

“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.”

Course	CHILDREN, YOUTH MINISTRY AND THE CHANGING FAMILY CHED / PAST / YMIN 0596 1S
Date, Time, and Delivery Format	MAY 6 – 10, 2024 MONDAY – FRIDAY, 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
Instructor	DAVID CSINOS, PhD Email: dcsinos@tyndale.ca
Class Information	The classes will be livestreamed from Monday to Friday from 9:00 AM – 4:00 PM. Office Hours: By appointment
Course Material	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.

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. Downers Grove, IL: IVP Academic, 2012.

Any ONE book from the “children, youth, and faith” list (see pp. 10-11)

Any ONE book from “resources for families” list (see pp. 10-11)

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. Abingdon: 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. Toronto: 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: 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, TX: 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. Naugatuck, CT: 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: 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: 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. Grand Rapids: 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. Kelowna, BC: Wood Lake, 2018.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

DeVries, Mark. *Family-Based Youth Ministry*, rev. ed. Downers Grove, IL: InterVarsity, 2004.

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

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

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

Thatcher, Adrian. *Theology and Families*. Malden, MA: Blackwell, 2007

C. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- 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

D. 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.

E. 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, 9 May, paper due Friday, 24 May

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

Select one book from the “children, youth, and faith” list (see pp. 10-11) 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 6-7 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, 7 June

This assignment is related to Outcomes 4 and 5.

Choose one of the resources from the “resources for families” list (see pp. 10-11) 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, 28 June.

4. Resource Development: 40% of final grade (20% resource, 20% rationale), due Friday, 5 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 5-6 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.

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Participation	10 %
Book Response	25 %
Digital Resource Presentation	25 %
Resource Development	40 %
Total	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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 4–5 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.

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

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 are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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

I. 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.

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.

Class Schedule (with reading/preparation requirements)

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 — “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

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

Children, Youth, and Faith

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

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

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

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

Oestreicher, Mark, ed. *5 Views on the Future of Youth Ministry: Perspectives on What Could or Should Be*. San Diego: 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*. Grand Rapids: Baker, 2020. (256 pages)

Resources for Families

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

Powell, Kara. *The Stickyfaith Guide for Your Family: Over 100 Practical and Tested Ideas to Build Lasting Faith in Kids*. Grand Rapids: 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)

A pair of resources from Christian Reformed Church in North America:

Keeley, Laura and Robert J. Keeley. *Dear Parent: A Guide for Family Faith Formation*. Grand Rapids: CRCNA Faith Formation Ministries, 2019. (80 pages)

Swartzentruber, Sandy. *Everyday Family Faith: Simple Practices and Activities for Building Faith at Home*. Grand Rapids: CRCNA Faith Formation Ministries, 2019. (44 pages)

APPENDIX A: WRITTEN ASSIGNMENT EVALUATION RUBRIC

NAME:

		60-69 (C range)	70-79 (B range)	80-100 (A range)
CONTENT				
Depth	/30	Surface-level, book report, no depth	Some level of depth, appropriate for level of studies	Exceeds expectations for level of studies
Clarity of Ideas	/25	Confused interpretation of most points, or several major ideas	At expected levels	Beyond expected levels
Adequacy Sources	/15	Uses and cites less than required amount of sources or unacceptable sources	Uses and cites appropriate number of acceptable sources	Uses and cites more than appropriate number of sources, or uses sources of uncommon quality
Subtotal	/70			
ORGANIZATION AND MECHANICS				
Formatting / Citation Style	/15	Frequent or severe errors in formatting and citation practices	Fewer than five errors in formatting and citation practices	Free of formatting and citation errors
Use of English	/15	Frequent or severe errors in grammar, sentence structure, or word usage	Fluency in use of English; appropriate for level of studies	Exceptional fluency and language capacity supports communicative purpose
Subtotal	/30			
TOTAL	/100			

COMMENTS:

APPENDIX B: PRESENTATION ASSIGNMENT EVALUATION RUBRIC

NAME:

		60-69 (C range)	70-79 (B range)	80-100 (A range)
Articulation of Content	/35	Surface-level, book report, no depth, confused interpretation of most points, or several major ideas, inadequate responses to questions	Some level of depth, appropriate for level of studies, clear interpretation, Q&A demonstrated an adequate grasp of material	Exceeds expectations for level of studies, articulated content with consistent clarity and depth, responded to questions by going deeper into content
Preparedness and Delivery	/30	Disorganized, confused, and disconnected parts of presentation, too long/short, did not speak clearly, did not use any additional presentation material (handouts, slideshow, etc.)	Demonstrated a level of organization and coherence, remained within timeframe, speech was clear, some additional materials used to engage participants	Exceeds expectations for organization and coherence, exceptional use of time, speech was very clear and showed passion, excellent use of materials to engage participants
Creativity	/35	Did not demonstrate creative thought in content and/or delivery	At expected levels, utilized some creative approaches to present content	Beyond expected levels, consistently demonstrated a high level of creativity and engagement
TOTAL	/100			

COMMENTS:

APPENDIX C: RESOURCES ASSIGNMENT EVALUATION RUBRIC

NAME:

		60-69 (C range)	70-79 (B range)	80-100 (A range)
Theoretical Basis	/30	Lacking clear theoretical underpinnings, confused confused interpretation of most or several major ideas, based on opinion rather than research	Some level of depth, appropriate for level of studies, based on relevant theories, demonstrated an adequate grasp of material	Exceeds expectations for level of studies, consistent reliance on appropriate theories, exceptional level of depth and/or breadth of research
Pedagogical Foundations	/30	Did not demonstrate awareness of appropriate pedagogical strategies, practices are inconsistent with objectives or theoretical basis	Demonstrated appropriate knowledge of pedagogical strategies, practices are consistent with objectives or theoretical basis	Exceeds expectations for knowledge and use of pedagogical strategies, practices are seamlessly integrated and clearly related to objectives and theoretical basis
Creativity	/40	Did not demonstrate creative thought in content and/or presentation	At expected levels, utilized some creative approaches in the resources and the presentation thereof	Beyond expected levels, consistently demonstrated a high level of creativity in both content and presentation
TOTAL	/100			

COMMENTS:

APPENDIX D: SAMPLE FORMATTING FOR WRITTEN ASSIGNMENTS

The Confessions

Augustine of Hippo

10 February 2024

CHED 1234: The Legacy of Saint Augustine
The Rev. Dr. Dave Csinos

Great art Thou, O Lord, and greatly to be praised; great is Thy power, and Thy wisdom infinite. And Thee would man praise; man, but a particle of Thy creation; man, that bears about him his mortality, the witness of his sin, the witness that Thou resistest the proud: yet would man praise Thee; he, but a particle of Thy creation. Thou awakest us to delight in Thy praise; for Thou madest us for Thyself, and our heart is restless, until it repose in Thee. Grant me, Lord, to know and understand which is first, to call on Thee or to praise Thee? or how shall they believe without a preacher? and they that seek the Lord shall praise Him: for they that seek shall find Him, and they that find shall praise Him. I will seek Thee, Lord, by calling on Thee; and will call on Thee, believing in Thee; for to us hast Thou been preached. My faith, Lord, shall call on Thee, which Thou hast given me, wherewith Thou hast inspired me, through the Incarnation of Thy Son, through the ministry of the Preacher.

And how shall I call upon my God, my God and Lord, since, when I call for Him, I shall be calling Him to myself? and what room is there within me, whither my God can come into me? whither can God come into me, God who made heaven and earth? is there, indeed, O Lord my God, aught in me that can contain Thee? do then heaven and earth, which Thou hast made, and wherein Thou hast made me, contain Thee? or, because nothing which exists could exist without Thee, doth therefore whatever exists contain Thee? Since, then, I too exist, why do I seek that Thou shouldest enter into me, who were not, wert Thou not in me? Why? because I am not gone down in hell, and yet Thou art there also. For if I go down into hell, Thou art there. I could not be then, O my God, could not be at all, wert Thou not in me; or, rather, unless I were in Thee, of whom are all things, by whom are all things, in whom are all things? Even so, Lord, even so. Whither do I call Thee, since I am in Thee? or whence canst Thou enter into me? for whither can

I go beyond heaven and earth, that thence my God should come into me, who hath said, I fill the heaven and the earth.ⁱ

Do the heaven and earth then contain Thee, since Thou fillest them? or dost Thou fill them and yet overflow, since they do not contain Thee? And whither, when the heaven and the earth are filled, pourest Thou forth the remainder of Thyself?

Oh! that I might repose on Thee!ⁱⁱ Oh! that Thou wouldest enter into my heart, and inebriate it, that I may forget my ills, and embrace Thee, my sole good! What art Thou to me? In Thy pity, teach me to utter it. Or what am I to Thee that Thou demandest my love, and, if I give it not, art wroth with me, and threatenest me with grievous woes? Is it then a slight woe to love Thee not? Oh! for Thy mercies' sake, tell me, O Lord my God, what Thou art unto me. Say unto my soul, I am thy salvation.ⁱⁱⁱ So speak, that I may hear. Behold, Lord, my heart is before Thee; open Thou the ears thereof, and say unto my soul, I am thy salvation. After this voice let me haste, aSay, Lord, to me, Thy suppliant; say, all-pitying, to me, Thy pitiable one; say, did my infancy succeed another age of mine that died before it?^{iv} was it that which I spent within my mother's womb? for of that I have heard somewhat, and have myself seen women with child? and what before that life again, O God my joy, was I any where or any body?

ⁱ David M. Mellott, *Finding Your Way in Seminary: What to Expect, How to Thrive* (Louisville: Westminster John Knox, 2016), 39.

ⁱⁱ Mellott, *Finding Your Way*, 63.

ⁱⁱⁱ Leonard Franchi, "Healing the Wounds: St. Augustine, Catechesis, and Religious Education Today," *Religious Education* 106, no. 3 (2011): 302.

^{iv} James W. Fowler and Mary Lynn Dell, "Stages of Faith From Infancy Through Adolescence: Reflections on Three Decades of Faith Development Theory," in *The Handbook of Spiritual Development in Childhood in Adolescence*, edited by Eugene C. Roehlkepartain, Pamela Ebstyn King, Linda Wagener, and Peter L. Benson, 34-45 (Thousand Oaks, CA: Sage, 2006), 36.

Works Cited

- Fowler, James W. and Mary Lynn Dell. "Stages of Faith From Infancy Through Adolescence: Reflections on Three Decades of Faith Development Theories." In *The Handbook of Spiritual Development in Childhood and Adolescence*, edited by Eugene C. Roehlkepartain, Pamela Ebstyn King, Linda Wagener, and Peter L. Benson, 34-45. Thousand Oaks, CA: Sage, 2006.
- Franchi, Leonard. "Healing the Wounds: St. Augustine, Catechesis, and Religious Education Today." *Religious Education* 106, no. 3 (2011): 299-311.
- Mellott, David M. *Finding Your Way in Seminary: What to Expect, How to Thrive*. Louisville: Westminster John Knox, 2016.