"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	WINTER, 2026
Course Title	**FOUNDATIONS OF MINISTRY WITH YOUTH**
Course Code	**YMIN 0592 1S**
Date **Time** **Delivery Format**	From January 13, 2025 to April 13, 2025 **TUESDAYS** From 2:15 to 5:05 PM SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed every Tuesday from 2:15 to 5:05 pm.
Instructor	Rev. Karen Joseph Email: kjoseph@tyndale.ca
Office Hours	The instructor will stay after class each week for student questions/meetings and meetings can also be arranged by emailing the instructor.
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.

I. COURSE DESCRIPTION

In the context of an ever-changing culture, youth workers must be ready to assess and develop ways of reaching and discipling today's adolescents. Designed to present a theological, sociological and philosophical foundation for youth ministry. One-third of the course is focused on understanding adolescents, one-third on building youth programs, and the last third on skills needed in youth ministry. Designed for both a foundation for professional youth workers, for lead pastors in small churches and those counselling adolescents..

II. LEARNING OUTCOMES

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

1. Apply theology and practice in a youth ministry setting to best respond to youth in the students' own cultural and ministry setting through a case study assignment and group presentation.

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2. Explore and identify key questions that inform the inner world of adolescents as subjects in transition: searching for identity, expanding their depth of thinking and questions regarding faith through classroom discussion and a group presentation.
3. Prepare a presentation to synthesize and understand the unique sub-culture of Canadian youth within a wider global context.
4. Evaluate specific youth ministry models from around the world through case studies discussed in class and applied in assignments.
5. Create a helpful resource that engages youth ministry skills in key areas such as outreach, spiritual formation, and leadership development.
6. Identify basic personal ministry skills in the area of youth communications, counseling, community building and volunteer empowerment through in class discussion and through related assignments.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Dean, Kenda Creasy. *Almost Christian: What the Faith of Our Teenagers is Telling the American Church*. Oxford: Oxford University Press, 2010. ISBN 978-0195314847.

Devries, Mark. *Sustainable Youth Ministry: Why Most Youth Ministry Doesn't Last and What Your Church Can Do About It*. Downers Grove, IL: IVP, 2008. ISBN 978-0-8308-3361-0.

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, MI: Baker Academic, 2020. ISBN 978-1-5409-6269-0.

One of the following (for a book application assignment):
Chromey, Rich and Stephanie Caro. *Thriving Youth Ministry in Smaller Churches: Secrets for Cultivating a Dynamic Youth Ministry*. Simply Youth Ministry, 2009. ISBN 978-0-7644-4051.

Drury, Amanda. *Saying is Believing: The Necessity of Testimony in Adolescent Spiritual Development*. Downers Grove, IL IVP Academic, 2015. ISBN 978-0-830840656.

Sorenson, Jacob. *Sacred Playgrounds: Christian Summer Camp in Theological Perspective*. Eugene, OR: Cascade Books, 2019. ISBN 978-1-5326-9462-2.

Stucky, Nathan. *Wrestling with Rest: Inviting Youth to Discover the Gift of Sabbath*. Grand Rapids, MI: Wm. B. Eerdmans Publishing, 2019. ISBN 978-0-8028-7626-3.

Yarhouse, Mark and Julia Sadusky. *Emerging Gender Identities: Understanding the Diverse Experiences of Today's Youth*. Grand Rapids, MI: Brazos Press, 2020. ISBN 978-1-58743-434-1.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS
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. **Case Study Reflection Paper: Due February 10th. (20% of final grade).**
Using a case study provided by the instructor, students will integrate theology and practice by providing a responsive reflection to a real life situation. Students will use class content and the Dean reading (*Almost Christian*) as resources, evaluating and applying these resources to the case study. The case study will touch on aspects outlined in Learning Outcomes #3 and #4.]

2. **Critical Book Review and Application: Due on date of presentation (see schedule). 30% of final grade.**
Provide a careful and thorough examination of the basic issuess at stake in <u>one</u> of the books listed in the Required Readings (Chromey/Caro, Drury, Sorenson, Stucky, Yarhouse/Sadusky). Evaluate critically the relative strengths and weaknesses of the author's case. Provide practical examples of how the author's ideas would or would not apply well in your own specific ministry context, as a means of strengthening and applying your evaluation. The review should be 6-7 pages in length, double-spaced. The work will display an awareness of the implicit or explicit understanding of adolescent identity presented in the book (Learning Outcome #1). The review will also include the ways that the book interacts with our current culture in a real world application (Learning Outcome #2).

3. **Group Presentation: Due on date assigned for book (see schedule). 10% of final grade.**
Students will prepare a 30-minute group presentation. The groups will be made up of students that completed the same book for assignment #2. The presentation will focus on how their learning from the book can be applied in a practical ministry setting and at least 10-15 minutes of class discussion using thoughtful reflection questions (Learning Outcomes #1 & #2). Logistics regarding group size etc. will get worked out in the first class. Since much of youth ministry is done in teams and involves facilitating discussion by using thoughtful questions, this is an opportunity for students to work together and facilitate learning for others.

4. Resource (liturgy/sermon or education): Due on April 14th. (40% of final grade).

Students will create a resource that engages significantly with one of the following in the context of youth ministry: outreach, spiritual growth, leadership training, youth communications, counseling, community building and volunteer empowerment (Learning Outcomes #4 & #5). This resource will take the form either of liturgy/sermon <u>or</u> an educational resource. The weight of evaluation focuses on the theological and cultural foundations of the resource and not the actual performance of the resource. Students should focus on who they view as the primary audience and on the beliefs and the culturally contextual assumptions of that group (Learning outcome #2). This contextualization allows students to tailor their assignment to whatever cultural context they believe they will minister in (both ecclesial and ethnic). Throughout the class students will examine exemplars of prayers/sermons and educational resources that they can use as the basis for the creation of their unique resource. More details for this 10–12 page (double spaced) assignment will come before Reading Week.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Case Study Reflection	Feb 10	20 %
Critical Book Review and Application	Various	25 %
Group Presentation	Various	15 %
Sermon/Resource	Apr 14	40 %
Total Grade		**100 %**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

#	Date	Subject	Reading	Assignment
1	Jan 13	Practicing Theology in Youth Ministry	Devries, *Sustainable Youth Ministry*, 9-28 (Intro-Ch.1).	
2	Jan 20	Youth Ministry in Context	Dean, *Almost Christian*, pp 1-42 (Part 1-Ch.1-2). Devries, *Sustainable Youth Ministry*, 29-39 (Ch.2).	
3	Jan 27	Belonging and Community in Youth Ministry	Dean, *Almost Christian*, pp. 43-106 (Ch.3-5). Devries, *Sustainable Youth Ministry*, 40-50 (Ch.3).	

4	Feb 3	Cultivating Life-Long Faith	Dean, *Almost Christian*, pp. 107-216 (Ch.6-Appx E). Devries, *Sustainable Youth Ministry*, 51-56 (Ch.4).	
5	Feb 10	Creating Space for Discernment in Youth Ministry	Root, *End of Youth Ministry*, ix-50 (Warning!-Ch.4). Devries, *Sustainable Youth Ministry*, 57-73 (Ch.5).	Case Study Reflection Paper
6	Feb 17	*Reading Week*		
7	Feb 24	Identity, Transformation, and Youth Ministry	Root, *End of Youth Ministry*, 51-91 (Ch.5-7). Devries, *Sustainable Youth Ministry*, 74-89 (Ch.6).	
8	Mar 3	Suffering and Joy - Navigating the Tension in Youth Ministry	Root, *End of Youth Ministry*, 93-142 (Ch.8-10). Devries, *Sustainable Youth Ministry*, 90-106 (Ch.7).	
9	Mar 10	Testimony (Youth Ministry and Stories of Joy)	Root, *End of Youth Ministry*, 143-170 (Ch.11-12). Devries, *Sustainable Youth Ministry*, 107-123 (Ch.8).	Presentations on Drury
10	Mar 17	Transcendence in Youth Ministry and the Gift of Retreats and Camps	Root, *End of Youth Ministry*, 171-180 (Ch.13). Devries, *Sustainable Youth Ministry*, 124-139 (Ch.9).	Presentations on Sorenson
11	Mar 24	A Theology of What It Is to Be Human - Sex/Gender/AI	Root, *End of Youth Ministry*, 181-204 (Ch.14). Devries, *Sustainable Youth Ministry*, 140-158 (Ch.10).	Presentations on Yarhouse and Sadusky
12	Mar 31	You Died Too Soon - Cruciform Practices and Grace in Youth Ministry	Root, *End of Youth Ministry*, 205-225 (Ch.15-Concl). Devries, *Sustainable Youth Ministry*, 159-174 (Ch.11).	Presentations on Stucky

| 13 | Apr 7 | Sabbath/Work (Flourishing in the Limits of Humanity) | Devries, *Sustainable Youth Ministry*, 175-218 (Ch.12-Appx C). | Presentations on Chromey and Caro |

V. SELECTED BIBLIOGRAPHY
Additional Bibliography available on the first day of class.

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 polices 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 (aau@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.