious Parenting”

Thursday – Forming Faith in Children and Youth

Review: Choice of “children, youth, and faith” book

Ingersoll

Wright

Friday – Leading Ministry with Families

Review: Garland — 13–16

Roehlkepartain

Smith and Adamczyk — “Parents’ Expectations of Religious Congregations”

V. SELECTED BIBLIOGRAPHY

Children, Youth, and Faith

Allen, Holly Catterton. *Forming Resilient Children: The Role of Spiritual Formation in Healthy Development*. IVP Academic, 2021. (200 pages)

Beilharz, Tim. *The Child in God’s Church: Faith-Formative Relationships that Grow Disciples Who Know, Love, and Obey King Jesus*. Youthworks, 2025. (175 pages)

Campen, Tanya Marie Eustace. *Holy Work with Children: Making Meaning Together*. Pickwick, 2021. (130 pages)

Dean, Kenda Creasy and Ron Foster. *The Godbearing Life: The Art of Soul Tending for Youth Ministry*, revised edition. Upper Room 2023. (345 pages).

Lockhart-Gilroy, Annie. *Nurturing the Sanctified Imagination of Urban Youth*. Urban Loft, 2020. (116 pages)

Miller-McLemore, Bonnie J. *In the Midst of Chaos: Caring for Children as Spiritual Practice*. Fortress, 2019. (242 pages)

Oestreicher, Mark, ed. *5 Views on the Future of Youth Ministry: Perspectives on What Could or Should Be*. The Youth Cartel, 2021. (143 pages)

Root, Andrew. *The End of Youth Ministry? Why Parents Don’t Really Care about Youth Groups and What Youth Workers Should Do about It*. Baker, 2020. (256 pages)

Resources for Families

Brown, Claire and Anita Peebles. *New Directions for Holy Questions: Progressive Christianity for Families*. Morehouse, 2022. (128 pages)

Miller, Meredith. *Woven: Nurturing a Faith Your Kid Doesn’t Have to Heal From*. Worthy, 2024. (256 pages)

Powell, Kara. *The Stickyfaith Guide for Your Family: Over 100 Practical and Tested Ideas to Build Lasting Faith in Kids*. Zondervan, 2014. (233 pages)

Scandrette, Mark and Lisa Scandrette. *Belonging and Becoming: Creating a Thriving Family Culture*. Downers Grove, IL: InterVarsity, 2016. (230 pages)

Smith, Traci. *Faithful Families: Creating Sacred Moments at Home*. St. Louis: Chalice, 2017. (256 pages)

Thomas, Christie. *Little Habits, Big Faith: How Simple Practices Help Your Family Grow in Jesus*. NavPress, 2024. (208 pages).

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of

two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).