

# Message from the Academic Dean

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Dear Friend,

When you study at Tyndale Seminary, you are immersed in a vibrantly diverse community of faith and learning. We hope that being part of this unique and inspiring community will be one of the most transformative experiences of your life. Our programs are designed to stretch you intellectually, invigorate you spiritually and provide you with skills for ministry and service.

We invite you to engage wholeheartedly in the Tyndale community as you become equipped for effective and faithful participation in the mission of God in this world. The faculty and staff of Tyndale count it a privilege to be your companion on this exciting journey of faith and learning.

Grace and Peace,

**Janet Clark**

*Senior Vice President Academic  
& Dean of the Seminary*

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# Important Dates

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## Spring/Summer 2014

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April 21	Monday	Spring/Summer courses begin
May 5 - 16	Mon - Fri	DMin Leadership Cohort 5 Residency
May 19	Monday	Victoria Day ( <i>no classes</i> )
May 26 - June 6	Mon - Fr	DMin Leadership Cohort 4 Residency
June 16 - 27	Mon - Fri	DMin Leadership Cohort 6 Residency
July 1	Tuesday	Canada Day
August 4	Monday	Civic Holiday ( <i>no classes</i> )
August 10 - 22	Sun - Fri	DMin Spiritual Formation Residency

## Fall 2014

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August 22	Friday	Fall Registration Deadline ( <i>late fee applies after 5 p.m.</i> )
August 30	Saturday	Move-In Day
August 31	Sunday	Fall Graduation Application Deadline
September 1	Monday	Labour Day
September 3	Wednesday	Orientation Activities ( <i>Day</i> )
September 4	Thursday	Orientation Activities ( <i>Evening</i> )
September 8	Monday	Fall classes begin
September 10	Wednesday	Commencement Chapel
September 19	Friday	Last day to add/drop Fall courses without penalty
October 13	Monday	Thanksgiving ( <i>no classes</i> )
October 21 - 24	Tue - Fri	Reading Days ( <i>no classes</i> )
October 31	Friday	Final day to drop a course
November 8	Saturday	Fall Graduation
December 5	Friday	Last Day of Classes
December 5	Friday	Spring Graduation Early Application Deadline ( <i>late fee applies after 5 p.m.</i> )
December 5	Friday	Winter Registration Deadline ( <i>late fee applies after 5 p.m.</i> )
December 8 - 12	Mon - Fri	Final Exams
December 24 - January 1	Wed - Thu	Tyndale Closed

## Winter 2015

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January 1	Thursday	New Year's Day ( <i>Tyndale Closed</i> )
January 2	Friday	Tyndale Re-opens
January 5 - 9	Mon - Fri	January Intersession
January 5 - 9	Mon - Fri	DMin Cohort 4 Residency
January 8	Thursday	Orientation Activities
January 12	Monday	Winter classes begin
January 19 - 23	Mon - Fri	DMin Cohort 5 Residency
January 23	Friday	Last day to add/drop Winter courses without penalty
January 26 - 30	Mon - Fri	DMin Cohort 6 Residency
January 31	Saturday	Spring Graduation Final Application Deadline
February 16	Monday	Family Day ( <i>no classes</i> )
February 22 -27	Sun - Fri	DMin Spiritual Formation Residency
March 6	Friday	Final day to drop a course
March 16 - 20	Mon - Fri	Reading Week ( <i>no classes</i> )
April 1	Wednesday	Graduation Chapel
April 3	Friday	Good Friday ( <i>no classes</i> )
April 13	Monday	Last Day of Classes
April 14 - 20	Tue - Mon	Final Exams
May 9	Saturday	Spring Graduation

## About Tyndale

Tyndale is a Christian university college and seminary that prepares leaders for work in the private, public and not-for-profit sectors, ministry and the global mission of the church. Tyndale offers fully accredited programs in a wide range of disciplines at both the undergraduate and graduate levels. Undergraduate students may study toward a Bachelor of Arts (BA), Bachelor of Religious Education (BRE), or Bachelor of Education (BEd) degree or a certificate in Christian Studies. Graduate-level education includes a Doctor of Ministry (DMin) degree; master's degrees in Divinity, Theological Studies or Theology; and a graduate diploma in Christian Studies, Missions or Spiritual Formation. Currently, there are over 1,600 students representing over 40 denominations and 60 ethnic backgrounds and over 12,000 alumni. Founded in 1894, Tyndale is strategically positioned in Toronto, Ontario.

## Mission Statement

Tyndale University College & Seminary is dedicated  
to the pursuit of truth,  
to excellence in teaching, learning and research,  
for the enriching of mind, heart and character,  
to serve the church and the world,  
for the glory of God.

## The Tyndale Crest

The centre piece of the crest (see front cover) for Tyndale University College & Seminary is a lantern, symbolic of Psalm 119:105, which reads: Your word is a lamp to my feet and a light for my path. Below the lantern is the Greek motto *douloi Christou* (“servants of Christ”), declaring the vision of the school for all students, faculty, staff and alumni to serve the church and the world for the glory of God.

## Statement of Faith

Tyndale University College & Seminary is a Christian institution of higher education standing in the Protestant Evangelical tradition. With all Christians East and West, North and South, we affirm the historic Apostles’ and Nicene creeds, and we affirm our spiritual kinship with all who seek to exalt and serve the Lord Jesus Christ.

We are also rooted in the Protestant Reformation with its conviction concerning the Lordship of Jesus Christ and the normative authority of Scripture. In the tradition of the Evangelical awakenings, we proclaim the message of a personal faith in the crucified Christ and a transformed life through the Spirit. Born out of the world missionary movement of the 19th century, we continue to serve the



global church in all its cultural diversity. We embrace the biblical call to seek justice and peace and to serve the poor, the vulnerable and the oppressed.

The following Statement of Faith reflects our own specific theological identity within that worldwide church.

**We believe that:**

1. There is but one true and living God who exists eternally in three persons: the Father, the Son, and the Holy Spirit. God alone is Creator, Preserver and Governor of all things visible and invisible, at work in the world to redeem creation.
2. The eternal Son of God, incarnate in Jesus of Nazareth, was conceived by the Holy Spirit and born of the Virgin Mary. He declared God's Kingdom and embodied that reign in His acts. Having rendered a life of perfect human obedience to the Father, He died on the cross as a vicarious and victorious atonement for sin. In His atoning death and bodily resurrection, Christ opened the way of rescue from sin and death, reconciling the world to God. Exalted as Lord, He continues to intercede on behalf of His people.
3. The Bible, both Old and New Testaments together, is Holy Scripture. It is the authoritative written Word of God, inspired by the Holy Spirit, inerrant in all that it teaches, the one entirely trustworthy rule for faith and life. The teachings of Holy Scripture are apprehended through the careful study of the text in all its dimensions, together with prayerful theological reflection, under the guidance of God's Spirit.
4. Human beings alone, both male and female, are created in the image of God. All people are made to enjoy relationship with God, with one another, and with the good creation of which we are stewards. Humankind's sinful disobedience has incurred God's just judgment, bringing sin, guilt, depravity and misery upon all humanity.
5. God in mercy and grace redeems all who repent of their sin and trust Jesus Christ alone for their salvation, justifying them through faith in the Saviour, restoring their relationship with Him, giving them new life by the Holy Spirit, and empowering them for discipleship.
6. The one holy, catholic and apostolic church occurs in local communities of believers all over the world. The Church is the Body of Christ, the People of God, and the Fellowship of the Spirit, sent into the world to glorify Jesus Christ and to bear witness to God's dawning Kingdom in word and deed.
7. On a day that has been appointed, Jesus Christ will appear again as judge to raise the righteous unto eternal blessing and the unrighteous unto eternal separation from God. He will consummate His kingdom of peace, and His redeemed will enjoy everlasting life, reigning with Christ in the new heavens and the new earth.

## History

Tyndale has been training Christian leaders for over 100 years, with its original mission to provide Christian higher education in service of the church remaining constant. Tyndale University College & Seminary is proud to continue the tradition of decades of service embodied in its institutional lineage, including: Toronto Bible Training School, Toronto Bible College, London Bible Institute/London College of Bible and Missions, Ontario Bible College/Ontario Theological Seminary and Tyndale College & Seminary.

Founded in 1894, Toronto Bible Training School was the third of its kind to be established in North America and the first in Canada. Under the leadership of Dr. Elmore Harris, then minister of the historic Walmer Road Baptist Church, Toronto Bible College (TBC) came into being. London College of Bible and Missions (LCBM) began in 1935 as London Bible Institute, led by Dr. J. Wilmot Mahood. After the merger of TBC and LCBM in 1968, it was renamed Ontario Bible College (OBC). In 1976, OBC moved to north Toronto and established a graduate school, Ontario Theological Seminary (OTS – now Tyndale Seminary). With over 900 students, Tyndale Seminary is now Canada's largest seminary.

The name Tyndale College & Seminary was adopted in 1998 as part of a renewed vision to build a world-class centre of Christian higher education. William Tyndale, an early English reformer, was a scholar and student of the Scriptures with a passion for the Christian faith and a willingness to serve God. His commitment to making the Scriptures available to all persons led him to undertake the first English translation of the Bible at the cost of his own life. He is a model for scholarship, Christian faith and vision, not only for students but for the entire Tyndale community.

On June 26, 2003, the Ontario Legislature passed a bill that authorized a further change of the name of the institution to Tyndale University College & Seminary. The bill also authorizes Tyndale to offer the Bachelor of Arts and Bachelor of Arts (Honours) degrees in the humanities, the social sciences and business. In this new stage, Tyndale University College & Seminary continues its tradition as a place of scholarship and training for those who wish to be salt and light in the world.

In 2007, Tyndale received approval from the Ontario Ministry of Training, Colleges and Universities and the Ontario College of Teachers to offer a 12-month Bachelor of Education program to prepare teachers for primary, junior and intermediate grades. Graduates of the program are eligible for a Certificate of Qualification from the Ontario College of Teachers.

In 2007, Tyndale negotiated the purchase of the 56-acre Morrow Park property on Bayview Avenue from the Sisters of St. Joseph of Toronto. A number of programs and departments are already located on the new campus, including the Bachelor of Education, Doctor of Ministry, Spiritual Direction, Admissions, and Development and Community Relations departments. Tyndale took possession of the property on April 1, 2013, and anticipates consolidating all of its operations onto the new campus in 2015.

## Outline of Institutional Heritage

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### **Toronto, Ontario**

1894 - 1912 Toronto Bible Training School  
 1912 - 1968 Toronto Bible College

### **London, Ontario**

1935 - 1951 London Bible Institute  
 1951 - 1962 London Bible Institute  
 and Theological Seminary  
 1962 - 1968 London College of Bible and  
 Missions

### **Toronto, Ontario**

1968 Toronto Bible College and London  
 College of Bible and Missions merge to  
 form Ontario Bible College  
 1976 Ontario Theological Seminary  
 is established  
 1998 Ontario Bible College and Ontario  
 Theological Seminary are renamed  
 Tyndale College & Seminary  
 2003 Tyndale College & Seminary's name is  
 changed to Tyndale University College &  
 Seminary

## Institutional Leadership

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### **Toronto, Ontario**

1894 - 1911 Dr. Elmore Harris,  
*Founder, President*  
 1894 - 1906 Dr. William Stewart, *Principal*  
 1906 - 1946 Dr. John McNicol, *Principal*  
 1946 - 1953 Dr. John B. Rhodes, *Principal*  
 1954 - 1962 Rev. E.L. Simmonds, *Principal*  
 1962 - 1968 Dr. Stewart L. Boehmer, *President*

### **London, Ontario**

1935 - 1944 Dr. J. Wilmot Mahood,  
*Founder, President*  
 1945 - 1954 Dr. James N. Bedford, *President*  
 1954 - 1957 Dr. Alden A. Gannett, *President*  
 1958 - 1959 Dr. Percy H. Harris, *President*  
 1960 - 1966 Dr. J.G. Macaulay, *President*  
 1966 - 1968 Dr. William R. Foster,  
*Acting President*

### **Toronto, Ontario**

1968 - 1973 Dr. Stewart L. Boehmer, *President*  
 1973 - 1983 Dr. Victor Adrian, *President*  
 1983 - 1991 Dr. William J. McRae, *President*  
 1991 - 1992 Dr. Bruce Gordon,  
*Acting President*  
 1992 - 1995 Dr. Bruce Gordon, *President*  
 1995 - 2009 Dr. Brian C. Stiller, *President*  
 2009 - 2010 Office of the President:  
 Mr. Steven Holmes,  
*Chair, Board of Governors,*  
 Mr. Archie McLean,  
*Vice Chair, Board of Governors,* and  
 Mrs. Susan Finlay,  
*Member, Board of Governors*  
 2010 - Dr. Gary V. Nelson, *President*

## Academic Freedom

As an evangelical Protestant community of learning, Tyndale's affirmation of academic freedom is within the context of our orthodox theological heritage and vision of life. The Faculty and the Board of Governors of Tyndale University College & Seminary have endorsed our "Statement on Academic Freedom," and consider it to be in harmony with the Association of Universities and Colleges of Canada's (AUCC) 2011 "AUCC Statement on Academic Freedom," which is quoted in part here:

### **"What is academic freedom?"**

Academic freedom is the freedom to teach and conduct research in an academic environment. Academic freedom is fundamental to the mandate of universities to pursue truth, educate students and disseminate knowledge and understanding.

In teaching, academic freedom is fundamental to the protection of the rights of the teacher to teach and of the student to learn. In research and scholarship, it is critical to advancing knowledge. Academic freedom includes the right to freely communicate knowledge and the results of research and scholarship.

Unlike the broader concept of freedom of speech, academic freedom must be based on institutional integrity, rigorous standards for enquiry and institutional autonomy, which allows universities to set their research and educational priorities.

### **The responsibilities of academic freedom**

Evidence and truth are the guiding principles for universities and the community of scholars that make up their faculty and students. Thus, academic freedom must be based on reasoned discourse, rigorous extensive research and scholarship, and peer review.

Academic freedom is constrained by the professional standards of the relevant discipline and the responsibility of the institution to organize its academic mission. The insistence on professional standards speaks to the rigor of the enquiry and not to its outcome.

The constraint of institutional requirements recognizes simply that the academic mission, like other work, has to be organized according to institutional needs. This includes the institution's responsibility to select and appoint faculty and staff, to admit and discipline students, to establish and control curriculum, to make organizational arrangements for the conduct of academic work, to certify completion of a program and to grant degrees."

*(AUCC Statement on Academic Freedom, 2011)*

## Tyndale's Statement on Academic Freedom

At Tyndale University College & Seminary, the institution as a whole, its individual faculty members and its students have the right to academic freedom, understood to consist in the free and responsible investigation of issues and ideas and the expression of conclusions and beliefs, in discussion or publications, without interference.

Academic freedom is always experienced within a context of standards or norms. Tyndale University College & Seminary affirms the freedom of the academic community both to define its core theological convictions and to maintain its institutional commitments, which guide the pursuit of

its mission. At the same time, Tyndale University College & Seminary affirms an individual faculty member's freedom to express, in his or her writing, teaching and activities, personal beliefs and academic positions. While individual faculty members are free to develop and change their views on theological and academic matters, the unique task of the institution requires that the position of faculty members not be at variance with the core theological convictions of the community as set forth in the Statement of Faith and in the Community Standards Statement.

## **Affirmations of Academic Freedom**

In light of this understanding of academic freedom, Tyndale University College & Seminary affirms the following statements:

1. Faculty members are entitled to freedom in research and in the publication of the results within their fields of academic competence.
2. Faculty members are entitled to freedom in their classrooms to address matters within the general subject area implied by the course title and description. Faculty members are not free to use the classroom as a means of promoting causes unrelated to the subject matter of the course at hand.
3. In speaking and writing about matters not directly related to their field of academic competence, faculty members enjoy the same freedom of speech (as distinct from academic freedom) as do other individuals and citizens. In exercising this right, faculty should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should avoid the impression that they are speaking on behalf of Tyndale University College & Seminary.
4. Faculty members have the freedom to explore theological understandings that stand in an uncertain relationship to Tyndale University College & Seminary's Statement of Faith and/or to the Community Standards Statement, but each member must realize that the institution as a whole has the task of interpreting the Statement of Faith.
5. Students are not required to subscribe to the views of Tyndale University College & Seminary, and are free to learn and to take reasoned exception to the theological positions or academic views offered in the Tyndale community. In their public expressions, students and student organizations should make clear that they speak only for themselves.
6. Faculty members are responsible for safeguarding the academic freedom of their students to learn by encouraging free inquiry into controversial issues, presenting alternative viewpoints, refraining from undue influence of the process of learning, taking dissenting student opinion seriously and offering a forum for discussion.
7. Students shall not be penalized merely for holding a reasoned viewpoint on a particular issue that varies from the position of Tyndale University College & Seminary or of a faculty member.

## **Procedures Related to Academic Freedom**

1. If any individual believes that a faculty member has separated from the theological community at Tyndale University College & Seminary by advocating a position clearly at variance from the Statement of Faith and/or the Community Standards Statement, the individual should first approach the faculty member directly and privately for clarification.
2. If this attempt is not successful, the individual should bring evidence, beyond rumour or hearsay, to the University College/Seminary Academic Dean. Allegations charging violation of

the Statement of Faith or Community Standards Statement or professional standards shall be reviewed only after evidence is submitted.

3. Unsubstantiated charges or even substantiated charges about a faculty member referred to an administrator without first confronting the individual with the charges shall be viewed as a serious breach of ethics and a violation of the Statement on Academic Freedom.
4. Retractions or modification of utterances by faculty members are not required nor expected on the basis merely of a complaint received against them.

## Divergent Viewpoints

1. Tyndale University College & Seminary affirms the central tenets of historic Christian orthodoxy. This faith, expressed in the Scriptures, creeds of the early church, and confessions of the Protestant Reformation tradition, is reflected in the Statement of Faith. We affirm these truths as holding primary importance.
2. There are other matters of faith and practice that we consider as secondary. These relate to matters on which the biblical witness does not appear conclusive, or on which Christians have not reached a clear consensus. We need to study, pray and work together for greater understanding of such matters.
3. We seek to avoid a stance in which secondary matters are given absolute importance, by which multid denominational cooperation is subjected to strain and mutual acceptance is precluded by sectarian narrowness.
4. While emphasizing the primary truths shared by all who affirm historic Christian orthodoxy, we also recognize the right of congregations and denominations to develop and teach their own distinctives. Tyndale University College & Seminary seeks to assist students to relate positively to their heritage and to work enthusiastically in the affiliations to which God calls them. Faculty members are also expected to affirm the convictions of their own tradition, while at the same time being respectful of other traditions.
5. Tyndale University College & Seminary affirms that all members of its academic community have an obligation to give fair consideration to the various beliefs and to show due sensitivity to divergent understandings. Faculty and students are expected to deal with one another with respect. No one should pressure persons or impose tenets on others, but every encouragement is given to exercise responsible freedom to discuss such matters.

# About Tyndale Seminary

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## Introduction

Tyndale Seminary, a division of Tyndale University College & Seminary, is a multid denominational, evangelical Christian community offering graduate theological education aimed at equipping God's people for faithful and effective ministry in the church and in the world.

Tyndale Seminary is Canada's largest seminary and is located in the multicultural urban context of Canada's largest city, Toronto, Ontario. It is heir to more than a century's commitment to Christian theological education with a view to the global mission of the church. Accredited by the Association of Theological Schools in the United States and Canada (ATS), the Seminary's programs are grounded in a commitment to academic excellence, spiritual and character formation, and the development of ministry skills for Christian leadership in its various forms. Our faculty and students come from a rich diversity of denominational and ethnocultural backgrounds.

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.

A primary goal is to develop leaders for the Christian church within both the Canadian and global contexts. Through our educational programs, the school endeavours to renew the church and to strengthen its mission to the world by providing students with the biblical and theological foundations, personal and professional development and ministry skills needed for leadership in the 21st century.

## Theological Identity

Tyndale is a multid denominational, evangelical community of faith and learning. We stress the historic Christian faith of the gospel as expressed in the creeds of the early church, the affirmations of the Protestant Reformation and the emphases of noted Evangelical awakenings. Tyndale's Statement of Faith reflects the truths we consider of primary importance.

There are other matters of faith and practice that we consider as secondary. These relate to matters on which the biblical data does not appear conclusive or on which evangelicals have not reached a clear consensus. Thus, while affirming primary truths shared by evangelicals, we recognize the right of congregations and denominations to develop and teach their own distinctives. We help students relate positively to their heritage and to work wholeheartedly in the affiliations to which God calls them. We are committed to demonstrating, through a fair consideration of various options and with due sensitivity, how Christians should deal with divergent understandings. Every encouragement is given to exercise responsible freedom and to discuss such matters in keeping with God's Word and the guidance of His Spirit.

# Theological Education

## Missional Perspective

At Tyndale Seminary, theological education is grounded in a missional understanding of the church. We view the church as the people of God, gathered, reconciled, equipped and sent by God into the world, to provide witness to the gospel in the power of the Spirit. Thus, we understand ministry as the obedient and faithful use of gifts on the part of the whole people of God. We see Christian scholarship, spiritual formation and the practice of ministry as having a common focus in being properly oriented toward the expression of the gospel for and in the world. Our approach to theological education provides the context within which we pursue the integration of our theological task in these three areas:

1. *Christian scholarship*, which aims to provide grounding in the Christian tradition of biblical, theological and historical reflection, engender confidence in the gospel, foster spiritual vitality and animate creative and faithful ministry.
2. *Spiritual formation*, the continuing response to the reality of God's grace that shapes us into the likeness of Jesus Christ, through the work of the Holy Spirit, and in the community of faith for the sake of the world.
3. *Preparation for the practice of ministry* in its varied forms that is shaped by biblical-theological convictions, operating with sound theological reflection and expressed through the lives of people being shaped by the gospel.

## Community Life

A key component of our educational mission is the community life of the Seminary. In an effort to overcome the individualism and fragmentation that characterizes contemporary culture, the Seminary worships regularly as a community, structures itself for small group interaction and pastoral care, plans regular social and academic events on campus, engages in retreats and encourages an atmosphere of openness, caring and sensitivity toward one another.

## Canadian Perspective

While acknowledging the global character of the church, Tyndale Seminary at the same time is particularly concerned about the Canadian context of ministry. In developing faculty, we have formed a body of strong Canadian scholars. We also invite Christian scholars and leaders from across Canada to the campus for conferences, lectures and special courses.

Contemporary Canadian culture has undergone a vast shift in recent years. Concurrently, the cultural expression of Christianity has changed with many signs of effective adaptation to changing Canadian life. We want to be involved in assisting Canadians in understanding our culture and in clothing the gospel in contemporary forms.

## Urban-Multicultural Perspective

Toronto is the largest city in Canada and has been called the most multicultural city in the world. Its many outstanding churches and church-related ministries offer excellent openings for practical



ministry experiences. Its numerous ethnic communities give opportunities for cross-cultural learning. A number of students find part-time work in the area. Our community reflects the cosmopolitan nature of Toronto, with students from around the world. The multiculturalism of Toronto provides opportunities for internship in almost any ethnic context and is a singularly helpful environment for those planning cross-cultural ministry.

## **Faculty**

Our faculty members are key players in fulfilling the Seminary's mission and its commitment to Christian scholarship, spiritual formation and preparation for varied forms of ministry. The faculty reflect the diversity of the student body and includes men and women of many different denominations and ethnic backgrounds. Our visiting faculty come from around the globe to teach on a short-term basis.

Fundamental to any faculty appointment are the qualities of academic competence, teaching effectiveness and spiritual maturity. The normative requirement for membership on the full-time faculty is an earned doctorate. Seminary faculty are engaged in ministry to the wider Christian and academic communities through their writing, lecturing, preaching, consulting, advising and providing visionary leadership in a wide variety of associations. The Seminary encourages its faculty to think strategically, to act creatively and to look for new possibilities which extend our educational mission far beyond the confines of the classroom.

## **Statement on Women and Men in Ministry**

Tyndale Seminary affirms that both men and women are created in the image of God, that they are equally recipients of the redemptive grace of God and that the Spirit of God is conferred upon men and women alike. All academic programs at Tyndale Seminary are open to women and men.

The Seminary further recognizes that there are both men and women who sense a divine calling to professional ministry. Because the Seminary is not a church, nor does it represent a single denomination, it does not ordain or make the decision of who shall be ordained. Students come to us from a variety of churches and denominations, some that ordain women and some that do not.

Within the evangelical tradition of Christianity, differences of opinion exist regarding the roles of men and women. Discussions of such topics shall be conducted openly and sensitively. All persons shall be honoured and their principled convictions recognized. We value reasoned dialogue on these issues, which should be guided by Scripture, our supreme authority in matters of faith and practice.

While respecting divergent viewpoints and ecclesiastical traditions on the issue of the role of women within the church's organizational structures, the faculty of Tyndale Seminary are fully committed to supporting women who sense God's calling into the full scope of ministry responsibilities, including the ordained ministries of the church.

## **Flexible Course Scheduling**

While Tyndale Seminary encourages students to study full-time if at all possible, it also provides flexible scheduling and delivery formats for those who are combining their studies with employment, ministry and family commitments. In addition to a full range of semester-long, daytime classes, courses are also held in the evenings, on weekends, in intensive week-long formats and online.

Fall semester (*September – December*)  
January Intersession (*one-week intensive courses offered in early January*)  
Winter semester (*January – April*)  
Summer semester (*May – August*)  
Online (*Fall, Winter, Summer*)

This scheduling allows students four different entry points for their academic programs and enables them to accelerate their progress toward completing degree programs through year-round study.

## **Affiliations and Associations**

### *Association of Theological Schools (ATS)*

Tyndale Seminary is a member of the Association of Theological Schools in the United States and Canada (ATS). The degree programs offered by Tyndale Seminary are accredited by the Commission on Accrediting of ATS.

### *Canadian Chinese School of Theology at Tyndale Seminary (CCSTTS)*

An agreement between Tyndale University College & Seminary and the Association of Canadian Chinese Theological Education (ACCTE) provides opportunity for Mandarin-speaking students to take the Master of Divinity (MDiv) degree at Tyndale Seminary in the Mandarin language. All courses in the Mandarin-language MDiv are approved by Tyndale Seminary and taught by qualified professors. For further information, see the description in the Program section of this Academic Calendar, or contact the Program Assistant, Betty Poon: [bpoon@tyndale.ca](mailto:bpoon@tyndale.ca)

### *Free Methodist Church of Canada*

Tyndale Seminary students preparing for ministry and/or ordination within the Free Methodist Church of Canada may receive credit toward their degree program for completing the denominationally offered course, “The Heart of Canadian Methodism,” provided that they enrol simultaneously in a Directed Reading and Research (DRR) course at Tyndale Seminary. Supplemental course assignments will be required.

### *Canadian Association for Spiritual Care (CASC)*

The Canadian Association for Spiritual Care (formerly CAPPE) is a national organization committed to the professional education, certification and support of people involved in pastoral care and pastoral counselling. Tyndale Seminary students may take Supervised Pastoral Education (SPE) and Clinical Pastoral Education (CPE) for credit toward their degree program, provided that the courses fit with their particular program of study.

### *The Institute for Worship Studies*

Tyndale Seminary students preparing for worship and liturgical ministries may apply for a Letter of Permission to take eligible graduate courses from The Institute for Worship Studies (Orange Park, Florida) for credit toward their degree program. Courses for transfer credit to Tyndale will be evaluated by the Registrar and must fit with the student’s particular program of study. For further information on course offerings and application requirements, please consult the website of the Institute for Worship Studies, <http://iws.edu/>.

### *Master's Pentecostal Seminary*

Master's Pentecostal Seminary (MPS), affiliated with the Eastern Districts of the Pentecostal Assemblies of Canada (PAOC), has an agreement with Tyndale Seminary that allows students preparing for ministry within a Pentecostal context to take a prescribed sequence of courses in Pentecostal studies as part of their degree program. Courses are offered throughout the year in a variety of formats, some on Tyndale's campus and others at Agincourt Pentecostal Church in Toronto. While Pentecostal Studies courses are designed with Pentecostal students in mind, they are open to all eligible seminary students. See description in the Program section of this Academic Calendar, or contact Dr. Van Johnson at: [vjohnson@tyndale.ca](mailto:vjohnson@tyndale.ca)

### *North American Institute for Indigenous Theological Studies (NAIITS)*

An agreement between Tyndale University College and Seminary and the North American Institute for Indigenous Theological Studies (NAIITS) provides the opportunity for indigenous students, or those preparing to work in indigenous contexts, to take the Master of Theological Studies (MTS) degree at Tyndale Seminary. The MTS Indigenous Studies program is designed and taught by qualified, primarily indigenous instructors, using indigenous methodologies within a contemporary context. For further information, see the description in the Program section of this Academic Calendar, or contact [office@naiits.com](mailto:office@naiits.com).

## Centres and Resources

### **Tyndale Open Learning Centre**

**Executive Director:** Dr. Peter Dickens | 416.226.6620 ext. 6720 | [pdickens@tyndale.ca](mailto:pdickens@tyndale.ca)

The Tyndale Open Learning Centre fosters the development of Canadian Christian leaders in congregational contexts, Christian organizations, the marketplace and the public sector. The Centre directs its attention to the community at large, bringing together strategically placed leaders who are committed to advancing the mission of God in their particular spheres of influence. The Centre is also mandated to conduct research that articulates a biblical perspective on leadership issues and disseminate leadership resources to the Christian community and broader public.

### **Tyndale Intercultural Ministries (TIM) Centre**

**Director:** Robert Cousins | 416.226.6620 ext. 2704 | [rcousins@tyndale.ca](mailto:rcousins@tyndale.ca), [TIM@tyndale.ca](mailto:TIM@tyndale.ca)

The mandate of the TIM Centre is to network, train, research and equip. The TIM Centre offers seminars, workshops, inter-mission consultation, training partnerships and networking opportunities for churches, mission agencies and individuals interested in intercultural ministry.

### **Tyndale Spiritual Formation Centre**

Dr. Barbara Haycraft | 416.226.6620, ext. 2702 | [bhaycraft@tyndale.ca](mailto:bhaycraft@tyndale.ca)

Dr. David Sherbino | 416.226.6620, ext. 6741 | [dsherbino@tyndale.ca](mailto:dsherbino@tyndale.ca)

The Tyndale Spiritual Formation Centre (TSFC) integrates the mission and vision of Tyndale. The TSFC offers practical learning to help students along their spiritual journey through forums, discussions, retreats, spiritual direction and educational certificate programs. The TSFC is located on Tyndale's Bayview campus at 3377 Bayview Avenue.

## **Tyndale Centre for Leadership**

**Director:** Dr. Peter Dickens | 416.226.6620, ext. 6720 | Email: pdickens@tyndale.ca

The Centre designs market-driven strategies and services that integrate the mission and vision of Tyndale University College & Seminary, developing Christian leaders who serve in the private, public and not-for profit sectors. The Centre's services include providing leadership development programs, consulting expertise in leading change, research and coaching. The Centre for Leadership draws on the educational development and design capabilities of Tyndale, as well as a network of Senior Associates who are recognized leaders.

## **Hudson Taylor Centre for Chinese Ministries**

**Director:** Dr. Barbara Leung Lai | 416.226.6620 ext. 6714 | blai@tyndale.ca

**Administrator:** Nelly Chau | 416.226.6620 ext. 2223 | nchau@tyndale.ca

The mandate of the Hudson Taylor Centre at Tyndale Seminary is to advance Chinese Ministries in North America and the world. The Centre seeks to:

1. facilitate the interchange of insights and concerns between the academy and the church,
2. conduct and promote scholarly research in Chinese ministries,
3. apply and implement research results into frontline ministry,
4. encourage timely response in the scholarly community to issues encountered by churches,
5. provide forums for dialogue and consultation related to Chinese ministries,
6. offer professional development, training, seminars and workshops.

The Hudson Taylor Centre, named after James Hudson Taylor, the pioneering missionary to China and founder of China Inland Mission (now OMF International), is currently undertaking several projects within the Chinese church context, including Mandarin ministries, English ministries, Biblical interpretation in the postmodern context, strategies and directions for the 21st century church, pastoral counselling, family ministries, evangelism and church planting.

## **Canadian Chinese School of Theology at Tyndale Seminary Extended Education**

**Director:** Peter Ko | 416.226.6620 ext.2142 | pko@tyndale.ca

The CCSTTS Extended Education program offers a non-credit Certificate in Christian Studies. This program is designed to build a foundational knowledge of the Bible and theology, and allows students the flexibility to choose courses based on their interests as well as their learning and ministry goals. The program offers courses that are taught in Cantonese, Mandarin and English, and that range in length from just a few days to more traditional multi-week courses. Six courses are required for the certificate: three core courses and three electives. Courses may also be taken for personal growth or to ameliorate the program.

# SEMINARY FACULTY

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**Dr. James A. Beverley**  
*Professor of Christian Thought and Ethics*

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**Education:** PhD, University of St. Michael's College, University of Toronto, 1994; MTh, University of Toronto, 1983; MDiv, Acadia University, 1977; BA (Hon), Acadia University, 1975.

**Areas of Specialization:** Apologetics, world and new religions, charismatic Christianity, Roman Catholic theology, and Christian ethics.

Dr. Beverley has taught at Tyndale since 1988. From 1978 until his move to Tyndale, he was a professor at Atlantic Baptist University (now Crandall University) in Moncton, New Brunswick. He is the author and editor of twelve books, including *Nelson's Illustrated Guide to Religions* (Thomas Nelson, 2009), *Religions A to Z* (Thomas Nelson, 2005), *Christ & Islam* (College Press Publishing Company, 2000) and *Counterfeit Code* (Augsburg Fortress Publishers, 2005), a reply to Dan Brown's famous novel, *The Da Vinci Code* (Doubleday, 2003). He is also the Associate Director of the Institute for the Study of American Religion in Beaumont, Texas.

He is a specialist on the study of new religions and wrote his PhD thesis on the inner teachings of Sun Myung Moon. He has been interviewed frequently by the media and has served as an expert witness in both civil and criminal cases. He is a frequent writer for *Christianity Today* magazine and a columnist for *Faith Today* magazine. In 2000, he had a personal interview with His Holiness the Dalai Lama.

His wife, Gloria, is a kindergarten teacher in the Ontario Public School system. They have two adult children and two grandchildren.



**Dr. Arthur Boers**  
*Associate Professor*  
*R.J. Bernardo Family Chair of Leadership*

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**Education:** DMin, Northern Baptist Theological Seminary, 2001; ThM, Waterloo Lutheran Seminary, 1998; MDiv, McCormick Theological Seminary, 1988; MA, Mennonite Biblical Seminary, 1983; BA, University of Western Ontario, 1979.

**Areas of Specialization:** Leadership, focal living, pastoral ministry, pastoral care and counselling, spiritual disciplines, conflict and pilgrimage.

Dr. Boers has taught for Associated Mennonite Biblical Seminary, Conrad Grebel University College, Andover Newton Theological School, and the Canterbury College DMin program. Prior to teaching, he was a pastor in rural and urban church-planting and inner-city settings in the U.S. and Canada.

He is the author of a number of books: *Living into Focus: Choosing What Matters in an Age of Distraction* (Brazos Press, 2012); *Day by Day These Things We Pray: Uncovering Ancient Rhythms of Prayer* (Herald Press, 2010); *The Way is Made by Walking: A Pilgrimage Along the Camino de Santiago* (Inter-Varsity Press, 2007); *The Rhythm of God's Grace: Uncovering Morning and Evening Hours of Prayer* (Paraclete Press, 2003); *Never Call Them Jerks: Healthy Responses to Difficult Behavior* (Alban Institute, 1999); *Lord, Teach Us to Pray: A New Look at the Lord's Prayer* (Wipf & Stock, 2008); *Justice that Heals: A Biblical Vision for Victims and Offenders* (Faith & Life Press, 1992); *On Earth as in Heaven: Justice Rooted in Spirituality* (Herald Press, 1991). He was the coordinating editor of the two-volume set, *Take Our Moments and Our Days: An Anabaptist Prayer Book* (Herald Press, 2010). He has published hundreds of articles and reviews in dozens of periodicals and speaks and teaches regularly at churches, conferences, denominational events and retreats in Canada and the United States. His writing earned awards from HarperSanFrancisco's Best Sermons Competition, Academy of Parish Clergy Top Ten Books for Parish Ministry, Associated Church Press and Evangelical Press Association. He also received a Christian Faith and Life Grant and a Study Grant for Pastoral Leaders, both from the Louisville Institute. He is a Benedictine Oblate.



**Dr. Paul D. G. Bramer**  
*Director, Doctor of Ministry Program*  
*Professor of Christian Formation and Leadership*

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**Education:** PhD, Trinity Evangelical Divinity School, 1994; MEd, Brock University, 1985; BEd, University of Toronto, 1980; BA, University of Toronto, 1979.

**Areas of Specialization:** Leadership and administration, spiritual direction, spiritual formation, Christian education and curriculum development.

Dr. Bramer has a lifelong commitment to the development of Christian leaders. After obtaining degrees in history, teaching and educational administration, he studied theology at Regent College, Institute for Christian Studies, and other seminaries, culminating in his doctoral work in Christian education and psychospirituality. His spiritual direction training was through Shalem Institute. He taught elementary and high school, served on faculty at Ontario Bible College (now Tyndale University College), and then directed the Master of Arts program in Christian Formation at North Park Theological Seminary in Chicago, Illinois, where he took initiative in developing online courses, a Center for Youth Ministry Studies and a Certificate Program in Spiritual Direction. He served on the board of the North American Professors of Christian Education, the editorial advisory board for *Christian Education Journal* and site visit teams for the Association of Theological Schools. He has published articles in the *Christian Education Journal*, *Covenant Quarterly*, *Common Ground Journal*, and *Mental Health, Religion & Culture*. He is ordained in the Evangelical Covenant Church.



**Dr. Mark Chapman**  
*Assistant Professor of Research Methods*

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**Education:** PhD, University of Toronto, 2004; MA, Wilfrid Laurier University, 1994; BA, University of Waterloo, 1991; BRS, Ontario Bible College, 1989.

**Areas of Specialization:** Research methods, religion in North America, sociology of religion and Canadian evangelicalism.

Dr. Chapman is Assistant Professor of Research Methods and Assistant Director of the Doctor of Ministry Program. Dr. Chapman also serves as a research consultant for the Tyndale Intercultural Ministry (TIM) Centre. He has wide experience in social science

research and teaching at the undergraduate and graduate levels. His current research examines the role of churches in immigrant integration and settlement and networks among Canadians who are trying to start new churches. His other involvements include participation in the Canadian Society for the Study of Religion and the Association for Doctor of Ministry Education, membership in the Religious Research Association, project supervision for doctoral students, co-chairing the Tyndale Research Ethics board and an active role as lay leader at Hazelglen Alliance Church in Kitchener, Ontario, where he has attended since 1990.

Dr. Chapman's previous experience includes work with Ambrose University College, Wilfrid Laurier University, McMaster University, the University of Toronto and the Christian and Missionary Alliance in Canada.



**Dr. Janet L. Clark**  
*Senior Vice President Academic*  
*Academic Dean of the Seminary*

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**Education:** PhD, University of Toronto, 2003; MSW, Wilfrid Laurier University, 1977; BSW, McMaster University, 1974; BA, McMaster University, 1974.

**Areas of Specialization:** Counselling, spiritual care, multicultural competence and professional education

Dr. Clark brings to the position of Academic Dean a breadth of experience as a professor, administrator, professional counsellor and overseas missionary. Before joining the faculty in 2005, she served as Vice-Dean at McMaster Divinity College, where she taught counselling, pastoral care and field education. She has lectured widely in a number of countries and contexts and is a frequent conference and retreat speaker. Her ministry background includes eight years of mission work in Indonesia. Her teaching, publications and continuing research interests are in the areas of multicultural competence, spiritual care and counselling and professional education. She is passionate about holistic theological education that interweaves the spiritual, intellectual, vocational and missional dimensions of Christian leadership.



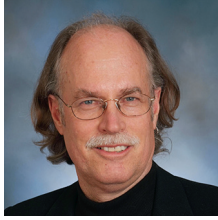
**Dr. Susan Ellfeldt**  
*Assistant Professor of Counselling*

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**Education:** DMin, Palmer Seminary, 2010; MS, California State University, 1986; BA, California State University, 1984.

**Area of Specialization:** Marriage and family therapy

Susan Ellfeldt has been teaching in the counselling program at Tyndale Seminary since 2003. She is a licensed marriage and family therapist with over 28 years of counselling experience working with individuals, couples and families. She has worked in church-based agencies and private practice settings in both California and Ontario. She is a Clinical Fellow of the American Association for Marriage and Family Therapy (AAMFT). An experienced supervisor, workshop leader and seminar instructor, she has worked with a number of churches and Christian organizations over the years providing staff training and development. In addition to her work at Tyndale, she works part-time with Inter-Varsity Christian Fellowship as a staff development specialist and directs Cornerstone Family Counselling Services in Mississauga, Ontario.



**Rev. Donald Goertz**  
*Director, In-Ministry MDiv Program*  
*Associate Professor of Church History*

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**Education:** PhD (cand.), University of St. Michael's College, University of Toronto; MA, University of St. Michael's College, University of Toronto, 1984; MDiv, Carey Theological College/Regent College, 1981; MCS, Regent College, 1980; BA, University of Alberta, 1976; BRS, Concordia College, 1975.

**Areas of Specialization:** Canadian church history, Baptist history, spirituality and missional leadership.

Rev. Goertz, an ordained pastor in the Baptist Church of Ontario and Quebec, brings to his position at Tyndale a passion for the church and for preparing people to integrate their faith with their personal and professional lives. He is a regular speaker in a variety of church settings and is a popular seminar and retreat facilitator on such diverse topics as prayer, grief, leadership, church renewal and spiritual formation. He is a member of several societies, including the Canadian Society of Church History and the Canadian Baptist Historical Society. He has authored numerous papers and articles and has contributed to a variety of publications in the areas of church history and spiritual formation. Rev. Goertz particularly enjoys interaction with Toronto's multicultural communities and sits on a number of missions-related boards.



**Dr. Rebecca Idestrom**  
*Associate Professor of Old Testament*

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**Education:** PhD, University of Sheffield, 1996; MRel, Wycliffe College, Toronto, 1990; BA, University of Toronto, 1987; BTh, Central Pentecostal College, 1985.

**Areas of Specialization:** Old Testament, history of biblical interpretation, Hebrew and intertestamental history and literature.

Dr. Idestrom joined the faculty of Tyndale Seminary in 2001, after having taught at Western Pentecostal Bible College (now Summit Pacific College) in Abbotsford, British Columbia, for five years. Besides having taught summer courses at Tyndale prior to joining the core faculty, she has done adjunct teaching at Wycliffe College, Regent College, ACTS Seminary, and Trinity Western University in Langley, British Columbia. Her doctoral dissertation has been published, entitled *From Biblical Theology to Biblical Criticism: Old Testament Scholarship at Uppsala University, 1866-1922* (Coniectanea Biblica Old Testament Series 47; Stockholm: Almqvist & Wiksell, 2000). She has also published a number of essays, articles and book reviews that have appeared in the *Journal for the Study of the Old Testament*, *Journal of Pentecostal Theology*, *Studies in Religion/Sciences Religieuses*, *Didaskalia*, *Toronto Journal of Theology*, *The Pentecostal Testimony*, *Themelios*, *Hebrew Studies* and in books of collected essays. In June 2007, she was honoured with the Research Scholar Award from the Centre for Mentorship and Theological Reflection. A native of Sweden, Dr. Idestrom is also musical and enjoys singing. She has done several missions trips to Europe and Russia, singing in her father's choir, Jubilance Singers and Orchestra.





**Dr. John Kessler**  
*Professor of Old Testament*

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**Education:** Conjoint Doctorate, Docteur de l'Université, Sorbonne-Paris IV and Docteur en Théologie, Institut Catholique de Paris, 1995; MA, Trinity Evangelical Divinity School, 1982; BA, University of Waterloo, 1980; BTh, Ontario Bible College 1978.

**Areas of Specialization:** The Book of Haggai, Israelite history and literature of the Early Second Temple Period, Old Testament theology and Hebrew.

Dr. Kessler has served as Professor of Old Testament at Tyndale Seminary since 1992. He is Chair of the Biblical Studies Department. His publications include his monograph entitled *The Book of Haggai: Prophecy and Society in Early Persian Yehud* (Brill, 2002) and a Festschrift for Donald Leggett, *Teach Me Your Paths* (Clements, 2000), co-edited with Jeffrey Greenman. He has published articles in various journals, including the *Journal of the Evangelical Theological Society*, *Transeuphratène*, *Vetus Testamentum*, *Catholic Biblical Quarterly* and the *Journal for the Study of the Old Testament*. Dr. Kessler has presented papers at the Canadian Society of Biblical Studies, as well as at international scholarly conferences in the United States, France, Israel and Germany.



**Dr. Grace Ko**  
*Assistant Professor of Biblical Studies (CCSTTS)*

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**Education:** PhD, University of St. Michael's College, University of Toronto, 2009; MTS, Tyndale Seminary, 2001; BSc Phm, University of Toronto, 1978.

**Areas of Specialization:** Old Testament, biblical Hebrew and hermeneutics.

Dr. Ko was a pharmacist and owned her own pharmacy business in Scarborough, Ontario until 1998. Responding to God's call and a desire to pursue theological education, she received a master's degree from Tyndale Seminary in Old Testament. She then pursued her doctoral studies at Wycliffe College, University of Toronto, and obtained her PhD in Theology from the University of St Michael's College in 2009. Apart from teaching at Tyndale Seminary and Canadian Chinese School of Theology at Tyndale Seminary, Dr. Ko has preached and taught at different churches. She is also an adjunct lecturer at Canadian Chinese School of Theology at Ambrose Seminary.



**Dr. Michael Krause**  
*Director of the Internship Program*  
*Assistant Professor of Christian Ministry*

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**Education:** Certificate in Leadership Coaching, Ontario Institute for Studies in Education/Adler, 2012; DMin, Gordon Conwell Theological Seminary, 2009; MDiv, Ontario Theological Seminary, 1985; BScF, University of Toronto, 1981.

**Areas of Specialization:** Pastoral ministry, urban ministry, coaching, mentoring and leadership development.

Dr. Michael Krause brings with him a broad range of ministerial experience in an urban context in churches, social service agencies and educational institutions. He was the youth pastor at Flemingdon Park Church, the assistant pastor at the Stone Church in downtown Toronto and the senior pastor at Church on the Street, an experimental church reaching out to street youth in the urban core. He was the director of Evergreen, Yonge Street Mission's outreach to street involved youth, supervising 20 staff overseeing a thriving

menu of programs including health care, housing support, employment training, life skills development, street outreach, drop-in and meal programs, and a broad range of advocacy support.

He has also been active as a church planter, pioneering Hills Church, an innovative, neighbourhood-based house church network in Thornhill, Ontario. He recently functioned as the interim Staff Care director at Yonge Street Mission where he provided leadership development, ministry coaching and counselling to staff members working with the urban poor. He has been teaching courses with the Tyndale Intercultural Ministries Centre Diploma program since its inception in 2010. He also has a private practice as a leadership coach and church consultant. Michael is ordained with the Pentecostal Assemblies of Canada.



**Dr. Ronald Kydd**  
*Associate Professor of Church History*

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**Education:** PhD, University of St. Andrews, 1973; MDiv, Lutheran Theological Seminary, 1968; BA, University of Manitoba, 1967.

**Areas of Specialization:** Patristics, renewal/charismatic movements, pneumatology and the ancient church of the East.

Dr. Kydd has taught at a number of institutions over the years, including the School of Religious Studies at the University of Saskatchewan, Eastern Pentecostal Bible College (now Master's College & Seminary), St. Paul's University and McMaster Divinity College. Previously he served as faculty member, academic dean and acting president at Central Pentecostal College. His published books include *Charismatic Gifts in the Early Church* (Hendrickson Publishers, 1990), *Healing through the Centuries: Models for Understanding* (Baker Academic, 1995), and *Finding Pieces of the Puzzle: A Fresh Look at the Christian Story* (Wipf & Stock, 2011).

His numerous articles have appeared in the *Scottish Journal of Theology*, *Journal of the Canadian Church Historical Society*, *Église et Théologie*, *Pneuma*, *Journal of Pentecostal Theology*, *Ecumenical Trends*, *Studia Patristica*, *Twenty Centuries of Christian Worship* (edited by Robert Webber), *The Ecumenist*, *Ecumenism*, *Aspects of the Canadian Evangelical Experience* (edited by G.A. Rawlyk) and *The New International Dictionary of Pentecostal and Charismatic Movements* (edited by Stanley M. Burgess and Eduard M. Van Der Maas). An ordained minister, Dr. Kydd was founding pastor of Kanata Pentecostal Church and most recently served as Associate Priest at St. Peter's Anglican Church in Cobourg, Ontario. He has been deeply involved in ecumenical dialogue, participating in conferences of the World Council of Churches in Spain, Syria and Switzerland.



**Dr. Barbara M. Leung Lai**  
*Professor of Old Testament*  
*Director, Pastoral and Chinese Ministry Program*

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**Education:** PhD, University of Sheffield, 1997; ThM, Wycliffe College, University of Toronto, 1979; MDiv, Fuller Theological Seminary, 1976; BTh, Alliance Bible Seminary, 1972.

**Areas of Specialization:** Wisdom literature; apocalyptic literature; psychological hermeneutic of biblical themes and texts; social sciences and the interpretation of the Hebrew Bible; biblical interpretation in postmodern times, text and reading; gender-culture studies; methodological considerations toward the development of appropriation/relevance theories and contextual biblical interpretation.

Methodologically located in the interdisciplinary terrain of social sciences and biblical studies, Dr. Leung Lai distinguishes herself in the advancement of psychological approaches to biblical texts and themes. During her sabbatical leaves, she served as Visiting Scholar at Fuller (2003), Princeton (2004), and was a Reader at Tyndale House (2012).

Dr. Leung Lai is a frequent presenter at scholarly and professional gatherings. She has been appointed as Scholar Associate of Wycliffe College, University of Toronto; as co-chair of the Psychology and Biblical Studies Section of the Society of Biblical Literature; as member of the Editorial Board for *SANACS Annual*; and as Affiliate Faculty in the PhD program of Logos Theological Seminary. Dr. Leung Lai serves the broader academic community through adjunct teaching internationally.

She is the author of two academic monographs and is completing a new book on theory and praxis. Dr. Leung Lai has published articles in peer-reviewed journals, chapters in academic books and Festschriften and entries in study Bibles and dictionaries. In addition to teaching and scholarship, Dr. Leung Lai serves the church community as a sought-after consultant in the area of teaching and appropriating the Old Testament in contemporary life.



**Dr. Kevin Livingston**  
*Associate Professor of Pastoral Ministry*

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**Education:** PhD, University of Aberdeen, 1989; MDiv, Fuller Theological Seminary, 1983; BA, Seattle University, 1978.

**Areas of Specialization:** Preaching, evangelism, worship and the gospel's encounter with culture.

Dr. Livingston is an ordained minister of the Presbyterian Church in Canada and has served congregations in Seattle, Scotland, Vancouver, Cambridge and, most recently, the historic Knox Presbyterian Church in Toronto. Passionate about the integration of pastoral ministry and theological education, he previously served as adjunct professor at McMaster Divinity College and Tyndale Seminary. He is committed to scholarship in the service of the church and has contributed to a Festschrift for David Bosch, *Mission in Creative Tension*, edited by W.A. Saayman and J.N.J. Kritzinger (South African Missiological Society, 1990). He has also published articles in the *International Bulletin of Missionary Research*, *Missionalia* and *Channels*. His research interests are in the ministry of preaching and the renewal of the church. Dr. Livingston serves on the Board of Directors of the Latin America Mission and several committees of the Presbyterian Church in Canada.



**Dr. Arnold Neufeldt-Fast**  
*Associate Professor of Theology*  
*Associate Academic Dean*  
*Director, MTS Modular Program*

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**Education:** PhD, University of St. Michael's College, University of Toronto, 1996; MA, Brock University, 1988; BA, Brock University, 1987; BTh, Mennonite Bible College, 1987.

**Areas of Specialization:** Contemporary Protestant theology and ethics, continental philosophy and Anabaptist studies.

Dr. Neufeldt-Fast brings to the position of Director of the Master of Theological Studies Modular Program a strong background in teaching and administration as well as international exposure. From 2000 to 2006, Dr. Neufeldt-Fast was the Coordinator of a Master of Arts in Pastoral Ministries modular program at the Bienenberg Theological

Seminary, Switzerland, in partnership with the University of Wales and the Oxford Centre of Mission Studies. He has taught primarily theology and ethics at both undergraduate and graduate levels, as well as courses in Christian spirituality. Dr. Neufeldt-Fast has authored a number of articles and scholarly book reviews in both English and German and has translated a variety of German theological texts into English. He is currently translating the second volume of Karl Barth's *Göttingen Dogmatics* (Eerdmans). Dr. Neufeldt-Fast is an ordained minister in the Mennonite Conference of Eastern Canada.



**Dr. Dennis Ngien**  
*Professor of Systematic Theology*  
*Director, ThM Program*

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**Education:** PhD, University of St. Michael's College, University of Toronto, 1993; STM, Lutheran Theological Seminary, 1988; MDiv, Lutheran Theological Seminary, 1986; MCS, Canadian Theological Seminary, 1984; BA, University of Saskatchewan, 1982.

**Areas of Specialization:** Systematic theology, Reformation theologies, Christology, soteriology, the Trinity, Jurgen Moltmann and Dietrich Bonhoeffer.

Nominated as "Research Scholar in Theology" at Blackfriars Hall, Oxford University (2011-13), Dr. Ngien was recently appointed Research Professor of Theology at Wycliffe College, University of Toronto, teaching and supervising doctoral students.

He is the author of *The Suffering of God according to Martin Luther's Theologia Crucis* (Regent College Publishing, 1995), *Apologetic for Filioque in Medieval Theology* (Paternoster, 2005), *Luther as a Spiritual Adviser: The Interface of Theology and Piety in Luther's Devotional Writings* (Paternoster, 2007), *A Faith Worth Believing, Living and Commending* (Wipf & Stock, 2008), *Gifted Response: The Triune God as the Causative Agency of Our Responsive Worship* (Paternoster, 2008), *Giving Wings to the Soul* (Wipf & Stock, 2011), and *Interpretation of Love: God's Love and Ours* (Wipf & Stock, 2013).

He is working on *Fruit for the Soul: Luther on the Lament Psalms*, which is on contract with Fortress Press. His articles have appeared in various journals: *International Journal of Systematic Theology*, *Scottish Bulletin of Evangelical Theology*, *Themelios*, *Heythrop Journal*, *The God Who Suffers*, and others. The founder of the Centre for Mentorship and Theological Reflection (<http://dennisngiencentre.ca>), he spends time mentoring scholars, theological students, pastors and church leaders, and assisting churches in advisory and teaching capacities.



**Dr. Helen Noh**  
*Assistant Professor of Counselling Psychology*

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**Education:** PhD, Fuller Theological Seminary (School of Psychology), 2003; MA, Fuller Theological Seminary, 2003; MS, Fuller Theological Seminary (School of Psychology), 2001; BSc (Honours), University of Toronto, 1996.

**Area of Specialization:** Marital and family therapy

Dr. Noh's area of specialization in both clinical practice and research is in the area of marriage and family therapy. She completed her internship at Glen Roberts Child Study Center and Verdugo Mental Health in Southern California, working with children, adults and families dealing with mental health issues, including depressive and anxiety disorders, Attention Deficit Hyperactivity Disorder (ADHD) and Post-Traumatic Stress Disorder (PTSD), as well as family system issues, such as marriage and parenting. Her areas of research

interest include applied psychology and counselling with an emphasis on the integration of psychology, theology and spirituality.



**Dr. James E. Pedlar**

*Assistant Professor of Wesley Studies and Theology*

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**Education:** PhD, University of St. Michael's College, University of Toronto, 2013; MDiv, Wycliffe College, University of Toronto, 2005; BA (Honours), Queen's University, 2002.

**Areas of Specialization:** Wesleyan theology, ecclesiology, unity and diversity in the church and renewal and reform movements.

Dr. Pedlar is a Wesleyan theologian whose work focuses on ecclesiology, especially questions involving the place of renewal and reform movements in the church. His doctoral dissertation explored the use of the Pauline concept of "charisms" as a way of thinking about the unique gifts that different movements bring to the life of the church as a whole. He has published articles in the *Wesleyan Theological Journal*, the *Asbury Journal*, *Ecumenical Trends* and *Ecumenism*. Dr. Pedlar loves teaching and is passionate about helping students understand how Christian theology has developed in response to the challenges that the church has faced throughout its history. He is a lay minister at Wesley Chapel Free Methodist Church in Scarborough, Ontario, where he leads worship and preaches regularly. Dr. Pedlar previously served with The Salvation Army and the Canadian Council of Churches.



**Dr. Vincent H.K. Poon**

*Professor of Counselling*

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**Education:** PsyD, Newport University, 1991; DMin, Eastern Baptist Theological Seminary, 1988; MTS, Tyndale Seminary, 1982; MD, University of Manitoba, 1972; BSc, University of Manitoba, 1968.

**Areas of Specialization:** Marriage and family therapy, whole-person and family-centred care, family medicine, psychotherapy and psychology, pastoral counselling and family ministry.

Dr. Poon joined the Tyndale counselling ministries faculty in 1991. He has a wealth of experience in the disciplines of family medicine, theology, counselling, psychology, pastoral counselling and family therapy. He is an approved supervisor with the American Association for Marriage and Family Therapy, a Fellow of the College of Family Physicians of Canada, and a faculty member of the Faculty of Medicine, University of Toronto. He has published widely and has presented many papers both in Canada and internationally. He ascribes to a whole-person and family-centred approach in the well-being of individuals and families. Dr. Poon was a key member of the team that founded the Chinese Ministry Program at Tyndale in 1988. His teaching involvement at Tyndale includes counselling, pastoral counselling, family ministry and pastoral and Chinese ministry. He has served as the Chair of the Advisory Council at Tyndale and is an ordained minister with the Canadian Baptists of Ontario and Quebec.



**Dr. Ian W. Scott**

*Associate Professor of New Testament*

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**Education:** PhD, McMaster University, 2004; MCS, Regent College, 1998; BRE, Emmanuel Bible College, 1995.

**Areas of Specialization:** New Testament, Pauline studies, Judaism in the Second Temple period, approaches to religious knowledge and early Christology.

Before coming to Tyndale in 2006, Dr. Scott taught for three years at King's University College at the University of Western Ontario. Much of his current research examines ways of knowing in the New Testament and early Judaism. His publications include his recent book, *Implicit Epistemology in the Letters of Paul: Story, Experience and the Spirit* (Mohr Siebeck, 2006), the chapter entitled "Epistemology and Social Conflict in Jubilees and Aristeas" in the book *Common Judaism Explored* (Fortress Press, 2008) and an article in *New Testament Studies* entitled "Common Ground? The Role of Gal 2.16 in Paul's Argument." He is co-editor of the Online Critical Pseudepigrapha ([www.purl.org/net/ocp](http://www.purl.org/net/ocp)), an electronic publication of the Society of Biblical Literature. He has presented papers at the Canadian Society of Biblical Studies and the Society of Biblical Literature, as well as other academic conferences. Outside the academy, Dr. Scott preaches and teaches in a variety of church contexts. Over the years, he and his wife, Susan, have been involved in youth work, small-group leadership and worship ministries.



**Dr. Paul D. Scuse**  
*Assistant Professor of Counselling*

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**Education:** DMin, Waterloo Lutheran Seminary, Wilfrid Laurier University, 1998; ThM, Waterloo Lutheran Seminary, Wilfrid Laurier University, 1993; MDiv, Wycliffe College, University of Toronto, 1979; BSc, University of Toronto, 1975.

**Areas of Specialization:** Marriage and family therapy, pastoral practice and education, pastoral counselling, sexual therapy and counselling

Dr. Scuse began teaching at Tyndale in 2001 and was appointed Assistant Professor of Counselling in 2003. He gives overall direction to the Counselling program. Dr. Scuse previously taught at Wycliffe College and guest lectured in family systems theory for the Canadian Association for Pastoral Practice and Education (CAPPE). Dr. Scuse has been an ordained minister in the Anglican Church of Canada since 1979. Since that time, he has served in full-time pastoral ministry in congregations in Oshawa, Toronto and Stouffville, Ontario. He developed advanced expertise in pastoral counselling and marriage and family therapy through studies at Wilfrid Laurier University, together with experience at the Interfaith Pastoral Counselling Centre in Kitchener, Ontario. Since 1993, he has combined parish ministry with a private counselling practice. Dr. Scuse is a Clinical Member and Approved Supervisor with the American Association for Marriage and Family Therapy (AAMFT) and a Registered Member of the Board of Examiners in Sexual Therapy and Counselling in Ontario (BESTCO). He is also a Pastoral Counselling Specialist with the Canadian Association for Pastoral Practice and Education (CAPPE).



**Dr. Victor A. Shepherd**  
*Professor of Theology*

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**Education:** STD (honoris causa), Roberts Wesleyan College, 1995; ThD, Emmanuel College, University of Toronto, 1978; Post-graduate studies in New Testament, University of Aberdeen, 1973-1974; BD, Emmanuel College, University of Toronto, 1970; MA, University of Toronto, 1969; BA, University of Toronto, 1965.

**Areas of Specialization:** Systematic theology, Reformation studies, historical theology, John Wesley, philosophy and Jewish-Christian relations.

Dr. Shepherd has taught at Memorial University of Newfoundland, the Toronto School of Theology and McMaster University. He is also Adjunct Professor at Trinity College and Wycliffe College, University of Toronto, where he supervises doctoral students. In 2005, he was made Professor Ordinarius of the University of Oxford, United Kingdom.

Dr. Shepherd is the author of 11 books: *The Nature and Function of Faith in the Theology of John Calvin* (Mercer University Press, 1983), *Seasons of Grace* (Creative Bound, Inc., 1994), *So Great A Cloud of Witnesses* (Light and Life Press Canada, 1993), *Ponder and Pray* (Light and Life Press Canada, 1984), *Making Sense of Christian Faith* (Welch Publishing Company, 1987), *Witnesses to the Word* (Clements Publishing, 2001), *Our Evangelical Faith* (Clements Publishing, 2006), *Do You Love Me? And Other Questions Jesus Asks* (Clements Publishing, 2007), *Interpreting Martin Luther: An Introduction to His Life and Thought* (Regent College Publishing, 2008), *A Ministry Dearer than Life* (Clements Publishing, 2009) and *Mercy Immense and Free* (Clements Academic, 2010). He has also authored numerous audio-sets of lectures, as well as over 300 articles. Dr. Shepherd has addressed learned societies both in Canada and abroad, including the North American Calvin Studies Society and the Oxford Institute of Methodist Theological Studies. He has been invited twice to the International Calvin Studies Colloquium, those deemed to be the world's best one hundred Calvin scholars. He is a minister of the Presbyterian Church in Canada.



### **Dr. David Sherbino**

*Professor of Spirituality and Pastoral Ministry*

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**Education:** CSDS (Certified Spiritual Director Supervisor), Canadian Council of Professional Certification, 2010; FT (Fellow in Thanatology), American Association of Death Educators and Counselors, 2009; CT (Certified Thanatologist), American Association of Death Educators and Counselors, 2002; CSD (Certified Spiritual Director), Canadian Council of Professional Certification, 1999; DMin, Fuller Theological Seminary, 1986. Diploma in Spiritual Direction, Pecos Benedictine Abbey, 1976; Diploma in Ministry, Presbyterian College, McGill University, 1976; STM, McGill University, 1976; MPS, St. Paul University, 1975; BTh, Ontario Bible College, 1971; BA, University of Ottawa, 1970.

**Areas of Specialization:** Pastoral counselling, worship, spiritual formation, leadership and thanatology.

Dr. Sherbino has been a faculty member at Tyndale Seminary since 1987, serving previously as Chair of the Pastoral Ministries Department, Coordinator of the Worship and Liturgy program and Dean of the Chapel. He is presently coordinating the program in Spiritual Formation. Dr. Sherbino has served in several congregations in Canada and is presently the minister in association at Cornerstone Community Church (Presbyterian) in Kleinburg, Ontario. A commissioned officer in the Canadian Armed Forces, he served for four years as Regimental Chaplain to the Queen's York Rangers. A popular speaker and church consultant, he regularly addresses various church and ministry groups in Canada and overseas. He has written many articles for church press publications and his book *Living, Dying, Living Forever* was published by Castle Quay in 2014. His work on spiritual formation has been produced in several videos. Dr. Sherbino is involved in adjunct teaching at various theological schools, including South Asia Institute for Advanced Christian Studies (India), Alliance Biblical Seminary (Philippines), Biblical Graduate School of Theology (Singapore) and McMaster Divinity College (Hamilton, Ontario).



### **Dr. Yau Man Siew**

*Associate Professor of Christian Education and Formation*

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**Education:** PhD, Trinity Evangelical Divinity School, 1994; MDiv, Regent College, 1990; DipTh, Discipleship Training Centre, Singapore, 1983; BPharm (Honours), University of Wales, 1979.

**Areas of Specialization:** Curriculum and instruction, assessment of learning in theological education, educational leadership and faith formation in congregations.

Dr. Siew was a member of staff with the Fellowship of Evangelical Students (FES-IVCF) in Malaysia (1985-1988) and taught Christian Education at Singapore Bible College & Seminary (1994-2000) before joining Tyndale Seminary in 2001. He is a member of the Society of Professors of Christian Education (SPCE-NAPCE) and the Religious Education Association (REA-APPRE)

Dr. Siew has contributed chapters to *With an Eye on the Future: Development & Mission in the 21st Century* (MARC Publications, 1996) and *Serve the Lord with Gladness* (Biblical Graduate School of Theology, 1991). His articles have appeared in the *Journal of Christian Education*, *Theological Education*, *Asia Journal of Theology* and the *Baker Dictionary of Christian Education*. His major research interest is in assessment and evaluation of theological education, and he has consulted with the Association of Theological Schools of U.S. and Canada (ATS). From 2008 to 2009, Dr. Siew received a major pastoral leadership grant from the Louisville Institute for his sabbatical research project looking at the relationship between pastoral leadership, educational vision and adult faith formation in urban congregations. He was preaching pastor at one of the local churches in Toronto, Ontario from 2000 to 2007 and currently consults with a variety of churches in the Greater Toronto Area in Christian education and faith formation.



**Dr. Wafik Wahba**  
*Associate Professor of Global Christianity*

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**Education:** PhD, Northwestern University, 1997; ThM, Princeton Theological Seminary, 1987; MATS, McCormick Theological Seminary (Chicago, Illinois), 1985; BTh, Evangelical Seminary (Cairo, Egypt); BA, Ain Shams University, 1980.

**Areas of Specialization:** Global Christianity, cultural contextualization, theology and Middle Eastern and Islamic studies.

Dr. Wahba first came to Tyndale as adjunct professor of theology in 1998, having previously taught contextualized theology at the Evangelical Theological Seminary in Cairo, Egypt, as well as having pastored churches in Chicago, Illinois and Toronto, Ontario. Dr. Wahba has taught theology and intercultural studies in the United States, the Middle East, Africa, Asia and South America. Dr. Wahba is one of 31 contemporary reformed theologians who have contributed to *The Future of Reformed Theology*, edited by Willis, David & Welker, Michael, (Eerdmans, 1999). Dr. Wahba has also published in *Zur Zukunft Der Reformierten Theologie*, (Neukirchener Verlag, 1998). He co-led the unit on Theological Education for Mission at the 2004 Forum of Lausanne Committee in Pattaya, Thailand, and is one of the authors of "Effective Theological Education for World Evangelization" Lausanne Occasional Paper No. 57 (May 2005). Dr. Wahba serves on the Board of Directors for several international Christian organizations.

## RESEARCH FACULTY



**Dr. Wing-Hung Lam**  
*Research Professor of Chinese Church History*

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**Education:** PhD, Princeton Theological Seminary, 1978; MDiv, Trinity Evangelical Divinity School, 1974; BSc, University of Hong Kong, 1969.

**Areas of Specialization:** Church history, historical theology, Chinese church history and Chinese theology.



Before coming to Tyndale Seminary in 1990, Dr. Lam taught church history and theology for 12 years at China Graduate School of Theology, Hong Kong. During this period, he was visiting professor at Fuller Theological Seminary, Regent College and Tyndale Seminary. He also served on the pastoral staff at Princeton Chinese Church (Princeton, New Jersey), Chinese Rhenish Church (Hong Kong) and Chinese Presbyterian Church. Dr. Lam teaches in the Chinese Ministry program at Tyndale and serves on the pastoral team at the Mississauga Chinese Baptist Church. His publications, in addition to various journal articles, include several books on historical theology and Chinese studies. *A Half Century of Chinese Theology, 1900-1949* (China Graduate School of Theology, 1998), is an interpretation of Chinese Christianity during a period that lays the foundation of the worldwide Chinese church today. His most recent book on medieval theology is the third volume in a series entitled *Christian Theology in Development* (Hong Kong: China Alliance Press, 2009). Dr. Lam is a frequent speaker at Chinese churches and conferences in North America.



**Dr. Donald Macleod**  
*Research Professor of Church History*

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**Education:** DD, Westminster Theological Seminary, 2011; DD, Gordon-Conwell Theological Seminary, 1988; BD, Westminster Seminary, 1963; AM, Harvard University, 1960; BA (Honours), McGill University, 1959.

**Areas of Specialization:** Canadian church history, contemporary cultural trends, history of missions and 20th century evangelicalism.

Dr. Macleod, son and grandson of missionaries to China, brings to his position a broad range of experience as a Christian leader and scholar. An ordained minister, he served a seven-point charge in rural Nova Scotia, as senior pastor of Newton Presbyterian Church in Boston, Massachusetts; as pioneering pastor of Bridlewood Presbyterian Church in Scarborough, Ontario; as associate pastor of Knox Presbyterian Church in Toronto, Ontario; and most recently as pastor at St. Andrew's Church in Trenton, Ontario. He has served as Vice-President and President of the Evangelical Fellowship of Canada and as General Director of InterVarsity Christian Fellowship Canada.

Dr. Macleod has taught and written extensively. His widely reviewed book, *W. Standford Reid: An Evangelical Calvinist in the Academy* (McGill Queens University Press, 2004), received the T. Melville Bailey Prize for academic church history and the Donald Grant Creighton Award from the Ontario Historical Society. His biography of C. Stacey Woods titled *C. Stacey Woods and the Evangelical Rediscovery of the University* (InterVarsity Press, 2007) traces the life and times of a man who brought Inter-Varsity Christian Fellowship from Canada to the United States and was for a quarter of a century general secretary of the International Fellowship of Evangelical Students (IFES). His latest title, *A Kirk Disrupted: Charles Cowan MP and the Formation of the Free Church of Scotland*, was published by Mentor in 2013.

## ADJUNCT FACULTY



**Dr. Peter Ying Yuk Au**  
*Principal, CCSTTS*

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**Education:** PhD, Dallas Theological Seminary, 1997; ThM, Dallas Theological Seminary, 1982; BSc, University of Waterloo, 1975.

**Areas of Specialization:** Systematic theology, Chinese culture, apologetics and Old Testament theology.

Dr. Au serves as principal of the Canadian Chinese School of Theology at Tyndale Seminary. He integrates biblical and theological scholarship with a strong background in Chinese culture, pastoral ministries and missions. He has served as principal of the Biblical Seminary of Philippines and has taught as adjunct professor at Nyack University College and Seminary since 1995. He travels regularly to China and teaches at various universities, seminaries and training centres there. Dr. Au has published over 20 books in Chinese and produced numerous DVD teaching materials on the Bible. He has also been involved in the production of the Chinese New Translation Version and the Chinese Defender's Bible. Dr. Au is a full member of SEND International since 1996. He brings a missional perspective to his teachings. He is also a regular commentator on ethics, science and religion in television broadcasting in Canada and Hong Kong.



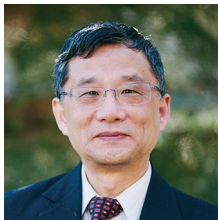
**Dr. Van Johnson**  
*Adjunct Professor of New Testament*

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**Education:** ThD, Wycliffe College, University of Toronto, 1997; MDiv, Trinity Evangelical Divinity School, 1980; BA, McGill University, 1979.

**Areas of Specialization:** Pentecostal history, the Gospel of Luke, the Book of Romans, Jewish apocalyptic and pastoral theology.

Dr. Johnson is Dean of Master's Pentecostal Seminary (established in Toronto in 1996), which is partnered with Tyndale Seminary. He also serves as an instructor in New Testament at Tyndale. Dr. Johnson is the Director of the MTS in Pentecostal Studies, a joint degree of Tyndale and Master's. He lectures yearly at Canadian Pentecostal Seminary, which is associated with Trinity Western University, Langley, British Columbia. He has served on the faculty of both Eastern Pentecostal Bible College and Western Pentecostal Bible College. Along with his teaching and administrative duties, he is an ordained minister with the Pentecostal Assemblies of Canada and serves on the pastoral staff at Agincourt Pentecostal Church (this pastoral role is part of the church-based model of Master's Seminary). He has written a commentary on Romans in the *Full Life Bible Commentary to the New Testament* (Zondervan, 1999).



**Rev. Warren W.H. Lai**  
*Adjunct Professor of Pastoral & Chinese Ministry*

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**Education:** ThD (ABD), Wycliffe College, University of Toronto; ThM, Wycliffe College, University of Toronto, 1979; MDiv, Fuller Theological Seminary, 1975; MSc, University of Southern California, 1972; BSEE, University of California, 1968.

**Areas of Specialization:** Preaching, futures studies, team building, strategic planning, Pauline literature, social sciences and the New Testament.

Rev. Lai's passion is in the study and proclamation of the Word of God. He is devoted to the careful study and exegesis of biblical text, the exposition to various cultural congregations in the contemporary society and helping Christians to put into practice their privilege and responsibility of interpreting and appropriating the Word. He is also interested in trends and developments in society, their interaction with ministry and the change management required.

He has a broad spectrum of experience in pastoral ministry: church planting, missions ministry, equipping specialist, consultation and mentoring. He has served on the board of many organizations, including the Council of the Evangelical Fellowship of Canada. Since returning to Canada from the missions field in 1986, he has been the senior pastor of a

Scarborough Chinese multi-congregational church (Scarborough Chinese Baptist Church)—a “traditional” church that can change and adopt quite a few “ahead-of-the-curve” ideas.

Rev. Lai has also taught at the Evangel Theological College, Ontario Bible College/Ontario Theological Seminary (now Tyndale), Regent-Carey and McMaster Divinity College.



**Dr. Terry LeBlanc**  
*Indigenous Studies Program Director*

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**Education:** PhD, Asbury Theological Seminary, 2012; MDiv, Vancouver School of Theology, Native Ministries Consortium, 1997; BA/BRS, University of Winnipeg/Mennonite Brethren Bible College, 1982.

**Areas of Specialization:** Intercultural studies, mission, theology and world religions.

Dr. LeBlanc is a Mi'kmaq-Acadian and has been active in full-time vocational ministry with the Native North American community since 1978. He is currently CEO and Director of My People International and North American Institute for Indigenous Theological Studies (NAIITS). He has convened and chaired many initiatives within the Native community, both Christian and non-Christian. As a consequence, Dr. LeBlanc's interest in formal education has been diverse. He has been the recipient of three fellowships and the Student of Highest Distinction award. He completed his PhD at Asbury Theological Seminary.



**Dr. Charles Nienkirchen**  
*Adjunct Professor of Christian Spirituality*

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**Education:** PhD, University of Waterloo, 1985; MA, University of Waterloo, 1978; BA (Honours), University of Waterloo, 1976; BTh, Ontario Bible College, 1974.

**Areas of Specialization:** Classical spiritual disciplines, dreams, spiritual direction, renewal movements, ancient Christian traditions and Christian-Muslim relations.

Dr. Nienkirchen is Professor of Christian History and Spirituality at Ambrose University College in Calgary, Alberta. He taught as an adjunct professor at several seminaries in Canada, the United States and Russia and has been Scholar in Residence at the University of Oxford, England and Tantur Ecumenical Institute in Jerusalem, as well as Visiting Professor at Tamilnadu Theological Seminary in Madurai, South India. In 1998, he was honoured as Distinguished Alumnus for Tyndale College. He was also the recipient of The Award of Distinction from Alberta Advanced Education for Internationalizing the Teaching and Learning Practice in 2006. He is the creator and director of the award-winning Down Ancient Paths Travel Study Program, which explores both the oldest Christian traditions in the world and the primary biblical landscapes of the Middle East. His publications include *A.B. Simpson and the Pentecostal Movement* (Wipf & Stock, 2010) and several articles on selected aspects of the history and practice of Christian spirituality. He participates in the congregational life of St. James Anglican Church in Calgary, Alberta.



**Rev. Dr. David Overholt**  
*Adjunct Professor of Youth and Family Ministries*

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**Education:** EdD, Ontario Institute for Studies in Education, University of Toronto, 2001; MRE, McMaster Divinity College, 1993; BSc, Wheaton College, 1983.

**Area of Specialization:** Youth ministry, next generation church ministry, mentoring, leadership development and creativity.

Rev. Dr. Overholt is the founding pastor of Church on the Rock in Hamilton, Ontario, one of the largest and longest running youth-targeted churches in North America. In addition to his 27 years of experience in youth ministry, Dr. Overholt has a doctorate in philosophy of education from University of Toronto with a thesis in “Adults Mentoring Adolescents.” His books include: *Reasons to Believe* (Church on the Rock Publishing, 2001), *Live What You Believe* (Church on the Rock Publishing, 2004), *Soul Searching the Millennial Generation* (Stoddart Publishing, 2002) and *New Beginnings* (a youth devotional). Dr. Overholt speaks to thousands of students each year through a wide-ranging speaking and consulting ministry.



**Dr. Fred Penney**  
*Adjunct Professor of Homiletics*

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**Education:** DMin, Gordon-Conwell Theological Seminary, 1999; STM, Regis College, Toronto, 1991; MDiv, Wycliffe College, University of Toronto, 1987; Diploma in Ministry (Honours), Eastern Pentecostal Bible College, 1984; BComm, Memorial University of Newfoundland, 1982.

**Areas of Specialization:** Expository and narrative preaching, the relationship between the theology and methodology of preaching, and the role of the Holy Spirit in preaching.

Dr. Penney has pastored since 1987, having planted a multi-ethnic church in the heart of Toronto, Ontario. He currently pastors Emmanuel Pentecostal Church in Port Perry, Ontario. Dr. Penney studied homiletics with Dr. Haddon Robinson and his dissertation is entitled “Applying a Spiritual Warfare Cosmology to Preaching.” He has taught homiletics at Tyndale since 1999. He has also taught at L’viv Theological Seminary in the Ukraine and at Master’s College & Seminary in Peterborough, Ontario.



**Dr. Robert Shaughnessy**  
*Adjunct Professor of Christian Ministry*

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**Education:** DMin, Acadia Divinity College, 2000; MDiv & MRE, McMaster Divinity College, 1986; BA, Bishop’s University, 1981.

**Areas of Specialization:** Pastoral ministry, pastoral counselling, mentorship and leadership development.

Dr. Shaughnessy brings a breadth of experience that has been gathered from 21 years of full-time pastoral ministry. Dr. Shaughnessy has served as a pastor in a small town, senior pastor in a city, senior pastor in a multiple-staff city church, pastor in a church plant congregation and senior chaplain/pastor and senior administrator at an international multicultural school in India. He has led numerous retreats and workshops, and has intentionally focused on attaining insights and developing skills in the area of counselling. His passion is journeying with individuals and groups into a deeper understanding of life, faith and service as followers of Jesus Christ. Dr. Shaughnessy is an ordained pastor in the Baptist Church of Ontario and Quebec.



**Dr. Rick Tobias**  
*Adjunct Professor of Urban Missiology*

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**Education:** Honorary Doctor of Laws, York University, 2012; Honorary Bachelor of Applied Sciences, Humber College, 2009; Honourary Doctor of Divinity, McMaster University, 2003; Seminary Consortium for Urban Pastoral Education (SCUPE), Chicago, 1980; MDiv, Acadia Divinity College, 1981; BA, Acadia University, 1976.

**Areas of Specialization:** Urban ministry, youth-at-risk, strategies for national community-

wide change of Canadian poverty, and advocacy on behalf of low-income and marginalized people.

Since 1984, Dr. Tobias has been a regular lecturer at Tyndale University College & Seminary in the areas of urban ministry, youth-at-risk and poverty in Canada. He served as President and CEO of Yonge Street Mission (YSM) in Toronto from 1989 to 2012. Dr. Tobias currently serves as YSM's Community Advocate. He is best known for his lifelong advocacy on behalf of low-income and marginalized people, and for collaborating with business and professional leaders to promote change in the city. He continues to lead staff and volunteers as they craft programs that help break the cycle of multi-generational poverty.



**Dr. Paul C. Wang**

*Vice-Principal, CCSTTS*

*Adjunct Professor, CCSTTS*

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**Education:** PhD (cand), Wycliffe College, University of Toronto, 2014; DMin, Trinity International University, 2003; MDiv, Grace Theological Seminary, 1973; BPhys, University of the Philippines, 1969.

**Areas of Specialization:** Pastoral care, discipleship and spiritual formation, Christian leadership, expository and narrative preaching, the Book of Romans and biblical theology.

Dr. Wang currently serves as Vice Principal of the Canadian Chinese School of Theology at Tyndale Seminary since 2008. Before coming to Toronto, he served as pastor in Vancouver, British Columbia for over 32 years. In 2006, he was the Convener of the first English Parallel Track in the seventh Chinese Coordination Centre of World Evangelism in Macau, China. Beyond shepherding a church for over three decades, his ministry background includes missions, promoting Bible translation projects and the mentorship of pastors. He has been invited to lecture widely in seminary and church contexts and is a frequent retreat and conference speaker. He is passionate about the integration of Christian faith, discipleship development and theological reflections. While teaching seminary courses at CCSTTS, he serves among the pastoral staff of Toronto Chinese Community Church as Consulting Pastor.



**Dr. Bill Webb**

*Adjunct Professor of Biblical Studies*

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**Education:** PhD, Dallas Theological Seminary, 1990; ThM, Dallas Theological Seminary, 1985; BA, Providence College, 1980.

**Areas of Specializations:** Hermeneutics, ethical issues in the biblical text, Corinthian correspondence, apocalyptic literature and the Book of Revelation.

Dr. Webb was Professor of New Testament for 20 years at Heritage Seminary. In addition to his adjunct teaching responsibilities at Tyndale, he is an occasional adjunct professor for the Associated Canadian Theologica Schools (ACTS) and Acadia Divinity College.

Dr. Webb has worked as a pastor, chaplain and professor over a span of over 20 years. In addition to conference speaking ministry, he has published several articles and books, including *Returning Home* (Sheffield Press, 1993), *Slaves, Women, and Homosexuals: Exploring the Hermeneutics of Cultural Analysis* (InterVarsity, 2001), *Discovering Biblical Equality* (two chapters; InterVarsity, 2005), *Four Views on Moving from the Bible to Theology* (one view and responses; Zondervan, 2009), *Corporal Punishment in the Bible: A Redemptive Hermeneutic for Troubling Texts* (InterVarsity, 2011), *Bloody, Brutal and Barbaric: War Texts that Trouble the Soul* (forthcoming), and *Getting Revelation Wrong: Rethinking End of the World Scenarios* (forthcoming).

## Faculty Advisors

Meeting with an assigned faculty advisor can be foundational for managing an academic program. Advisors may help with personal decision making, course planning and realistic goal setting. They can also put students in touch with the right resources for a wide variety of topics. Students are advised to meet with their advisors early and get to know him or her.

### List of Faculty Advisors:

<i>Doctor of Ministry</i>	Dr. Paul Bramer	Ext. 2272	pbramer@tyndale.ca
<i>Master of Theology</i>	Dr. Dennis Ngien	Ext. 2763	dngien@tyndale.ca
<i>Master of Divinity</i>			
Biblical Studies	Dr. Ian Scott	Ext. 6719	iscott@tyndale.ca
Counselling	Dr. Paul Scuse	Ext. 6785	pscuse@tyndale.ca
	Dr. Susan Ellfeldt	Ext. 6787	selffedlt@tyndale.ca
Christian Education and Formation	Dr. Yau Man Siew	Ext. 6750	ysiew@tyndale.ca
In-Ministry	Prof. Donald Goertz	Ext. 2716	dgoertz@tyndale.ca
Interdisciplinary	Dr. James Pedlar	Ext. 2215	jpedar@tyndale.ca
Global Mission and Intercultural Studies	Dr. Wafik Wahba	Ext. 2132	wwahba@tyndale.ca
Pastoral Ministry	Dr. Kevin Livingston	Ext. 2207	klivingston@tyndale.ca
Pastoral and Chinese Ministry	Dr. Barbara Leung Lai	Ext. 6714	blai@tyndale.ca
Spiritual Formation	Dr. David Sherbino	Ext. 6741	dsherbino@tyndale.ca
Theological Studies	Dr. Dennis Ngien	Ext. 2783	dngien@tyndale.ca
Youth and Family Ministry	Dr. David Overholt	Ext. 2713	doverholt@tyndale.ca
CCSTTS Chinese Language MDiv	Dr. Peter Au	Ext. 2192	pau@tyndale.ca
<i>Master of Theological Studies</i>			
Christian Foundations			
Last Name A – M	Dr. James Beverley	Ext. 6706	jbeverley@tyndale.ca
Last Name N – Z	Dr. Arthur Boers	Ext. 2157	aboers@tyndale.ca
Modular	Dr. Arnold Neufeldt-Fast	Ext. 2655	neufeldt-fast@tyndale.ca
Pentecostal Studies	Dr. Van Johnson	416.291.9575	vjohnson@apchurch.ca
Online	Dr. Arnold Neufeldt-Fast	Ext. 2655	neufeldt-fast@tyndale.ca
Indigenous Studies	Dr. Terry LeBlanc		tleblanc@tyndale.ca
<i>Graduate Diploma</i>			
Christian Studies	Dr. Michael Krause	Ext. 2239	mkrause@tyndale.ca
Christian Studies (Modular)	Dr. Arnold Neufeldt-Fast	Ext. 2655	neufeldt-fast@tyndale.ca
Global Mission and Intercultural Studies	Dr. Wafik Wahba	Ext. 2132	wwahba@tyndale.ca
Leadership	Dr. Arthur Boers	Ext. 2157	aboers@tyndale.ca
Pastoral and Chinese Ministry	Dr. Barbara Leung Lai	Ext. 6714	blai@tyndale.ca
Pentecostal Studies	Dr. Van Johnson	416.291.9575	vjohnson@tyndale.ca
Spiritual Formation	Dr. David Sherbino	Ext. 6741	dsherbino@tyndale.ca
Youth and Family Ministry	Dr. David Overholt	Ext. 2713	doverholt@tyndale.ca

# Admissions

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## I. GENERAL INFORMATION

Anyone interested in becoming a student at Tyndale Seminary must submit a complete application packet to the Admissions Office or apply online. The Admissions Committee will consider applications upon receipt of the complete application packet, which includes:

1. An application form
2. Responses to essay questions
3. Reference form(s)
4. A complete collection of official transcripts from all previously attended educational institutions. An official transcript is one that bears the seal of the institution and/or the signature of the issuing institution, or has been produced on the institution's secured paper. Official transcript(s) must be received from all institutions at which the applicant previously attended or is currently attending. The applicant is responsible for making arrangements whereby each institution mails the official transcript directly to the Tyndale Admissions Office. Tyndale may require a graduation certificate from the institution if the transcript itself does not confirm graduation. All applicants, with the exception of the Chinese Language MDiv (Canadian Chinese School of Theology at Tyndale Seminary – CCSTTS) applicants, must submit all transcripts (academic records) in English, or the transcript should be accompanied by a notarized English translation.
5. Program-specific supplements

For application deadlines and to apply online, visit <http://apply.tyndale.ca>. Admissions applications may be completed and submitted online, or by using printable forms downloaded from <http://apply.tyndale.ca>.

### i. Application Fee

For applicants from Canada or the United States, the fee to apply for admission is \$50. Applicants from outside Canada and the United States must submit the fee of \$150 in order for the admissions application to be processed. The fee to apply to Tyndale Seminary is non-refundable, will not be applied to tuition costs, and should be submitted in Canadian currency. The fee may be paid by mailing a cheque, bank draft or money order to Tyndale University College & Seminary. Should the applicant desire to pay the fee by wire transfer or by using a MasterCard or Visa credit card, please contact the Student Accounts Office by calling 416.226.6620, ext. 2197, or 1.877.TYNDALE, ext. 2197, or by email at [studentaccounts@tyndale.ca](mailto:studentaccounts@tyndale.ca). Please do not send cash.

Applications for fall enrolment after August 1 will be considered late and will be subject to an application fee of \$100.

## ii. English Language Requirements

Applicants whose first language is not English, or who have not studied for three years in an English-speaking secondary or post-secondary institution (where English is the language of instruction and examinations are in English) must submit proof of English language proficiency by supplying their scores/results of either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Visit [www.toefl.org](http://www.toefl.org) or [www.ielts.org](http://www.ielts.org) for further information about these tests. Applicants who are not residents of Canada at the time of application must arrange to take the TOEFL/Test of Written English (TWE) or IELTS in the country from which they are applying. Tyndale's TOEFL institution code is 0532.

<b>Minimum scores</b>	<b>CCSTTS</b>	<b>Graduate Diploma, MTS, MDiv</b>	<b>ThM, DMin</b>
IELTS	4	6.5	6.5
TOEFL Internet-based Test (iBT)	45	90	100
TOEFL Paper-based Test (PBT)	450	570	600
TOEFL Test of Written English (TWE)*	n/a	5.0	5.0

\*The TWE is typically taken with the paper-based and computer-based TOEFL exam.

An interview or school-administered Reading and Writing Assessment (RWA) may also be required at the discretion of the Admissions Committee. Note: Meeting these test scores does not guarantee admission to Tyndale Seminary. Additional testing may be required before admittance is granted.

### *For Admitted Students*

Students are expected to be able to write coherent essays, using correct grammar and spelling. Students who experience minor difficulties with writing should make occasional use of the Writing Centre. However, the writing proficiency of some students may not meet Tyndale's minimum standards. These students may be identified in two ways:

1. Admissions staff may observe their writing difficulties.
2. Professors in any class may identify students having difficulty with any assignment.

Once identified and notified, students will be expected to immediately complete the Reading and Writing Assessment, which is Tyndale's writing proficiency test.

Entering students may be required to complete a Reading and Writing Assessment (RWA) that will be used to assist in course selection.



### **iii. Admission Types**

Applicants may defer their initial enrolment at Tyndale Seminary without reapplying; however, the offer does not guarantee entrance into the program for which the applicant originally applied. All acceptances are valid for two years. After two years, the acceptance is invalid and a new application is required.

#### **Official Admission**

Official admission applies to applicants who have met all admission requirements set forth by Tyndale Seminary and are approved by the Admissions Committee.

#### **Conditional Admission**

Applicants who have met most of the admission requirements set forth by Tyndale Seminary and demonstrate potential to succeed in graduate theological studies, but have not fully submitted all application requirements, may be conditionally admitted. In order to continue enrolment, students must satisfy the conditions of admission by the end of the first semester of enrolment.

#### **Admission on Probation**

Probationary status may be assigned on admission to students whom the Admissions Committee deems in need of academic support and monitoring. Further information is located in the Academic Policy section.

### **iv. Admission Appeals**

An applicant who has been denied admission to Tyndale Seminary may appeal to the Admission Appeals Committee in writing. The committee's decision is final. Upon receiving an unfavourable decision from the committee, the applicant may appeal to the Senior Vice President Academic on matters of process only.

Please note that meeting or exceeding minimum requirements does not guarantee admission. Admission is preferentially based on the qualification of the students. The most qualified applicants will be accepted. Each applicant is evaluated individually, and the Admissions Committee must be satisfied that the student is ready for graduate-level studies.

### **v. Contact Information**

Questions related to admissions matters may be directed to the Tyndale Admissions Office.

Website: [www.tyndale.ca/admissions](http://www.tyndale.ca/admissions)  
Mailing Address: 3377 Bayview Avenue, Toronto, Ontario, M2M 3S4 Canada  
Phone Number: 416.226.6620, ext. 6757, or 1.877.TYNDALE, ext. 6757  
Fax Number: 416.218.6730  
Email Address: [admissions@tyndale.ca](mailto:admissions@tyndale.ca)

## II. ADMISSION INFORMATION AND PROCEDURES

### i. Basic Admission Standards for All Applicants

Tyndale Seminary admits students who profess faith in Jesus Christ and are recognized by fellow Christians as having received gifts for ministry. Entering students will affirm that they understand Tyndale’s Statement of Faith and agree to follow the Community Standards outlined in the Student Handbook.

As a graduate theological school, Tyndale Seminary admits students who have completed a baccalaureate degree from an accredited university or college. In exceptional circumstances, mature students without an accredited baccalaureate degree may be considered for admission if the Admissions Committee is satisfied that their educational background and life experience have prepared them for theological study at the graduate level.

Applicants are advised that in preparing for graduate theological study, a strong background in the humanities and social sciences is desired. Introductory courses in Philosophy, Sociology, Psychology, English Literature and History are recommended as part of an undergraduate program.

Those accepted for study at Tyndale Seminary are expected to enter heartily into the fellowship and community life of the Seminary, to cooperate with their fellow students in the self-government of the student body and, while maintaining their loyalty to their own denomination, cultivate a sympathetic understanding of other denominations.

Applicants wishing to apply to Tyndale Seminary must meet the following requirements.

	<b>Degree Required</b>	<b>Grade Point Average Required</b>
<b>Graduate Diploma, MTS, MDiv</b>	Bachelor’s degree or equivalent	67% or “C+” or 2.3 on 4.0 scale
<b>ThM</b>	Master of Divinity or equivalent	77% or “B+” or 3.3 on a 4.0 scale in Bible, Theology and Church History courses
<b>DMin</b>	Master of Divinity or equivalent	73% or “B” or 3.0 on a 4.0 scale plus three years of ministry experience after the first graduate degree

In some circumstances, the Admissions Committee may consider applicants who do not meet the minimum Grade Point Average (GPA) requirement for admission on probation if there is evidence of potential to engage and succeed in graduate theological education.

Please note that meeting these minimum requirements does not guarantee admission.

## ii. Admission Standards for International Applicants (United States and outside North America)

Applicants from outside Canada must meet the admission requirements listed above in addition to the following:

1. *Tuition and Fees:* International students must be enrolled as full-time students throughout the entire program (minimum 9 courses or 27 credit hours per year). As required by Citizenship and Immigration Canada (CIC), the applicant must give satisfactory evidence of sufficient financial resources to meet the current standards of Citizenship and Immigration Canada when applying for the study permit. For Doctor of Ministry (DMin) students, see DMin Handbook for program and fee structure.
2. *Medical Insurance:* The Ontario government does not provide medical coverage for international students or their families. All students will automatically be enrolled in Tyndale's health insurance plan provided by Destination Travel Group Inc.. Health insurance is mandatory for all international students and their families. Current pricing may be obtained from the Office of Admissions. Please remember these costs when you are calculating your living expenses for your studies in Canada, as these are not optional. In order to have insurance coverage for your flight and once you arrive in Canada, you must email [registration@tyndale.ca](mailto:registration@tyndale.ca) at least one week prior to departure. For DMin students only, proof of travel insurance during residency must be provided to the Office of the Registrar.
3. *Study Permit:* All international applicants are required to provide proof to the Tyndale Admissions Office that they have received a Study Permit from Citizenship and Immigration Canada (CIC) prior to registration. Please refer to the CIC website for detailed information: [www.cic.gc.ca](http://www.cic.gc.ca).
4. *Medical Form:* International applicants are required to submit a completed medical form available from the Admissions Office or online at: [www.tyndale.ca/student-life/residence/medical-form](http://www.tyndale.ca/student-life/residence/medical-form). This form does not need to be completed by a doctor.
5. *Application Fee:* International applicants are required to submit a non-refundable application fee of \$150.

## iii. Visiting Students

A visiting student can enrol in a limited number of courses at Tyndale Seminary. There are four types of visiting students: **Occasional Students**, **Post-Graduate Certification Students**, **Letter of Permission Students**, and **Audit Students**.

These categories are not available to applicants in the following situations:

1. Applicants who do not have an undergraduate degree.
2. International students (an exception may be made for those who only wish to enrol in online courses while remaining in their home country).
3. Students who do not meet Tyndale's English language requirements.

### Occasional Students

1. An Occasional Student is one who has already completed a baccalaureate degree and wishes to take graduate-level course work before formally applying to a Tyndale Seminary

degree program. Occasional students may normally complete five courses for credit, which may be applied to a program of study at Tyndale Seminary. This may be extended in consultation with the major coordinator/program director. Students who later desire to pursue a degree or diploma program must meet regular admissions standards and complete the full application process (see Application Procedures).

2. Admission as an Occasional Student does not guarantee acceptance into a degree or diploma program at Tyndale Seminary.
3. Occasional student applications are also available online at:  
<http://www.tyndale.ca/seminary/future/apply/visiting-student-application>.

To be considered for Occasional Student status, complete the Visiting Student Application Form available from the Admissions Office and submit a non-refundable application fee of \$25.

### **Post-Graduate Certification Students**

Students wishing to complete course work required for post-graduate certification, such as the American Association for Marriage and Family Therapy (AAMFT) certification or the Certified Spiritual Director (CSD) designation, must have already completed a master's degree. Applicants in this group are required to contact the major coordinator/program director to discuss course enrolment and receive approval for enrolment in restricted courses.

Dr. Paul Scuse, Counselling  
416.226.6620, ext. 6785, or [pscuse@tyndale.ca](mailto:pscuse@tyndale.ca)  
Dr. David Sherbino, Spiritual Formation  
416.226.6620, ext. 6741, or [dsherb@tyndale.ca](mailto:dsherb@tyndale.ca)

Please refer to the Academic Program section of the Academic Calendar for more information.

### **Admission by Letter of Permission (LOP)**

1. Students registered at another graduate theological institution are eligible to take courses at Tyndale Seminary provided that they submit a Letter of Permission from their home institution. This letter should indicate the course(s) they wish to take and their current academic standing. If any of the desired courses require the completion of prerequisites, the student must provide proof that the requirements have been met. This can be indicated in the Letter of Permission or by submission of a transcript. Students admitted on Letter of Permission should be aware that they are not eligible to receive a degree or diploma from Tyndale Seminary.
2. At least three weeks prior to the end of the semester, LOP students must contact the Office of the Registrar to finalize the official transfer of grades. To apply for Admission on a Letter of Permission, submit the Visiting Student Application form with the non-refundable \$25 application fee (\$75 for international students).

### **Audit Students**

An audit student is one who may audit a course for non-credit purposes. Audit students are not required to fulfil the course work requirements, but must adhere to normal attendance requirements. The instructor is under no obligation to grade any materials submitted by the audit student. Audit students may be restricted from certain classes, and the number of audit students per class may be limited.

To audit a course at Tyndale, submit a non-refundable application fee of \$25 and complete the Visiting Student Application form available from the Admissions Office.

To register for courses, the audit student must submit a completed registration form to the Office of the Registrar. Permission from the Registrar and the course professor may be required to register. Any student desiring to change a subject from audit to credit or from credit to audit must do so within the first two weeks of the semester.

Note: Tyndale students may audit one course free of charge after graduation in a degree program.

#### **iv. Admission on Probation**

Any student admitted with less than the required Grade Point Average (GPA) in their previous degree will automatically be placed on probation. Students entering on “special admission” status without an accredited bachelor’s degree will automatically be placed on probation.

#### **v. Readmission to a Second Degree**

Graduates of the Master of Theological Studies (MTS) program may wish to continue their studies to obtain a Master of Divinity (MDiv) degree. In most cases, this is possible with two additional years of study. The Association of Theological Schools (ATS) guidelines require students to complete two additional years of post-MTS studies. Students need to complete the application process, as they are requesting entrance into a new program of study (see Application Procedures). Upon acceptance, the Registrar will determine the courses required to complete the MDiv degree.

#### **vi. Reapplication**

If the last semester of enrolment occurred less than three (3) years ago, the student may register online at [www.mytyndale.ca](http://www.mytyndale.ca). If further assistance is required, students may contact the Office of the Registrar directly.

Phone Number: 416.226.6620, ext 6711  
Fax Number: 416.226.4210  
Email Address: [registration@tyndale.ca](mailto:registration@tyndale.ca)

Students who have been absent from the Seminary for three (3) years or more must submit a new application packet to the Admissions Office. Seminary alumni who graduated after three (3) years are also required to reapply through Admissions to reactivate their file.

### **III. SPECIAL ADMISSION**

The following admission regulations apply to students wishing to enrol in the Seminary without qualifying under the regular admission standards. (A cap of 10% of students entering under special admission standards will be permitted to enrol in any program in Tyndale Seminary). Special consideration will be given to applicants who possess the following qualifications: maturity,

professional and ministry experience, abilities, educational background and life experiences that have prepared them for theological study at the graduate level. Applicants must be citizens, permanent residents or landed immigrants of Canada and be at least 35 years of age.

Special admission entry is not permitted into the biblical and theological majors of the Master of Divinity program, the Master of Theological Studies or the Master of Theology.

Additional application materials required of special admission applicants are: a resumé (including ministry experience), a list of seminars and conferences attended and awards received.

### Deadlines for Special Admission Applications

	Fall 2014	Winter 2015	Fall 2015	Winter 2016
First Round	March 1, 2014	October 1, 2014	March 1, 2015	October 1, 2015
Second Round	May 1, 2014	November 15, 2014	May 1, 2015	November 15, 2015
Third Round	July 1, 2014	Not applicable	July 1, 2015	Not applicable

Notes:

1. Students admitted for the fall semester will be permitted to take spring/summer courses if they wish.
2. Students admitted for the winter semester will be permitted to take an Intersession course if they wish.
3. Students admitted under special admission must stay in the degree into which they are accepted and may not change programs while at Tyndale Seminary.

## IV. APPLICATION DEADLINES

The complete application packet must be submitted by the following dates (applications received after the following dates may prevent the applicant from entering the program of choice):

Graduate Diploma Master of Theological Studies Master of Divinity Master of Theology	Fall semester deadline  Winter semester deadline	before August 1  before December 1
MDiv Counselling	Fall semester only	before May 1
Doctor of Ministry	Summer semester	November 1
Special Admission	Please see “Special Admission” section	

## V. SPECIAL POLICIES FOR SPECIFIC PROGRAMS

### i. Master of Theological Studies (MTS); Master of Divinity (MDiv); CCSTTS Master of Divinity (MDiv); Master of Theology (ThM)

1. References: Two personal references using the forms provided by the Seminary at <http://apply.tyndale.ca>. The reference forms should be completed by and mailed directly to the Tyndale Admissions Office from:
  - i. A pastor or leader from a congregation, denomination or religious organization who is able to comment on the applicant's gifts and ability for ministry.
  - ii. An academic professor who is familiar with the applicant's academic performance and can assess the applicant's suitability for seminary studies. In the event that an applicant has been away from school for a number of years, the academic references may be replaced with references from someone such as a recent employer, supervisor or other church leader.
2. Supplemental Materials:
  - i. The MTS Modular and MDiv require an essay supplement (MDiv In-Ministry and MDiv Counselling programs also require an interview with the program director in May with notification of the admission decision in June or July). See [www.tyndale.ca/seminary/apply](http://www.tyndale.ca/seminary/apply).
  - ii. The CCSTTS MDiv requires:
    - 1) a written testimony regarding the applicant's personal salvation and ministry calling;
    - 2) a letter of support from the applicant's spouse, if married;
    - 3) the completion of a one-hour Bible test; and
    - 4) an interview with the principal of CCSTTS and one faculty member. See [www.tyndale.ca/seminary/study/ccstts-master-divinity-master-theological-studies](http://www.tyndale.ca/seminary/study/ccstts-master-divinity-master-theological-studies) for more information.
3. The ThM program requires a research paper in the proposed major areas of study and an interview with the program director and two academic references.

### ii. Doctor of Ministry (DMin)

1. References:
  - i. Two letters of reference (one academic reference regarding your capacity for doctoral study and one professional/character reference).
  - ii. Letter of support or endorsement from your current ministry context.
2. Supplemental materials:
  - i. Written Personal Statement (5-7 pages, double-spaced) outlining key milestones in your spiritual and vocational journey, description of your current ministry context, reasons for applying to this program [including specific ways in which you hope to grow and develop as a leader], goals and visions for the future, research interests or key ministry questions you are interested in exploring, and examples of your recent relevant reading and ongoing professional development.
  - ii. Resume or curriculum vitae including details of educational and ministerial background.
  - iii. Interview with the program director.

# Student Development

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## I. COMMUNITY LIFE AND STANDARDS

Tyndale has a unique student body, which embraces an appreciation of individual diversity and a commitment to fostering a rich community life. Students range in age from recent high school graduates to mature students who may be either continuing their education or enhancing their lay ministry. Approximately 1,600 students from across Canada and the world come to study at Tyndale University College & Seminary each year. These students represent a wide variety of demographic, ethnic and denominational backgrounds. Many students are from the Greater Toronto Area or commute from southern and central Ontario. Approximately one-third of the undergraduates have the experience of living in campus residence. Both commuters and residents alike find that interaction within such a diverse community augments their perspective and cultivates deep friendships that transcend their student life.

### Community Standards Statement

This statement articulates standards for appropriate personal and communal conduct for all students of Tyndale.

Students of Tyndale Seminary are part of a Christian community, individually and collectively dedicated to pursuing education marked by open, rigorous and critical inquiry while maintaining patterns of belief and behaviour that foster a distinctively Christian learning environment. As voluntary members of this community, we covenant with God and one another to enter into a life of discipleship with the intention of fostering a grace-filled community that honours God in its actions, attitudes and beliefs. As imitators of Christ, we strive for personal transformation of character that is marked by the fruit of the Spirit that is love, joy, peace, kindness, generosity, faithfulness, gentleness and self-control (Galatians 5:22) and advocacy for peace and justice.

In keeping with the institution's mission and Statement of Faith, we agree to uphold and observe the following standards at all times, on and off campus, while studying at Tyndale:

Tyndale Seminary students are encouraged to participate regularly in the life of the local church in order to benefit from the guidance of the Holy Spirit and the communal wisdom of the people of God manifest in such communities.

In keeping with its distinctly evangelical Christian character, Tyndale recognizes certain practices, and the promotion of such, as biblically unacceptable. Students of Tyndale Seminary thus will refrain from practices that are prohibited by Christian scriptures, including but not limited to the use of illegal drugs or abuse of prescription drugs; drunkenness; dishonest practices including plagiarism,



theft or fraud; the promotion of religious beliefs incompatible with Christian faith; engagement with pornography; breach of trust or confidence; gambling; profane and obscene speech; violent or abusive behaviour; and harassment of any kind. While recognizing that periodic and unfortunate occasions of failure and sin occur in the course of the Christian life, we also recognize that unrepentant and persistent unacceptable behaviours have a debilitating impact on oneself and the community.

The Tyndale community accepts, in submission to our understanding of Christian scriptures, an understanding of marriage as an exclusive, lifelong partnership of love and faithfulness between a man and a woman, formalized in a legally-sanctioned Christian marriage. Students of Tyndale Seminary will follow the biblical teaching that such a marriage is the exclusive context for sexual intimacy.

These standards of conduct are considered pertinent to the preservation and promotion of the distinctly evangelical Christian character of Tyndale and the health of our Christian community. Students who voluntarily study in this community are expected to honour these standards and to refrain from any conduct that would be inconsistent with them.

## **Rights and Responsibilities**

Student membership at Tyndale University College & Seminary is based upon primary rights and responsibilities intended to honour all and maintain the integrity of the community for learning. The Students' Community Standard Statement is outlined in the Student Handbook and conveys the community's ethos and expectations required of all students. The rights and responsibilities exercised within the community must be compatible with these qualities and standards.

Tyndale University College & Seminary acknowledges that students are able to make responsible decisions regarding their own behaviour within the guidelines of the Tyndale community. The purpose of these standards is to provide an environment that supports personal and intellectual growth. The intent is to recognize the rights as a student and the rights of others within this academic community, while also identifying certain responsibilities of all students who choose to participate in this educational context. These responsibilities can apply to all students who are engaged in school-sanctioned activities, as well as off-campus conduct should the activity materially affect the safety, integrity and/or educational interests of the Tyndale University College & Seminary community.

Further information and procedures for discipline and appeals are provided in the appropriate sections of the Student Handbook.

## **Spiritual Disciplines and Worship**

Tyndale is committed to fostering spiritual growth among its community and guarding our unity as members of the body of Christ. One of the ways we seek to facilitate this goal is through our chapel program, which is designed to promote the holistic development of all community members through corporate worship, to build community and to raise awareness of the issues of living as a Christian in our world. Wednesday's chapels are Community Chapels and everyone on campus is expected to attend. All offices and student services are closed to permit staff, faculty and students the opportunity to worship together in the Van Norman Worship and Study Centre at 11:20 a.m. Two or three times per month during each semester, there is also a creative ONE Chapel on Sunday nights at 8 p.m.

In addition, we are offering Oasis Morning/Evening Prayers several days a week so that commuter students, too, can have an opportunity to join in a communal gathering of prayer, song and Scripture.

Oasis will be held just before morning and evening classes on Mondays, Tuesdays and Thursdays. Morning Oasis will be from 7:45 to 8:05 a.m., while Evening Oasis will be from 6:15 to 6:35 p.m.

## **Anti-Discrimination and Harassment Policy**

It is official policy that members of the Tyndale community be able to enjoy an environment free from all forms of discrimination and harassment. No employee or student may be discriminated against because of race, ancestry, colour, ethnic origin, gender, citizenship, denomination, creed, age, marital status, family status, disability or pregnancy. The full policies and procedures to register a complaint are outlined in the Student Handbook, copies of which are available in the Department of Student Development and online.

## **II. STUDENT SERVICES**

### **New Student Orientation**

Each academic semester begins with a time of orientation for new students organized by the Department of Student Development and Seminary Student Council. Orientation activities are provided new students to acquaint them with the people, policies and procedures of the Seminary. The organized activities include opportunities to meet the President and the faculty, particularly your Faculty Advisor, to interact with student leaders, to gather key information concerning services available on campus and to build community. It is our desire that each student become an integral part of the Tyndale community and experience a memorable year.

### **The Seminary Fall Retreat**

Every September, the Student Council hosts a Fall Retreat to encourage both new and returning students to connect with each other and with faculty as they begin a new semester of study. This is a time of getting acquainted in a relaxed setting as students, staff, faculty and their respective families can come together in community for fellowship, inspirational worship and challenge. The Seminary Retreat will be September 12-14, 2014 at Fair Havens in Beaverton, Ontario. The cost for students and family members is subsidized through the Student Activity Fee.

### **Health Policies**

Tyndale is dependent upon the integrity of individual students to verify at the time of admission to the community that they are physically and emotionally fit to fulfil their responsibilities. Tyndale recognizes that physical and emotional conditions may change, and policies are in place to assist the equitable dealing with such changes. All international students must be covered through Tyndale's health insurance plan provided by Destination Travel Group Inc. Please refer to the Student Handbook for further policy information.

### **Alumni Association**

The Tyndale Alumni Association exists to develop lifelong relationships between Tyndale Alumni and Tyndale Seminary. Tyndale Alumni are serving in Canada and around the world, and the Alumni Association provides support and connection through communications, events, continuing education and benefits. To find out more about the Alumni Association, visit the website at [www.tyndale.ca/alumni](http://www.tyndale.ca/alumni).

## **Bookstore**

The Tyndale Bookstore serves students, staff, faculty, alumni and the Christian community at large. The Bookstore supplies all required textbooks, carries a wide selection of resources for ministry and personal development and offers a varied selection of merchandise such as CDs, cards, and Tyndale apparel. For further information, call the Bookstore at 416.226.6620, ext. 2188, or visit the Bookstore online at [www.tyndale.ca/bookstore](http://www.tyndale.ca/bookstore).

## **Counselling Services**

Tyndale Counselling Services offers professional counselling for individuals, couples and families, as well as a variety of seminars designed to help students grow and develop in their personal life, their relationships with others and in their ministry. This team of dedicated and experienced counsellors exists to facilitate growth and healing in the lives of students, focusing on prevention and intervention from a Christian perspective. Counselling sessions are available free to full-time Tyndale students and for a nominal fee to part-time students during any semester in which the student is registered. A variety of personality and vocational inventories are available for a fee to all students. For more information, please contact the Counselling Services Coordinator at 416.226.6620, ext. 2123, or check out our website: [www.tyndale.ca/counselling](http://www.tyndale.ca/counselling).

## **Food Services**

The Dining Hall, located on the second floor of the Ballyconnor campus, is open 7 days a week during the fall and winter semesters. The Lamp Post, our coffee shop at the Ballyconnor campus, is located near the main entrance, and is open Monday to Friday throughout the year. For hours of operation, please refer to the Student Handbook. All Tyndale residents are on a meal plan which operates on a declining-balance per purchase by swiping their Tyndale ID card.

## **Library Services**

The J. William Horsey Library supports the curricula of Tyndale University College & Seminary. It holds over 165,000 monographs, periodical volumes and audio/visual resources and has particular strengths in church history and New Testament studies in English. Special collections include the Percival J. Baldwin Puritan Collection, the Denominational Reference Collection and the Church Resource Centre. The Education Library, located at the Bayview campus, includes unique curricular resources primarily for teacher candidates in the Bachelor of Education program.

The library subscribes to more than 400 current periodical subscriptions in paper format and electronic resources that provide access to an additional 15,000 periodical titles. Over 80,000 e-books are also available. Online Library Research Guides lead students to focused resources by subject. Remote access is available to students for most electronic resources. Reference services and information literacy sessions are offered to orient users to resources available at Tyndale and elsewhere.

The library's holdings are available in WorldCat, which is freely accessible through the Internet. Tyndale students are able to renew materials online where permitted. They may also access over 50 research databases remotely. Visit the library's website at [www.tyndale.ca/library](http://www.tyndale.ca/library) for more information.

## Residence

The Tyndale residence is a caring community that fosters accountability and establishes lifelong relationships. While most residents are University College students, there are also options for Seminary students to live in residence in a variety of living arrangements.

Tyndale recognizes the experience of residence living as a valuable part of students' education. Living in residence provides opportunities to learn more about oneself, build relationships, foster leadership abilities and develop spiritually. For this reason, all single undergraduate students who are under 20 are highly encouraged to live on campus during their first year.

The Department of Student Development endeavours to foster a quality of student life that will stimulate residents to develop intellectually, physically, socially, emotionally and spiritually. This involves a commitment to maximizing opportunities for the individual to make responsible choices with the expectation that the individual also recognizes an obligation to contribute to the growth and welfare of others in the community.

### Commuter/Guest Rooms

To accommodate the needs of our commuter students, guest rooms have been set aside in the residence. Rooms are available for use by commuters or non-Tyndale student guests. These rooms may be booked through the Reception by sending an email to [reception@tyndale.ca](mailto:reception@tyndale.ca) or calling 416.226.6620 ext. 0. A limited number of rooms are available and specific rooms will not be guaranteed. Please consult the Student Handbook for further information or speak to the Tyndale Receptionist.

### Summer Residence

From May to mid-August, the residence is available for those who need accommodation in Toronto due to summer school, job opportunities and other personal reasons. Tyndale students and non-Tyndale students applying for summer residency must have all outstanding Tyndale accounts cleared prior to summer residence acceptance. All policies in the Student Handbook and in the Residence Handbook remain in effect during the summer months. Please consult the Student Handbook for further information.

## Parking

Tyndale has "pay and display" parking lots. A number of on-site parking meters are available for daily payment. Parking permits are available for purchase through Reception in person, by email at [reception@tyndale.ca](mailto:reception@tyndale.ca) or by phone at 416.226.6620 ext. 0. Temporary parking permits are also available from Reception. All vehicles without a valid parking permit, parking pass or parking stub will be tagged.

## Writing Centre

Through a combination of tutorials, workshops and resources, Tyndale's Writing Centre offers a comprehensive program of writing support to Tyndale students. The Writing Centre offers students individual tutoring sessions at any stage of the writing assignment: whether choosing a topic, creating an outline, editing content or checking references. Students may also bring essays that have been graded, and they will receive detailed suggestions for improvement. This service, at no charge to

students, is available by appointment or during drop-in hours. In addition to offering individual tutoring, the Writing Centre also offers workshops and resources to Tyndale students.

Professors may recommend that a student go to the Writing Centre for help, and students are strongly encouraged to follow their recommendations. The Academic Standards Committee may require a student to go to the Writing Centre for assistance and support.

# Fees and Expenses

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Tyndale University College & Seminary is an independent, not-for-profit, multid denominational institution that reviews its fee structure each year. Its independent status means that it does not receive denominational support and government funding. The cost of education is therefore subsidized by other income, including substantial donations from the Christian community. The following tuition fees and expenses are effective May 1, 2014 through April 30, 2015:

## Tuition Deposit

All new students (except those in the Doctor of Ministry [DMin] program) must submit a one-time \$300 deposit by August 1 if they start in the fall semester and December 1 if they start in the winter semester. The deposit is non-refundable and will be credited toward tuition fees in the following semester.

## Residence Deposit

A Residence Deposit of \$200 is held on file until the student leaves residence. It is non-refundable and non-transferable after August 1 for the fall semester and December 1 for the winter semester, whether or not the applicant enrolls. When a student moves out, his or her deposit can be returned to the student provided that the student's account is in good standing. Furthermore, there must be no damages in the student's room and no other infractions must have occurred. If a student is returning to residence the next academic year, the deposit may be kept on file and carried forward to the next academic year.

## I. FEE SCHEDULE

### i. Application Fees and Deposits

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Application Fee for North American applicants	\$50
Application Fee for non-North American applicants	\$150
Application Fee for occasional student	\$25
Late Application Fee for North American applicants after August 1 (Fall) and December 1 (Winter)	\$100
Reactivation Fee (reapplying after 3 years of non-enrolment)	\$50
Tuition Deposit (non-refundable)	\$300
Tuition Deposit for the DMin (non-refundable)	\$500

## ii. Tuition Fees

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Tuition (per 3 credit hour course)	\$1,177
Student Activity Fee	\$21
Resources Fee	\$63
Administration Fee (non-refundable)	\$39
Seminary Total Tuition & Fees (per 3 credit hour course)	\$1,230

### Doctor of Ministry

2014 Cohort Program Fee per year	\$6,250
2014 Cohort Total Program Fee (3 years)	\$18,750

## iii. General Fee Schedule

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Audit (no other discount applicable)	\$400
Late Registration (full-time & part-time returning students)	\$50
Letter of Permission	\$25
Official Statement/Letter	\$10
Official Transcript	\$10
Official Transcript – additional requests (ordered at same time)	\$8
Official Transcript – rush service	\$20
Replacement of ID Card	\$10
Replacement of T2202A per tax year	\$10
Thesis Binding Fee	\$25-\$50
Transfer Credit Evaluation	\$25
Graduation Late Application Fee	\$35

## iv. Residence Fees (per semester)

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### New student

Double Room	\$3,080/person
New Student Single Room	\$4,330

### Returning Student

Double Room	\$2,930/person
Single Room	\$4,330

\*All residence fees include meal credit and residence administration fee. Meal credits cannot be converted to cash. Meal credits expire at the end of each term.

## II. PAYMENT PLANS AND METHODS

### i. Payment Plans

#### FALL 2014

	August 22, 2014	September 30, 2014	October 31, 2014	Remaining balance after October 31, 2014 (this applies to all students) <sup>(3)</sup>
<b>All students</b>	Minimum payment <sup>(1)</sup> of \$1,000 (1 to 2 courses) \$1,500 (3 or more courses)	Half of remaining balance	Remaining balance	12% p.a. interest will be charged
<b>Students in residence</b>	<b>Tuition:</b> Minimum payment <sup>(1)</sup> of \$1,000 (1 to 2 courses) \$1,500 (3 or more courses) <b>Residence:</b> Minimum payment <sup>(1)</sup> of \$1,250	Half of remaining balance for both tuition and residence	Remaining balance for both tuition and residence	12% p.a. interest will be charged
<b>Students with government assistance</b>	No minimum payment <sup>(2)</sup> if signature pages submitted by August 22	Half of remaining balance (after government assistance)	Remaining balance	12% p.a. interest will be charged
<b>Students in residence with government assistance</b>	<b>Tuition:</b> No minimum payment <sup>(2)</sup> if signature pages submitted by August 22 <b>Residence:</b> Minimum payment <sup>(1)</sup> of \$1,250	Half of remaining balance for both tuition and residence (after government assistance)	Remaining balance for both tuition and residence	12% p.a. interest will be charged

1. If minimum payment is not made by August 22, a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.
2. If you are a student applying for government assistance, your signature pages must be submitted to the Department of Student Financial Services by August 22, otherwise a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.
3. The interest charge will be applied to all students, including those who have applied for government assistance but have not received it by October 31.
4. If registering after August 22, minimum payment must be made (or signature pages for government assistance must be submitted) **within 48 hours of registration**, otherwise a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.



## Winter 2015

	December 5, 2014	January 31, 2015	February 28, 2015	Remaining balance after February 28, 2015 (this applies to all students) <sup>(3)</sup>
<b>All students</b>	Minimum payment <sup>(1)</sup> of \$1,000 (1 to 2 courses) \$1,500 (3 or more courses)	Half of remaining balance	Remaining balance	12% p.a. interest will be charged
<b>Students in residence</b>	<b>Tuition:</b> Minimum payment <sup>(1)</sup> of \$1,000 (1 to 2 courses) \$1,500 (3 or more courses) <b>Residence:</b> Minimum payment <sup>(1)</sup> of \$1,250	Half of remaining balance for both tuition and residence	Remaining balance for both tuition and residence	12% p.a. interest will be charged
<b>Students with government assistance</b>	No minimum payment <sup>(2)</sup> if signature pages submitted in Fall 2014 or by December 5	Half of remaining balance (after government assistance)	Remaining balance	12% p.a. interest will be charged
<b>Students in residence with government assistance</b>	<b>Tuition:</b> No minimum payment <sup>(2)</sup> if signature pages submitted in Fall 2014 or by December 5 <b>Residence:</b> Minimum payment <sup>(1)</sup> of \$1,250	Half of remaining balance for both tuition and residence (after government assistance)	Remaining balance for both tuition and residence	12% p.a. interest will be charged

1. If minimum payment is not made by December 5, a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.
2. If you are a student applying for government assistance, your signature pages must be submitted to the Department of Student Financial Services by December 5, otherwise a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.
3. The interest charge will be applied to all students, including those who have applied for government assistance but have not received it by February 28.
4. If registering after December 5, minimum payment must be made (or signature pages for government assistance must be submitted) **within 48 hours of registration**, otherwise a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.

All outstanding accounts must be cleared by the end of the semester. If the student's account is not paid in full, the student will not be able to register for the next semester nor return to residence. Grades, transcripts, degree, certificate and the tuition tax receipt will be withheld until full payment is received on outstanding accounts, including library fines.

## ii. Payment Methods

1. Online Payment and Telephone Banking through your financial institution - Please add “Tyndale University College and Seminary” as a payee to your “bills” list. The account number will be your Student ID number. If your student ID number is shorter than 9 digits, please add “000” in front of your Student ID number, e.g., 000123456. Please note that online payments can take up to 48 hours to reach our bank; please allow for sufficient processing time.
2. Visa or MasterCard - Please pay at Department of Student Financial Services in person or by phone. (a 2% charge will be added to all credit card transactions to cover transaction costs.)
3. Cash, Cheque and Interac - Please pay at the Department of Student Financial Services in person, send a cheque by mail or leave a cheque in the Student Accounts drop box. (Cheques should be made payable to “Tyndale.”)

## iii. International Student Payment Plan for 2014-2015

Total costs for Seminary (including 9 courses, application fee, health insurance and orientation) are approximately \$12,000.

### FALL 2014 (Students start in Fall 2014)

	Before Study Permit application	Before registration or by August 22, 2014	By September 30, 2014 <sup>(2)</sup>	By December 6, 2014
<b>Seminary students</b>	Application fee (non-refundable) and \$3,000 <sup>(1)</sup> tuition deposit	Half of remaining tuition balance = \$4,500	Remaining tuition balance	
<b>Seminary students in residence</b>	Application fee (non-refundable) and \$3,000 <sup>(1)</sup> tuition deposit	Half of remaining tuition balance = \$4,500 + residence fees	Remaining tuition balance	Winter residence fees

1. \$300 of the tuition deposit is non-refundable. However, should your study permit be denied, the full \$3,000 tuition deposit will be returned.
2. 12% per annum interest charged if balance is not cleared by September 30, 2014.

### WINTER 2015 (Students start in Winter 2015)

	Before Study Permit application	Before registration or by December 5, 2014	By January 31, 2015 <sup>(2)</sup>
<b>Seminary students</b>	Application fee (non-refundable) and \$3,000 <sup>(1)</sup> tuition deposit	Half of remaining tuition balance = \$1,500	Remaining tuition balance
<b>Seminary students in residence</b>	Application fee (non-refundable) and \$3,000 <sup>(1)</sup> tuition deposit	Half of remaining tuition balance = \$1,500 + entire residence fees	Remaining tuition balance

1. \$300 of the tuition deposit is non-refundable. However, should your study permit be denied, the full \$3,000 tuition deposit will be returned.
2. 12% per annum interest charged if balance is not cleared by January 31, 2015.

### III. REFUND SCHEDULE

#### i. Fall 2014 Refund Schedule and Drop Deadlines — Seminary

1. Read the chart below to determine refund amounts and grades recorded during the specified weeks.
2. Switching sections is considered “adding and dropping”, and must be done by September 19, 2014.
3. Switching from credit to audit is considered “dropping and adding”, and must be done by September 19, 2014.
4. Please use an Add/Drop form to withdraw from a course or switch classes. Please use an Exit form to drop all classes in a semester. These forms are available at [www.tyndale.ca/registrar](http://www.tyndale.ca/registrar) or in the Office of the Registrar.
5. The date the Add/Drop form is received in the Office of the Registrar will determine the refund amount.
6. The Office of the Registrar and the Department of Student Financial Services normally close at 5 p.m., but will remain open until 6:30 p.m. on September 4 (Thu), September 8-11 (Mon-Thu) and September 15-18 (Mon-Thu).

DEADLINES	REFUND*	TRANSCRIPT
Aug 22, 2014, 5 p.m.	100%	
After Aug 22, 2014	\$50 late registration fee applies	
Aug 22 to Sept 7, 2014	100%	
Sept 8 to Sept 19, 2014	100%	
Sept 19, 2014	Last day to add a course	
Sept 20 to Sept 26, 2014	77%	Grade = W (withdraw)
Sept 27 to Oct 3, 2014	69%	W
Oct 4 to Oct 10, 2014	61%	W
Oct 11 to Oct 17, 2014	53%	W
Oct 18 to Oct 24, 2014	46%	W
Oct 25 to Oct 31, 2014	38%	W
Oct 31, 2014	Last day to drop a course	W
After Oct 31, 2014	(Too late to drop course)	

\*Refund % applies to Tuition, Resource Fee and Student Activity Fee.

\*Administration fee (\$39 per course) is not refundable after September 19, 2014.

#### ii. Winter 2015 Refund Schedule and Drop Deadlines — Seminary

1. Read the chart below to determine refund amounts and grades recorded during the specified weeks.
2. Switching sections is considered “adding and dropping”, and must be done by January 23, 2015.

3. Switching from credit to audit is considered “dropping and adding”, and must be done by January 23, 2015.
4. Please use an Add/Drop form to withdraw from a course or switch classes. Please use an Exit form to drop all classes in a semester. These forms are available at [www.tyndale.ca/registrar](http://www.tyndale.ca/registrar) or in the Office of the Registrar.
5. The date the Add/Drop form is received in the Office of the Registrar will determine the refund amount.
6. The Office of the Registrar and the Department of Student Financial Services normally close at 5 p.m., but will remain open until 6:30 p.m. on January 12-15 (Mon-Thu) and January 19-22 (Mon-Thu).

DEADLINES	REFUND*	TRANSCRIPT
Dec 5, 2014, 5 p.m.	100%	
After Dec 5, 2014	\$50 late registration fee applies	
Dec 5, 2014 to Jan 11, 2015	100%	
Jan 12 to Jan 23, 2015	100%	
Jan 23, 2015	Last day to add a course	
Jan 24 to Jan 30, 2015	77%	Grade = W (withdraw)
Jan 31 to Feb 6, 2015	69%	W
Feb 7 to Feb 13, 2015	61%	W
Feb 14 to Feb 20, 2015	53%	W
Feb 21 to Feb 27, 2015	46%	W
Feb 28 to Mar 6, 2015	38%	W
Mar 6, 2015	Last day to drop a course	W
After Mar 6, 2015	(Too late to drop course)	

\* Refund % applies to Tuition, Resource Fee and Student Activity Fee.

\* Administration fee (\$39 per course) is not refundable after January 23, 2015.

### iii. Spring/Summer 2015 Refund Schedule and Drop Deadlines

Since spring/summer course start and stop times vary, the refund schedule also varies. Please refer to the postings at the Office of the Registrar and the Student Accounts Office.

### iv. Refund Schedule and Drop Deadlines for Intensive Courses

Certain programs, such as Master of Divinity In-Ministry, MTS Modular and Intersession classes, are in an intensive format that can vary from 5 to 7 classes/weeks in length. Please use an Add/Drop form to withdraw from a course. Please use an Exit form to withdraw from ALL classes in a semester. The date the Add/Drop form is received (drop box, fax, email or mail) by the Office of the Registrar determines the refund amount. Add/Drop forms and Exit forms are available at [www.tyndale.ca/registrar](http://www.tyndale.ca/registrar) or in the Office of the Registrar.

### 5-DAY COURSE

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<b>Deadlines</b>	<b>Refund*</b>	<b>Transcript</b>
Before class starts	100%	No Record on Transcript
Day 1	100%	No Record on Transcript
Day 2	60%	Grade = W (withdraw)
Day 3	40%	W
Day 4 & 5	Too late to drop course	

### 5-WEEK COURSE

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<b>Week</b>	<b>Refund*</b>	<b>Grade</b>
Before class starts	100%	No Record on Transcript
Day 1 – 7	100%	No Record on Transcript
Day 8 – 14	60%	Grade = W (withdraw)
Day 15 – 21	40%	W
After Day 21	Too late to drop course	

### 6-WEEK COURSE

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<b>Week</b>	<b>Refund*</b>	<b>Grade</b>
Before class starts	100%	No Record on Transcript
Day 1 – 7	100%	No Record on Transcript
Day 8 – 14	67%	Grade = W (withdraw)
Day 15 – 21	50%	W
Day 21 – 28	33%	W
After Day 28	Too late to drop course	

\*Refund % applies to Tuition, Resource Fee and Student Activity Fee.

\*Administration Fee (\$39 per course) is not refundable after the first class/week.

# Financial Aid

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Tyndale Seminary understands that financing seminary education is a major concern for students. Therefore, Tyndale has a number of funds to assist students in meeting their educational costs. Scholarships, bursaries, sponsorship programs and loans are available. Students are encouraged to apply for financial aid early.

In addition, the Department of Student Financial Services regularly receives a variety of award notices from external organizations. Information on these awards is made available to students. In most cases, all necessary information is available online. Students are welcome to come for a one-on-one meeting with a Financial Aid advisor before the next year of attendance to discuss their personal financial situation in more detail. The Department of Student Financial Services can be contacted at 416.226.6620, ext. 6735, or at [sfs@tyndale.ca](mailto:sfs@tyndale.ca).

Many of the financial aid programs have requirements that students study full-time (3 courses per semester for Seminary students). Eligible students can apply for scholarships, bursaries and other awards online at [www.tyndale.ca/financialaid](http://www.tyndale.ca/financialaid).

## I. SEMINARY FINANCIAL AID

### i. Tyndale University College Alumni Award

University College Alumni students who are enrolled either part-time or full-time at the Seminary are eligible for \$250 per course per academic year for a maximum of 3 years of study.

### ii. Entrance Scholarships

Each fall, Tyndale offers Seminary students various scholarships worth up to \$2,000.

#### **President's Scholarships**

The President's Scholarship of Distinction of \$2,000 is awarded to every new full-time student who is accepted into Master of Divinity and Master of Theological Studies programs with a minimum average of 90% (3.9 Grade Point Average or 1800 SAT or 27 ACT).

The President's Scholarship of Excellence of \$1,000 is awarded to every new full-time student who is accepted into Master of Divinity and Master of Theological Studies programs with a minimum average of 80-89.9% (3.3 – 3.89 Grade Point Average or 1590 – 1800 SAT or 23 – 26 ACT).

To renew the President's Scholarship after the first year, the minimum Grade Point Average of the respective level has to be maintained. President's Scholarships are downgradable if Grade Point Average scores are not met in the following year (not upgradable).

### **iii. Returning and Graduation Scholarships (donor-based)**

These monetary awards are given on the basis of academic achievement. Some scholarships may also consider other factors, such as school and community involvement, qualities of leadership or other criteria, but not financial need. Scholarships requiring application will be made available during the winter semester. For complete details and a full list of scholarships, please see the Department of Student Financial Services or [www.tyndale.ca/financialaid](http://www.tyndale.ca/financialaid).

### **iv. General Bursaries**

A bursary is a monetary gift awarded on the basis of financial need. Tyndale Seminary has a number of bursaries available to full-time students (not including correspondence courses). Bursary applications may be submitted online at [www.tyndale.ca/financialaid](http://www.tyndale.ca/financialaid). The bursary will become a loan that must be repaid if a bursary recipient does not meet the following conditions: Student must complete the academic term(s) and not be dismissed for disciplinary reason. An academic term is considered to be complete when all the required work is submitted, including the writing of the final examination.

### **v. Special Bursaries (based on application and student's status)**

*Spousal Bursary* – For full-time students, \$725 to each husband and wife for an academic year.

*Family Bursary* – For full-time students, \$600 to each sibling in the same household (same household address) and are enrolled for an academic year.

*Senior Bursary* (over 60 years of age) – For full-time students, \$900 for an academic year.

*ACSI Member Tuition Bursary* – For full-time staff of the Association of Christian Schools International (ACSI) who are full-time students, \$900 for an academic year.

*IVCF / YFC / the Navigator Member Tuition Bursary* – For full-time staff of the Inter-Varsity Christian Fellowship (IVCF) / Youth for Christ (YFC) who are studying full-time at Tyndale are eligible to receive 25% off the tuition fee. A supporting document confirming valid membership is required.

*Alumni Awards* – Tyndale University College alumni students who are enrolled either part-time or full-time at the Seminary are eligible for \$250 per course per academic year for a maximum of 3 years of study.

### **vi. Sponsorship Programs**

#### **Leadership Scholarship (Church Match Program)**

This is a matching church gift program in which Tyndale will match, dollar-for-dollar, church sponsorships toward a student's education to a maximum of \$100 per course. For a full-time student taking nine courses per year, this could equal up to \$1,800 in aid.

## **Forgivable Loan Program**

The Forgivable Loan Program permits qualified students to raise funds to pay for part or all of their tuition and living expenses. All funds raised for the program will be placed in a general pool and then distributed to those students involved in the program with financial needs. Some conditions apply. Only the extended family members and friends can make donations to the pool. Charitable tax receipts for the full amount of their donation will be issued to the donors for income tax purposes.

Visit the Tyndale Financial Aid website to download the application form at [www.tyndale.ca/financialaid/sponsorships](http://www.tyndale.ca/financialaid/sponsorships).

## **Interest Subsidy Program**

Students can qualify for private education loans up to \$10,000 from their local bank. Please contact your local bank for details.

Tyndale will pay the interest on loans up to \$2,000 to qualified full-time students for a maximum of three years of study.

## **vii. Government Aid**

### **Canadian Students**

Students enrolled in at least 9 credit hours (3 courses) per semester and who are Canadian citizens or permanent residents are eligible for Canadian government loans from two sources: federal government and provincial or territorial governments. These loan programs are intended to supplement the financial resources of students and their families. Students who receive the maximum amount may qualify for further grants from the government. Students need to apply each year of study and may apply for student loans online at their respective websites. Repayment of student loans usually begins six months after the last day of full-time study.

Students are advised to check details for the following provincial programs:

Ontario Student Assistance Program  
Saskatchewan Student Loans  
Student Aid Alberta  
StudentAid BC  
Manitoba Student Aid

### **U.S. Students**

American students are eligible to apply for U.S. Stafford Loans, as Tyndale is a recognized institution with the United States Department of Education. Visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov) for an application and conditions.

### **International Students**

International students may apply for a loan under the International Student Loan Program (ISLP) offered by International Education Finance Corporation (IEFC).



Students are encouraged to minimize the amounts that they borrow. Repayment usually begins six months after the last day of full-time study.

**Note:** Award of all scholarships and bursaries (with the exception of Entrance Scholarships) are subject to availability of funds.

For complete details on financial aid related matters, please visit [www.tyndale.ca/financialaid](http://www.tyndale.ca/financialaid).

# Seminary Programs

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## I. OVERVIEW OF ACADEMIC PROGRAMS

Tyndale Seminary holds a charter from the province of Ontario to grant the Doctor of Ministry (DMin), the Master of Theology (ThM), the Master of Divinity (MDiv) and the Master of Theological Studies (MTS) degrees. These degree programs are also approved by the Association of Theological Schools (ATS) in the United States and Canada. The Seminary also offers a Graduate Diploma program with specialization in a number of areas, including: Christian Studies; Global Mission and Intercultural Studies; Leadership; Pastoral and Chinese Ministry; Pentecostal Studies; Spiritual Formation; and Youth and Family Ministry.

### **Doctor of Ministry (DMin)**

The Doctor of Ministry is an advanced professional degree program designed for those engaged in the full-time practice of ministry and holding an Master of Divinity or equivalent. Tyndale's DMin has two tracks: (I) Leadership; (II) Spiritual Formation. This is a three-year, part-time, in-ministry program.

### **Master of Theology (ThM)**

The purpose of the Master of Theology degree is to provide students with an opportunity for study in Bible, Theology (including Spiritual Theology) or History at the most advanced level short of a Doctor of Philosophy (PhD) or Doctor of Theology (ThD) program. In the pursuit of a fuller mastery of one of these theological disciplines, students will cultivate a greater command of a substantive area of scholarship while developing skills in the areas of research methodology, engagement with primary sources, scholarly interchange, debate in a peer learning community and the communication of the results of one's research for the benefit of the church and scholarly audiences.

### **Master of Divinity (MDiv)**

The three-year (27 courses) Master of Divinity program is the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. It is the required degree for admission to the Doctor of Ministry program and the frequently recommended degree for admission to advanced programs oriented to theological research and teaching.

All students take core courses in biblical studies, theology, church history, leadership, spiritual formation and ministry practice. In addition, students may choose a major in Biblical Studies, Christian Education and Formation, Counselling, Global Mission and Intercultural Studies, Interdisciplinary, Pastoral Ministries, Pastoral and Chinese Ministry, Spiritual Formation,

Theological Studies or Youth and Family Ministry. The Interdisciplinary major allows students to tailor their courses in keeping with their learning and ministry goals.

**The MDiv In-Ministry** is a modular, cohort-based program that meets one day per week along with one Saturday per semester. Students take 21 courses in the cohort format, then six elective courses. The program typically takes four years to complete and is designed for people with proven leadership gifts who are called to pastoral ministry.

**The MDiv: Chinese Language** is offered in conjunction with the Canadian Chinese School of Theology at Tyndale Seminary (CCSTTS). The language of instruction is Mandarin. The program is designed to provide specialized, ethnic-specific training for Mandarin-speaking students preparing for pastoral ministry, missions and church planting in Canada and around the world.

## Master of Theological Studies (MTS)

The two-year (18 courses) Master of Theological Studies is a foundational program in graduate theological studies. The purpose of the MTS is to develop theological understanding for general educational purposes and enrichment, or for further graduate study.

The *MTS Christian Foundations* allows students to choose electives from a variety of disciplines or to concentrate in a particular area of interest. This degree may be completed fully online.

The *MTS Pentecostal Studies* provides concentrated study in the Pentecostal tradition.

The *MTS Indigenous Studies* is designed and taught by Indigenous scholars and practitioners. This program is the outcome of an educational partnership between the North American Institute for Indigenous Theological Studies (NAIITS) and Tyndale Seminary. In flexible and accessible formats, students will gain a multidisciplinary understanding of Indigenous theology, history and praxis. For more information, contact: [office@naiits.com](mailto:office@naiits.com).

The *MTS Modular* program is cohort-based and meets one evening per week. Students take a fixed sequence of 18 courses over three years to complete their degree. The Diploma in Christian Studies may also be taken in the evening in a modular, cohort-based format with a fixed sequence of nine (9) courses delivered over one and a half years.

Students wishing to use the MTS degree as preparation for doctoral studies or other advanced degrees should plan their program carefully, in consultation with their advisor, with a view to specialization in a particular field and completion of a thesis.

## Graduate Diploma

The one-year (9 courses) Graduate Diploma program provides foundational biblical, theological and ministry formation competencies for adult learners wishing enrichment, personal growth and leadership development. Students may choose a Graduate Diploma with a concentration in Christian Studies, Global Mission and Intercultural Studies, Leadership, Pastoral and Chinese Ministry Foundations, Pentecostal Studies, Spiritual Formation or Youth and Family Ministry. These programs provide students with an opportunity to tailor their studies to meet their learning and ministry needs. The Graduate Diploma in Christian Studies may be completed fully online.

## II. MASTER OF DIVINITY (MDiv) PROGRAM

The Master of Divinity program is designed so that students completing the degree will acquire foundational preparation for ordained ministry and for Christian leadership in congregations and other settings.

### MDiv Learning Outcomes:

1. Develop breadth of knowledge and critical understanding of the theological disciplines.
2. Acquire capacities for understanding and engaging the cultural, social and global context of God's mission in the world.
3. Experience personal and professional growth through a process of intellectual, spiritual and ministry formation.
4. Develop and hone skills for theologically reflective ministry practice in its various forms.

All students take core courses in biblical studies, theology, church history, leadership, spiritual formation and ministry practice. In addition, students may choose a major in Biblical Studies, Christian Education and Formation, Counselling, Global Mission and Intercultural Studies, In-Ministry, Pastoral Ministries, Pastoral and Chinese Ministry, Spiritual Formation, Theological Studies or Youth and Family Ministry. The MDiv Interdisciplinary option allows students to tailor their courses for general leadership or for specialized ministry not addressed in other majors.

### Notes:

1. To complete the program in three years requires nine (9) courses per year.
2. Students are normally expected to complete the MDiv within a maximum of 10 years from beginning the program.
3. Students desiring to prepare for further academic studies (e.g., PhD or ThD) may substitute two electives with a thesis, provided that they have an overall Grade Point Average (GPA) of at least 3.3 and have completed at least 18 courses in order to qualify. See the Thesis Handbook for further details.
4. All MDiv students are required to complete an internship. This internship is normally completed during the last year of study.

## Master of Divinity: Biblical Studies Major

**Coordinator:** Dr. Ian Scott 416.226.6620, ext. 6719 [iscott@tyndale.ca](mailto:iscott@tyndale.ca)

The MDiv in Biblical Studies provides students with a broad exposure to the Scriptures, its major theological themes, history and content, Hebrew and Greek and advanced methods of interpretation. The major will equip students to be effective and faithful readers, expositors and interpreters of Scripture in a variety of ministry contexts.

**27 courses required**

### *Biblical Studies (5)*

BIBL 0501 Biblical Interpretation: Interpreting and Applying the Biblical Text

OLDT	0511	Old Testament Theology and History
NEWT	0522	New Testament Theology and History
OLDT	—	Old Testament course
NEWT	—	New Testament course

### *Biblical Languages (3)*

NEWT	0321	Elementary Greek I		OLDT	0611	Hebrew Grammar I
NEWT	0322	Elementary Greek II	OR	OLDT	0612	Hebrew Grammar II
NEWT	0523	Greek Exegesis I		OLDT	0711	Hebrew Exegesis I

### *Biblical Studies Major (4)*

NEWT	0524	Greek Exegesis II	OR	OLDT	0712	Hebrew Exegesis II
NEWT	0728	NT Seminar	OR	OLDT	0738	OT Seminar
OLDT	0611	Hebrew Grammar I	OR	NEWT	0321	Elementary Greek I
OLDT	0612	Hebrew Grammar II	OR	NEWT	0322	Elementary Greek II

### *Theology (3)*

THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II
THEO	—	Theology course

### *Christian History (2)*

HIST	0561	History of Christianity I
HIST	0562	History of Christianity II

### *Ministry Formation (6)*

BIBL	0701	Bible Major Internship
CHED	—	Christian Education and Formation course
LEAD	0510	Leadership Development
MISS	0782	Gospel, Church and Culture
SPIR	0700	Spiritual Formation
PAST	—	Pastoral Ministries course

### *Electives (4)*

## **Master of Divinity: Christian Education and Formation Major**

**Coordinator:** Dr. Yau Man Siew 416.226.6620, ext. 6750 [ysiew@tyndale.ca](mailto:ysiew@tyndale.ca)

The Master of Divinity in Christian Education and Formation prepares leaders to facilitate the mission of the church to the world. Through the integration of foundational courses in Bible, theology, education and curriculum theory, it is designed to provide a growing awareness of educational and faith formation issues in these contexts and the leadership to address them. The major will equip students for educational leadership in church-related ministries and in non-governmental educational agencies.

**27 courses required**

***Biblical Studies (5)***

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	0511	Old Testament Theology and History
NEWT	0522	New Testament Theology and History
OLDT	_____	Old Testament course
NEWT	_____	New Testament course

***Biblical Languages (3)***

NEWT	0321	Elementary Greek I		OLDT	0611	Hebrew Grammar I
NEWT	0322	Elementary Greek II	OR	OLDT	0612	Hebrew Grammar II
NEWT	0523	Greek Exegesis I		OLDT	0711	Hebrew Exegesis I

***Theology (3)***

THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II
THEO	_____	Theology course

***Christian History (2)***

HIST	0561	History of Christianity I
HIST	0562	History of Christianity II

***Ministry Formation (6)***

CHED	0552	Learning to Teach and Teaching to Learn
CHED	0701	Christian Education and Formation Major Internship
LEAD	0510	Leadership Development
MISS	0782	Gospel, Church and Culture
SPIR	0700	Spiritual Formation
PAST	_____	Pastoral Ministries course

***Christian Education and Formation major courses (4)***

CHED	0551	Historical and Philosophical Foundations for Christian Education
CHED	0652	Design to Learn: Curriculum Theory and Practice
CHED	0662	Ethnography: Tools for Reading Social Contexts
CHED	_____	Christian Education and Formation course

***Electives (4)***

## **Master of Divinity: Counselling Major**

**Coordinator:** Dr. Paul Scuse 416.226.6620 ext. 6785 pscuse@tyndale.ca

**Assistant Coordinator:** Dr. Susan Ellfeldt 416.226.6620 ext. 6787 sellfeldt@tyndale.ca

The Master of Divinity in Counselling provides educational preparation for students interested in counselling ministries in congregational settings or in the marketplace. A hallmark of the MDiv

Counselling program is a dual focus on theological and psychological understanding of human personhood and the therapeutic process.

Applicants interested in counselling ministries are advised to investigate the accreditation requirements in their area of professional interest (e.g., type of degree, accreditation required, clinical experience needed, registration with a particular professional association, etc.) before enrolling in the MDiv Counselling major. Public and private counselling agencies, as well as denominational pastoral counsellors and chaplains, often have credentialing standards that must be met.

The MDiv Counselling major has two tracks: the Clinical Track and the Pastoral Care and Counselling Track. The tracks are designed to prepare students for differing ministry specializations. Students will need to choose their track upon enrolment. Students wishing to change their track designation should speak to their faculty advisor.

## Clinical Track

The Clinical Track is intended for those who are seeking to become credentialed in the Province of Ontario to offer psychotherapy in agencies (secular or Christian) or in private practice. The training leads toward preparing graduates to practice psychotherapy with clients who are struggling with internal and interpersonal issues that require in-depth, longer-term therapy.

Tyndale Seminary's MDiv Counselling program provides educational preparation, but not certification, as a counsellor/therapist. Further clinical experience and supervision will be required post-graduation to obtain professional accreditation with a certifying body.

Students who plan to pursue certification with the American Association for Marriage and Family Therapy (AAMFT) should consult with the faculty advisor early in their program regarding membership criteria.

### 27 courses required for Clinical Track

#### *Biblical Studies (4)*

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	0511	Old Testament Theology and History
NEWT	0522	New Testament Theology and History

OLDT	___	Old Testament course	OR
NEWT	___	New Testament course	

#### *Theology (3)*

THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II
THEO	0646	Theology of the Human Person

#### *Christian History (2)*

HIST	0561	History of Christianity I
HIST	0562	History of Christianity II

***Ministry Formation (3)***

LEAD	0510	Leadership Development
MISS	0782	Gospel, Church and Culture
SPIR	0700	Spiritual Formation

***Counselling: Clinical Track (10)***

COUN	0574	Foundational Perspectives of Christian Counselling
COUN	0677	Family Systems Theory
COUN	0674	Personality Theories
COUN	0601	Pre-Internship Counselling Skills Lab I
COUN	0602	Pre-Internship Counselling Skills Lab II
COUN	0772	Theories and Methods of Family Therapy I
COUN	0774	Theories and Methods of Family Therapy II
COUN	0775	Professional Ethics
COUN	0680	Research Methods in Counselling
COUN	0701	Counselling Major Internship

***Counselling courses (5)***

COUN	___	Counselling course
COUN	___	Counselling course
COUN	___	Counselling course
COUN	___	Counselling course
COUN	___	Counselling course

**Pastoral Care and Counselling Track**

The Pastoral Care and Counselling Track focuses on short-term pastoral counselling around issues such as family and life crisis and other difficult life circumstances and transitions. Deeper psychotherapy would not be part of this work. Students in this track will have the flexibility to select electives to prepare them for leadership in congregational care and counselling ministries or chaplaincy.

**27 courses required for Pastoral Care and Counselling Track**

***Biblical Studies (4)***

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	0511	Old Testament Theology and History
NEWT	0522	New Testament Theology and History

OLDT	___	Old Testament course	OR
NEWT	___	New Testament course	

***Theology (3)***

THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II
THEO	0646	Theology of the Human Person



*Christian History (2)*

HIST	0561	History of Christianity I
HIST	0562	History of Christianity II

*Ministry Formation (3)*

LEAD	0510	Leadership Development
MISS	0782	Gospel, Church and Culture
SPIR	0700	Spiritual Formation

*Counselling: Pastoral Care and Counselling Track (7)*

COUN	0574	Foundational Perspectives of Christian Counselling
COUN	0677	Family Systems Theory
COUN	0601	Pre-Internship Counselling Skills Lab I
COUN	0602	Pre-Internship Counselling Skills Lab II

COUN	0669	Family Life Ministries OR
COUN	0683	Pastoral Counselling and Crisis Intervention

COUN	0701	Counselling Major Internship
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COUN	0775	Professional Ethics OR
THEO	0535	Christian Ethics

*Counselling-related courses (5)*

[To be chosen in consultation with the Counselling Major Coordinators]

*Electives (3)*

**Notes:**

1. All applications to the MDiv Counselling major (both new and transfer students) must be received by May 1 of each year. Admission criteria includes relevant academic training, vocational goals that align with the program and any counselling-related experience. All applicants will be interviewed by the Major Coordinator and/or a counselling faculty member in May or June. Acceptance notifications will be released by the end of June.
2. This program admits students in the fall semester only. Students who are accepted to the Seminary during other times in the year may take courses in Bible, History and Theology and those counselling courses that are unrestricted. Students who then wish to transfer into the Counselling Major must complete the change of program form and supplemental form in the Office of the Registrar and be interviewed.
3. A two-semester internship in a counselling setting (approximately 15 hours per week) is required of all students in the third year of the program. Second-year students prepare for the internship by taking a counselling skills lab, three hours per week, in both semesters of the academic year.

# Master of Divinity: Global Mission and Intercultural Studies Major

Coordinator: Dr. Wafik Wahba 416.226.6620, ext. 2132 [wwahba@tyndale.ca](mailto:wwahba@tyndale.ca)

The Master of Divinity in Global Mission and Intercultural Studies is designed to prepare missional leaders to engage in cross-cultural ministry locally and globally. This graduate-level training provides a range of applied and academic disciplines suitable for ministry in diversified world contexts. Our program is geared toward equipping church leaders to engage in holistic ministry in today's multicultural world.

## Intercultural

You will have the opportunity to study in Toronto, one of the most multicultural cities in the world, with direct access to diversified churches and worship styles that represent over 100 cultures and languages. You will be trained with the skills necessary to minister in diversified world cultures in courses such as "Intercultural Communication and Urban Ministry."

## Globalization

Tyndale Seminary offers one of the most comprehensive and contemporary programs in Globalization and Intercultural Studies. You will be introduced to the latest studies on the effect of globalization on the life and ministry of the church in courses such as "Perspectives on Global Mission and Globalization and the Church."

## Contemporary

Tyndale is a contemporary, multicultural and denominationally diverse Christian community. Our program addresses current global issues such as the relationship between Christianity and Islam, as well as the role of the church in ministering to our 21st century postmodern culture in courses such as "Christianity and Islam: A Global Perspective" and "Gospel, Church and Culture." The global experiences of our professors bring significant value to their teaching and research.

Students, in consultation with the major coordinator, are required to fulfil their internship requirement in a cross-cultural context.

### 27 courses required

#### *Biblical Studies (5)*

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	0511	Old Testament Theology and History
NEWT	0522	New Testament Theology and History
OLDT	___	Old Testament course
NEWT	___	New Testament course

#### *Biblical Languages (3)*

NEWT	0321	Elementary Greek I	OLDT	0611	Hebrew Grammar I	
NEWT	0322	Elementary Greek II	OR	OLDT	0612	Hebrew Grammar II
NEWT	0523	Greek Exegesis I	OLDT	0711	Hebrew Exegesis I	

### *Theology (3)*

THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II
THEO	—	Theology course

### *Christian History (2)*

HIST	0561	History of Christianity I
HIST	0562	History of Christianity II

### *Ministry Formation (6)*

CHED	—	Christian Education and Formation course
LEAD	0510	Leadership Development
MISS	0701	Global Mission and Intercultural Studies Major Internship
MISS	0782	Gospel, Church and Culture
SPIR	0700	Spiritual Formation
PAST	—	Pastoral Ministries course

### *Global Mission and Intercultural major courses (4)*

MISS	0585	Perspectives on Global Mission
MISS	0586	Globalization and the Church: Missional Theology in a Postmodern Culture
MISS	0688	Developing Intercultural Competency for Ministry
MISS	—	Missions course

### *Electives (4)*

## **Master of Divinity: In-Ministry Program**

**Director:** Professor Donald Goertz 416.226.6620 ext. 2716 dgoertz@tyndale.ca

The Master of Divinity In–Ministry program is designed to educate and equip a new generation of men and women as congregational leaders for the Canadian church, through an integrative, mentored approach to learning.

This program is organized around a missional understanding of the church as the people of God, called together into a distinctive community of worship, prayer and equipping. Those who are sent out into every sphere of society and every corner of the globe are witnesses in word and deed to the gospel of the kingdom of God. This means that mission is integral to the church, the church is missionary by nature.

The program is intended for people who are engaged in part or full-time vocational Christian ministry, exhibit Christian leadership skills, are committed to the vocational goal of congregational leadership and are endorsed for further study by a sending church or organization. Students maintain their ministry involvement and work while pursuing the In-Ministry program. They use their ministry setting as a laboratory for learning, testing ideas from the classroom in ministry settings and bringing ministry experience into the classroom.

The MDiv In-Ministry is a modular, cohort-based program that typically takes four years to complete. Courses are held in an intensive format: most courses are six weeks long. Four courses are offered in one-week retreat settings each August.

The program is creative in its design. Students are placed and remain in groups (known as “cohorts”) throughout the entire program. Classes are held one day per week, plus one Saturday per semester, and students are expected to study about 15 to 20 hours per week. There are 21 courses offered in this cohort phase. Students participate weekly in a communal learning context with common classes plus shared meals, worship and small groups. Mentoring is built into the program as faculty stay with each cohort, providing personalized guidance as well as classroom instruction.

Besides the cohort-based courses, there are six elective courses to be completed. The electives allow the pursuit of various interests and the opportunity to meet denominational requirements for ordination.

### 27 courses required

NEWT	0321	Elementary Greek I
NEWT	0322	Elementary Greek II
SPIR	I801	Spiritual Formation
OLDT	I802	Old Testament Theology and History
NEWT	I804	New Testament Theology and History
NEWT	I803	Greek Exegesis I
NEWT	I806	Greek Exegesis II: Ephesians
MISS	I805	Gospel, Church and Culture
BIBL	I807	Biblical Interpretation: Missional Hermeneutics in a Postmodern World
HIST	I808	History of Christianity I
HIST	I809	History of Christianity II
LEAD	I810	Forming Missional Leaders
THEO	I811	Systematic Theology I
THEO	I813	Systematic Theology II
INTD	I812	Integrative Seminar I
INTD	I815	Integrative Seminar II
PAST	I814	Pastoral Care in a Missional Framework
MISS	I816	Urban Ministry in Canadian Context
INTD	I817	Faith and the Marketplace: Forming Missional Leaders for the Marketplace
INTD	I818	Contextual Ministry
MVIM	I800	Internship

### *Electives (6)*

## Master of Divinity: Interdisciplinary

**Coordinator:** Dr. James Pedlar 416.226.6620, ext. 2215 [jpedlar@tyndale.ca](mailto:jpedlar@tyndale.ca)

The Master of Divinity Interdisciplinary program allows students flexibility in course selection to meet their learning and ministry goals. Students in this major can tailor their courses for specialized ministry needs not addressed in other majors, or for general pastoral and leadership preparation. Students are encouraged to choose the courses for this major in consultation with their faculty advisor.

## 27 courses required

### *Biblical Studies (5)*

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	0511	Old Testament Theology and History
NEWT	0522	New Testament Theology and History
OLDT	___	Old Testament course
NEWT	___	New Testament course

### *Biblical Languages (3)*

NEWT	0321	Elementary Greek I	OR	OLDT	0611	Hebrew Grammar I
NEWT	0322	Elementary Greek II		OLDT	0612	Hebrew Grammar II
NEWT	0523	Greek Exegesis I		OLDT	0711	Hebrew Exegesis I

### *Theology (3)*

THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II
THEO	___	Theology course

### *Christian History (2)*

HIST	0561	History of Christianity I
HIST	0562	History of Christianity II

### *Ministry Formation (6)*

CHED	___	Christian Education and Formation course
LEAD	0510	Leadership Development
INTD	0701	Interdisciplinary Major Internship
MISS	0782	Gospel, Church and Culture
SPIR	0700	Spiritual Formation
PAST	___	Pastoral Ministries course

### *Interdisciplinary Courses (4)*

Four Courses in the interdisciplinary major to be drawn from across the curriculum: BIBL, CHED, CHIN, COUN, HIST, LEAD, MISS, NEWT, OLDT, PAST, PENT, SPIR, THEO, YMIN.

To be chosen in consultation with the faculty advisor.

### *Electives (4)*

## Master of Divinity: Pastoral and Chinese Ministry Major

**Coordinator:** Dr. Barbara Leung Lai 416.226.6620, ext. 6714 blai@tyndale.ca

**Administrator:** Nelly Chau 416.226.6620, ext 2223 nchau@tyndale.ca

The Master of Divinity Pastoral and Chinese Ministry program at Tyndale Seminary offers a comprehensive educational and mentorship program designed to educate and equip Christians to

serve Chinese and multicultural congregations in North America and throughout the world. The Master of Divinity degree in Pastoral and Chinese Ministries is offered in English. It is designed to facilitate cognitive development, skill formation and personal growth so that students are effectively equipped to serve and minister locally and globally, with special reference to the North American Chinese church context.

**27 courses required**

***Biblical Studies (5)***

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	0511	Old Testament Theology and History
NEWT	0522	New Testament Theology and History
OLDT	___	Old Testament course
NEWT	___	New Testament course

***Biblical Languages (3)***

NEWT	0321	Elementary Greek I	OR	OLDT	0611	Hebrew Grammar I
NEWT	0322	Elementary Greek II		OLDT	0612	Hebrew Grammar II
NEWT	0523	Greek Exegesis I		OLDT	0711	Hebrew Exegesis I

***Theology (3)***

THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II
THEO	___	Theology course

***Christian History (2)***

HIST	0561	History of Christianity I
HIST	0562	History of Christianity II

***Ministry Formation (6)***

CHED	___	Christian Education and Formation course
CHIN	0701	Pastoral and Chinese Ministry Major Internship
CHIN	0605	Pastoral Counselling in the Ethnic Church Context
LEAD	0510	Leadership Development
MISS	0782	Gospel, Church and Culture
SPIR	0700	Spiritual Formation

***Chinese Ministry major courses (4)***

CHIN	0602	Pastoring in the Chinese Church
CHIN	0601	Preaching in the Chinese Church
CHIN	0506	Advanced Pastoring: Issues, Strategies and Directions in 21st Century North American Asian Churches
CHIN	___	Chinese ministry course

***Electives (4)***

## Master of Divinity: Pastoral Ministry Major

Coordinator: Dr. Kevin Livingston 416.226.6620, ext. 2207 klivingston@tyndale.ca

Pastoral ministry in a congregational setting presents many challenges, among them being faithful to the gospel amidst a constantly changing culture. The Master of Divinity Pastoral Ministries major equips pastors for ministry through the integration of theology and practice. A year-long pastoral internship is required.

### 27 courses required

#### *Biblical Studies (5)*

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	0511	Old Testament Theology and History
NEWT	0522	New Testament Theology and History
OLDT	___	Old Testament course
NEWT	___	New Testament course

#### *Biblical Languages (3)*

NEWT	0321	Elementary Greek I	OR	OLDT	0611	Hebrew Grammar I
NEWT	0322	Elementary Greek II		OLDT	0612	Hebrew Grammar II
NEWT	0523	Greek Exegesis I		OLDT	0711	Hebrew Exegesis I

#### *Theology (3)*

THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II
THEO	___	Theology course

#### *Christian History (2)*

HIST	0561	History of Christianity I
HIST	0562	History of Christianity II

#### *Ministry Formation (6)*

CHED	___	Christian Education and Formation course
LEAD	0510	Leadership Development
MISS	0782	Gospel, Church and Culture
PAST	0701	Pastoral Ministries Major Internship
SPIR	0700	Spiritual Formation
PAST	___	Pastoral Ministries course

#### *Pastoral Ministry major courses (4)*

PAST	0541	The Theology and Practice of Ministry
PAST	0546	Introduction to Worship and Liturgy
PAST	0641	Introduction to Preaching
PAST	___	Preaching course

#### *Electives (4)*

## Master of Divinity: Spiritual Formation Major

Coordinator: Dr. David Sherbino 416.226.6620, ext. 6741 dsherbino@tyndale.ca

The Master of Divinity in Spiritual Formation facilitates integrated and holistic deepening of students' love for God and neighbour, expressed in mission and service. This is accomplished through theological reflection, communal and individual disciplines and mentoring relationships. In order to achieve these goals, some courses are offered in nontraditional formats. For example, SPIR 0700 Spiritual Formation includes a mandatory three-day, mid-week retreat off-campus. SPIR 0601 Finding Your Way: The Principles of Spiritual Direction is offered in a one-week retreat format every May. Students should budget for extra retreat expenses for some courses.

Students taking the MDiv in Spiritual Formation who also desire the designation of Certified Spiritual Director (CSD), granted by the Canadian Council for Professional Certification, may complete all the educational requirements within the MDiv degree requirements. Additional practicum hours may be required to complete the required 500 hours of supervised practice.

### 27 courses required

#### *Biblical Studies (5)*

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	0511	Old Testament Theology and History
NEWT	0522	New Testament Theology and History
OLDT	___	Old Testament course
NEWT	___	New Testament course

#### *Biblical Languages (3)*

NEWT	0321	Elementary Greek I	OR	OLDT	0611	Hebrew Grammar I
NEWT	0322	Elementary Greek II		OLDT	0612	Hebrew Grammar II
NEWT	0523	Greek Exegesis I		OLDT	0711	Hebrew Exegesis I

#### *Theology (3)*

THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II
THEO	___	Theology course

#### *Christian History (2)*

HIST	0561	History of Christianity I
HIST	0562	History of Christianity II

#### *Ministry Formation (7)*

CHED	___	Christian Education and Formation course
LEAD	0510	Leadership Development
MISS	0782	Gospel, Church and Culture
SPIR	0700	Spiritual Formation
SPIR	0710	Spiritual Direction Practicum I
SPIR	0711	Spiritual Direction Practicum II



PAST    \_\_\_       Pastoral Ministries course

*Spiritual Formation major courses (4)*

SPIR   0601       Finding Your Way: Principles of Spiritual Direction  
SPIR   0609       Prayer and the People of God  
SPIR   0610       Protestant Spiritual Traditions  
SPIR   \_\_\_         Spiritual Formation course

*Electives (3)*

**Note:** Those seeking the designation of Certified Spiritual Director (CSD) must use one of these electives for an additional SPIR course (consult with the major coordinator).

## Master of Divinity: Theological Studies Major

**Coordinator:** Dr. Dennis Ngien 416.226.6620, ext. 2763 dngien@tyndale.ca

In order to enable students to embody a life of faithful witness to the Gospel, the Master of Divinity in Theological Studies seeks to develop within students the capacity for careful analysis, insight and understanding in the areas of missional, historical, moral and doctrinal theology.

**27 courses required**

*Biblical Studies (5)*

BIBL   0501       Biblical Interpretation: Interpreting and Applying the Biblical Text  
OLDT   0511       Old Testament Theology and History  
NEWT   0522       New Testament Theology and History  
OLDT   \_\_\_         Old Testament course  
NEWT   \_\_\_         New Testament course

*Biblical Languages (3)*

NEWT	0321	Elementary Greek I		OLDT	0611	Hebrew Grammar I
NEWT	0322	Elementary Greek II	OR	OLDT	0612	Hebrew Grammar II
NEWT	0523	Greek Exegesis I		OLDT	0711	Hebrew Exegesis I

*Theology (3)*

THEO   0531       Systematic Theology I  
THEO   0532       Systematic Theology II  
THEO   \_\_\_         Theology course

*Christian History (2)*

HIST   0561       History of Christianity I  
HIST   0562       History of Christianity II

*Ministry Formation (6)*

CHED   \_\_\_         Christian Education and Formation course   OR  
PAST   \_\_\_         Preaching course

LEAD	0510	Leadership Development
MISS	0782	Gospel, Church and Culture
SPIR	0700	Spiritual Formation
THEO	0701	Theological Studies Major Internship
PAST	—	Pastoral Ministries course

*Theological Studies major courses (4)*

THEO	0535	Christian Ethics	OR
THEO	0631	Advanced Christian Doctrine	
THEO	0536	Historical Theology	OR
THEO	0537	Contemporary Theology	
THEO	0539	Philosophy for Understanding Theology	
THEO	—	Theology course	

*Electives (4)*

## Master of Divinity: Youth and Family Ministry Major

**Coordinator:** Dr. David Overholt 416.226.6620, ext. 2713 [doverholt@tyndale.ca](mailto:doverholt@tyndale.ca)

The primary emphasis of the Master of Divinity: Youth and Family Ministry major is to educate and equip individuals for volunteer or vocational ministry to youth. This program includes a year-long youth ministry internship designed in consultation with the coordinator and the Director of the Tyndale Seminary Internship Program (TSIP).

**27 courses required**

*Biblical Studies (5)*

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text	
OLDT	0511	Old Testament Theology and History	
NEWT	0522	New Testament Theology and History	
OLDT	—	Old Testament course	
NEWT	—	New Testament course	

*Biblical Languages (3)*

NEWT	0321	Elementary Greek I	OR	OLDT	0611	Hebrew Grammar I
NEWT	0322	Elementary Greek II		OLDT	0612	Hebrew Grammar II
NEWT	0523	Greek Exegesis I		OLDT	0711	Hebrew Exegesis I

*Theology (3)*

THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II
THEO	—	Theology course

*Christian History (2)*

HIST	0561	History of Christianity I
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HIST 0562 History of Christianity II

*Ministry Formation (6)*

CHED \_\_\_\_ Christian Education and Formation course  
LEAD 0510 Leadership Development  
MISS 0782 Gospel, Church and Culture  
SPIR 0700 Spiritual Formation  
YMIN 0701 Youth and Family Ministry Major Internship  
PAST \_\_\_\_ Pastoral Ministries course

*Youth and Family Ministry major courses (4)*

YMIN 0592 Foundations of Ministry with Youth  
YMIN 0693 Evangelism and Discipleship  
YMIN 0796 Counselling Adolescents and Their Families  
YMIN \_\_\_\_ Youth and Family Ministry course

*Electives (4)*

### III. MASTER OF THEOLOGICAL STUDIES (MTS) PROGRAM

The purpose of the Master of Theological Studies degree is to develop theological understanding for general educational purposes and enrichment, or for further graduate study. The MTS program is designed so that students completing the degree will acquire a broad understanding of the theological disciplines for Christian faith and practice.

**MTS Learning Outcomes:**

1. Gain theological understanding and insight through study of the heritage of Christian scripture, history, theology and ministry.
2. Develop aptitudes for thinking critically, theologically and biblically in relation to faith, vocation and ministry.
3. Acquire critical awareness of God's mission in the world in its social, cultural and global contexts.
4. Demonstrate depth of understanding in a particular field (for those opting to concentrate in an area of study).

Students may select electives from across the curriculum, or use them to focus their studies in a chosen concentration: Biblical Languages, Biblical Studies, Christian Education and Formation, Church History, Counselling, Global Mission and Intercultural Studies, Pastoral Ministry, Pastoral and Chinese Ministry, Pentecostal Studies, Spiritual Formation, Theological Studies or Youth and Family Ministry.

The MTS degree program may also be taken fully online, as well as in the evening in a modular, cohort-based format with a fixed sequence of courses delivered over three years (see description of the MTS Modular program).

Students wishing to use the degree as preparation for doctoral studies or other advanced degrees should plan their program carefully, in consultation with their advisor, with a view to specialization in a particular field of study and the completion of a thesis.

**Notes:**

1. To complete the program in two years requires nine (9) courses per year.
2. Students are normally expected to complete the MTS within seven years of beginning the program.
3. One elective course may be taken as a one-semester MTS Practicum (PRAC 0701) with the Tyndale Seminary Internship Program (TSIP).
4. Students desiring to prepare for further academic studies (e.g., PhD or ThD) may substitute two electives with a thesis, provided that they have an overall Grade Point Average of at least 3.3 and have completed at least nine (9) courses, including advanced courses in their area of concentration. See the Thesis Handbook for further details.

## Master of Theological Studies: Christian Foundations

**Coordinator:** Dr. James Beverley 416.226.6620, ext. 6706 [jbeverley@tyndale.ca](mailto:jbeverley@tyndale.ca)

The Master of Theological Studies: Christian Foundations provides a comprehensive foundation in Christian theology, faith and practice. It is designed with great flexibility so that students may tailor their studies to meet their learning and ministry goals. Students may select electives from across the curriculum, or use them to focus their studies in a chosen concentration: Biblical Languages, Biblical Studies, Christian Education and Formation, Church History, Counselling, Global Mission and Intercultural Studies, Pastoral and Chinese Ministry, Pastoral Ministry, Spiritual Formation, Theological Studies or Youth and Family Ministry.

Students wishing to use the program as preparation for advanced theological study should plan their program carefully, in consultation with their advisor, and use their electives to take advanced courses and specialize in a particular field and the completion of a thesis.

### 18 courses required

#### *Bible, Theology and History Courses (7)*

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
HIST	0561	History of Christianity I
HIST	0562	History of Christianity II
NEWT	0522	New Testament Theology and History
OLDT	0511	Old Testament Theology and History
THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II

#### *Ministry Formation Courses (3)*

LEAD	0510	Leadership Development
MISS	0782	Gospel, Church and Culture
SPIR	0700	Spiritual Formation

#### *Elective courses (8)*

## Master of Theological Studies: Indigenous Studies

**Director:** Dr. Terry LeBlanc [tleblanc@tyndale.ca](mailto:tleblanc@tyndale.ca)

**Liaison Faculty:** Dr. Arnold Neufeldt-Fast 416.226.6620 ext. 2655 [neufeldt-fast@tyndale.ca](mailto:neufeldt-fast@tyndale.ca)

The Master of Theological Studies Indigenous Studies program is designed and taught by indigenous scholars and practitioners. This program is the outcome of an educational partnership between the North American Institute for Indigenous Theological Studies (NAIITS) and Tyndale Seminary. In flexible and accessible formats, students will gain a multidisciplinary understanding of indigenous theology, history and praxis.

The delivery of this program is geared to accommodate students who are likely to live and work in their own communities. The majority of these courses are taught by indigenous faculty and all courses are offered in a variety of formats: intensive summer classes, online hybrid formation and wrap-around courses relating to NAIITS' Annual Symposium.

### 18 courses required

BIBL	IS01	Biblical Interpretation
HIST	IS04	History of Christianity I: Origins to US
HIST	IS05	History of Christianity II: Indigenous Christian History and Mission
NEWT	IS03	New Testament Theology and History
OLDT	IS02	Old Testament Theology and History
THEO	IS06	Theology I: Introduction
THEO	IS07	Theology II: Theology and Ethic of the Land
THEO	IS11	Ethics in Intercultural Context
THEO	IS12	World Religions
MISS	IS08	Gospel, Culture and Systems Change
SPIR	IS09	Indigenous Spirituality and Formation
LEAD	IS10	Indigenous Leadership Development
CHED	IS13	Indigenous and Praxis of Pedagogy
INTD	IS14	Cultural Anthropology
INTD	IS15	Special Topics: Indigenous Symposium Seminar
INTD	IS16	Integrative Project

### *Elective courses (2)*

#### **Note:**

All applications to MTS Indigenous Studies must meet the requirements of Tyndale and North American Institute for Indigenous Theological Studies (NAIITS). For more information about applying to the program, please email: [admissions@naiits.com](mailto:admissions@naiits.com).

## Master of Theological Studies: Modular

**Director:** Dr. Arnold Neufeldt-Fast 416.226.6620 ext. 2655 [neufeldt-fast@tyndale.ca](mailto:neufeldt-fast@tyndale.ca)

The Master of Theological Studies Modular program is a foundational program in Christian theology and marketplace ministry. Its purpose is to provide understanding in the theological disciplines,

integrating intellectual rigour, spiritual formation and ministry development for those in the workplace.

All modules are placed in a fixed sequence to facilitate progressive development in theological study. Classes are held on Monday evenings. Students enter this program as a cohort and maintain this group throughout the entire program. This format provides a unique learning community with high personal support and peer interaction. The MTS Modular program is well suited to adult learners who desire to take responsibility for their own learning.

An ongoing required component of the MTS Modular program is personal reflection and small group discussion aimed at integrating academic learning with spiritual growth and ministry development. Students are accountable to their peers in the learning process. Spiritual friends and mentors are a key component in the learning process.

The MTS Modular program makes graduate theological education accessible and manageable for people with family responsibilities and full-time careers. There are 18 courses offered in a modular format consisting of a weekly four-hour evening class for five or six weeks, supplemented by approximately 15 hours per week of independent study. This is essentially the same time involvement as a traditionally scheduled program.

The program is designed to be completed in just less than three years, including one-week breaks between modules, as well as Christmas and summer vacations.

### **18 courses required**

SPIR	M501	Spiritual Formation
THEO	M511	Systematic Theology I
BIBL	M502	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	M503	Old Testament Theology and History
NEWT	M504	New Testament Theology and History
INTD	M505	Gospel, Church and Culture
HIST	M509	History of Christianity I
THEO	M513	Christian Ethics
INTD	M506	Work, Vocation and Ministry
SPIR	M500	Leadership Development: A Lifelong Spiritual Journey
NEWT	M507	New Testament Book Study: Gospel
OLDT	M508	Old Testament Book Study
HIST	M510	History of Christianity II
THEO	M512	Systematic Theology II
THEO	M514	Theology of Mission and Evangelism
THEO	M515	Christian Apologetics
NEWT	M517	New Testament Book Study: Ephesians
INTD	M516	Integrative Seminar

## Master of Theological Studies: Online

**Coordinator:** Dr. Arnold Neufeldt-Fast 416-226-6620, ext. 2655 neufeldt-fast@tyndale.ca

The Master of Theological Studies: Online is a foundational program in Christian theology, faith and practice. Students will acquire a broad understanding of theological disciplines, and develop aptitudes for thinking critically, theologically and biblically in relation to their faith, vocations and ministries. The fully online format is designed to allow students to access and complete the degree requirements from anywhere in the world.

Online elective courses in the following disciplines are offered regularly, with others in development: Biblical languages (Greek), Biblical book studies, Christian education and formation, worship and liturgy, Christian ethics, spirituality and others. Students may also take courses on campus.

### 18 courses required

#### *Bible, Theology and History Courses (7)*

BIBL	0501W	Biblical Interpretation: Interpreting and Applying the Biblical Text
HIST	0561W	History of Christianity I
HIST	0562W	History of Christianity II
NEWT	0522W	New Testament Theology and History
OLDT	0511W	Old Testament Theology and History
THEO	0531W	Systematic Theology I
THEO	0532W	Systematic Theology II

#### *Ministry Formation Courses (3)*

LEAD	0510W	Leadership Development
MISS	0782W	Gospel, Church and Culture
SPIR	0700W	Spiritual Formation

#### *Elective courses (8)*

## Master of Theological Studies: Pentecostal Studies

**Coordinator:** Dr. Van Johnson 416.291.9575 vjohnson@tyndale.ca

The purpose of the Master of Theological Studies in Pentecostal Studies is to educate and equip students who wish to specialize in Pentecostal Studies within the broader evangelical context of Tyndale Seminary. The program is a creative partnership between Master's Pentecostal Seminary and Tyndale Seminary and it offers an integrated program of cognitive, practical and spiritual formation for ministry. The program is open to all persons, although the primary audience is Pentecostal pastors and lay leaders who desire an opportunity for intensive study of the Pentecostal tradition.

### 18 courses required

#### *Bible, Theology and History Courses (7)*

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
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HIST	0561	History of Christianity I
HIST	0562	History of Christianity II
NEWT	0522	New Testament Theology and History
OLDT	0511	Old Testament Theology and History
THEO	0531	Systematic Theology I
THEO	0532	Systematic Theology II

*Ministry Formation Courses (2)*

LEAD	0510	Leadership Development
MISS	0782	Gospel, Church and Culture

*Pentecostal Courses (7)*

PENT	0501	Introduction to Pentecostalism
PENT	0503	Luke's Charismatic Theology
PENT	0504	Pentecostal Spirituality
PENT	0505	Pentecostal Theology
PENT	0701	Pentecostal Issues
PENT	—	New Testament Course

*One course from the following:*

PENT	0502	Pastoral Theology: A Pentecostal Perspective	OR
PENT	0506	Growing Healthy Churches	OR
PENT	0508	Church Planting	

*Electives (2)*

(Thesis option, PENT 0999, may be taken in the place of the two electives)

## IV. GRADUATE DIPLOMA

The Seminary offers a variety of one-year programs (nine courses) leading to a Graduate Diploma. These programs are designed for adult learners seeking enrichment, personal growth and leadership development. Students may choose to concentrate in Christian Studies, Leadership, Global Mission and Intercultural Studies, Pastoral and Chinese Ministry Foundations, Pentecostal Studies, Spiritual Formation or Youth and Family Ministry.

The Diploma in Christian Studies may be taken in the evenings in a modular, cohort-based format with a fixed sequence of courses delivered over one and a half years. The Graduate Diploma: Christian Studies may also be completed fully online.

**Notes:**

1. To complete the program in one year requires nine courses.
2. Students are normally expected to complete the graduate diploma within seven years of beginning the program.



## Graduate Diploma: Christian Studies

**Coordinator:** Dr. Michael Krause 416.226.6620, ext. 2239 mkrause@tyndale.ca

The Graduate Diploma in Christian Studies provides foundational biblical and theological competencies and offers students the flexibility to tailor their studies to meet specific learning and ministry goals. There are nine courses to be completed: four required courses and five electives.

### 9 courses required

#### *Core courses (4)*

THEO \_\_\_ Theology course  
HIST \_\_\_ History course

#### *1 course from*

BIBL \_\_\_ Introductory Biblical Studies course  
OLDT \_\_\_ Introductory Old Testament course  
NEWT \_\_\_ Introductory New Testament course

#### *1 course from*

LEAD 0510 Leadership Development  
SPIR 0700 Spiritual Formation  
MISS 0782 Gospel, Church and Culture

#### *Elective courses (5)*

(Four of five electives may be concentrated in a particular area of study.)

## Graduate Diploma: Christian Studies (Modular)

**Director:** Dr. Arnold Neufeldt-Fast 416.226.6620, ext. 2655 neufeldt-fast@tyndale.ca

The Graduate Diploma in Christian Studies (Modular) is a foundational program in theology designed for Christians in the workplace. The purpose is to provide a biblical and theological foundation for personal growth and development for service to Christ in one's chosen profession. The program is organized around a missional understanding of the church as the people of God, called and sent out into every sphere of society to witness in word and deed to the good news of God's kingdom.

The Modular format is designed to meet the needs of students with demands such as family responsibilities, church commitments and full-time careers. There are nine courses offered in a modular format consisting of a weekly four-hour evening class for five or six weeks, supplemented by approximately 15 hours per week of independent study. This is essentially the same time involvement as a traditionally scheduled program.

The program is designed to be completed in one and a half years, including one-week breaks between modules, as well as Christmas and summer vacations. All modules are placed in a fixed sequence to facilitate progressive development in theological study. Classes are held on Monday evenings.

Students enter this program as a cohort and maintain this group throughout the entire program. This format provides a unique learning community with high personal support and peer interaction. The modular program is well suited to adult learners who desire to take responsibility for their own learning.

An ongoing required component of the Modular program is personal reflection and small group discussion aimed at integrating academic learning with spiritual growth. Students are accountable to their peers in the learning process. Spiritual friends are a key component in the learning process.

**9 courses required**

SPIR	M501	Spiritual Formation
THEO	M511	Systematic Theology I
BIBL	M502	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	M503	Old Testament Theology and History
NEWT	M504	New Testament Theology and History
INTD	M505	Gospel, Church and Culture
HIST	M509	History of Christianity I
THEO	M513	Christian Ethics
INTD	M506	Work, Vocation and Ministry

## Graduate Diploma: Global Mission and Intercultural Studies

**Coordinator:** Dr. Wafik Wahba 416.226.6620, ext. 2132 [wwahba@tyndale.ca](mailto:wwahba@tyndale.ca)

The Graduate Diploma in Global Mission and Intercultural Studies stresses biblical/theological awareness and cross-cultural preparedness and provides a basic program for students contemplating various forms of international and intercultural service. It is uniquely suited to enhancing the contribution of dual-vocational missionaries to the work of cross-cultural mission.

**9 courses required**

*Core courses (4)*

THEO	___	Theology course
HIST	___	History course
MISS	0782	Gospel, Church and Culture

*1 course from*

BIBL	___	Introductory Biblical studies course
OLDT	___	Introductory Old Testament course
NEWT	___	Introductory New Testament course

*Global Mission and Intercultural Studies Electives (4)*

MISS	___	Missions course
MISS	___	Missions course
MISS	___	Missions course
MISS	___	Missions course

*Elective (1)*

## Graduate Diploma: Leadership

**Coordinator:** Dr. Arthur Boers 416.226.6620, ext. 2157 aboers@tyndale.ca

The Graduate Diploma in Leadership provides a reflective, biblically based pathway toward personal and professional leadership development in a wide variety of ministry and marketplace contexts.

### 9 courses required

#### *Core courses (4)*

THEO	___	Theology course
HIST	___	History course
LEAD	0510	Leadership Development

#### *1 course from*

BIBL	___	Introductory Biblical Studies course
OLDT	___	Introductory Old Testament course
NEWT	___	Introductory New Testament course

#### *Leadership Electives (4)*

LEAD	___	Leadership course
LEAD	___	Leadership course
LEAD	___	Leadership course
LEAD	___	Leadership course

*Elective (1)*

## Graduate Diploma: Pastoral and Chinese Ministry Foundations

**Director:** Dr. Barbara Leung Lai 416.226.6620, ext 6714 blai@tyndale.ca

**Administrator:** Nelly Chau 416.226.6620, ext 2223 nchau@tyndale.ca

Targeted for mature Christian leaders, the Pastoral and Chinese Ministries Graduate Diploma in Ministry Foundations provides a tailor-made Bible, theology and ministry training program for ministry in the North American Chinese church, short and mid-term missionary service and various forms of overseas tent-making services. Course offerings are designed to allow completion of the diploma in 12 months.

### 9 courses required

#### *Core courses (4)*

BIBL	0501	Biblical Interpretation: Interpreting and Applying the Biblical Text
OLDT	0511	Old Testament Theology and History
NEWT	0522	New Testament Theology and History

THEO \_\_\_\_ Theology course

*Pastoral and Chinese Ministry courses (4)*

CHIN 0506 Advanced Pastoring: Issues, Strategies and Directions  
in 21st Century North American Asian Churches

CHIN 0601 Preaching in the Chinese Church OR  
PAST 0641 Introduction to Preaching

*2 courses from*

CHIN 0503 Chinese Church History  
CHIN 0602 Pastoring in the Chinese Church  
CHIN 0603 Evangelism and Church Planting in the Chinese Community  
CHIN 0605 Pastoral Counselling in the Ethnic Church Context  
CHIN 0781 Youth, Marriage and Family Ministry in the Immigrant Church

*Elective (1)*

(May be taken as a Directed Reading and Research [DRR] integrative project.)

## Graduate Diploma Program: Pentecostal Studies

Coordinator: Dr. Van Johnson 416.291.9575 vjohnson@tyndale.ca

*9 courses required*

*Core courses (4)*

THEO \_\_\_\_ Theology course  
HIST \_\_\_\_ History course

*1 course from*

BIBL \_\_\_\_ Introductory Biblical Studies course  
OLDT \_\_\_\_ Introductory Old Testament course  
NEWT \_\_\_\_ Introductory New Testament course

*1 course from*

LEAD 0510 Leadership Development  
SPIR 0700 Spiritual Formation  
MISS 0782 Gospel, Church and Culture

*Pentecostal courses (4)*

*Elective (1)*

## Graduate Diploma: Spiritual Formation

Coordinator: Dr. David Sherbino 416.226.6620, ext. 6741 dsherbino@tyndale.ca

The Graduate Diploma in Spiritual Formation seeks to provide a structured approach to Christian spiritual formation to enhance the development of the spiritual life of students. It aims to equip students with biblical, theological and historical grounding in the dynamics and disciplines of the Christian life, strengthen students in their spiritual formation and help them to grow in the knowledge and love of God. This will be accomplished through readings of the spiritual classics, lectures, academic research, retreats, interaction with spiritual directors and the personal practice of the disciplines (journaling, silence and solitude, prayer and meditation).

Note: SPIR 0700 includes a three-day, mid-week retreat off-campus, which students must attend in order to pass the course. SPIR 0601 is offered in a one-week retreat format in May. Students should budget for extra retreat expenses for some courses.

If the student has a previous theological degree, substitutes may be chosen in consultation with the program coordinator.

### 9 courses required

#### *Core courses (4)*

HIST	___	History course
SPIR	0700	Spiritual Formation
THEO	___	Theology course

#### *1 course from*

BIBL	___	Introductory Biblical Studies course
OLDT	___	Introductory Old Testament course
NEWT	___	Introductory New Testament course

#### *Spiritual Formation courses (4) not SPIR 0710 or 0711*

SPIR	___	Spiritual Formation course
SPIR	___	Spiritual Formation course
SPIR	___	Spiritual Formation course
SPIR	___	Spiritual Formation course

#### *Elective (1)*

## Graduate Diploma: Youth and Family Ministry

Coordinator: Dr. David Overholt 416.226.6620, ext. 2713 doverholt@tyndale.ca

The Graduate Diploma in Youth and Family Ministry provides a pathway to train and equip individuals working in youth ministries. The program includes a biblical/theological understanding and focuses on cultural, developmental, programmatic and spiritual ministry with youth and their families.

## 9 courses required

### *Core courses (4)*

THEO	___	Theology course
HIST	___	History course

### *1 course from*

BIBL	___	Introductory Biblical Studies course
OLDT	___	Introductory Old Testament course
NEWT	___	Introductory New Testament course

### *1 course from*

LEAD	0510	Leadership Development
SPIR	0700	Spiritual Formation
MISS	0782	Gospel, Church and Culture

### *Youth and Family Ministry courses (4)*

YMIN	___	Youth and Family Ministry course
YMIN	___	Youth and Family Ministry course
YMIN	___	Youth and Family Ministry course
YMIN	___	Youth and Family Ministry course

### *Elective (1)*

## V. MASTER OF THEOLOGY (ThM) PROGRAM

**Director:** Dr. Dennis Ngien 416.226.6620, ext. 2763 [dngien@tyndale.ca](mailto:dngien@tyndale.ca)

The Master of Theology (ThM) at Tyndale Seminary is an advanced degree program designed to provide students with an opportunity for in-depth study in a theological discipline.

Students completing the Master of Theology degree will be prepared for further studies at the doctoral level and/or for scholarly enhancement of ministerial and missional practice.

### **ThM Learning Outcomes:**

1. Acquire advanced, in-depth knowledge and competence in one of the following disciplines: Old Testament, New Testament, Theology (including Spiritual Theology) or Church History.
2. Develop advanced skills in theological research and writing, including engagement with primary resources, scholarly exchange in a peer community and communication of research results for the church and the academy.
3. Cultivate personal and spiritual qualities necessary for scholarly and vocational ministry.

The ThM program allows students to be mentored closely and rigorously by reputable scholars who exhibit a faith of both the mind and the heart. All ThM students convene regularly for peer support, the collegial exchange of ideas and for public forums.

The ThM program has a thesis option as well as a non-thesis option. Students will be admitted into the thesis option in consultation with the Director and a supervisor from their area of focus. Both options provide for the scholarly enhancement of ministerial and missional practice and preparation for various forms of teaching. The thesis option specifically prepares students for further studies at the doctoral level (ThD/PhD). Both options are designed to engender confidence in the gospel and to prepare students to engage the world through Christian scholarship.

### **ThM Admission Requirements**

1. Master of Theological Studies degree or Master of Divinity degree or equivalent. Students with insufficient background may be admitted upon completion of prescribed prerequisites in consultation with the Director. One course in Christian Education and Formation is expected.
2. Minimum Grade Point Average: 3.3 on a 4.0 scale (B+) in Bible, Theology and Church History courses. A Test of English as a Foreign Language (TOEFL) score of 250 (computer-based) or 600 (paper-based) is required.
3. Advanced courses at the master's level in the area of the student's selected focus.
4. Submission of a research-oriented paper that represents an example of the applicant's academic writing in the proposed major area of study.
5. Two letters from academic referees, one of whom must be a professor in the applicant's chosen area of study
6. Language Requirements (see below).
7. Interview with the ThM program director.

### **ThM Language Requirements**

A student must demonstrate the language proficiencies as described below:

1. A student in New Testament must demonstrate proficiency in two years of Greek upon admission. One year of Hebrew is required before submission of a thesis proposal.
2. A student in Old Testament must demonstrate proficiency in two years of Hebrew upon admission. One year of Greek is required before submission of a thesis proposal.
3. A student in Theology or Church History must demonstrate proficiency in one year of Greek, Hebrew or Latin upon admission. Proficiency in a modern foreign language (e.g. German or French) will be required in those cases where it is deemed essential to the research topic.
4. For Greek and Hebrew, Tyndale faculty will set an appropriate examination. For Latin or modern languages of scholarship, we have arranged with the Advanced Degree Office at the Toronto School of Theology (TST) for Tyndale ThM students to take the modern language proficiency exams administered by TST. Students would bear the cost of this exam and would also be eligible to take courses in modern languages offered by TST in preparation for this exam.

### **Notes:**

1. Normally students start the program in the fall semester and complete the degree within one to two years of beginning course work. To maintain their status within the program, students are required to take at least one course per year. Students are normally expected to complete the ThM within a maximum of seven years of beginning the program.
2. Normally INTD 0920 Advanced Research Methods and INTD 0900 Text and Interpretation must be completed during the first year of course work.

3. All students choosing the thesis option are required to write a thesis stemming from research within their particular major. See the Thesis Handbook for thesis requirements. The thesis is to be completed within one year of completion of the last course. Students who have not completed their thesis within one year of completion of the last course will be required to pay a program continuation fee each year until completion, up to the seven-year program limit. The continuation fee is the equivalent of the tuition for one course.
4. Students taking the non-thesis option will write an extended paper of 40-50 pages in one of the courses as that course's major assignment.
5. Course choices should be made in consultation with the program director.

#### 8 courses required (24 credits)

##### *Two Core Courses*

INTD 0900	Text and Interpretation
INTD 0920	Advanced Research Methods

##### *One course from:*

INTD 0910	Interdisciplinary Seminar : Selected Topics	OR
INTD 0950	Interdisciplinary Seminar: Spiritual Theology (Spiritual Theology Track)	

##### *One Directed Reading and Research course in Subject Area:*

OLDT/NEWT/THEO/HIST 0901 Directed Reading and Research

##### *Two Advanced Courses in Subject Area (MDiv/MTS/ThM)*

\_\_\_ Course in Subject Area  
 \_\_\_ Course in Subject Area

##### *Thesis (equivalent to two courses – 6 credits)*

OLDT/NEWT/THEO/HIST 0911 (6) Thesis Research and Writing

OR

Students taking the non-thesis option will take two additional courses in their subject area as approved by the program director.

## VI. DOCTOR OF MINISTRY (DMin) PROGRAM

**Director:** Dr. Paul Bramer 416.226.6620, ext 2272 pbramer@tyndale.ca

The Doctor of Ministry is the highest earned degree for the profession of ministry. It is intended to advance understanding of the nature, purposes and practice of ministry; enhance leadership and ministerial competencies in analysis, planning, implementation and theological reflection; and encourage continued growth in spiritual maturity. It is the appropriate degree for those with a Master of Divinity or equivalent and at least three years of ministry experience who desire to deepen and broaden their ability in their area of ministry calling. This is a three-year, in-ministry program.



The Doctor of Ministry has two tracks: (1) Leadership and (2) Spiritual Formation.

## Leadership Track

The Leadership Track focuses on increasing your leadership aptitudes, developing organizational/congregational culture and fostering others as leaders. It combines theory with practice, theology with ministry, and collaborative learning with individual projects and uses action research as its default methodology for the project/thesis. The leadership track is a cohort model, with sequenced courses. The cohort for 2015 has a two-week residency in late May and a one-week residency in January.

### Program Requirements:

#### Year 1

DMIN	0908	Formation of the Leader (includes summer residency)
DMIN	0910	Leadership and Action Research (includes summer residency)
DMIN	0901	Action Research Proposal
DMIN	0905	Ministry Project Design (includes winter residency)

#### Year 2

DMIN	0911	Leadership and Change (includes summer residency)
DMIN	0912	Leadership and Systems Theory (includes summer residency)
DMIN	0902	Action Research Project
DMIN	0906	Ministry Project Implementation (includes winter residency)

#### Year 3

DMIN	0913	Leadership and the Learning Organization (includes summer residency)
DMIN	0909	Leadership Development (includes summer residency)
DMIN	0903	Action Research Thesis
DMIN	0907	Ministry Project Reporting (includes winter residency)

#### Other Courses

DMIN	0904	Program Continuation and Thesis Completion
DMIN	0915	Special Topics in Leadership

## Spiritual Formation Track

The Spiritual Formation Track focuses on experiencing personal spiritual growth, understanding the dynamics of spirituality, and facilitating the spiritual formation of others. It applies insights from theology, psychology, sociology, education and spirituality to a variety of Christian ministries, including: spiritual direction, retreats, camping, Christian education, small groups, counselling and pastoring. This program satisfies the course requirements for becoming a Certified Spiritual Director (CSD). The Spiritual Formation Track includes retreat-style residencies in August and February. This track begins May 2014, with two weeks of residency studies in August and a one-week residency in February.

## Program Requirements:

### Year A

DMIN	0924	Listening to God: Discernment for Spiritual Formation (includes summer residency)
DMIN	0925	Spiritual Formation: A Historical and Practical Approach (includes summer residency)
DMIN	0930	Space for God: Personalizing Sacred Practices (includes winter residency)
DMIN	0920	Spiritual Autobiography: The Ways of the Spirit in a Life (includes winter residency)

### Year B

DMIN	0926	Desiring God: Sacred Paths and Spiritual Mentors (includes summer residency)
DMIN	0927	Transformational Prayer: The Journey to Wholeness (includes summer residency)
DMIN	0931	Nurturing Spirituality: A Lifestyle of Mentoring, Discipleship and Spiritual Direction (includes winter residency)
DMIN	0921	Developing a Model of Spiritual Formation: Ministry Project (includes winter residency)

### Year C

DMIN	0928	Health and Spiritual Well-Being: Insights on Spirituality from the Study of the Human Person (includes summer residency)
DMIN	0929	Engaging Scriptures: Spiritual Formation for Information and Transformation (includes summer residency)
DMIN	0914	Special Topics in Spiritual Formation: Suffering and Death
DMIN	0922	Making a Difference: Ministry Project (includes winter residency)

### Other Courses

DMIN	0904	Program Continuation and Thesis Completion
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## VII. CANADIAN CHINESE SCHOOL OF THEOLOGY AT TYNDALE SEMINARY (CCSTTS) PROGRAMS

### Master of Divinity: Chinese Language (CCSTTS)

**Principal:** Dr. Peter Au 416.226.6620, ext. 2192 pau@tyndale.ca

**Administrator:** Betty Poon 416.226.6620, ext. 2219 bpoon@tyndale.ca

Tyndale University College & Seminary and the Association of Canadian Chinese Theological Education (ACCTE) have collaborated to organize the Canadian Chinese School of Theology at Tyndale Seminary (CCSTTS) and offer a Master of Divinity program in the Chinese language to those preparing for full-time ministry.

The MDiv Chinese Language – Pastoral Ministry is designed to prepare pastors, church planters and Christian workers to minister in Canada and around the world. The MDiv Chinese Language – Global Mission Major is designed to prepare missionaries, support workers for mission agencies, and missional pastors in Canada and around the world.

Internships are required in each semester during the program. Internships are designed to integrate a sound biblical-theological-historical foundation with practical pastoral and mission experiences.

Mandarin is the language of instruction. Library and reference materials are in both Chinese and English. Community life, small groups and chapel are designed to foster personal, interpersonal, spiritual and ministerial development.

## 28 courses required

### Pastoral Ministry:

#### *Biblical Studies (5):*

BIBL	CM01	Biblical Interpretation: Interpreting and Applying Biblical Text
OLDT	CM02	Old Testament Theology and History
NEWT	CM05	New Testament Theology and History
OLDT	CM __	Old Testament Course
NEWT	CM __	New Testament Course

#### *Biblical Languages (6):*

OLDT	CM22	Hebrew Grammar I
OLDT	CM23	Hebrew Grammar II
NEWT	CM10	Elementary Greek I
NEWT	CM11	Elementary Greek II
NEWT	CM14	Greek Exegesis I
NEWT	CM19	Greek Exegesis II

#### *Theology and History (5):*

THEO	CM13	Systematic Theology I
THEO	CM25	Systematic Theology II
HIST	CM12	History of Christianity I
HIST	CM24	History of Christianity II
CHIN	CM06	Christianity and Chinese Culture

#### *Ministry Formation (4):*

SPIR	CM09	Spiritual Formation
LEAD	CM20	Chinese Church Leadership
INTN	CM01	Chinese Church Internship (Part I-III)
INTN	CM02	Chinese Church Internship (Part IV-VI)

#### *Pastoral Ministry major courses (6):*

CHIN	CM21	Introduction to Chinese Preaching
CHIN	CM30	Advanced Chinese Preaching

CHIN	CM26	Chinese Pastoral Counselling
CHIN	CM03	Pastoring in the Chinese Church
CHIN	CM04	Evangelism and Church Planting in the Chinese Community
CHIN	CM27	Issues, Strategies and Direction in Chinese Churches

*Electives (2)*

**Global Mission:**

*Biblical Studies (5):*

BIBL	CM01	Biblical Interpretation: Interpreting and Applying Biblical Text
OLDT	CM02	Old Testament Theology and History
NEWT	CM05	New Testament Theology and History
OLDT	CM __	Old Testament course
NEWT	CM __	New Testament course

*Biblical Languages (4):*

OLDT	CM22	Hebrew Grammar I
NEWT	CM10	Elementary Greek I
NEWT	CM11	Elementary Greek II
NEWT	CM14	Greek Exegesis I

*Theology and History (5):*

THEO	CM13	Systematic Theology I
THEO	CM25	Systematic Theology II
HIST	CM12	History of Christianity I
HIST	CM24	History of Christianity II
CHIN	CM06	Christianity and Chinese Culture

*Ministry Formation (4):*

SPIR	CM09	Spiritual Formation
LEAD	CM20	Chinese Church Leadership
MISS	CM01	Mission Internship (Part I-III)
MISS	CM02	Mission Internship (Part IV-VI)

*Mission major courses (6):*

CHIN	CM21	Introduction to Chinese Preaching
CHIN	CM27	Issues, Strategies and Direction in Chinese Churches
MISS	CM03	Perspectives on the World Christian Movement
MISS	CM04	Global History of Mission and Chinese Church as a Sending Church
MISS	CM05	The Challenges of World Religions
MISS	CM07	Cross-Cultural Understanding of Mission

*Electives (4)*

## Master of Theological Studies: Chinese Language (CCSTTS)

Principal: Dr. Peter Au 416.226.6620, ext. 2192 pau@tyndale.ca

Administrator: Betty Poon 416.226.6620, ext. 2219 bpoon@tyndale.ca

The two-year (18 courses) Master of Theological Studies: Chinese Language is a foundational program in graduate theological studies. It is to develop theological understanding for general educational purposes and enrichment, or for further graduate study. Students in the program will enhance their lay ministry involvement at local churches.

### *Biblical Studies courses (3):*

BIBL	CM01	Biblical Interpretation: Interpreting and Applying Biblical Text
NEWT	CM05	New Testament Theology and History
OLDT	CM02	Old Testament Theology and History

### *Theology & History courses (5):*

THEO	CM13	Systematic Theology I
THEO	CM25	Systematic Theology II
HIST	CM12	History of Christianity I
HIST	CM24	History of Christianity II
CHIN	CM06	Christianity and Chinese Culture

### *Formation courses (4):*

LEAD	CM20	Chinese Church Leadership
SPIR	CM09	Spiritual Formation
CHIN	CM29	Christian Education in the Chinese Church
INTD	CM11	Christians in the Market Place

### *Electives (6)*

Electives (chosen from across the curriculum in consultation with faculty advisor)

With permission, a thesis may be taken in the place of two electives

**Total = 18 courses**

## VIII. TYNDALE SEMINARY INTERNSHIP PROGRAM (TSIP)

Director: Dr. Michael Krause 416.226.6620, ext 2239 mkrause@tyndale.ca

The internship experience (field education) is a central component in the theological curriculum at Tyndale Seminary. All Master of Divinity students must complete a year-long internship in their major area of study, normally during the last year of study. The Tyndale Seminary Internship Program (TSIP) provides students with a vibrant and transformative context for integrating the theological, spiritual, relational and vocational dimensions of Christian ministry and leadership.

The TSIP has a formative aim of developing theologically reflective Christian leaders for service in the church and the world. Through engagement in real-world ministry in supervised placements, interns

are provided with opportunities to work alongside experienced ministry mentors to develop ministry competencies, to set and meet individualized learning goals and to clarify and confirm their ministry gifts and calling.

Students in the MDiv: Counselling and MDiv: Spiritual Formation programs have specific internship requirements and should consult their program coordinators for details. Internships for all other MDiv students are overseen by TSIP. Students enrolled in the Master of Theological Studies program may also elect to take an internship course (PRAC 0701).

Internship requirements and program details are provided in the TSIP Manual, which is available from the program director and online at: [www.tyndale.ca/seminary/tsip](http://www.tyndale.ca/seminary/tsip)

**In brief, TSIP involves:**

1. A minimum of 10 hours per week over two semesters of supervised ministry practice.
2. Formulation of, and adherence to, an individualized learning contract agreed upon by the student, Internship Supervisor, and TSIP Director.
3. Mentoring and weekly supervision with an approved Internship Supervisor.
4. Attendance and participation in Theological Reflection Seminars.
5. Completion of Ministry Experience Reports for submission to the Theological Reflection Seminar.
6. Completion of the Self-Evaluation and Supervisor Evaluation.
7. Completion of the Final Summative Assignment.

The internship placement is selected by the collaborative discernment of the student, the TSIP Director and the program coordinator. A variety of churches, Christian organizations, mission groups and agencies are approved internship sites for Tyndale students.

Students are strongly encouraged to meet with the TSIP Director early in their academic career to discuss their goals, ministry experience and internship plans.

## **IX. CERTIFIED SPIRITUAL DIRECTOR (CSD) DESIGNATION**

**Coordinator:** Dr. David Sherbino 416.226.6620, ext. 6741 [dsherbino@tyndale.ca](mailto:dsherbino@tyndale.ca)

The Certified Spiritual Director (CSD) designation is a professional certification offered by the Canadian Council of Professional Certification. It recognizes individuals who have specialized training and supervision in the field of spiritual direction. The purpose of the program is to provide acceptable standards of academic training and practical skills in spiritual direction.

**This certification provides:**

1. the avenue for qualified persons who have studied, worked and developed skills in the practice of spiritual direction to receive professional recognition;
2. confidence for the church that spiritual directors have attained an acceptable level of competency; and

3. encouragement for continual spiritual awareness, educational and professional development of spiritual directors.

**Notes:**

1. An applicant applying for certification must have a minimum of a baccalaureate degree in the field of spirituality from an accredited institution. However, a master's degree is preferred. Both degrees must have core subjects in Bible, theology and spirituality.
2. MDiv: Spiritual Formation and MTS students who use eight of their electives in Spiritual Formation (SPIR) will complete all the educational requirements to receive the CSD. However, the practicum requires 500 hours of face-to-face spiritual direction under supervision. This practical requirement may not be completed within the MDiv or MTS program; therefore, students may continue this practicum post graduation in order to complete the 500 hours required to receive the CSD.
3. Students seeking CSD certification who already have a MDiv or MTS degree are required to have an interview with the program director to determine the courses they must take.
4. SPIR 0710 and 0711 Spiritual Direction Practicum: Students meet for a minimum of 12 months with an approved spiritual director, prior to beginning a practicum in spiritual direction. They then engage in a 10-month course in the actual practice of spiritual direction, whereby the student will meet with clients weekly to provide them with spiritual direction. In addition, they meet regularly with a supervisor for personal and group supervision. The total number of supervised contact hours required for the practicum is 500.

**8 courses required\***

SPIR	0601	Finding Your Way: Principles of Spiritual Direction
SPIR	0609	Prayer and the People of God
SPIR	0610	Protestant Spiritual Traditions
SPIR	0700	Spiritual Formation
SPIR	0710	Spiritual Direction Practicum I
SPIR	0711	Spiritual Direction Practicum II
SPIR	—	Spiritual Formation course

**1 course from**

SPIR	0544	Spiritual Classics
THEO	0646	Theology of the Human Person

\*May be taken concurrently as part of the student's program of study.

## X. CONCENTRATIONS

Master of Divinity and Master of Theological Studies students may use their elective courses to complete a four-course concentration in a specific area of study. Only electives may be used for these four courses.

### *Biblical Languages*

NEWT	0321	Elementary Greek I
NEWT	0322	Elementary Greek II
NEWT	0523	Greek Exegesis I
NEWT	0524	Greek Exegesis II

OR

OLDT	0611	Hebrew Grammar I
OLDT	0612	Hebrew Grammar II
OLDT	0711	Hebrew Exegesis I
OLDT	0712	Hebrew Exegesis II

### *Biblical Studies*

OLDT	0712	Hebrew Exegesis II	OR
NEWT	0524	Greek Exegesis II	
OLDT	0738	OT Seminar	OR
NEWT	0728	NT Seminar	
Biblical Studies Elective (OLDT ___ OR NEWT___)			
Biblical Studies Elective (OLDT ___ OR NEWT___)			

### *Christian Education and Formation*

CHED	0551	Historical and Philosophical Foundations for Christian Education
CHED	0652	Design to Learn: Curriculum Theory and Practice
CHED	0662	Ethnography: Tools for Reading Social Contexts
CHED	___	Christian Education and Formation course

### *Church History*

Elective in Modern period  
Elective in Modern period  
Elective in Patristic period or Medieval period or Reformation period  
Elective in Patristic period or Medieval period or Reformation period

### *Counselling*

COUN	0574	Foundational Perspectives of Christian Counselling
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### *1 course from*

COUN	0671	Cross-Cultural Perspectives in Marriage and Family Therapy
COUN	0687	Pastoral Counselling in the Ethnic Church Context



*1 course from*

COUN 0669 Family Life Ministry  
COUN 0683 Pastoral Counselling and Crisis Intervention

COUN \_\_\_\_ Counselling course

*Global Mission and Intercultural Studies*

MISS 0585 Perspectives on Global Mission  
MISS 0586 Globalization and the Church: Missional Theology in a Postmodern Culture  
MISS 0688 Intercultural Communication  
MISS \_\_\_\_ Global Missions and Intercultural Studies course

*Pastoral Ministry*

PAST 0541 The Theology and Practice of Ministry  
PAST 0546 Worship and Liturgy  
PAST 0641 Introduction to Preaching  
PAST \_\_\_\_ Preaching course

*Pastoral and Chinese Ministry*

CHIN 0506 Advanced Pastoring: Issues, Strategies & Directions in 21st Century North  
American Asian Churches  
CHIN 0601 Preaching in the Chinese Church  
CHIN 0602 Pastoring in the Chinese Church  
CHIN \_\_\_\_ Pastoral and Chinese Ministry course

*Pentecostal Studies*

PENT 0501 Introduction to Pentecostalism  
PENT 0503 Luke's Charismatic Theology  
PENT 0505 Pentecostal Theology  
PENT \_\_\_\_ Pentecostal Studies course

*Spiritual Formation*

SPIR 0601 Finding Your Way: Principles of Spiritual Direction  
SPIR 0609 Prayer and the People of God  
SPIR 0610 Protestant Spiritual Traditions  
SPIR \_\_\_\_ Spiritual Formation course

*Theological Studies*

THEO 0539 Philosophy for Understanding Theology  
THEO 0536 Historical Theology OR THEO 0537 Contemporary Theology  
THEO 0535 Christian Ethics OR THEO 0631 Advanced Christian Doctrine  
THEO \_\_\_\_ Theology course

*Youth and Family Ministry*

YMIN 0592 Foundations of Ministry with Youth  
YMIN 0693 Evangelism and Discipleship

YMIN	0796	Counselling Adolescents and Their Families
YMIN	—	Youth and Family Ministry course

## XI. ONLINE LEARNING

Tyndale Seminary offers a number of courses in online delivery format each semester. Courses are developed to ensure an exceptional educational experience. The online system is designed to be user-friendly with learning sequences and activities that are simple to follow. Students do not need to purchase special software. Online courses can be easily accessed through the student's Tyndale email account. The system includes online help files, technical support and a link to the J. William Horsey Library. Qualified librarians are available to assist students to access relevant databases and electronic materials in Tyndale's collection and server. Students also receive technical support for their courses.

Students are advised that the time commitment for online learning is comparable to that for on-ground courses. Assignments are submitted online.

Students may take up to eighteen courses online. This is enough to complete the one-year Graduation Diploma, two-year Master of Theological Studies degree, or fulfil the requirements for two full years of credit toward a Master of Divinity degree. Because Tyndale is accredited by the Association of Theological Schools (ATS), online courses at Tyndale are eligible for transfer credit at other ATS schools. Some online courses needed to complete the Master of Theological Studies: Christian Foundations program require students to find a local spiritual director and/or mentor, as well as supportive relationships in a local congregation.

Courses will be scheduled to allow a student to complete a fully online Master of Theological Studies degree.

Currently the following courses are offered in online format. Not all courses are offered every year:

BIBL	0510W	Biblical Interpretation: Interpreting and Applying the Biblical Text
CHED	0552W	Learning to Teach and Teaching to Learn
CHED	0664W	Pastor as Teacher in the Local Church
HIST	0561W	History of Christianity I
HIST	0562W	History of Christianity II
LEAD	0510W	Leadership Development
MISS	0585W	Perspectives on Global Mission
MISS	0782W	Gospel, Church and Culture
NEWT	0321W	Elementary Greek I
NEWT	0322W	Elementary Greek II
NEWT	0522W	New Testament Theology and History
NEWT	0635W	Johannine Epistles
NEWT	0722W	Prison Epistles
NEWT	0726W	Gospel of John: Light in the Darkness
OLDT	0511W	Old Testament Theology and History
OLDT	0524W	1 & 2 Chronicles
OLDT	0617W	Jeremiah
OLDT	0520W	1 & 2 Kings
PAST	0546W	Introduction to Worship and Liturgy

PENT	0501W	Introduction to Pentecostalism
PENT	0505W	Pentecostal Theology
SPIR	0544W	Spiritual Classics
SPIR	0615W	Dynamics of the Spiritual Life: The Legacy of Henri Nouwen
SPIR	0700W	Spiritual Formation
THEO	0531W	Systematic Theology I
THEO	0532W	Systematic Theology II
YMIN	0693W	Evangelism and Discipleship (same as PAST 0693W)

# Seminary

## Course Descriptions

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All courses are worth three credit hours unless otherwise stated. Courses are grouped by discipline and listed numerically by course code.

**Note:** Courses for the Master of Divinity (MDiv) In-Ministry, Master of Theological Studies (MTS) Modular, Master of Theology (ThM) and Doctor of Ministry programs, as well as Canadian Chinese School of Theology at Tyndale Seminary (CCSTTS) courses, are listed separately at the end of this section.

### **BIBLICAL STUDIES – GENERAL**

(For Old Testament and New Testament courses see below)

**BIBL 0501 (3) Biblical Interpretation: Interpreting and Applying the Biblical Text**  
— Pivotal methods and interpretative principles involved in discerning the meaning of the biblical text. Topics covered include essential steps in interpreting the Bible, the variety of methods and approaches available to the contemporary student of Scripture, historical and theological issues arising out of the interpretative task, the relationship between the testaments, word studies and literary genre. Students learn to use standard tools of biblical research.

**BIBL 0570 (3) Directed Reading and Research**  
— Independent study with an instructor involving tutorials and a research paper. Permission required.

**BIBL 0603 (3) Israel Study Tour: Historical Geography of the Bible**  
— A study tour that combines travel with lectures and readings to provide students with a rich, on-site learning experience. Students will spend three full weeks in Israel visiting sites throughout the country that formed the stage on which so many biblical events were played out. The tour will move region by region, spending time in Jerusalem and Judea, Benjamin, the Coastal Plain, the Negeb, the Dead Sea area, the Jordan Valley, the Galilee and the Golan Heights. In each area, students will learn about its geography and archaeology, exploring

how the features of each area shaped the history of its people. Attention will also be given to the imagery and symbolism connected with each region in both the Old and New Testaments. [Within the Seminary this may count as NEWT or OLDLT elective.]

**BIBL 0670 (3) Special Topics in Biblical Studies**  
— Examination of specific topics in biblical studies.

**BIBL 0701 (3) Bible Major Internship**  
— See section 10 – Seminary Academic Programs for general information on the Tyndale Seminary Internship Program (TSIP). Permission required.

**BIBL 0999 (6) Biblical Studies Thesis**  
— See the Thesis Handbook for details.

### **CHRISTIAN EDUCATION AND FORMATION**

**CHED 0551 (3) Historical and Philosophical Foundations for Christian Education**  
— Provides an overview of the history of education from the classical Greek and Roman periods to postcolonial times. While the focus is on educational developments within western civilization, prominent educators from the East (India and China) as well as Latin America (Brazil) will be studied. Students will be introduced to significant figures and some of their important ideas (and writings) that influenced the field of education. In addition, students will reflect upon selected biblical texts to establish a strong theological foundation for education. A major aim of this course is to develop a personal “pedagogical creed,” a Christian philosophy of education that will serve as a framework for teaching and a seedbed for ongoing reflective praxis.

**CHED 0552 (3) Learning to Teach and Teaching to Learn**  
— Provides a vision for Christian education in the life and mission of the church and seeks to understand some of its major challenges today. Drawing from key passages in Scripture and the wider field of educational theory,

learners will develop a biblical theology for Christian education, be familiar with some key pedagogical theorists, reflect on the character of the teacher, study Jesus' model of teaching and experiment with and evaluate different creative teaching approaches. The goal is to build a strong theological and educational foundation for effective Christian education and discipleship in church and mission.

### **CHED 0553 (3) Nurturing the Spiritual Lives of Children**

— Builds a biblical foundation, explores faith development issues and formulates a rationale for ministry to children. Practical approaches that respond to the spiritual needs of children and nurture their growth as whole persons are included.

### **CHED 0556 (3) Understanding the Adult Learner**

— Designed as an introduction to the facilitation of adult learning. Attention is paid to various theories of adult learning, such as the nature of andragogy, motivation, adult development and factors of gender, race and socioeconomics relating to adult learning. A variety of learning techniques will be employed and modeled, including seminars, discussions, presentations and creative in-class activities.

### **CHED 0559 (3) Christian Education Formation in the Missional Church**

— Wrestles with the educational context (understanding community and culture) and educational content (curriculum) in a missional paradigm. Explores the role of the leadership in engaging in cross-cultural mission, discipling people to spiritual maturity, nurturing community, equipping and empowering the saints for mission, modelling missional living and integrating faith in the marketplace and daily living. Considers the cultivation of missional disciples of Jesus and how God's mission can permeate everything a congregation does—from worship to witness to disciple-making.

### **CHED 0570 (3) Directed Reading and Research**

— These courses allow students to study in a specific area of interest not addressed by the scheduled course offerings. Permission required.

### **CHED 0611 (3) Teaching as a Theological Act: Foundations and Practices**

— Explores the theological presuppositions that inform Christian education and ministry practices. Students will articulate and evaluate their working philosophy of educational ministry in light of biblical and systematic theology.

### **CHED 0612 (3) God's Word and God's World: Literacy, Education and Development**

— Studies the relation of the gospel to the need for holistic human and community development and the core areas of education and literacy. Many of the uneducated are from minority unreached people groups. Looks at the world situation in terms of mission, minority language groups, literacy, education and development issues. Considers the kingdom theology that affects these issues. Looks at governmental and non-governmental movements, especially the engagement of Christian agencies in meeting these challenges. Some sub-topics include: gender issues, HIV/AIDS, the environment, globalization, youth at risk and conflict resolution. Considers cultural learning and teaching styles, critiques of western models of education as applicable to non-western context, and other relevant education-specific concerns.

### **CHED 0652 (3) Design to Learn: Curriculum Theory and Practice**

— Churches often emphasize evangelism and church planting strategies without giving sufficient attention to discipleship and faith formation. Yet, strong churches are the result of discipleship education through purposeful educational strategies and curriculum design. Topics considered are curriculum design theory, learning needs, frame objectives, relevant subject matter, structure appropriate learning events, assessment, and program effectiveness. Also included are curriculum evaluation, implementing curricular change, the role of the teacher, relating curriculum theory to traditional forms of church life and equipping educational leaders to deal with complex curricular issues in discipleship and faith formation in the church.

### **CHED 0654 (3) Human Development and Learning**

— Explores the relationship between developmental psychology, human and religious faith development. Learners will study some major developmental theorists and their impact upon human development, learning and faith. A major aim of this course is to reflect upon a fundamental question, "How are intellect, personality, morality and belief systems shaped and what implications do these have on faith formation, learning and counselling?" Learners will critique various psychological theories within a theological framework and, where possible, integrate them into a more holistic approach in pastoral ministry, Christian discipleship and counselling. Same as COUN 0654.

### **CHED 0662 (3) Ethnography: Tools for Reading Social Contexts**

— Ethnographic research aims to equip students to “read” people in their contexts reliably and accurately. If contextualized ministry is being accountable to the hermeneutical obligations of the gospel, contextual analysis is fundamental to all Christian work. Skills of observation, in-depth interviewing, data analysis and the preparation of instruments for testing generalizations in larger or contrasting settings will be developed. Facilitates the ability to carry out field research in the style, form and discipline of anthropological inquiry.

### **CHED 0664 (3) Pastor as Teacher in the Local Church**

— Encourages leaders, especially pastors, to develop an educational vision for their congregations. Views education as more than formal teaching that permeates the church, from preaching to administration and pastoral care. Beginning with a biblical examination of teaching and education, explores how leaders can integrate an educational vision into a variety of aspects of their ministries, so that people grow in their knowledge, understanding and integration of Christian faith. Specific, practical approaches to education in a variety of church settings will be considered. Practical guidelines for preparing and leading classes will be discussed. In addition, consideration will be given to a pastor’s role in recruitment, preparation and support of other teachers in the congregation.

### **CHED 0666 (3) Education for Spiritual Development**

— Provides an opportunity for participants to reflect on spiritual development, discipleship, service and educational leadership issues in the church. What are people in the congregation learning? How does spiritual growth occur? Why is education important? How can spiritual development, disciple-making and education be intentional, pervasive movements in the life of a local church? How can church leaders be effective educators and champions of education in their congregations? Encourages reflection on a variety of approaches to spiritual growth, education and opportunities for teaching and learning in and through the church.

### **CHED 0670 (3) Special Topics in Christian Education and Formation**

— Examination of specific topics in educational ministries.

### **CHED 0701 (3) Christian Education and Formation Major Internship**

— See Seminary Academic Programs for general information on the Tyndale Seminary Internship Program (TSIP). Permission required.

## **PASTORAL AND CHINESE MINISTRY**

### **CHIN 0503 (3) Chinese Church History**

— A cross-cultural examination of the viewpoint of western missionaries, the Chinese people and Chinese Christians. Same as HIST 0680.

### **CHIN 0505 (3) Chinese Theology in the Twentieth Century**

— Designed to help students understand the emergence of the Chinese church and the development of Chinese theologies in the past century, subsequent to decades of western missionary efforts in China and against the background of a changing Chinese society. Major theological issues and figures that have shaped the traditions of the Chinese church are discussed.

### **CHIN 0506 (3) Advanced Pastoring: Issues, Strategies and Directions in 21st-Century North American Asian Churches**

— Prepares students to anticipate and take up the challenges of the future. Futures studies (futurology), change management and Biblical foundations for dealing with change and the future are covered. Special attention is given to issues of the North American Asian churches. Recommended prerequisite: CHIN 0602.

### **CHIN 0570 (3) Directed Reading and Research**

— Independent study with an instructor involving tutorials and a research paper. Permission required.

### **CHIN 0601 (3) Preaching in the Chinese Church**

— The lectures will be conducted in English. The sermons are to be delivered in the student’s language of ministry. Covers introductory and advanced topics in preaching, spanning a variety of genres and delivery methods, especially expository, narrative (first and third person) and evangelistic. Special emphasis will be placed on fully utilizing the exegetical results on the construction of an expository sermon. Greek will be used but is not required. Prerequisite: BIBL 0501.

### **CHIN 0602 (3) Pastoring in the Chinese Church**

— Designed for individuals studying to serve in a local church in North America. Covers the full spectrum of essential church ministries with special emphasis on the

Chinese and multicultural situation. Same as PAST 0750.

### **CHIN 0603 (3) Evangelism and Church Planting in the Chinese Community**

— Designed for individuals considering to serve in a North American Chinese church with the possibility of serving in a church-planting ministry. Readings, lectures, discussions and contact with local pastors explore the various dimensions of: evangelism ministry, outreach ministry (including short-term missions) and church-planting ministry in its theological and practical aspects, with emphasis on the cultural context of North American Chinese churches. Same as MISS 0691.

### **CHIN 0605 (3) Pastoral Counselling in the Ethnic Church Context**

— Provides a base from which students entering or currently engaged in pastoral counselling in the North American ethnic church setting will be able to develop and enrich their ministry. An introductory, non-practicum course that seeks to provide a general framework for the student. Covers the essential elements of the field of pastoral counselling, and the uniqueness of the ethnic culture and church position toward counselling and pastoral counselling. Both the individual and the systems approach will be introduced. The spiritual aspects of counselling will be emphasized. Different practical areas that a pastor would encounter in the ministry within the ethnic church setting will be explored. Same as COUN 0687 and PAST 0653.

### **CHIN 0606 (3) Leadership in the Multicultural Postmodern Church**

— Explores the concept of leadership from biblical, theological, historical and cultural perspectives. Looks at the formation of a Bible-centred leader in a multicultural, multilingual and multigenerational postmodern church setting. Each student will learn about the basic “What, How and Why” of leadership, the emergence and spiritual formation of leaders, postmodern reality and the shaping of missional leadership, and how to study the Bible for leadership insights. The goal is that students become leaders informed and shaped by biblical leadership values, and are able to apply biblical truth in a postmodern context so as to impact followers, the community and society-at-large for Christ and His kingdom.

### **CHIN 0670 (3) Special Topics in Pastoral and Chinese Ministry**

— Examination of specific topics in pastoral and Chinese ministry.

### **CHIN 0701 (3) Pastoral and Chinese Ministry Major Internship**

— See Seminary Academic Programs for general information on the Tyndale Seminary Internship Program (TSIP). Permission required.

### **CHIN 0781 (3) Youth, Marriage and Family Ministry in the Immigrant Church**

— Designed for leaders who work with families in the immigrant church setting (Chinese or other ethnic churches). Study of the theology and principles behind family ministry and youth ministry. Students will acquire practical ways to establish family and/or youth ministries in their church. Issues related to the life stages of the individuals and families will be covered. Contemporary Canadian youth/parent issues will be explored, with special focus on the immigrant church context. Issues related to counselling the youth and their parents will also be discussed. Same as YMIN 0781.

## **COUNSELLING**

### **COUN 0570 (3) Directed Reading and Research**

— Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings. Permission required.

### **COUN 0574 (3) Foundational Perspectives of Christian Counselling**

— Foundational for subsequent counselling courses; also open to those in other foci. Topics: the integration of psychology and theology, the study of the self, the nature of Christian counselling, approaches to Christian counselling, resources in Christian counselling.

### **COUN 0601 (3) Pre-internship Counselling Skills Lab I**

— An on-site weekly three-hour training intensive focusing on the learning and development of counselling skills through lecture, video and role-playing experiences. Prerequisite: COUN 0574, 0677. Prerequisite (Clinical Track only): COUN 0674 pre- or corequisite (Clinical Track only): COUN 0772. COUN majors only or with permission of instructor.

### **COUN 0602 (3) Pre-internship Counselling Skills Lab II**

— An on-site weekly three-hour training intensive focusing on the learning and development of counselling skills through lecture, video and role-playing experiences. Prerequisite: COUN 0601. Pre- or corequisite (Clinical Track only): COUN 0774.

### **COUN 0654 (3) Human Development and Learning**

— Same as CHED 0654.

### **COUN 0669 (3) Family Life Ministry**

— Designed to acquaint the student with a basic understanding of congregational ministry to families, integrating a theological and ecosystems perspective, a social science theory that views the family as a system within a system. The student is encouraged to reflect upon his/her personal theology of marriage and family and conclude with a philosophy of family ministry. The family within the context of congregational life is addressed, and the assessment of congregations and the designing of a family ministry program for a specific congregation is required. Care group material, communication skills, conflict resolution training and problem solving skills are introduced. In addition, the student will be exposed to specific marital, parenting and premarital issues and support programs, peer counselling programs and recovery programs. Same as PAST 0669 and YMIN 0669.

### **COUN 0670 (3) Special Topics in Counselling**

— Examination of specific topics in counselling.

### **COUN 0671 (3) Cross-Cultural Perspectives in Marriage and Family Therapy**

— Designed to enhance individual, marriage and family counselling within the context of a multicultural environment. Exposes students to the literature and principles of cross-cultural counselling from a multi-systems perspective. Independent research on a culturally different population relevant to the student's current or anticipated counselling will be presented in seminar format. Practical involvement supplements the theoretical work within that particular population. Recommended prerequisite: COUN 0574 or equivalent.

### **COUN 0672 (3) Human Sexuality and the Therapeutic Relationship**

— Designed to increase one's personal and professional awareness about the topic of human sexuality. The experience of human sexuality from the biological, theological, personal and relational perspectives is considered. Attention is given to developing skills in sexual assessment and constructing the sexual genogram, understanding common sexual concerns and a therapeutic response. Understanding the interpersonal dynamics of sexuality within the helping relationship itself is also discussed. Students will be encouraged to explore their own sexual history and how it affects their ability to form therapeutic relationships. Recommended prerequisite: COUN 0574 or equivalent.

### **COUN 0673 (3) Violence in Relationships: Therapeutic Perspectives and Approaches**

— The nature of relational violence, its historical roots and its expression in modern social life and institutions in relation to physical, emotional and sexual abuse. The development of a preventative and a therapeutic response to violence in relationships based on a theological and systemic perspective. Understanding the personal and interpersonal dynamics of violence and the therapeutic response to victims, perpetrators and witnesses from a systems perspective will also be explored with specific attention to collaborative and non-shaming interventions. Prerequisite: COUN 0574, 0677. Recommended prerequisite: COUN 0674. COUN majors only or by permission of the instructor.

### **COUN 0674 (3) Personality Theories**

— Overview of major personality theories with regard to their development, philosophical assumptions, theoretical concepts and their clinical implications in work with individuals, couples and families. Students are encouraged to develop a reflective and critically interactive perspective to facilitate their therapeutic work.

### **COUN 0675 (3) Integration of Systems Approach to Counselling Theories**

— Provides a base from which students entering or currently engaged in counselling will be able to guide their own practice. A basic understanding of systems theory is required. The development, philosophical assumptions and clinical concepts of the major counselling theories are presented. Attempts to integrate these theories in a systems context. Development of a reflective and critically interactive perspective with the Christian faith and ministry. Prerequisite COUN 0674.

### **COUN 0677 (3) Family Systems Theory**

— A critical appraisal of basic theoretical concepts in Family Systems Theory. Topics: historical and conceptual development of Family Systems Theory; introduction to General Systems Theory; family rules, roles, structure and interaction patterns; functional and dysfunctional family systems; life cycle issues in marriage and family and ethnicity and family therapy. Pre- or corequisite: COUN 0574. COUN majors only or by permission of instructor.

### **COUN 0679 (3) Current Issues in Psychopathology**

— This course introduces the diagnostic categories of the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM-5) and considers various theoretical approaches to abnormal manifestations and psychopathology



across the life span. In particular, students will gain an understanding of a range of traditional mental health problems as described in the DSM-5, the impact of these problems on relationships and current treatment strategies. Specific attention will be given to the major disorders of thinking (schizophrenia), affect (anxiety, depression, bipolar) and behaviour (personality). The emphasis will be on the impact of mental illness on family life and current methods of assessment and intervention. These methods will integrate individual and systems approaches to therapy, as well as psychiatric and biomedical approaches. The common psychotropic interventions used as adjuncts to treatment will be discussed. Prerequisite: COUN 0574 and COUN 0674 or equivalent.

### **COUN 0680 (3) Research Methods in Counselling**

— This course seeks to familiarize learners with research methodologies and techniques applied to the field of marriage and family therapy. Students will also learn basic concepts of descriptive statistics and the logic of statistical inference to enable them to read statistical research, to quantify and compare data, as well as become more intelligent consumers of research reports. The aim is to expose learners to a range of possible methodologies (qualitative and quantitative) and their attendant issues, so that more informed decisions can be made in research projects/endeavours.

### **COUN 0683 (3) Pastoral Counselling and Crisis Intervention**

— Same as PAST 0741.

### **COUN 0684 (3) Spiritual Care of the Dying and Grieving**

— Same as PAST 0743 and SPIR 0684.

### **COUN 0687 (3) Pastoral Counselling in the Ethnic Church Context**

— Same as CHIN 0605, PAST 0653.

### **COUN 0688 (3) Child and Adolescent Therapy**

— This course will provide students with the theoretical knowledge and clinical skills necessary in the assessment and treatment of children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions and cognitive behavioral interventions. A review of issues and diagnoses unique to children and adolescents will be examined. Effective, evidence based clinical interventions for children and adolescents will be demonstrated and practiced. Ethical and legal issues in counselling minors will be examined. Prerequisites COUN 574, 674, 677.

### **COUN 0691: Therapy Interventions for Trauma, Abuse and Violence**

— This course will examine both individual and systemic interventions for victims of trauma, abuse and violence. Research has shown that when trauma survivors' intimate relationships are strengthened, their ability to cope with the impacts of post-traumatic stress is also strengthened. Therefore, systemic and intrapsychic approaches are outlined in an integrated treatment approach to trauma therapy. A broad range of trauma experiences will be included, such as intimate violence, sexual abuse, natural disasters and witness to violence, war, political terror and vicarious trauma with its impact on the therapist. Prerequisite: COUN 0574 and COUN 0677.

### **COUN 0693: Families in Transition: Divorce, Single Parenting and Re-Marriage**

— The emphasis will be on both the impact of transitions such as divorce, remarriage and single parenting on family relationships from a systemic approach as well as considering effective therapeutic interventions when working with such changing family systems. Transitions such as death of a spouse, foster parenting, or grandparents raising their grandchildren, and multigenerational families will also be presented to some degree. The goal of this course is to increase understanding of the systemic dynamics of families in transition and improve clinical skill in working with these families. Prerequisites: COUN 0574 and COUN 0677.

### **COUN 0701 (3) Counselling Major Internship**

— All Counselling Major students will be assigned to an internship during their final year. The internship will consist of a minimum of 450 hours over a minimum of two terms. For complete details, see Internship Handbook. Prerequisites: COUN 0601, 0602, SPIR 0700, LEAD 0510.

### **COUN 0772 (3) Theories and Methods of Family Therapy I**

— An examination of current theories of marital and family therapy (Bowenian, strategic, structural, cognitive behavioural and psychoanalytic), along with appropriate intervention methods related to each theoretical orientation. The various therapeutic models are examined in terms of their history, philosophy, theoretical tenets, functional and dysfunctional effects on families, assessment, goals, treatment process, techniques, role of the therapist and evaluation. Prerequisites: COUN 0574, 0677. COUN majors only or by permission of instructor.

### **COUN 0773 (3) Couple Therapy: An Integrative Perspective**

— Provides an integrative therapeutic perspective incorporating cognitive behavioural, solution-focused and an integrative therapeutic orientation for couple counselling. Students should develop their own informed approach to couple counselling based on reflective consideration of the major systemic therapies and their own personal interactional style. Pre- or corequisite: COUN 0601. COUN majors only or by permission of instructor.

### **COUN 0774 (3) Theories and Methods of Family Therapy II**

— An examination of current theories of marital and family therapy (solution-focused, contextual, experiential, narrative and Milan), along with appropriate intervention methods related to each theoretical orientation. The various therapeutic models are examined in terms of their history, philosophy, theoretical tenets, functional and dysfunctional effects on families, assessment, goals, treatment process, techniques, role of the therapist and evaluation. Prerequisites: COUN 0574, 0677. COUN majors only or by permission of instructor.

### **COUN 0775 (3) Professional Ethics**

— Contributes to the ethical development of the professional. Counsellor issues pertaining to legal responsibilities and liabilities, professional ethical standards and general professional conduct in contemporary society are considered based on the American Association for Marriage and Family Therapy Code of Ethics. Prerequisites: COUN 0601 and 0602.

### **COUN 0776 (3) Aging and the Family: A Multi-Systems Perspective**

— Explores the biological, psychological, spiritual and interpersonal aspects of aging in relation to various family and contemporary social systems. Particular emphasis is given to understanding essential theoretical aspects of gerontology from a multi-systems perspective and the implications for counselling and care of older adults. Particular emphasis is given to understanding the aging process within the context of the nuclear and intergenerational family system.

### **COUN 0777 (3) Gender and Socio-economic Perspectives in Marriage and Family Therapy**

— This course considers the influence of gender and socioeconomic factors in relation to the development and practice of psychological theories in general, and the theories and practice of marriage and family therapy in particular. Emphasis is also given to the

student's personal reflection in terms of both gender and socioeconomic awareness and the influence of these factors on their understanding of family systems. Prerequisite: COUN 0574 and COUN 0674 or equivalent.

### **COUN 0780 (3) Therapeutic and Systemic Approaches to Addictions**

— Informs students about the fundamentals of the addictive process and standard and systemic treatment procedures. Lectures, personal reflection, group interaction, discussion and assignments will be used to help students understand the theoretical, spiritual and practical elements of addictions work. Prerequisites: COUN 0574, 0674, 0677.

### **COUN 0796 (3) Counselling Adolescents and their Families**

— Same as YMIN 0796.

### **COUN 0877 (3) Counselling and the Holy Spirit**

— Emphasizes the central role of the Holy Spirit in counselling. Covers the Spirit's power, gifts, truth, and fruit and how the Holy Spirit works in the counselling process itself. Explicit integration, including the use of inner healing prayer and Scripture in counselling, will be demonstrated. Ethical guidelines for practicing Christ-centred, Bible-based and Spirit-led Christian counselling will also be provided.

## **CHURCH HISTORY**

### **HIST 0544 (3) Spiritual Classics**

— Same as SPIR 0544.

### **HIST 0545 (3) Early Christian Spirituality**

— Spirituality, seen as integration and peace in life, surged into popularity in the West in the late 20th century. Offers a fresh perspective on a cultural obsession. It focuses on the foundational period of Christian life, thought and practice extending from New Testament times to approximately 750 AD. Throughout this period, Christians struggled with the question, "How does one approach God?". The answers they came up with shaped the story of the church and have proven to be challenging and stimulating into the present. Same as SPIR 0545.

### **HIST 0561 (3) History of Christianity I**

— Long before the year 1500, global Christianity stretched from Iceland and Ireland to Mongolia and south to Ethiopia. Across this vast area, people of faith confronted dramatically differing and constantly

changing circumstances. They made decisions about culture, political power, the spiritual life, the canon of Scripture, and doctrine, decisions that shaped the flow of human history, and they experienced both success and loss on the grand scale. The narrative of the course and the reading from materials they wrote carries students into the dynamism of early Christian life.

### **HIST 0562 (3) History of Christianity II**

— The excitement and the trauma of the reformation period in Europe extended over two hundred years. Events changed the face of the continent. However, as the period came to an end, Christians emerged with another focus, and it was once again global. Migrations and missions saw them establish their faith around the world. However, intercontinental conditions, coupled with emerging attitudes in Europe and the Americas, stimulated surprising changes. By the middle of the 20th century, the centre of Christian life was shifting from the northern hemisphere to the south. Tracks with these developments and the thought underlying them. Writings from the participants lead students into the fervour of the times.

### **HIST 0570 (3) Directed Reading and Research**

— Independent study with an instructor involving tutorials and a research paper. Permission required.

### **HIST 0639 (3) Celtic Spirituality**

— Same as SPIR 0639.

### **HIST 0660 (3) Healing in the Christian Tradition**

— Human experience has been dogged by disease and injury, prompting universal attempts to deal with the effects. Explores Christian thought and practice in response to the belief that God intervenes directly to ensure physical and emotional health. Historically, this belief has found expression in several identifiable models. Examines the healing ministry of Jesus and will study the ministries and movements that illustrate the various models of healing. It will range through the three millennia of Christian experience, reaching beyond the 20th century, beyond North America and Protestantism.

### **HIST 0663 (3) History of Missions**

— Same as MISS 0663.

### **HIST 0665 (3) History of Evangelicalism**

— Examines the evangelical movement from its inauguration in the era of John Wesley, George Whitefield and Jonathan Edwards to the present day. Great missionaries and preachers, revivals and new denominations, fundamentalists and Pentecostals, Canadians and global Christianity are all part of this

diverse and compelling story.

### **HIST 0670 (3) Special Topics in Christian History**

— Examination of specific topics in church history.

### **HIST 0680 (3) Chinese Church History**

— Same as CHIN 0503.

### **HIST 0763 (3) Studying History Where it Happened: Study Tour**

— Tyndale sponsors course tours to various places at which events of historical interest and significance occurred. Examples include Germany, Switzerland, Rome and the United Kingdom. Same as THEO 0763.

### **HIST 0764 (3) Early English Protestant Spirituality**

— Same as SPIR 0635 and THEO 0635.

### **HIST 0766 (3) The Life and Work of Charles Wesley**

— Same as THEO 0643.

## **INTERDISCIPLINARY**

### **INTD 0570 (3) Directed Reading and Research**

— Independent study with an instructor, involving tutorials and a research paper. Permission required.

### **INTD 0670 (3) Special Topics in Interdisciplinary**

— Examination of specific topics in Interdisciplinary.

### **INTD 0701 (3) Interdisciplinary Major Internship**

— See section 10 – Seminary Academic Programs for general information on the Tyndale Seminary Internship Program (TSIP). Permission required.

## **LEADERSHIP**

### **LEAD 0510 (3) Leadership Development**

— Seeks to develop biblical-theological, historical and cultural understandings of leadership in the church, ministry organizations and the marketplace. Students will gain insight into their leadership potential, gifts, values, preferences, style and skill levels. They will grow in the ability to think and respond as leaders in whatever settings they serve. Students will implement their understanding of leadership and reflect on those implementations.

### **LEAD 0546 (3) Critical Issues for Emerging Leaders**

— Explores critical issues in the development of Christian leaders as they grow in effectiveness and influence. Students will wrestle with issues such as historic foundations, personal biography, calling and mission, sin and faithfulness, and failures and success that mark the leadership journey. Through in-depth study of scripture, relevant readings and theological reflection, students will be equipped to form a theology and philosophy of leadership in ministry. Relevant to emerging leaders, as well as those who mentor and coach them.

### **LEAD 0547 (3) Leading Transformational Change**

— Recognizes that guiding organizations through change is a key challenge for leaders. Conflict skills, while crucial, are not enough. Students need to learn about organizational dynamics, dealing with anxiety, planning and strategizing, working with setbacks, implementing decisions, et cetera.

### **LEAD 0548 (3) Leading through Conflict**

— Prepares students  
—theologically, cognitively, personally  
—for fruitful Christian ministry in dealing with communication, conflict and conciliation. Attention is paid to: understandings of conflict and its multiple causes, levels of conflict, healthy and unhealthy communication, family systems understandings, implications of personality type and communication styles, strategies and skills useful in transforming conflict. Students interact with the readings as well as increase their communication and conflict-transformation skills. Includes interactive and experience-based collaborative work. Same as PAST 0548.

### **LEAD 0549 (3) The Spiritual Life of a Leader: Hardship and Holiness**

— Practicing leadership is both deeply demanding and richly rewarding; both offer great opportunities for spiritual growth. Maturity is not an option but is essential and intrinsic to fruitful Christian leadership. Understanding and practicing leadership in terms of spiritual formation helps avoid hazards and temptations and, more importantly, draws us closer to God and to fellow Christians and makes us better agents of the priorities of God's reign.

### **LEAD 0570 (3) Directed Reading and Research**

— Independent study with an instructor, involving tutorials and a research paper. Permission required.

### **LEAD 0611 (3) Work, Vocation and Ministry**

— Many believers live with a gulf between Sunday and Monday, not being equipped to serve God through their daily work in society. Develops a practical theology of the laity, emphasizing the laity's calling to engage the missionary frontier of the marketplace. It will explore the concept of "ministry in everyday life," examine the strategic role for Christians as leaders in non-ecclesial settings and develop models for equipping the laity for ministry in the public arena.

### **LEAD 0670 and LEAD 0671 (3) Special Topics in Leadership**

— Examination of specific topics in leadership.

## **GLOBAL MISSION AND INTERCULTURAL STUDIES**

### **MISS 0570 (3) Directed Reading and Research**

— Independent study with an instructor, involving tutorials and a research paper. Permission required.

### **MISS 0585 (3) Perspectives on Global Mission**

— Provides a comprehensive survey of the nature of Christian mission worldwide. Covers the biblical foundation of mission, the historical development and expansion of the world Christian movement and the current issues and challenges facing mission today. Special attention is given to relating mission to culture. Explores several dynamic methods of presenting the Good News of the kingdom effectively and meaningfully in a particular world context. Effective strategies for world evangelization and church planting will be considered.

### **MISS 0586 (3) Globalization and the Church: Missional Theology in a Postmodern Culture**

— Globalization is one of the main features of our contemporary post-modern culture. Provides a comprehensive biblical and missiological study of the life and ministry of the global church in the twenty-first century. The missional nature of the church will be explored from a Trinitarian perspective. The church's ministry and responsibility toward other cultures, injustice, poverty, urbanization and ecology will be explored and studied from a global perspective. Special emphasis will be given to the mission of the people of God as an instrument for peace and reconciliation among world communities and nations. Same as THEO 0668.

### **MISS 0621 (3) Urban Ministry**

— An examination of urban society and the church's

ministry in the city. Topics include urban sociology, biblical theology of the city, community analysis and ministry within urban communities. The role of the church in the city and the impact of urban culture on churches and their ministries will be covered. Various models of urban church outreach will be examined. Some classes may be held off campus. Same as PAST 0621.

**MISS 0623 (3) Renewing the Church for Mission**  
— Focuses on the recurring phenomenon of renewal in the church as a key aspect of a biblical and contemporary ecclesiology. Church renewal will be explored through an examination of historical and contemporary examples of renewal movements and an engagement with the biblical and theological questions raised by the persistent presence of such movements in church history. Implications will be drawn for church life and mission today. Same as THEO 0623.

**MISS 0624 (3) Communicating the Gospel in a Multi-Religious World**  
— Much of the New Testament was written by individuals engaged in missionary movement across religious and cultural boundaries. Today missional leaders in North America and around the globe must also be equipped to communicate the Good News of God's reign in contexts that are religiously pluralistic. Takes key features of the Christian gospel and looks at how these interact with corresponding beliefs in other religions. A focus of discussion will be on learning to apply the theology of the gospel in dialogue and ministry with people from other faiths.

**MISS 0629 (3) John Wesley and the Mission of God**  
— Same as THEO 0629.

**MISS 0663 (3) History of Missions**  
— Focuses on one of the most important and exciting aspects of church history, the missionary outreach of the church. It will cover evangelistic expansion from the days of the apostles to the outreach to unreached "people groups" in the 20th and 21st centuries. Looks at the different phases of missions history and discusses the factors that lie behind periods of rapid expansion and times of stagnation or decline. Consider some of the key people and movements and seeks to analyze some of the major issues, particularly those that have relevance for today. Special attention is given to the early progress of Christianity East and West; the impact of Islam; Reformation and Counter Reformation influences; evangelical awakenings and early Protestant missionary activity; colonialism and post-colonialism; today's global

Christianity, decline in the West, dynamic growth in the South and East. Same as HIST 0663.

**MISS 0670 (3) Special Topics in Missions**  
— Examination of specific topics in missions.

**MISS 0688 (3) Developing Intercultural Competency for Ministry**  
— God's people are called to participate in God's mission of blessing the nations of this world. With the movement of peoples, gateway cities such as Toronto have become multicultural centres where the nations are gathered in close geographical proximity. This course seeks to develop intercultural competencies for Christian leaders. Students will learn how to develop greater cultural self-awareness, knowledge and skills, enabling them to serve more effectively in intercultural settings in North America or around the world.

**MISS 0691 (3) Evangelism and Church Planting in the Chinese Community**  
— Same as CHIN 0603.

**MISS 0701 (3) Global Mission and Intercultural Studies Major Internship**  
— See section 10 – Seminary Academic Programs for general information on the Tyndale Seminary Internship Program (TSIP). Permission required.

**MISS 0782 (3) Gospel, Church and Culture**  
— Preparing missional leaders requires careful examination of the ideologies and cultural milieu of contemporary society. Examines the main features of postmodern culture, the meaning of faithfulness to the gospel, the good news of God's salvation and the nature and mission of the church. The church's witness and service to the world is studied not as one of the functions of the church but as its essential nature. Missional leadership takes seriously the calling of all God's people to minister in every sphere of life as faithful witnesses to the gospel of salvation.

**MISS 0783 (3) Evangelism and the Missional Church**  
— Same as PAST 0645.

**MISS 0784 (3) World Religions**  
— Same as THEO 0737.

**MISS 0785 (3) Christianity and Islam: Theological Reflection**  
— Offers a comprehensive study of Islam: its main teachings and beliefs; studies the social and political

impact of Islam on our contemporary world. A variety of topics, such as the role of women and the struggle in the way of God or jihad, will be explored. Special emphases will be given to understanding theological differences between the Christian faith and Islam. Human nature and sin, the person and work of Christ, the Christian Trinity and the trustworthiness of the Bible will be covered and reflected upon theologically. Same as THEO 0785.

### **MISS 0786 (3) Poverty in Canada: The Church's Mission Among the Poor**

— An examination of the causes and effects of poverty in Canada from a sociological and biblical perspective, with a focus on poverty as a culture. An attempt to demythologize the poor and develop understanding and relationships that dismantle our apprehension. Examines how the church serves the poor through its individual, community and prophetic ministries, as well as how the poor enrich the church. A variety of ministry models and issues are examined. Some classes are held off campus.

## **NEW TESTAMENT**

### **NEWT 0321 (3) Elementary Greek I**

— An intensive introduction to the fundamentals of Greek for the study of the New Testament. Intended for Master of Divinity students and other theological students who wish to move quickly into the study of the Bible in the original languages.

### **NEWT 0322 (3) Elementary Greek II**

— Continuation of NEWT 0321. Prerequisite: NEWT 0321.

### **NEWT 0520 (3) Colossians**

— Examines Paul's prison epistle to the church at Colossae. Investigates Colossians with reference to its historical background, organization, literary/rhetorical features and distinctive themes, with special attention to the contemporary and spiritual implications of the "Colossian heresy." Emphasis will be placed upon the theological insights to be gained from a close reading of Paul's Christology. Prerequisite: BIBL 0501. Recommended: NEWT 0522.

### **NEWT 0522 (3) New Testament Theology and History**

— A study of the New Testament focusing on its overarching vision of God's mission in the world and how human beings are called to respond. Each book will be placed in its cultural and historical setting as we focus

on its distinctive contribution to the New Testament. Along the way, students will be introduced to critical methods for studying the New Testament and will reflect on how we can integrate scholarly perspectives with a conviction that the New Testament is the Word of God. Recommended: BIBL 0501.

### **NEWT 0523 (3) Greek Exegesis I**

— Designed (with its continuation, NEWT 0524) to bring students with an elementary knowledge of Koine Greek to the point where they can comfortably use the Greek text of the New Testament as the basis for their regular study and teaching. Students will expand their working Greek vocabulary and deepen their grasp of Greek grammar, so that they can read the New Testament fluently with the help of a standard reading guide. These language skills will be developed in the process of actually interpreting extended excerpts from the New Testament, so that students become comfortable with using Greek in real-life contexts and expand their repertoire of interpretive approaches at the same time. Prerequisites: NEWT 0322, BIBL 0501.

### **NEWT 0524 (3) Greek Exegesis II**

— Designed (following on NEWT 0523) to bring students with an elementary knowledge of Koine Greek to the point where they can comfortably use the Greek text of the New Testament as the basis for their regular study and teaching. Students will expand their working Greek vocabulary and deepen their grasp of Greek grammar, so that they can read the New Testament fluently with the help of a standard reading guide. These language skills will be developed in the process of actually interpreting extended excerpts from the New Testament, so that students become comfortable with using Greek in real-life contexts and expand their repertoire of interpretive approaches at the same time. In this course, less emphasis will be placed on review of morphology and more emphasis placed on reading longer Greek passages. Prerequisites: NEWT 0523, BIBL 0501.

### **NEWT 0525 (3) Acts of the Apostles: The Church, the Spirit and the Mission of God**

— A study of the Book of Acts with a focus on its theology, literary artistry and depiction of Christian origins. Prerequisite: BIBL 0501. Same as PENT 0525.

### **NEWT 0526 (3) Revelation: Hope in a World Gone Wrong**

— A study of the Book of Revelation with a focus on its literary genre, theological themes and the various schools of interpretation. A detailed study of the argument with a view to teaching and preaching its contents. Prerequisite:

BIBL 0501. Recommended: NEWT 0522.

**NEWT 0528 (3) The Parables of Jesus: Words that Transform**

— Jesus' parables provide rich insight into the main themes of His preaching and have a powerful message for the contemporary church. It is thus imperative that Christians develop the skills needed for interpreting them correctly. Reviews the history of parable interpretation, identifies the guiding principles for interpreting the parables and studies all the major parables. Prerequisite: BIBL 0501. Recommended: NEWT 0522.

**NEWT 0529 (3) Spiritual Warfare**

— Same as SPIR 0529.

**NEWT 0570 (3) Directed Reading and Research**

— Independent study with an instructor, involving tutorials and a research paper. Permission required.

**NEWT 0621 (3) Mark**

— A study of the Gospel of Mark on the basis of the English text. Attention will be given to the Gospel's historical context, literary structure, theological outlook, ethics and distinctive themes. Prerequisite: BIBL 0501.

**NEWT 0622 (3) Romans: Faith in the God who Rescues**

— As he prepared for his last, fateful journey to Jerusalem, Paul sent the Roman churches a summary and defence of his controversial preaching. More than any other New Testament document, it is this letter to the Romans that has gone on to shape the thought of key leaders such as Augustine, Luther, Calvin and Barth. Traces the argument of Paul's letter, setting it in the context of his mission and the realities of the Roman church. Along the way, we will explore the radical theological and ethical vision Paul developed, and we will examine some of the very different ways in which Paul's readers have understood that vision. Prerequisite: BIBL 0501. Recommended: NEWT 0522.

**NEWT 0624 (3) Matthew**

— A study of the Gospel of Matthew on the basis of the English text. The literary structure and characteristics, the portrayal of Jesus and the Gospel's distinctive themes are discussed. Prerequisite: BIBL 0501. Recommended: NEWT 0522.

**NEWT 0627 (3) Galatians: Living in Faith, Walking in the Spirit**

— An examination of Paul's fiery letter to those

struggling with what it meant for one to be a member of God's people in Christ. Studies historical, cultural and literary backgrounds and recent scholarship on the letter and attempts to integrate Paul's first century commands with 21st century practice. Prerequisite: BIBL 0501. Recommended: NEWT 0522.

**NEWT 0628 (3) The Pastoral Epistles**

— A study focusing on the letters of 1 & 2 Timothy and Titus based on the English text. Critical issues with regard to background, context, authorship and literary characteristics are presented, followed by a stress on the theology and contemporary application of their teaching. Prerequisite: BIBL 0501.

**NEWT 0632 (3) The General Epistles**

— A close reading of James, 1 & 2 Peter and Jude, with special attention given to literary, sociohistorical and theological understandings of the epistles. Prerequisite: BIBL 0501.

**NEWT 0635 (3) Johannine Epistles**

— Explores the questions of authorship and situation of the Johannine epistles, ancient letter writing as it relates to 1, 2 & 3 John; the dualistic concepts of Us/Them, light/dark, sin/no sin, etc., with regard to the original audience and their implications for us today; the relationship of the epistles to the Gospel of John; and the theology of the epistles. Prerequisites: BIBL 0501. Recommended: NEWT 0522.

**NEWT 0670 (3) Special Topics in New Testament**

— Examination of specific topics in the New Testament.

**NEWT 0721 (3) 1 & 2 Thessalonians**

— These letters are considered by many to be the first written of the New Testament books and the least theological of Paul's epistles. The student discovers that this latter charge may be incorrect and that there is much more theology in Thessalonians than first meets the eye. Particular attention is paid to eschatology, which is found in most of the chapters. The heart of the letters is more devotional and practical than theological, and attention is given to the practical importance of these emphases for the church of today. Prerequisite: BIBL 0501.

**NEWT 0722 (3) Prison Epistles**

— The common thread of Paul's imprisonment ties Ephesians, Philippians, Colossians and Philemon together as the "Prison Epistles." This course will examine these four epistles and closely explore their historical circumstances, literary composition, rhetorical

style and theological framework. Special attention will be paid to the unique contribution that each epistle makes to Christian theology and mission. Prerequisites: BIBL 0501. Recommended: NEWT 0522.

### **NEWT 0723 (3) 1 Corinthians: Paul's Letter to a Community in Chaos**

— Although we sometimes idealize the first century church, Paul's first letter to the Corinthians reveals a community in chaos. Examines the various problems in the Corinthian church and how Paul tried to address those issues, all in the context of the first century world. Along the way, we will ask how Paul's treatment of factionalism, sexuality and marriage, communion, charismatic gifts and other issues can help us to navigate life and leadership today. Prerequisite: BIBL 0501. Same as PENT 0520.

### **NEWT 0724 (3) Hebrews**

— A cultural and literary study of the Epistle to the Hebrews, concentrating upon such themes as the new covenant, Christology and eschatology. The abiding significance of the letter in relation to our own pilgrimages of faith is also discussed. Prerequisite: BIBL 0501. Recommended: NEWT 0522.

### **NEWT 0725 (3) Luke**

— The purpose of this section-by-section analysis of the third Gospel is to determine what Luke wanted his audience to hear. Our approach to his Gospel proceeds from the premise that the author was both a historian and a theologian who chose to communicate through narrative his account of Jesus Christ. Although the introductory matters are dealt with and some comparisons with the writings of Mark and Matthew are drawn, the focus is on Luke's narrative. Same as PENT 0507. Recommended: BIBL 0501.

### **NEWT 0726 (3) Gospel of John: Light in the Darkness**

— A study focusing on the Gospel of John on the basis of the English text. After reviewing the background to the Gospel, emphasis is placed on tracing the author's thought and identifying theological motifs. Prerequisite: BIBL 0501. Recommended: NEWT 0522.

### **NEWT 0728 (3) New Testament Seminar**

— Contemporary issues in New Testament scholarship. Seminar with guided reading and a major research paper. Prerequisites: BIBL 0501, NEWT 0321, 0322 and 0522.

### **NEWT 0730 (3) 2 Corinthians**

— Examines 2 Corinthians to discover its profound teaching on the nature of true Christian ministry. Issues

such as discipline and forgiveness, suffering and service, glory and humility, generosity and rewards are discussed. Helps students discover ways in which to minister more effectively to the body of Christ and the world in which we live. Prerequisite: BIBL 0501.

### **NEWT 0733 (3) Luke's Charismatic Theology**

— Same as PENT 0503.

## **OLD TESTAMENT**

### **OLDT 0511 (3) Old Testament Theology and History**

— Designed to provide the student with a general introduction to the historical, sociological and religious world in which the Old Testament was produced, as well as the discipline of Old Testament theology and the major theological emphases of the Old Testament. Recommended: BIBL 0501.

### **OLDT 0512 (3) Old Testament Prophets**

— A study of introductory issues related to the prophetic books of the Old Testament. Traces the theological themes and progression of thought in several representative prophetic books. Prerequisite: BIBL 0501. Recommended: OLDT 0511.

### **OLDT 0513 (3) Wisdom Literature**

— A literary and theological study of the wisdom literature in the Old Testament (Proverbs, Job, Ecclesiastes) with special focus on the place of wisdom in Old Testament theology, Wisdom theology, reading and interpretive strategies, Wisdom genres and the theological message of each book. The overall objective is to appropriate the collective message of the wisdom books to contemporary social and ecclesiastical context. Prerequisite: BIBL 0501. Recommended: OLDT 0511.

### **OLDT 0515 (3) The Pentateuch**

— A survey of the first five books of the Bible with reference to their cultural background, historical context and the history of interpretation. Emphasis is placed on the theme of each book and the Pentateuch's significance of the collection for Old Testament interpretation in general. Prerequisite: BIBL 0501. Recommended: OLDT 0511.

### **OLDT 0516 (3) Minor Prophets**

— An exegetical and theological study of selected prophets from the eighth to sixth centuries BC against their historical and sociological backgrounds. Prerequisite: BIBL 0501. Recommended: OLDT 0511.



**OLDT 0518 (3) Ecclesiastes: A Search for the Ultimate**

— People search for the ultimate in pleasure, wealth, religion and justice. As he critically examines these things, the preacher of Ecclesiastes offers insights that speak to every age. Follows the course of the writer's reflections, seeking to understand both their meaning and enduring significance. Prerequisite: BIBL 0501. Recommended: OLDT 0511.

**OLDT 0519 (3) Proverbs: An Old Testament Wisdom Classic for Today**

— Is Proverbs an instruction manual for future kings or a storehouse of the wisdom of ancient Israel? How can this ancient wisdom be applied to the art of living today? This study gives special attention to the theology of Proverbs and its place in the Old Testament, to understanding its structural and literary form and the application of its teaching to contemporary human and ecclesiastical life. Prerequisite: BIBL 0501. Recommended: OLDT 0511.

**OLDT 0520 (3) 1 & 2 Kings**

— Relates the history of God's people from David to the Exile. Students will read the Books of Kings to discover their thematics, structure and especially the theological messages communicated through the period of the monarchy. Critical issues, particularly the scholarly discussion concerning the rise and place of the monarchy, will be addressed. Students will gain an appreciation for the skilful theological production of these narratives and their importance to the larger canonical text. Prerequisite: BIBL 0501. Recommended: OLDT 0511.

**OLDT 0524 (3) 1 & 2 Chronicles**

— Among the least read (and most misunderstood) books in the Old Testament are 1 & 2 Chronicles. Yet, we will discover in this course that this material has a vital message for the church and academia today. As the last books of the entire Hebrew Bible, Chronicles is uniquely positioned to provide what a prominent scholar refers to as "one of the richest mines of spirituality in all Scripture." The post-exilic period, when Chronicles was composed, witnessed the production of new kinds of literary and theological works. This course is centred on a close reading and analysis of 1 & 2 Chronicles, along with study of relevant secondary sources and class discussions. Prerequisite: BIBL 0501.

**OLDT 0570 (3) Directed Reading and Research**

— Independent study with an instructor, involving tutorials and a research paper. Permission required.

**OLDT 0610 (3) Women in the Old Testament**

— What did it mean to be a woman during Old Testament times? In order to gain theological insight into the Bible's portrayal of women, we examine key Old Testament passages against the background of ancient Israelite society. Contemporary issues surrounding the significance of these texts are discussed, including feminist interpretations. Prerequisite: BIBL 0501.

**OLDT 0611 (3) Hebrew Grammar I**

— An introduction to the basic principles of biblical Hebrew with emphasis on morphology, phonology and syntax.

**OLDT 0612 (3) Hebrew Grammar II**

— The continuation of OLDT 0611 Hebrew Grammar I, including some reading of selected portions of the Hebrew Old Testament. Prerequisite: OLDT 0611.

**OLDT 0613 (3) Daniel and Apocalyptic Literature**

— A literary, interpretive and theological study of the book of Daniel with special focus on the apocalyptic genre, the sociohistorical milieu of the apocalyptic movement, the employment of different reading strategies and guidelines for interpretation. Using specific examples, the ultimate goal is to provide tools and ideas for appropriating the message of Daniel to our postmodern human and ecclesiastical context. Students are encouraged to engage themselves in bridging the two worlds, the biblical world and the world of today by paying due attention to the timely and timeless aspects of the text. Prerequisite: BIBL 0501. Recommended: OLDT 0511.

**OLDT 0614 (3) Isaiah**

— Gives an overview of the message of Isaiah in light of the historical and literary setting of the book and the experience of Israel. Special emphasis will be placed on the call of the prophet, the messianic passages, the concept of the remnant, the servant songs and the prophet's teaching on social justice. The message of the book will be studied with the goal of making the teachings of Isaiah applicable to the life of the church today. Prerequisite: BIBL 0501. Recommended: OLDT 0511.

**OLDT 0615 (3) Genesis**

— A study of the Book of Genesis with special emphasis on the narrative of Hebrew literature, the unfolding of the divine promise of redemption, as well as a chapter-by-chapter examination of the text and its key exegetical issues. Attention will be given to the theological emphases of the book and its relevance

in the contemporary world. Prerequisite: BIBL 0501.  
Recommended: OLDT 0511.

### **OLDT 0617 (3) Jeremiah**

— The study of the life and message of this unique seventh century BC prophet of God. His call to prophecy and his message to the nation on sin and salvation are examined in their historical setting with a view to the light they throw upon the contemporary question of the people of God in the 21st century and their faithfulness to the covenant of God. Prerequisite: BIBL 0501.  
Recommended: OLDT 0511.

### **OLDT 0618 (3) The Book of Psalms**

— An introduction to the Psalms and its theology. The main theological themes of the Psalms and the different Psalm types will be studied. Consideration will be given to the Psalms' historical and cultural contexts. The relevance of the Psalms to Christian faith and the life of the church will be examined. Prerequisite: BIBL 0501.  
Recommended: OLDT 0511.

### **OLDT 0619 (3) The Book of Ezekiel: God's Glory in Exile**

— What is God's message to His people in Exile? How does He reveal Himself to a people whose lives have been changed forever because of their rebellion against God? Focuses on the message given to the prophet Ezekiel in a time of national and personal crisis. Key passages and themes will be studied in order to understand the overall message and revelation of God in the book. Emphasis will be placed on the book's relevance and the applicability of its theology for the church. Prerequisite: BIBL 0501. Recommended: OLDT 0511.

### **OLDT 0670 (3) Special Topics in Old Testament**

— Examination of specific topics in the Old Testament.

### **OLDT 0711 (3) Hebrew Exegesis I**

— A study of exegetical methodology for preaching, teaching and scholarly research from the text of the Hebrew Bible. Selected narrative passages form the basis of the exegetical study. Prerequisites: BIBL 0501, OLDT 0611, OLDT 0612.

### **OLDT 0712 (3) Hebrew Exegesis II**

— The continuation of OLDT 0711. A study of selected prophetic, poetic and wisdom passages stressing exegetical method, hermeneutics and contemporary application in preaching and teaching. Prerequisites: BIBL 0501, OLDT 0711.

### **OLDT 0722 (3) Spirituality of Old Testament Personalities**

— Reading strategy and the dynamics of reading. Drawing from selected first-person texts of the Old Testament representing a variety of biblical genres (poetry, narrative, prophecy, apocalyptic/vision report), seeks to demonstrate the employment of interdisciplinary interpretive tools in uncovering the internal profile of Hebrew personalities (Isaiah, Daniel, Habakkuk, selected psalmists and God as a character). The role of "gender-culture-context-situatedness" in the "empirics" of reading is an integral part in the discussions. Prerequisite: BIBL 0501.

### **OLDT 0738 (3) Old Testament Seminar**

— A focused study of an area of Old Testament research. Topic areas may include historical, textual, thematic and theological issues. A seminar requiring regular assignments, readings and participation and a major research paper. Prerequisites: BIBL 0501, OLDT 0511, 0611, 0612 or permission from the instructor.

## **PASTORAL MINISTRY**

### **PAST 0541 (3) The Theology and Practice of Ministry**

— Designed for individuals considering serving in a pastoral ministry. Through reading, lectures, case studies and discussion, we explore the theological and practical dimensions of ministry.

### **PAST 0546 (3) Introduction to Worship and Liturgy**

— Provides a framework for thinking together about vital and faithful Christian worship by exploring the biblical and theological foundations of worship, reviewing the ways the church's praise has been shaped over the centuries and analyzing today's worship spectrum. Key elements in the practice and leadership of worship will be explored, including the ordering of worship, the role of prayer and music, and models of collaborative worship planning.

### **PAST 0548 (3) Leading through Conflict**

— Same as LEAD 0548.

### **PAST 0570 (3) Directed Reading and Research**

— Independent study with an instructor involving tutorials and a research paper. Permission required.

### **PAST 0598 (3) Sparking Creativity and Change in Ministry**

— Same as YMIN 0598.

**PAST 0621 (3) Urban Ministry**

— Same as MISS 0621.

**PAST 0641 (3) Introduction to Preaching**

— Presents a biblical understanding of the ministry of preaching. Combines principles of effective communication with the empowerment of the Holy Spirit to inspire passionate and relevant preaching. Students learn the crucial steps in constructing a biblical sermon. Expository preaching is done in class. Prerequisite: BIBL 0501.

**PAST 0643 (3) Gender and Ministry**

— An opportunity for men and women to think through the theological basis, the historical practice and the contemporary implications of the various viewpoints. Provides lectures, seminars, readings and discussions involving women presently active in a variety of ministries. Encourages participants to come to a well thought-out personal position regarding the role of women in ministry and to reflect on how that works out practically in their own lives as well as in the life of the church.

**PAST 0644 (3) Building the Church through Small Groups**

— Explores the basic principles for building and understanding the dynamics and problems of small groups. Specific attention will focus on leadership. Same as SPIR 0644.

**PAST 0645 (3) Evangelism and the Missional Church**

— A conceptual and practical examination of the message and mission of the church. Particular attention will be given to evangelistic methodologies for individuals and local churches, as well as the essential content and communication of the gospel. Attention will be paid to such critical issues as atonement, culture, contextualization, pluralism, social justice and a revitalization of the local church. Same as MISS 0783.

**PAST 0653 (3) Pastoral Counselling in the Ethnic Church Context**

— Same as CHIN 0605, COUN 0687.

**PAST 0669 (3) Family Life Ministry**

— Same as COUN 0669 and YMIN 0669.

**PAST 0670-0671 (3) Special Topics in Pastoral Ministry**

— Examination of specific topics in pastoral ministry.

**PAST 0693 (3) Evangelism and Discipleship**

— Same as YMIN 0693.

**PAST 0701 (3) Pastoral Ministry Major Internship**

— See section 10 – Seminary Academic Programs for general information on the Tyndale Seminary Internship Program (TSIP). Permission required.

**PAST 0739 (3) Topics in Preaching**

— Designed to deepen our understanding of preaching as a theological and pastoral activity of the church in service to the gospel. Different topics are offered each semester, such as preaching the parables of Jesus, preaching the Old Testament, preaching Christian doctrine and preaching in a multicultural world. Sermons are preached in class and evaluated with the goal of integrating theological reflection and pastoral practice. This course can be repeated as topics change. Prerequisite: PAST 0641.

**PAST 0741 (3) Pastoral Counselling and Crisis Intervention**

— Provides an introduction to basic pastoral care within the context of the Christian church. At the heart of this ministry is the underlying assumption that we stand in relation not only to God, but also to one another. In the course, we will explore the nature of pastoral care from a biblical and theological perspective and discover different methodologies of caring and relational skills needed in pastoral care, particularly in situations of a crisis nature. This will be done with a view to providing significant care and intervention in problem areas that arise in ministry, as well as providing training for the laity, so that they can engage in this ministry of care and compassion. Through lectures, readings, case studies and group discussions, the student will develop essential skills to be effective in this ministry. Same as COUN 0683.

**PAST 0743 (3) Spiritual Care of the Dying and Grieving**

— Examines the psychological and theological aspects of dying in order to better understand and provide significant pastoral care to those who are dying and to those who grieve. Same as COUN 0684 and SPIR 0684.

**PAST 0749 (3) Growing Healthy Churches**

— Same as PENT 0506.

**PAST 0750 (3) Pastoring in the Chinese Church**

— Same as CHIN 0602.

## PENTECOSTAL STUDIES

### **PENT 0501 (3) Introduction to Pentecostalism**

— Analyzes the nature and the impact of the Pentecostal/charismatic movement. The lectures, while including a section on the Pentecostal Assemblies Of Canada (and other Canadian Pentecostal denominations), examine the global impact of this worldwide movement. The movement is traced as to its scope and variety in both Pentecostal and non-Pentecostal circles and analyzed in terms of the factors related to its widespread acceptance.

### **PENT 0502 (3) Pastoral Theology: A Pentecostal Perspective**

— Examines the theological and practical aspects of pastoral ministry. In addition to an examination of the matters that pertain to pastoral ministry in general, prepares students for ministry in a Pentecostal Assemblies Of Canada (PAOC) church through a consideration of such issues as PAOC polity, Pentecostal worship and the pastoral implications of Pentecostal distinctives.

### **PENT 0503 (3) Luke's Charismatic Theology**

— The work of the Holy Spirit has long been recognized as fundamental to the interests of the author of the third Gospel and the Acts of the Apostles, as well as to the life of the early church. But how does the work of the Spirit relate to Christology, Luke's primary subject? And how does Luke's pneumatology relate to the doctrine of the Trinity, prophecy, speaking in tongues, the spread of the good news, the growth of the church, church leadership, signs and wonders, unity and diversity and the like? Attempts to answer to these questions will be made. Prerequisite: BIBL 0501. Same as NEWT 0733.

### **PENT 0504 (3) Pentecostal Spirituality**

— Offers a fresh, constructive and perhaps even controversial interpretation and re-envisioning of the Pentecostal tradition. A study is made of the early years of the Pentecostal movement and the influence of Wesleyan, Holiness and revivalist-restorationist roots in an attempt to interpret the heart of the movement, as well as the way Pentecostal spirituality has developed over the decades that followed. An attempt is made to be both analytical and descriptive, historical and creative, theoretical and practical. Same as SPIR 0504.

### **PENT 0505 (3) Pentecostal Theology**

— An examination of classical Pentecostal theology with references to the early evangelical influences that contributed to its formation. Attention is given to the manner in which various Pentecostal emphases have

been appropriated and developed within different charismatic settings.

### **PENT 0506 (3) Growing Healthy Churches**

— Explores the theology and methodology of growing healthy churches for the 21st century. It examines various church growth principles currently advocated by the church growth movement that are intended to produce relevant, strategic and successful churches. Same as PAST 0749.

### **PENT 0507 (3) Luke**

— Same as NEWT 0725.

### **PENT 0508 (3) Church Planting**

— Presents the theology and methodology of starting new churches in Canada. Exposure to various models of church planting will prepare the student to design a plan for planting culturally relevant, strategic and healthy churches that reach the unchurched. There will be a particular focus on church planters themselves and the requisite gifts and graces necessary for church planting.

### **PENT 0520 (3) 1 Corinthians: Paul's Letter to a Community in Chaos**

— Same as NEWT 0723.

### **PENT 0525 (3) Acts of the Apostles: The Church, the Spirit and the Mission of God**

— Same as NEWT 0525.

### **PENT 0570 (3) Directed Reading and Research**

— Independent study with an instructor involving tutorials and a research paper. Permission required.

### **PENT 0670 (3) Special Topics in Pentecostal Studies**

— Examination of specific topics in Pentecostal studies.

### **PENT 0701 (3) Pentecostal Issues**

— An intensive examination through discussion, research and writing of one current theological issue within Pentecostalism. Topics vary. Prerequisites: PENT 0501.

### **PENT 0736 (3) Healing in the New Testament**

— After a brief survey of the Old Testament, explores the theme of healing in the New Testament. By means of narrative analysis, the role of healing miracles in each of the Gospels and the Book of Acts is examined in order to assess their theological significance. References to healing in other New Testament documents are also examined. Seeks to integrate the various New Testament

theologies of healing with contemporary Pentecostal theology and practice. Prerequisite: BIBL 0501 or permission of instructor.

**PENT 0999 (6) Pentecostal Studies Thesis**

— See the Thesis Handbook for details.

## **SPIRITUAL FORMATION**

**SPIR 0504 (3) Pentecostal Spirituality**

— Same as PENT 0504.

**SPIR 0529 (3) Spiritual Warfare**

— A study of the biblical data related to the demonic. Practical application to Christian living regarding victory over the enemy in individual lives and in the church. Includes a discussion of guidelines for deliverance ministry. Same as NEWT 0529.

**SPIR 0544 (3) Spiritual Classics**

— A seminar engaging great spiritual writings from the church Fathers to the present. Same as HIST 0544. Recommended prerequisites: SPIR 0700, HIST 0561.

**SPIR 0545 (3) Early Christian Spirituality**

— Same as HIST 0545.

**SPIR 0570 (3) Directed Reading and Research**

— Independent study with an instructor, involving tutorials and a research paper. Permission required.

**SPIR 0601 (3) Finding Your Way: Principles of Spiritual Direction**

— Designed to give insight into the ministry of spiritual direction. An experience in learning through an informational as well as formational process. There are readings, lectures, periods of reflection, daily community worship, journaling and student interaction through a small-group process. Includes a mandatory off-campus retreat at an additional cost. Limited enrolment. Prerequisite: SPIR 0700.

**SPIR 0603 (3) Prayer Paths to God: History and Practice of Christian Prayer**

— A survey of the history, theology and practice of Christian prayer as it pertains to the role of prayer in nurturing a spiritual life. Some attention is given to prayer classics within various Christian traditions. Includes prayer practica in the discipline of praying with Scripture (*lectio divina*). Limited enrolment.

**SPIR 0604 (3) Exploring the Dream Experience in Christian Spirituality**

— Surveys the significance and understanding of the

dream experience in both eastern and western Christian traditions. Special attention is given to the role of the dream in the spiritual journeys of prominent Christians, the dream of the death experience, as well as developing a Christian approach to dream interpretation. Students gain an appreciation for the value of the dream within a Christian worldview, as well as a sense of how to integrate dream interpretation with an understanding of one's own spiritual journey. Limited enrolment.

**SPIR 0608 (3) Spaces of the Heart: Dynamics and Disciplines of the Spiritual Life**

— Focuses on select postures of the heart that dispose one to the cultivation of a spiritual life. Special attention is given to the themes of the journeying heart, the reflecting heart, the discerning heart, the waiting heart, the suffering heart and the heart of darkness. Includes a one-day “inventory of the heart” retreat at an additional cost. Prerequisite: SPIR 0700.

**SPIR 0609 (3) Prayer and the People of God**

— An interdisciplinary, team-taught course about biblical, theological and historical models of individual and corporate prayer. Same as THEO 0609. Prerequisite: SPIR 0700.

**SPIR 0610 (3) Protestant Spiritual Traditions**

— A team-taught, comparative study of Reformed, Anglican, Anabaptist/Baptistic, Methodist and Pentecostal/charismatic traditions of spirituality. Same as THEO 0637.

**SPIR 0611 (3) Into the Wasteland: Exploring the “Desert/Wilderness”**

— Examines the theme of the desert/wilderness experience in various traditions of Christian spirituality. An integrated biblical/ historical /theological/ formational approach to the subject helps the student to understand the nature and purpose of the desert/ wilderness experience in the spiritual life of the church and the individual. Includes a one-day guided silent retreat. Limited enrolment.

**SPIR 0615 (3) Dynamics of the Spiritual Life: The Legacy of Henri Nouwen**

— This course revolves around the dynamics of our spiritual life, utilizing the insights of Henri Nouwen set against the background theme of spiritual journey. The main focus will be threefold: the nature of our integrated journey, the reality of our tensional and imperfect spirituality and the essence of our communally integrated ministry.

### **SPIR 0635 (3) Early English Protestant Spirituality**

— Commences with an examination of the English and Scottish Reformations, then investigates aspects of Elizabethan Puritanism, contrasting the latter development (16th century) with 17th century Dissenting Puritanism. The works of three respective Puritan thinkers are read: Bunyan, Baxter and Edwards. Same as HIST 0764 and THEO 0635. Prerequisites: THEO 0531, 0532.

### **SPIR 0639 (3) Celtic Spirituality**

— Celtic spirituality appeals to the mind, body and spirit. Intended to introduce the mysterious spiritual world that draws on pre-Christian beliefs and culture that took form in the church as it developed among the Celtic people. This may include themes such as creation, redemption, soul friend, evangelism, worship and the doctrine of the Trinity as expressed by various Celtic saints. From time to time includes a study trip to Ireland and Scotland, where students will trace the footsteps of individuals such as St. Patrick or St. Columba. In addition, there will be daily worship in the Celtic tradition. Same as HIST 0639.

### **SPIR 0644 (3) Building the Church through Small Groups**

— Same as PAST 0644.

### **SPIR 0670 (3) Special Topics in Spiritual Formation**

— Examination of specific topics in Spiritual Formation.

### **SPIR 0684 (3) Spiritual Care of the Dying and Grieving**

— Same as COUN 0684 and PAST 0743.

### **SPIR 0700 (3) Spiritual Formation**

— Provides an integrated study of the Christian life and the development of personal character shaped by the values and virtues of God's kingdom. Includes an examination of conceptual frameworks and major categories in spiritual theology, as well as understanding and practicing the classical spiritual disciplines. There is an additional cost for the mandatory, two-day spiritual retreat. Limited enrolment.

### **SPIR 0710 (3) and SPIR 0711 (3) Spiritual Direction Practicum I and II**

— Trains students in the art and science of spiritual mentoring through the supervised practice of spiritual direction. Students will provide weekly sessions of spiritual direction to directees, as well as receive weekly

supervision from the professor. Through this experience, students learn about the persons, process and practice of guiding fellow pilgrims deeper in their love for God, others and self. The two courses run consecutively from September to May, and students must register for both courses. Prerequisites in Spiritual Formation and an interview with the course instructor must be completed by the end of May of the preceding year. Limited enrolment.

## **THEOLOGY**

### **THEO 0531 (3) Systematic Theology I**

— Acquaints students with the elemental building blocks of the Christian faith. The nature, sources and task of theology will be considered, together with the following major doctrines: Revelation, Trinity, Person of Christ and the Holy Spirit. Special attention will be given to the development of a missional, Trinitarian theology.

### **THEO 0532 (3) Systematic Theology II**

— Continuation of THEO 0531 Systematic Theology I. Acquaints students with the elemental building blocks of the Christian faith. The following major doctrines will be considered: creation and evil, human nature, sin and grace, salvation, church, sacraments, eschatology and approaches to world religions. Special attention will be given to the implications of a Trinitarian theology for Christian faith and witness. Prerequisite: THEO 0531.

### **THEO 0534 (3) Christian Apologetics**

— Designed to introduce students to the field of Christian apologetics. Attention will be given to the rationale for apologetics and its place in contemporary society. Students will be introduced to different methodologies in defence of the faith, and there will be attention to the central issues in apologetics. Classical issues in apologetics are addressed: the existence of God, the problem of pain, the authority of the Bible, the supremacy of Christ, creation, evolution and other regions. Students are also introduced to the impact of postmodernism in our culture.

### **THEO 0535 (3) Christian Ethics**

— An introduction to central issues in Christian ethics, with attention to the way in which moral reflection interacts with philosophy and culture. Explores biblical-theological foundations for ethics, the role of Jesus' example in ethical formulation and deals with major contemporary topics such as gender, sexuality, marriage, abortion, euthanasia, capital punishment, war, bioethics, wealth and poverty.

**THEO 0536 (3) Historical Theology**

— A study of important theological themes in the early Church fathers; trends in medieval theology, focusing upon Anselm and Aquinas; Reformation theology, with particular reference to Luther, Calvin and the Anabaptists; post-Reformation theology, including Puritans, Wesley, Schleiermacher, Barth and liberation theology. Prerequisites: THEO 0531 and THEO 0532. With permission, offered as audio-based Directed Reading and Research (DRR) course.

**THEO 0537 (3) Contemporary Theology**

— A survey of major theological developments from the 19th through to the 21st century. Topics covered may include liberal Protestantism, existentialism, neo-orthodoxy and current liberation, hermeneutical, ecumenical and evangelical theologies. Prerequisites: THEO 0531 and THEO 0532.

**THEO 0539 (3) Philosophy for Understanding Theology**

— Acquaints students with the history of philosophy from pre-Socratics to modernity, especially where the history of thought intersects with theology. Informs students of the western world's intellectual development and its influence on theological understanding and articulation, even where theologians may not have been aware of philosophy's "encroachment." With permission, offered as audio-based Directed Reading and Research (DRR) course.

**THEO 0570 (3) Directed Reading and Research**

— Independent study with an instructor, involving tutorials and a research paper. Permission required.

**THEO 0609 (3) Prayer and the People of God**

— Same as SPIR 0609.

**THEO 0623 (3) Renewing the Church for Mission**

— Same as MISS 0623.

**THEO 0629 (3) John Wesley and the Mission of God**

— An examination of the life and thought of John Wesley, and of early Methodism as a movement of evangelism, renewal and mission within the larger Christian church. Students will explore major aspects of Wesley's theology and the dynamics of early Methodism as a movement, with particular attention to how these subjects can inform a holistic understanding the Trinitarian mission of God (*missio dei*) in the contemporary Canadian context. Same as MISS 0629.

**THEO 0631 (3) Advanced Christian Doctrine**

— A seminar in systematic theology in which one major Christian doctrine, such as the doctrine of the Trinity, Christ, salvation, etc., is studied. Prerequisites: THEO 0531 and THEO 0532.

**THEO 0634 (3) Theology of Martin Luther**

— Examines the key works of Luther, as well as major themes in the Wittenberger's theology (e.g., the righteousness of God, the theology of the cross). Also investigates the backgrounds of late medieval scholasticism and different controversies in which Luther was immersed (e.g., Eucharistic disputes, the peasants' revolt and theological differences with the Anabaptists). Prerequisite: THEO 0531, 0532. With permission, offered as audio-based Directed Reading and Research (DRR) course.

**THEO 0635 (3) Early English Protestant Spirituality**

— Same as HIST 0764 and SPIR 0635.

**THEO 0636 (3) Theology of John Calvin**

— Examines closely Calvin's Institutes of the Christian Religion. Topics such as the knowledge of God, Trinity, Scriptures, providence, the three-fold office of Christ, justification, faith sanctification, predestination, church, sacraments and the Christian life are addressed. Prerequisite: THEO 0531, 0532. With permission, offered as audio-based Directed Reading and Research (DRR) course.

**THEO 0637 (3) Protestant Spiritual Traditions**

— Same as SPIR 0610.

**THEO 0643 (3) The Life and Work of Charles Wesley**

— Examines the life, spiritual formation, poetic genius and theological contribution of Charles Wesley through an investigation of his sermons, verse, journals and correspondence. Students will become familiar with his appreciation of other poets, the manner in which he advanced the English hymn in the wake of its "father" (Isaac Watts) and the simultaneity of his Anglican churchmanship and evangelical zeal. Same as HIST 0766. Recommended: THEO 0531 and THEO 0532.

**THEO 0646 (3) Theology of the Human Person**

— Acquaints students with the theology of the human person. It focuses on biblical and doctrinal issues that bear upon such questions as, "What does it mean to be a human being?", "What is meant by the 'image of God'?" and, "How is the Person of God related to the personhood of human being?". Prerequisites: THEO

0531 and THEO 0532. With permission, also offered as audio-based Directed Reading and Research (DRR) course.

**THEO 0649 (3) Theology of the Reformation**

— Investigates the theology of three foundational foci of evangelical understanding: Luther, Calvin and the English reformers (Ridley and Tyndale). In addition, Gabriel Biel will be probed as the immediate, late-medieval foil for the 16th century reformers, as well as Erasmus, who represents the Humanist alternative to evangelical conviction. Prerequisites: THEO 0531 and THEO 0532.

**THEO 0653 (3) Creation and New Creation: Salvation and the Renewal of the Earth**

— Studies the biblical theology of salvation, particularly as it relates to the place of the created order in God's redemptive plan, earth stewardship and the meaning of "the restoration of all things" in the New Creation by the Spirit through the salvific and healing work of Jesus Christ. Draws on biblical, historical and systematic theology, cross-referencing to contemporary ecological and environmental issues.

**THEO 0668 (3) Globalization and the Church: Missional Theology in a Postmodern Culture**

— Same as MISS 0586.

**THEO 0670 (3) Special Topics in Theology**

— Examination of specific topics in theology.

**THEO 0701 (3) Theological Studies Major Internship**

— See section 10 Academic Programs for general information on the Tyndale Seminary Internship Program (TSIP). Permission required.

**THEO 0737 (3) World Religions**

— Begins with an introduction to different responses to world religions. We will then examine crucial guidelines in the study of other religions. After these methodological issues are addressed, attention will be directed to assessment of Judaism, Islam, Hinduism, Buddhism, western esotericism and other religious traditions. Same as MISS 0784.

**THEO 0738 Contemporary Religious Movements**

— An analysis and discussion of new religions with a focus on their relationship to the historic Christian faith. This course involves personal interaction with representatives of various religious groups. Prerequisites: THEO 0531, THEO 0532.

**THEO 0763 (3) Studying History Where it Happened**

— Same as HIST 0763.

**THEO 0785 (3) Christianity and Islam: Theological Reflection**

— Same as MISS 0785.

**THEO 0836 (3) Evil and Suffering**

— Examines philosophical, theological, biblical and pastoral perspectives on the problem of evil and suffering. The problems related to Christian theodicy will be introduced by classical readings in Scripture and theology, by key philosophical texts and by literary and artistic explorations of pain and evil. Evil and suffering represent the biggest obstacle to belief in Christian theism, not only in an intellectual sense, but also in terms of deep personal reaction as one faces the realities of evil and suffering in one's life and/or in the lives of others. Addresses the intellectual and personal aspects of evil and suffering in light of Christian theism.

**THEO 0999 (6) Theology Thesis**

— See the Thesis Handbook for details.

## YOUTH AND FAMILY MINISTRY

**YMIN 0570 (3) Directed Reading and Research**

— Independent study with an instructor, involving tutorials and a research paper. Permission required.

**YMIN 0592 (3) Foundations of Ministry with Youth**

— 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.

**YMIN 0598 (3) Sparking Creativity and Change in Ministry**

— Often we are educated in critical thinking in preparation for ministry. However, in the field of the professional ministry, thinking that generates new solutions is one of the greatest needs. The church must navigate the current culture of constant change, staying fresh while holding on to eternal truths. Examines the



processes of creative thinking and how it relates to problem solving and initiating opportunities in ministry. The processes of change in an organization will also be examined, recognizing that one of the roles of the leader is that of a change agent. Same as PAST 0598.

### **YMIN 0669 (3) Family Life Ministry**

—Same as COUN 0669 and PAST 0669.

### **YMIN 0670 (3) Special Topics in Youth and Family Ministry**

—Examination of specific topics in youth and family ministry.

### **YMIN 0690 (3) Social Justice and Youth at Risk**

— Youth in urban centres are exposed to unique challenges. Offers an examination of critical contemporary issues affecting adolescents: family, poverty, drugs, homelessness, etc. The challenges facing the church in terms of intervention, advocacy and empowerment will also be explored. Team taught by a series of experts in the field of youth at risk.

### **YMIN 0693 (3) Evangelism and Discipleship**

— Examines the theological principles and practical ministry strategies involved in evangelism and discipleship. Several models of evangelism and discipleship will be explored, including both the content and the methods. Valuable for anyone in ministry who has the final goals of evangelism and discipleship. Same as PAST 0693.

### **YMIN 0697 (3) Communicating to the Next Generation**

— Learning styles, teaching strategies and curriculum offerings are examined in relation to creative communication and teaching with adolescents. Special attention is given to how homiletics, the narrative and storytelling are processed both by the postmodern and adolescent minds.

### **YMIN 0701 (3) Youth and Family Ministry Major Internship**

— See section 10 Academic Programs for general information on the Tyndale Seminary Internship Program (TSIP). Permission required.

### **YMIN 0781 (3) Youth, Marriage and Family Ministry in the Immigrant Church**

— Designed for leaders who work with families in the immigrant church setting (Chinese or other ethnic churches). Includes a study of the theology and principles behind family ministry and youth ministry.

Students will learn practical ways to set up family and/or youth ministry in their church. Issues related to the life stages of individuals and families will be covered. Contemporary Canadian youth/parent issues will be explored, with special focus on the immigrant church context. Issues related to counselling youth and their parents will also be discussed. Same as CHIN 0781.

### **YMIN 0796 (3) Counselling Adolescents and their Families**

— Designed to equip Christians with an understanding of the basic struggles adolescents face and how to help them in the context of a caring relationship. Examines biblical principles and provides the practical knowledge and skills required to help youth through the various issues confronting them. Foundational counselling skills and processes are developed. Same as COUN 0796.

## **MASTER OF DIVINITY (MDiv) IN-MINISTRY PROGRAM**

These courses are offered only to students registered in the Master of Divinity In-Ministry program.

### **BIBL I807 (3) Biblical Interpretation: Missional Hermeneutics in a Post-Modern World**

— Using the Greek New Testament as well as the English Bible, builds on the foundations of the first year to develop deeper skills in the hermeneutical method. Students learn how to develop and use a missional hermeneutic and to engage contemporary issues in the interpretation of texts in a manner that is both faithful to the text and meaningful to our contemporary context.

### **HIST I808 (3) and HIST I809 (3) History of Christianity I and II**

— This two-part course examines the major movements, events and ideas in the development of Christianity from the early church to the present. Special attention will be given to examining the ways in which Christian communities were formed and ways in which the gospel sought to engage culture.

### **INTD I812 (3) and INTD I815 (3) Integrative Seminar I and II**

— These courses involve one-day seminars devoted to examining major Christian pastor-theologians in order to explore their understandings of the gospel, the witness of the church and engagement with culture and spiritual formation. The first semester will examine such figures as Cyprian, Ambrose, Gregory of Nazianzus, Hildegard von Bingen, Bernard of Clairvaux and

Menno Simons. The second semester will focus on more contemporary leaders, such as Lesslie Newbigin, John Perkins, Vinay Samuel, Dorothy Day, Desmond Tutu and Dietrich Bonhoeffer. Primary source readings, as well as biographical materials, will be examined for each figure.

**INTD I817 (3) Faith and the Marketplace:  
Forming Missional Leaders for the Marketplace**

— Enables students to see the workplace as a setting for the church's missional engagement. It will develop a lay theology of the workplace and doctrine of vocation and equipping Christians for the integration of faith and work. Involves interaction with Christian professionals and ministry partners whose work is focused on business and professional sectors.

**INTD I818 (3) Contextual Ministry**

— Prepares students to engage in their integrative projects by developing the skills necessary for ministry in specific contexts. Students will participate in detailed study, using empirical tools and biblical-theological insights, of both their local congregations and their immediate communities, in order to develop a "local theology" appropriate to that congregation. This final course is designed to enable the student to integrate their learning throughout the program by developing an individualized project tailored to their future ministry needs.

**LEAD I810 (3) Forming Missional Leaders**

— This one-week intensive course, held at a retreat centre, deals with the nature of congregational leadership in a missional paradigm, including the role of the leader in fostering community, equipping lay leadership, modeling missional engagement, preaching and teaching, team building, discernment and vision and leading through transition and change. There is an additional cost for the retreat.

**MISS I805 (3) Gospel, Church and Culture**

— Interacts extensively with the preceding biblical courses, providing the basis for a theological-missiological understanding of the missional nature of the people of God, sent into the world as witnesses to Christ and His kingdom.

**MISS I816 (3) Urban Ministry in Canadian Context**

— Examines the challenges of ministry in contemporary urban contexts. Looks at the dynamics that shape urban life, such as wealth and power, poverty, homelessness and others. It will involve hands-on participation in various forms of urban ministry, as well as interaction with political leaders and ministry partners whose work

is focused on urban concerns. This ministry is set against the backdrop of understanding the particular cultural context encountered in Canada, with special attention to the contextualization of Christian witness in light of patterns in Canadian church history and Canadian social values.

**MVIM I800 (3) Internship**

— Students will complete a mentored internship learning experience in order to come to a deeper level of self awareness. Through a combination of classroom reflection and engaging in accountable relationships with a counsellor, spiritual director and ministry mentor, the student will come to a deeper appreciation of who they are and how this will affect their ministry.

**NEWT I801 (3) Elementary Greek I**

— An intensive introduction to the fundamentals of Greek for the study of the New Testament. Intended for Master of Divinity students and other theological students who wish to move quickly into the study of the Bible in the original languages.

**NEWT I802 (3) Elementary Greek II**

— Continuation of NEWT I801. Prerequisite: NEWT I801.

**NEWT I803 (3) Greek Exegesis I**

— Involves a second year of work with the Greek New Testament. This course is designed to sharpen exegetical skills.

**NEWT I804 (3) New Testament Theology and History**

— Provides an overview of the New Testament and moves toward developing an integrated biblical theology from the standpoint of a missional hermeneutic. Special attention is given to the formation of community and its role as witness to the kingdom of God.

**NEWT I806 (3) Greek Exegesis II: Ephesians**

— This course is a focused study of the book of Ephesians designed to sharpen exegetical skills and develop further abilities at moving from Greek exegesis through to sermon preparation.

**OLDT I802 (3) Old Testament Theology and History**

— Provides an overview of the Old Testament narrative, surveying key historical moments in the life of Israel and developing a theological understanding of the Old Testament. Special attention is given to the identity and

vocation of Israel as God's people living amidst their cultural environment.

### **PAST I814 (3) Pastoral Care in a Missional Framework**

— Seeks to refine student skills in key areas of pastoral care and oversight, such as listening skills, the pastor's role as a spiritual director, a basic awareness of pastoral counselling issues, crisis intervention, death and dying and other topics. Time will also be spent exploring the role of the community in providing care and the place of the healing community in the mission of the church.

### **SPIR I801 (3) Spiritual Formation**

— This one-week retreat course seeks to develop a biblical-theological spiritual theology and addresses central aspects of the Christian spiritual life such as prayer, meditation, the spiritual disciplines, the role of Scripture in the Christian life, the place of worship and sacraments and community. Students will begin the pattern of reading the whole Bible in a year, to be continued throughout the program. There is an additional cost for the retreat. Required reading must be completed before the course begins (see course syllabus).

### **THEO I811 (3) and THEO I813 (3) Systematic Theology I and II**

— The first half of this two-part sequence deals with the doctrines of God, Trinity, Christology, creation, revelation and salvation. The second part deals with the doctrines of justification and sanctification, church, sacraments and last things. Particular attention will be given to the formation of a missional theology, especially its implications for spiritual formation, community identity, ethics and public witness.

## **MASTER OF THEOLOGICAL STUDIES (MTS) MODULAR PROGRAM**

These courses are offered only to students in the Master of Theological Studies (MTS) Modular program.

### **BIBL M502 (3) Biblical Interpretation: Interpreting and Applying the Biblical Text**

— A study of central methods and interpretative principles involved in discerning the meaning of the biblical text. Topics covered include essential steps in interpreting the Bible, the variety of methods and approaches available to the contemporary student of Scripture, historical and theological issues arising out of the interpretative task, the relationship between the

testaments, word studies and literary genre. Students learn to use the standard tools of advanced biblical research.

### **HIST M509 (3) History of Christianity I**

— A survey of the history of Christianity from the earliest days of the church through the first phase of the Reformation. It examines the main currents of spirituality, theology, missions, worship, organization and the church's relationship with the culture of each particular era as it is being addressed. The student is exposed to some of the most formative figures in the story of the church through the reading of a variety of classic Christian writings. This interaction with the past is designed to help the student understand the breadth and richness of their faith. It will also help them be more aware of the struggles that their forbearers have faced, with greater and lesser degrees of success. Through the readings, the student is drawn into, and asked to engage in, these same issues.

### **HIST M510 (3) History of Christianity II**

— Surveys the history of Christianity from the time of the Reformation to the beginning of the 20th century. It explores the new currents in spirituality, theology, missions, worship, organization and interaction with society that emerged out of the Reformation. Through the reading of key primary documents from the different traditions, students are challenged to broaden their understandings of each of these themes. This interaction with the Christian story as the church faced the dramatic cultural changes of the last centuries will also help the student wrestle with the complexities of faith in this increasingly fluid world.

### **INTD M505 (3) Gospel, Church and Culture**

— Preparing missional leaders requires careful examination of the ideologies and cultural milieu of contemporary society. Examines the main features of postmodern culture, the meaning of faithfulness to the gospel, the good news of God's salvation and the nature and mission of the church. The church's witness and service to the world is studied, not as one of the functions of the church, but as its essential nature. Missional leadership takes seriously the calling of all God's people to minister in every sphere of life as faithful witnesses to the gospel of salvation.

### **INTD M506 (3) Work, Vocation and Ministry**

— Many believers live with a gulf between Sunday and Monday, not being equipped to serve God through their daily work in society. Develops a practical theology of the laity, emphasizing the laity's calling to engage the missionary frontier of the marketplace. It will explore

the concept of “ministry in everyday life,” examine the strategic role for Christians as leaders in non-ecclesial settings, and develop models for equipping the laity for ministry in the public arena.

### **INTD M516 (3) Integrative Seminar**

— As the final course in the Master of Theological Studies Modular sequence, this seminar allows students to develop and present to their group an individualized project that draws upon their academic learning, spiritual growth and preparation for ministry during the previous two years.

### **NEWT M504 (3) New Testament Theology and History**

— A study of the New Testament focusing on its overarching vision of God’s mission in the world and how human beings are called to respond. Each book will be placed in its cultural and historical setting as we focus on its distinctive contribution to the New Testament. Along the way, students will be introduced to critical methods for studying the New Testament and will reflect on how we can integrate scholarly perspectives with a conviction that the New Testament is the Word of God.

### **NEWT M507 (3) New Testament Book Study: Gospel**

— A detailed examination of one of the four Gospels.

### **NEWT M517 (3) New Testament Book Study: Ephesians**

— A detailed examination of Paul’s Letter to the Ephesians. Critical issues with regard to cultural and historical contexts, authorship and literary characteristics will be presented. Contemporary approaches to the texts will also be considered as a way to help us further understand the significance of the text for Christians in the 21st century.

### **OLDT M503 (3) Old Testament Theology and History**

— Designed to provide the student with a general introduction to the following: the historical, sociological and religious world in which the Old Testament was produced; the discipline of Old Testament theology and the major theological emphases of the Old Testament. Special attention is given to the identity and vocation of Israel as God’s people living amidst their cultural environment.

### **OLDT M508 (3) Old Testament Book Study**

— A detailed examination of a particular Old Testament book (e.g., Genesis, Jeremiah) or group of books (e.g., Minor Prophets).

### **SPIR M500 (3) Leadership Development: A Lifelong Spiritual Journey**

— Seeks to foster the student’s holistic spiritual growth, to deepen the student’s understanding of his or her own spiritual path, gifts and ministries and to provide a framework for ongoing reflection on the student’s own form of ministry and leadership. Involves classroom interaction, journaling, involvement in mentoring relationships, reading assignments and written reflections in the areas of spirituality and ministry. [This course extends over the second half of the program.]

### **SPIR M501 (3) Spiritual Formation**

— An introduction to some chief elements in the Christian spiritual life, including biblical and theological foundations for balanced discipleship and the respective role of Scripture, creed, prayer, community life and worship. Involves classroom interaction, journal keeping and involvement in spiritual friendship. [This course extends over the first half of the program.]

### **THEO M511 (3) Systematic Theology I**

— Acquaints students with the elemental building blocks of the Christian faith. The nature, sources and task of theology will be considered, together with the following major doctrines: Revelation, the Trinity, the Person of Christ, the Holy Spirit. Special attention will be given to the development of a missional, Trinitarian theology.

### **THEO M512 (3) Systematic Theology II**

— Continuation of THEO M511 Systematic Theology I. Acquaints students with the elemental building blocks of the Christian faith. The following major doctrines will be considered: creation and evil, human nature, sin and grace, salvation, church, sacraments, eschatology and approaches to world religions. Special attention will be given to the implications of a Trinitarian theology for Christian faith and witness. Prerequisite: THEO M511.

### **THEO M513 (3) Christian Ethics**

— Lays the foundation for the development of a Christian worldview with regard to various social and political questions that we encounter in our day-to-day lives. Students will engage in biblical, theological and philosophical reflection, study dominant approaches to moral thinking and examine carefully contemporary moral problems. Particular emphasis will be placed on developing critical reflection skills and understanding how our faith informs our thinking, rather than finding “answers” to the pressing ethical problems we will explore.

### **THEO M514 (3) Theology of Mission and Evangelism**

— Provides a comprehensive study of the biblical and theological foundations for doing mission in a contemporary world context. The meaning, methods and models of doing mission will be covered and explored from a Trinitarian perspective. The need for theological orientation arises as the church engages in mission; therefore, a missional understanding of the church will be emphasized. Special attention will be given to doing theology in the postmodern era. The role of the church in ministering to a contemporary world context will be emphasized.

### **THEO M515 (3) Christian Apologetics**

— A consideration of the need for apologetics, the methodologies whereby the truthfulness of Christianity may be tested and the particular problems we face in making a relevant and reasoned defence of our faith in our contemporary Canadian and global contexts.

## **MASTER OF THEOLOGY (ThM) PROGRAM**

### **INTD 0900 (3) Text and Interpretation**

— Focused on developing an understanding of the task of interpretation. Explores how one moves from the biblical text to contemporary concerns, with particular attention given to the nature of Holy Scripture as the Word of God; the interpretation of the Old Testament, first in its primary theological world, then in a Christian context; the Canon; the nature of meaning and significance; the role of the interpreter and the place of the community. A variety of hermeneutical approaches will serve as resources for coming to terms with assessing the meaning of the biblical text for the community of faith.

### **INTD 0910 (3) Interdisciplinary Seminar: Selected Topics**

— This seminar offers a cross-disciplinary, advanced examination of one central doctrine in the Bible, theology and history. Topics will vary from year to year.

### **INTD 0920 (3) Advanced Research Methods**

— Investigates research methodologies appropriate for advanced study, culminating in the preparation of a thesis proposal, including a comprehensive bibliography. All entering Master of Theology students must take this in the fall semester. Master of Divinity and Master of Theological Studies students taking the thesis option may take this course for credit or audit, prior to submitting the thesis proposal to the Program Director.

### **INTD 0950 (3) Interdisciplinary Seminar: Spiritual Theology**

— This seminar offers a cross-disciplinary, advanced examination of the spiritual theology of one major theologian or movement. Topics will vary from year to year.

### **OLDT/NEWT/THEO/HIST 0901 (3) Directed Reading and Research**

— A directed reading and research course with an instructor in one's major area, involving tutorials and a research paper focused upon engaging primary source materials. Permission required.

### **OLDT/NEWT/THEO/HIST 0911 (6) Thesis Research and Writing**

— See the Thesis Handbook for details.

## **DOCTOR OF MINISTRY (DMin) PROGRAM**

These courses are only available to those in the Doctor of Ministry program.

### **Leadership Track**

#### **DMIN 0901 Action Research Proposal**

— Provides resources and guidance for the development of an approved project-thesis proposal. The proposal surveys the ministry context, establishes needs and opportunity, develops a creative response, sketches a theological rationale, identifies resources and research methods and develops a plan or process for implementation. Includes the approval process. Full year, Year 1.

#### **DMIN 0902 Action Research Project**

— Guides implementation of the project and writing of the theological rationale and social science background of the thesis. Implementation of the project follows the plan outlined in DMIN 0901 Action Research Proposal and includes getting permission for various aspects of the project, developing circles of participants, developing resources and documenting relevant events and steps. Full year, Year 2.

#### **DMIN 0903 Action Research Thesis**

— Brings the project to a degree of closure and mines the experience for personal and corporate insight. Includes evaluating the process and outcomes, writing a thesis related to the project, making a public presentation of the project,

defending the thesis and submitting the completed and approved thesis to the library. Full year, Year 3.

#### **DMIN 0905 Ministry Project Design**

— Addresses project-thesis design, project planning and management, research methods and ethical considerations. Entails peer review of the project-thesis proposal. Includes a one-week winter residency. Second half, Year 1.

#### **DMIN 0906 Ministry Project Implementation**

— Explores practical and theological issues arising from the implementation phase of the project and looks forward to evaluation. Entails peer review of the project to date. Includes a one-week winter residency. Second half, Year 2.

#### **DMIN 0907 Ministry Project Reporting**

— Includes peer review of thesis drafts, project presentations and thesis hearings. Considers ongoing professional development, building action research into our ministries and furthering the use of findings from the project-thesis. Includes a one-week winter residency. Second half, Year 3.

#### **DMIN 0908 Formation of the Leader**

— Works from the assumption that the leader's character and inner development are critical to effective leadership of organizations and others. Employs leadership-related assessment instruments, spiritual practices and theological reflection to develop leader self-awareness, emotional intelligence and Christian maturity. Includes a survey of the study of leadership and its key facets. Includes week 1 of summer residency. First half, Year 1.

#### **DMIN 0909 Leadership Development**

— Encourages a vision of and planning for broadening and deepening your personal maturity, leadership capacity and ministry effectiveness. Uses assessment instruments, the project experience and learning in the program to reflect on personal and professional growth over the past two years. Looks at leadership mentoring and development in others. Includes week 2 of summer residency. First half, Year 3.

#### **DMIN 0910 Leadership and Action Research**

— Introduces action research, including exegesis of context, research methods, involvement of action-research participants and ethical considerations. We will reflect on the Christian faith in the Canadian context and juxtapose it with other national contexts (usually those represented in the cohort). Includes week 2 of summer residency. First half, Year 1.

#### **DMIN 0911 Leadership and Change**

— Addresses the fundamental leadership competencies of visioning, team building, understanding the nature and state of an organization, facilitating change, developing projects and drawing on biblical and theological resources. Considers some biblical examples and theological implications of the change process. Assists in moving the project-thesis from vision and planning to implementing and evaluating. Introduces systems theory. Includes week 1 of summer residency. First half, Year 2.

#### **DMIN 0912 Leadership and Systems Theory**

— Develops complex adaptive leadership. Uses systems theories, including family systems, complex adaptive systems and the biblical metaphor of church as a body to provide lenses through which to view organizational culture and develop projects. Considers related issues such as power, human relations, team development, conflict and embracing paradox and uncertainty. Includes week 2 of summer residency. First half, Year 2.

#### **DMIN 0913 Leadership and the Learning Organization**

— Looks at assessing the effect of projects and critical incidents on people and organizations, examines the learning organization, and raises biblical, theological and practical questions related to action, accountability and resilience. Discusses how findings can be presented and the lessons embedded in the group. Includes week 1 of summer residency. First half, Year 3.

### **Spiritual Formation Track**

#### **DMIN 0920 Spiritual Autobiography: The Ways of the Spirit in a Life**

— An overview of the ancient and contemporary practice of writing a spiritual autobiography and the composition of one's own spiritual memoir. Full year, Year A.

#### **DMIN 0921 Developing a Model of Spiritual Formation: Ministry Project**

— Development of a theological and practical model or philosophy of formation using at least one historical or contemporary approach to spiritual formation as a primary resource or contrast. Full year, Year B.

#### **DMIN 0922 Making a Difference: Ministry Project**

— A year-long research project on a ministry of spiritual formation leading to experimental findings, the development of applied ministry competences and

practical positive changes to an individual's ministry. Full year, Year C.

#### **DMIN 0924 Listening to God: Discernment for Spiritual Formation**

— An exploration of the place of discernment in the life of the Christian and of the church, including such topics as attending to the Spirit and developing individual and communal discernment practices. First half, Year A.

#### **DMIN 0925 Spiritual Formation: A Historical and Practical Approach**

— An overview of Christian spirituality and spiritual formation, including historical background, foundational issues and current movements, including such topics as the nature of Christian experience, transformation and caring. First half, Year A.

#### **DMIN 0926 Desiring God: Sacred Paths and Spiritual Mentors**

— An analysis of selected historical and contemporary movements and models intended to cultivate spiritual growth, including such topics as Ignatian, revivalistic, contemplative and missional spiritualities. First half, Year B.

#### **DMIN 0927 Transformational Prayer: The Journey to Wholeness**

— An integration of biblical and psychological insights, formational prayer and transformational spiritual direction, using teaching, modeling and group experience, including such topics as woundedness, addictions and healthy ego development. First half, Year B.

#### **DMIN 0928 Health and Spiritual Well-being: Insights on Spirituality from the Study of the Human Person**

— Explores the larger context and inner workings of healthy human life and spiritual well-being. Includes topics such as the context of the spiritual life, the role of the psyche, human wholeness, healthy community and suffering. First half, Year C.

#### **DMIN 0929 Engaging Scriptures: Spiritual Formation for Information and Transformation**

— An investigation into how the Bible presents spiritual formation and how the Bible can be employed in spiritual formation, including such topics as worship, Bible study and lectio divina. First half, Year C.

#### **DMIN 0930 Space for God: Personalizing Sacred Practices**

— An exploration of ancient and contemporary practices of the church that will enhance one's spiritual well-being in the midst of the busyness of daily life and ministry. This will include practices such as contemplative prayer, being in silence and solitude and discovering what it means to rest in God. Second half, Year A.

#### **DMIN 0931 Nurturing Spirituality: A Lifestyle of Mentoring, Discipleship and Spiritual Direction**

— A theoretical and practical review of dyadic relationships such as mentoring, discipleship and spiritual direction that play a critical role in spiritual formation, including the application of learning to ministry. Second half, Year B.

### **Other Courses**

#### **DMIN 0904 Program Continuation and Thesis Completion**

— Provides support and guidance for the thesis beyond the normal three-year sequence and/or for students converting projects into a thesis. Includes a plan for timely completion and support and direction from the Project-Thesis Advisor. No credits, no withdrawal. Full year; as needed. (Shared by all Doctor of Ministry tracks.)

#### **DMIN 0914 Special Topics in Spiritual Formation**

— Examination of specific topics in spiritual formation. As needed.

#### **DMIN 0915 Special Topics in Leadership**

— Examination of specific topics in leadership. As needed.

### **CANADIAN CHINESE SCHOOL OF THEOLOGY AT TYNDALE SEMINARY (CCSTTS)**

These courses are offered in the Mandarin language.

#### **BIBL CM01 (3) Biblical Interpretation: Interpreting and Applying the Biblical Text**

— A study of central methods and interpretative principles involved in discerning the meaning of the biblical text. Topics covered include essential steps in interpreting the Bible, the variety of methods and approaches available to the contemporary student of Scripture, historical and theological issues arising out of the interpretative task, the relationship between the

testaments, word studies and literary genre. Students learn to use the standard tools of advanced biblical research. (in Mandarin)

### **CHIN CM03 (3) Pastoring in the Chinese Church**

— Examines the nature and theology of pastoral ministry with emphasis on the role of the pastor. Attention is given to the minister's spiritual leadership as well as the practical aspects of the pastoral ministry, such as the preparation for preaching and worship, administration, baptism, communion, home visitation, funerals, weddings and other pastoral care ministries. (in Mandarin)

### **CHIN CM04 (3) Evangelism and Church Planting in the Chinese Community**

— Different methods of evangelism to reach the Chinese in North America will be studied, with a goal to establish a new church. The matter of how to reach the Chinese from Mainland China (immigrants or scholars) who are in North America and bring them to Christ will also be addressed. Technicality and theories of church planting will be analyzed and evaluated. Case studies may be conducted. (in Mandarin)

### **CHIN CM06 (3) Christianity and Chinese Culture**

— Surveys the history, development and characteristics of Chinese culture in comparison to the Christian faith (theology, anthropology and world view). Explores the possibility of a dialogue between the two traditions. Building on an interplay of diachronical (historical) and synchronical (thematic) approaches, explores the relationship and integration of Christianity and Chinese culture. Special emphasis is put on the application on apologetic evangelism, pastoral ministries, missiological considerations and theological contextualization. (in Mandarin)

### **CHIN CM07 (3) Worship and Music in the Chinese Church**

— This course is designed for those who are called to serve in the area of music and worship ministry. This course will equip students with essential and functional knowledge of the subjects, through providing the biblical and theological foundations for worship, training skills for developing and leading congregational signing, teaching principles in planning worship services and developing interpersonal skills for working with musicians in churches. (in Mandarin)

### **CHIN CM08 (3) Chinese Global Mission**

— More and more Chinese churches realize the importance of Christian missions, but do not know how

to implement. This course attempts to deal with the “basis of” and “how to do” missions program. It includes the study of theology of missions, methods and strategies in world evangelization and setting up a practical mission program in a local church. Same as MISS CM08. (in Mandarin)

### **CHIN CM21 (3) Introduction to Chinese Preaching**

— Teaches the basic principles of “bridging” what the biblical text meant in ancient times to what it means today, especially in the Chinese cultural context. This includes teaching the practical steps by which to develop the constituent parts of a sermon's content. Consideration is also given to the important principles of effective delivery of the sermon. Opportunities are provided for each student to practice the principles and skills taught. (in Mandarin)

### **CHIN CM25 (3) Building a Healthy Chinese Christian Family**

— The institution of “family” has always been an important part in Chinese culture, yet the basis and view of it are not necessarily biblical. Intends to help Chinese Christians to review the matter of dating, courtship and marriage in light of biblical understanding and principles. The concept of how to build a harmonious Christian family will also be emphasized. There will be an introduction to resources that are biblically and scientifically based and have proven effective. Strategies and tools will be provided to help students help themselves and their church members build healthy couple and family relationships. (in Mandarin)

### **CHIN CM26 (3) Chinese Pastoral Counselling**

— Provides students with a basic understanding of the field of pastoral counselling. Not intended to produce professional “pastoral counsellors,” but to prepare the student to be more effective in counselling as a pastor or lay leader. Essential elements of pastoral counselling are covered. Different practical areas that a pastor would encounter in the ministry within the Chinese church setting are expected. (in Mandarin)

### **CHIN CM27 (3) Issues, Strategies and Direction in Chinese Churches**

— Prepares students to anticipate and take up the challenges of the future. A variety of ministry issues related to the future development of the Chinese churches are covered. Strategies for effective Chinese church growth in a North America context are examined. Ministry directions for the North American Chinese churches in the 21st century are investigated and proposed from a biblical, cultural, contextual and



practical perspective. Recommended prerequisite: LEAD CM20. (in Mandarin)

### **CHIN CM28 (3) Chinese Church History and Theology**

— Survey of the development of the Christian church in China, from the Nestorians to the present, with emphasis on 19th and 20th century Chinese church developments up to 1949. Issues in Chinese church history will be discussed in light of evangelical theology. This course will include a survey of the major religious trends in traditional Chinese society (Confucianism, Taoism, Buddhism, Chinese animism, communism and the newly arisen so-called “neo-Confucianism”) will be given as background. Emphasis will be put on a critical examination of major theological developments and theologians emerging in the Chinese church in the 20th century, both within and outside the evangelical circle. (in Mandarin)

### **CHIN CM29 (3) Christian Education in the Chinese Church**

— Concepts of adult spiritual formation and discipleship will be examined. Educational theories will be critically explored. Models and methods of Christian education will be studied and applied to Chinese churches; student field assignments and reports will be included. (in Mandarin)

### **CHIN CM30 (3) Advanced Chinese Preaching**

— Teaches the principles of “bridging” what the Biblical text meant in ancient times to what it means today, especially in the Chinese cultural context. Includes teaching the practical steps by which to develop the constituent parts of a sermon’s content. Consideration is also given to the important principles of effective delivery of the sermon. Opportunities are provided for each student to practice the principles and skills taught. Prerequisite: CHIN CM21. (in Mandarin)

### **HIST CM12 (3) History of Christianity I**

— A survey of the history of Christianity from the earliest days of the church through the first phase of the Reformation. Examines the main currents of spirituality, theology, missions, worship, organization and the church’s relationship with the culture of each particular era as it is being addressed. The student is exposed to some of the most formative figures in the story of the church through the reading of a variety of classic Christian writings. This interaction with the past is designed to help the student understand the breadth and richness of their faith. It also helps them be more aware of the struggles that their forbearers have faced, with greater and lesser degrees of success. Through the

readings, the student is drawn into and asked to engage these same issues. (in Mandarin)

### **HIST CM24 (3) History of Christianity II**

— Surveys the history of Christianity from the time of the Reformation to the beginning of the 20th century. It explores the new currents in spirituality, theology, missions, worship, organization and interaction with society that emerged out of the Reformation. Through the reading of key primary documents from the different traditions, students are challenged to broaden their understandings of each of these themes. This interaction with the Christian story as the church faced the dramatic cultural changes of the last centuries also helps the student wrestle with the complexities of faith in this increasingly fluid world. Recommended prerequisite: HIST CM12. (in Mandarin)

### **INTN CM01 (3) and INTN CM02 (3) Chinese Church Internship I and II**

— Correlated with lessons learned in classroom, students will complete a mentored learning experience at week-end during the three-year study program, a total of six internship sessions. Systematically, students will develop skills in observation, analysis and reflection on the practice of ministry in their own church, other designated churches or para-church organizations. Students may choose to intern in a mission field. (in Mandarin)

### **LEAD CM20 (3) Chinese Church Leadership**

— The purpose of this course is to explore contemporary leadership theories and provide biblical leadership concepts for the Chinese church. Other than profiling the developmental process of a spiritual leader, this course also guides the students to engage in effective church leadership through strategic ministry planning. Students will learn how to appreciate various leadership styles and be able to serve both as a team leader and a team player. The course project is practical and applicable to existing church ministries. (in Mandarin)

### **MISS CM01 (3) and MISS CM02 (3) Mission Major Internship I and II**

— Students must complete a six-part internship with at least one overseas mission field that is cross-cultural. CCSTTS is responsible to arrange and provide on-field Chinese missionaries to be mentors. (in Mandarin)

### **MISS CM03 (3) Perspectives on the World Christian Movement**

— This course provides a comprehensive survey of the nature of the Christian mission worldwide with a focus on fulfilling the Great Commission. It covers the biblical,

the historical, the cultural and the strategic perspectives of worldwide mission. (in Mandarin)

### **MISS CM04 (3) Global History of Mission and Chinese Church as a Sending Church**

— Analyzes and evaluates 2,000 years of global history of mission, with special emphasis on major mission movements into China, beginning with Nestorian missionary endeavours. The course analyzes and explores the trends and issues of the development of the Chinese church, including the mainland and diaspora churches, in the past few decades, as a missionary sending base. (in Mandarin)

### **MISS CM05 (3) The Challenges of World Religions**

— Analyzes the thought systems and developmental trends of major world religions such as Judaism, Islam, Hinduism and Buddhism, and also deals with folk religions and animism. It includes the formulation of dialogical and missiological strategies toward their followers. (in Mandarin)

### **MISS CM06 (3) Special Topics in Mission**

— An examination of various topics in missions. May be repeated with different content in different years. (in Mandarin)

### **MISS CM07 (3) Cross-cultural Understanding of Mission**

— Designed to introduce students to the discipline of cultural anthropology from a Christian perspective. Students will learn not only basic concepts such as the definition of culture, worldviews, social structure, kinship systems and religions, but also the application to cross-cultural missionary work. (in Mandarin)

### **MISS CM08 (3) Mission Ministry and Strategy in the Chinese Church**

— An introductory course on the importance and implementation of world mission with an emphasis on motivating and mobilizing Chinese Christians and churches at both local and global levels. Same as CHIN CM08. (in Mandarin)

### **MISS CM09 (3) Spiritual and Psychological Well-Being of Chinese Missionaries**

— Lowering missionary attrition rate and improving missionary care are crucial issues of missions. This course cultivates missionary integrity and a holistic state of spiritual, psychological and social well-being. The course will use case studies of spiritual exercise, the nurturing of self-image and the resolution of cross-

cultural conflicts. (in Mandarin)

### **MISS CM10 (3) Spiritual Warfare**

— Mission is the act of drawing on the power of the Holy Spirit to save lost souls from the Kingdom of Darkness and bring them back to Christ. This course explores biblical satanology and demonology with practical application to missionary living regarding victory over the enemy in individual lives and in the mission field. Classroom discussion and case study formulate guidelines for deliverance ministry. (in Mandarin)

### **NEWT CM05 (3) New Testament Theology and History**

— A study of the background contents of the New Testament with a view to placing the books in their historical setting. An introduction to critical methodology, New Testament theology and the contents of representative books. (in Mandarin)

### **NEWT CM10 (3) and NEWT CM11 (3) Elementary Greek I and II**

— An intensive introduction to the fundamentals of Greek for the study of the New Testament. Intended for Master of Divinity and other theological students who wish to move quickly into the study of the Bible in the original languages. (in Mandarin)

### **NEWT CM14 (3) Greek Exegesis I**

— An introduction to the practice of Greek syntax and exegesis with a view to equipping the student with a methodology for dealing with the study of the New Testament text. A study of textual criticism is included. Prerequisite: NEWT CM10, CM11. (in Mandarin)

### **NEWT CM17 (3) The Gospel of Matthew**

— A study of the Gospel of Matthew on the basis of the Chinese/English text. The literary structure and characteristics, the portrayal of Jesus and the Gospel's distinctive themes are discussed. (in Mandarin)

### **NEWT CM18 (3) Epistle to the Galatians**

— An examination of Paul's fiery letter to those struggling with what it meant for one to be a member of God's people in Christ. The class studies historical, cultural and literary backgrounds and recent scholarship on the letter and attempts to integrate Paul's first century commands with 21st century practice. (in Mandarin)

### **NEWT CM19 (3) Greek Exegesis II**

— A continuation of the principles used in NEWT CM14 Greek Exegesis I applied to the epistle to the Ephesians and the Gospel of Mark. Prerequisite: NEWT CM14. (In Mandarin)

**NEWT CM31 (3) Book Study: Romans**

— This course is an interpretive (exegetical, structural, social, theological and pastoral) study of Paul's letters to the Roman believers. The students will go through a detailed exposition of its contemporary application and missional motifs. Course readings will be coordinated with the weekly lectures and specially assigned topics for debates and discussions. (in Mandarin)

**NEWT CM32 (3) The Book of Hebrews**

— A cultural and literary study of the epistle to the Hebrews, concentrating upon such themes as the new covenant, Christology and eschatology. The abiding significance of the letter in relation to our own pilgrimages of faith is also discussed. (in Mandarin)

**NEWT CM33 (3) The General Epistles**

— A close reading of James, 2 Peter and Jude, with special attention given to literary, sociohistorical and theological understandings of the epistles. (in Mandarin)

**NEWT CM34 (3) The Book of Revelation**

— A study of the Book of Revelation with a focus on its literary genre, theological themes and the various schools of interpretation. A detailed study of the arguments with a view to teaching and preaching its contents. (in Mandarin)

**OLDT CM02 (3) Old Testament Theology and History**

— This course is designed to provide the student with a general introduction to the historical, sociological and religious world in which the Old Testament was produced. It also discusses the discipline of Old Testament theology and major theological themes of the Old Testament. (in Mandarin)

**OLDT CM15 (3) The Book of Psalms**

— Introduction to the theology and message of the Psalms through the study of the specific genres. In addition to the study of representative Psalms, the course focuses on the interpretation of the imprecatory Psalms and Messianic Psalms. (in Mandarin)

**OLDT CM16 (3) The Book of Isaiah**

— An overview of the message of Isaiah with special emphases on the call of the prophet, the messianic passages, the concept of the remnant, the prophet's teaching on social justice, the servant passages and the question of the authorship of chapters 40 to 66. (in Mandarin)

**OLDT CM17 (3) Proverbs**

— The redaction history of Proverbs suggests that this book was not just a royal instruction manual or a databank of wisdom sayings from monarchical Israel. Individual proverbs have been reorganized to express different perspectives and fresh motifs in response to the challenge of a new cultural era. This course will focus on the theology of Proverbs and its place in the Kethuvim, with special attention to its structural and literary form and the application of its teaching to contemporary human and ecclesiastical life. (in Mandarin)

**OLDT CM22 (3) and OLDT CM23 (3) Hebrew Grammar I and II**

— An introduction to the basic principles of biblical Hebrew with emphasis on morphology, phonology and syntax, including some readings of selected portions of the Hebrew Old Testament. (in Mandarin)

**OLDT CM31 (3) The Book of Genesis**

— An overview of the message of Genesis with special emphases on the creation account; the six genealogies; the five extended narratives of Adam, Noah, Abraham, Jacob, and Joseph; the literary structure of the book; the research on authorship and redaction history; and the paradigm shift in Pentateuchal criticism. (in Mandarin)

**OLDT CM32 (3) Leviticus: The Secret of Walking with the Lord**

— This course helps the student to grasp the content of the book and see its relevance to Christians, with the hope that it may challenge us to refocus various aspects of our life: worship, fellowship and social activity. (in Mandarin)

**OLDT CM33 (3) Deuteronomy**

— Overview of the message of Deuteronomy with special emphasis on the review of wilderness wandering, the 10 words of the covenant at Horeb, the anticipation of entry into Canaan, the 20 paragraphs of Torah case studies, the literary structure of the book, the research on authorship and redaction history and the starting points of Martin Noth's *The Deuteronomistic History* (JSOT Press, 1991).History." (in Mandarin)

**OLDT CM34 (3) Ecclesiastes: A Search for the Ultimate**

— People search for the ultimate in pleasure, wealth, religion and justice. As he critically examines these things, the preacher of Ecclesiastes offers insights that speak to every age. This study follows the course of the wise man's reflections, seeking to understand both their meaning and enduring significance. (in Mandarin)

**OLDT CM35 (3) The Book of Ezekiel**

— This course gives an overview of the message of Ezekiel in light of the historical and literary setting of the book and the experience of Israel. Selected thematic topics and key sections of Ezekiel are studied, with the goal to make the teachings of Ezekiel applicable to the life of the church today. (in Mandarin)

**SPIR CM09 (3) Spiritual Formation**

— Provides a personal spiritual growth experience through a theological understanding of the essentials of spiritual formation; exploring major traditions of the Christian discipline; and active participation in the life of Christ, even in suffering, so that one is being formed into the image of Christ. The Sermons of the Mount and Mission (Matthew 5 to 10) will be foundational biblical text for the study. The discipline of spiritual formation and the direction it can bring to the body of Christ today will also be considered. (in Mandarin)

**THEO CM13 (3) Systematic Theology I**

— An introduction to the systematic study of Christian doctrine according to the evangelical tradition. Topics covered include the prolegomena, revelation and Holy Scripture, the doctrine of God, creation, humanity and sin. (in Mandarin)

**THEO CM25 (3) Systematic Theology II**

— This is the continuation of THEO CM13 Systematic Theology I. Topics covered include the person and work of Christ, the Holy Spirit, the doctrine of salvation, ecclesiology and eschatology. Recommended prerequisite: THEO CM13. (in Mandarin)

# Seminary Academic Policies, Procedures and Notices

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## Registration and Courses

### Advanced Standing with Credit

1. Graduates of Tyndale University College and other accredited institutions may qualify for advanced standing (with credit), provided the following criteria are met:
  - i. Students must hold an accredited undergraduate degree.
  - ii. Students must have earned a grade of “B” (3.0) in the course(s) for which advanced standing (with credit) is desired.
2. Students entering the Master of Theological Studies program and Master of Divinity program may be eligible for advanced standing (with credit). Students entering the graduate diploma programs are not eligible for advanced standing.
  - i. Students entering the Master of Theological Studies program may receive up to three courses (9 credit hours) in advanced standing. Graduates of an accredited theological or religious studies undergraduate degree program with a strong background in Bible or theology may be eligible to receive an additional two courses (6 credit hours) for a total of five courses (15 hours) in advanced standing (with credit).
  - ii. Students entering the Master of Divinity program may receive up to four courses (12 credit hours) in advanced standing. Graduates of an accredited theological or religious studies undergraduate degree program with a strong background in Bible or theology may be eligible to receive an additional three courses (9 credit hours) for a total of seven courses in advanced standing (with credit).
3. The decision to award advanced standing with credit, and the eligible courses, are at the sole discretion of the Registrar.

### Auditing Courses

1. Students must register to audit a course.
2. If you are not a current student and wish to audit a course, please contact the Admissions Office.
3. Students desiring to change a course from audit to credit or from credit to audit must do so within the drop/add period.
4. No credit hours shall be awarded for courses audited.
5. Only classroom-based courses may be audited. Courses such as internships, directed studies, practica and online courses may not be audited.
6. Attendance is required.
7. The taking of examinations is not permitted, except by arrangement with the instructor.
8. The instructor is not obligated to read or correct any submitted assignments.

9. At the end of the semester, a grade of “AU” will be recorded on the transcript.
10. Tyndale students may audit one course free of charge after graduation in a degree program.
11. Priority will be given to credit-seeking students enrolling in a course. Auditing students may be placed on a course waitlist.
12. Permission from the Registrar may be required.
13. Permission from the instructor is required to audit a language course, preaching course and some counselling courses.

## Course Registration

1. Students must register for all courses through the Office of the Registrar or via the online MyTyndale system.
2. A \$50 late fee will be charged to returning students who register after the respective August and December dates published in the Academic Calendar and on the website.
3. Students will not be allowed to enrol in courses after the second week of fall and winter classes or after the second class of a spring/summer course.
4. International students must use the paper registration form and have the form signed prior to submission to the Office of the Registrar.

## Course Substitution

Students with prior theological studies may be eligible to substitute a required course for an advanced level course, with permission from the Registrar.

## Course Changes and Withdrawals

1. Up until the end of the drop/add period (the end of the second week of classes), registration changes may be made online or in person.
2. After the end of the drop/add period, courses may be dropped until the final date for dropping courses (published in the Academic Calendar).
3. After the end of the drop/add period, tuition is refunded according to the published refund schedule. There is no refund for the administrative fee. See the Fees and Expenses section for more information.

## Directed Reading and Research (DRR) Courses

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings.

Tyndale Seminary offers students two types of DRR courses:

1. Standard DRR courses (independent reading and research courses, not audio-based)
2. Audio-based DRR courses

While standard DRR courses can be tailor-made to target a specific area of interest, audio-based DRR courses are established courses. Standard DRR courses normally require meetings with the instructor to discuss progress, but audio-based DRR courses do not require physical presence on campus.

All DRR courses adhere to the policies of the Academic Calendar and must be completed within one semester. Policies for all DRR Courses:

1. Students may apply to take a DRR course in a particular area of study not addressed by regular course offerings.
2. DRR courses normally may not be taken as a substitute for an on-site classroom course offered in the same academic year.
3. Students will normally be eligible for a standard DRR course after they have completed at least 15 semester hours of regular course work and demonstrated ability to do independent research and writing.
4. Normal prerequisites apply to all DRR courses. The student will have completed the prerequisites in the given curricular area with at least a Grade Point Average (GPA) of 3.0 (B) in those courses.
5. DRR courses are not normally open to occasional students.
6. For further information, visit: [www.tyndale.ca/seminary/study/drr](http://www.tyndale.ca/seminary/study/drr).

## Program Changes

Students are accepted into the program indicated on their acceptance letter. Students deciding to change program, major or concentration must apply through the Office of the Registrar, using the form designated for this purpose. Upon receipt of the application for a program change, the Registrar will review it and come to a decision.

The Academic Planning Committee reserves the rights to request or require a student to change to the diploma program, another degree program or another major. An appeal may be made following the Appeals Policy or the Academic Appeals Policy.

## Repeating Courses

1. Only the higher earned grade in any repeated courses will count in the computation of the grade point average.
2. Earned credit hours in repeated courses will only count once.
3. The repeated course must be completed in its entirety.

## Transcripts

Students requiring Tyndale transcripts should submit a Transcript Request form to the Office of the Registrar and pay posted fees.

## Transfer Credits on Admission

Students who have completed graduate course work at another accredited institution and wish to transfer to Tyndale Seminary may be eligible to receive credit to a maximum of one half of the program requirements, provided the following criteria are met:

1. Minimum cumulative Grade Point Average (GPA) of 2.0 (C).
2. Courses are completed with a Grade Point Average of 2.0 (C) or higher.
3. Subjects parallel requirements of the curriculum at the Seminary.

## Transfer Credit on a Letter of Permission (LOP)

A current Tyndale student who wishes to take a course at another accredited institution for transfer credit toward their program must obtain a Letter of Permission (LOP) from the Registrar prior to registering with the other institution. Courses completed elsewhere without a LOP may be ineligible for transfer credit.

1. To request a LOP, an application for a Letter of Permission must be submitted to the Registrar, along with the course outline from the other institution.
2. Courses selected to replace Tyndale program requirements must be equivalent in content and academic requirements.
3. Fees for courses taken at other institutions are payable directly to the institution involved.
4. At the end of the course, it is the student's responsibility to ensure that an official transcript of the course grade be sent to the Registrar at Tyndale.
5. The maximum number of courses that may be taken on a LOP are as follows: five courses in Master of Divinity; four courses in Master of Theological Studies; two courses in Master of Theology and Graduate Diplomas. Students granted transfer credit upon admission may be ineligible for additional transfer credits through an LOP.
6. LOPs are not issued in cases where the course in question is currently offered at Tyndale.

## Waitlist Policy

1. Course enrollment may be limited due to the instructional design of the course or the size of the classroom.
2. Students attempting to register for a course that is full will be placed on the waiting list.
3. All waiting lists are compiled and implemented on a first-come, first-served basis. Students seeking to audit a course may be added to the waiting list, but will have second priority after credit students.
4. The Registrar reserves the right to withdraw a student who is auditing a course up until the end of the second week of classes in order to give the place to a student wishing to take it for credit. In this case, the student withdrawn by the Registrar would receive a 100% refund.
5. If an opening occurs, the first student on the waiting list will be placed in the course.
6. No student will be offered a vacant place unless he/she is on the waiting list.
7. By action of the Registrar, a student may be placed in a course without regard to the order of the waiting list or the limit. Such matters as degree requirements and immediacy of graduation would be considered in these cases.
8. Instructors may not grant permission to particular students to register for their course outside of the waitlist process.
9. Instructors may not allow students to attend a course without being registered either for credit or as an auditor.

## Classroom Expectations and Guidelines

### Accommodations for Students with Disabilities

1. Students with documented physical and/or learning disabilities may be allowed special accommodations (extra time and/or an alternate location) for the writing of tests and final



examinations. In some cases, special arrangements may also be made with respect to other assignments. Special accommodations for students with disabilities shall be given at the discretion of faculty members, the instructors, the Dean of Student Formation and the Registrar. Such accommodations shall not unreasonably be denied.

2. In all cases, a student with a disability who desires special accommodations must inform the Dean of Student Formation and must provide documentation from a doctor, psychologist or other relevant health care professional. This should be done as soon as possible after the student has been accepted to the Seminary and no later than the end of the second week of classes. By the end of the second week of each subsequent semester, the student must inform the Dean of Student Formation that he or she desires the special accommodations to continue. If the student does not communicate with the Dean of Student Formation within the stipulated time frame, accommodations cannot be guaranteed.
3. Once the Dean of Student Formation has been notified, he or she will advise each of the student's professors of the accommodations that the student may require. For tests and assignments, the student must then make specific arrangements with his or her professors well in advance of assignment due dates and test dates. Arrangements for final examinations will be made by the Office of the Registrar. The student must submit an Exam Reschedule Form (to the Office of the Registrar) to specify the special arrangements to write the exam by the deadline stated on the Exam Reschedule Form.

## **Attendance Policy**

1. Three or more unexcused absences from a semester-based course, or one day or more from an intensive course, will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
2. Attendance in fully online courses is demonstrated through regular log-ins and up-to-date participation in discussion forums.
3. As a matter of basic courtesy, Tyndale students need to make a serious commitment to arriving to class on time and returning from class breaks on time.
4. If a student knows in advance that he/she will miss a class, the student should notify the professor prior to that class.
5. To be present in the classroom, students must register for their courses for credit or audit.

## **Evaluation of Course Work**

Each course offered at Tyndale Seminary includes a course syllabus that the instructor reviews with students on the first day of the course. The syllabus remains posted online for students to refer to throughout the course. The course syllabus contains details including a course description, learning outcomes, course requirements and course assignments and grading. A course syllabus will also include information pertaining to the instructor's expectations and guidelines for the submission of work, providing clear instructions of what is expected of a student and the basis for evaluation.

## Examinations

### Mid-Term Examinations

Faculty members will assign the times for examinations and quizzes throughout the semester. Mid-term examinations are to be taken when scheduled. Students who are unable to take such an examination due to illness or emergency must notify the instructor in advance. The instructor will determine rescheduling arrangements.

### Final Examinations

Final examinations will be held during the times stated in the calendar. The Registrar will determine the time and place of these examinations. Final examinations are normally three hours in length.

### Examination Conflicts

An exam conflict is defined as “two exams at the same time or three exams on the same day.” These are the only criteria for changing a scheduled exam. If there are unusual circumstances, scheduling arrangements within the regular exam period may be considered and approved only by the Office of the Registrar.

If a student has a legitimate exam conflict, he or she must submit an Exam Reschedule Request Form to the Office of the Registrar by the deadline stated on the Exam Reschedule Form. Forms are available at [www.tyndale.ca/registrar](http://www.tyndale.ca/registrar). Students will not be able to set their own reschedule date and time, but must accept a rescheduled time from the Office of the Registrar. Please note that early vacation, work schedule and personal plans do not qualify as legitimate exam conflicts. Students are expected to arrange personal plans around the exam schedule.

## Gender-Inclusive Language Policy in Written Assignments

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are or could be perceived as exclusive or pejorative. Resources and guidelines for gender-inclusive and nondiscriminatory language are available from the Writing Centre.

## 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. Students who have not completed course requirements by the end of the semester (or Registrar-approved extension date) will be assigned a grade of “F.”

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, available at [www.tyndale.ca/registrar](http://www.tyndale.ca/registrar). 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 or malfunctions are all 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.

## Recordings of Classes

Permission must be requested from the professor to record a lecture. Where permission is granted, students are expected to supply their own equipment. If a student is not able to attend a lecture and would like to have it recorded, it is the responsibility of the student to obtain the professor’s permission and find another student to record the lecture.

## Syllabi

Course syllabi for most courses may be accessed at [www.tyndale.ca/seminary/syllabi](http://www.tyndale.ca/seminary/syllabi).

## Academic Standing and Grades

### Academic Grading System

#### LETTER GRADES (AFFECTING GRADE POINT AVERAGE)

Letter Grade	Grade Points	Description	Definition
A+ (90-100%)	4.0	<i>Excellent</i> (exceeds expected standards in all respects)	Student displays a comprehensive knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and originality and independence in applying the material and principles. The work provides evidence of a significant awareness of and ability to interact with related scholarly literature that goes beyond the requirements of the course. The work exhibits few or no mechanical and stylistic errors. The work demonstrates proficiency in matters of grammar, spelling and sentence and paragraph structure. The student demonstrates an unusual flexibility or inventiveness with words or structure that results in a striking individual style, which is clear and lively in presentation without detracting from the academic nature of the work.
A (85-89%)	4.0		
A- (80-84%)	3.7		

B+ (77-79%)	3.3	<i>Good</i> (exceeds expected standards in many respects)	Work indicates a thorough grasp of the goals for this assignment within the context of the course. The work exhibits few mechanical and stylistic errors and demonstrates a reasonable organization and development of ideas. Ideas are clearly and logically expressed and are well supported by an obvious awareness of the relevant literature, with appropriate documentation of all sources.
B (73-76%)	3.0		
B- (70-72%)	2.7		
C+ (67-69%)	2.3	<i>Satisfactory</i> (meets expected standards)	Work displays a sufficient and basic understanding of the principles and materials treated in the course. However, the expression of that understanding is impeded by any of the following: lack of conceptual organization, lack of development and flow of ideas, inadequate use of and interaction with relevant scholarly literature, inadequate documentation of sources, significant inaccuracies and errors regarding grammar and spelling and significant mechanical and stylistic errors. Performance at this level meets graduation requirements.
C (63-66%)	2.0		
C- (60-62%)	1.7		
D+ (57-59%)	1.3	<i>Poor</i> (below expected standards)	Work reveals a lack of understanding or serious misunderstanding of the principles and materials treated in the course. The work lacks a clearly defined thesis and/or fails to support the thesis with appropriate research. The development and flow of ideas throughout the paper are significantly below standard. Sources are not cited appropriately and the work relies mainly on summaries and paraphrases of other people's work. The work contains poor sentence structure and punctuation and generally suffers from a lack of attention to matters of grammar and style. The work is inappropriately shorter or longer than the required length. While a grade of "D" is not a failure in a particular course (i.e., the professor does not see the need for the student to repeat the course), consistent work at this level would prohibit the student from graduating.
D (53-56%)	1.0		
D- (50-52%)	0.7		
F (0-49%)	0.0	<i>Failure</i>	Student displays inadequate or fragmentary knowledge of the principles and materials treated in the course. The student may have failed to complete the course requirements. The work may contain plagiarized materials.

## OTHER GRADES (NOT AFFECTING GRADE POINT AVERAGE)

AG	Aegrotat Standing
AU	Audit – non-credit
CR	Credit Received
I	Incomplete – extension granted by the Registrar
IP	In Progress
NC	No Credit Received
P	Pass
W	Withdrawal

### Incomplete Grade

A temporary grade of incomplete (“I”) may be granted by the Registrar (in consultation with the Dean of Students) in cases such as death in the family or medical emergency. Needing more time is not a criterion for an “incomplete.” Once an “incomplete” is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A student who receives an “I” must complete the work by the extended deadline. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

## Policies and Procedures

### Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all their assignments. Academic dishonesty is a serious matter.

Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism, the literary version of stealing.

The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another person’s words and the use of an opinion with no reference to the source.

Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one’s own name that is largely the result of another person’s efforts, aiding another’s dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc.

The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded paper, on a project common to two courses of study, to be acceptable.

## Consequences of Academic Dishonesty

If a student is suspected of academic dishonesty, the following steps will be taken:

1. The professor will meet with the student to discuss the situation and consult with the Senior Vice President Academic (SVPA) or designate. The Dean of Student Formation may be informed.
2. If deliberate dishonesty has been established, a mark of zero will be given for the assignment or the exam. Other instances of academic dishonesty will be dealt with on an individual basis.
3. When a penalty for academic dishonesty has been imposed, the student will be referred to the Dean of Student Formation for follow-up. The Office of the Registrar will be informed that a penalty for academic dishonesty has been imposed and a notation will be made in the student's file.
4. If a second instance of academic dishonesty occurs, the student faces expulsion. The matter will be brought before the Academic Planning Committee for adjudication.
5. An appeal may be made by following the Academic Appeals procedure.

## Academic Probation and Suspension

Academic probation provides a mechanism whereby students who may be struggling with their course work can be identified and monitored with appropriate counsel in the following semesters. The following guidelines provide the basis for dealing with academic probation:

### Probationary Status – On Admission

Probationary status may be assigned on admission to students whom the Admissions Committee deems in need of academic support and monitoring. Any student admitted with less than the required grade point average in their previous degree (C+ or 2.3) will automatically placed on probation. Students entering on “special admission” status will automatically be placed on probation.

### Probationary Status – Current Students

1. The Registrar automatically assigns academic probation to students whose cumulative Grade Point Average (GPA) falls below 2.0 (C), or who have more than one failed course, after the completion of one full semester (four courses).
2. The Registrar will inform such students in writing that they are being placed on academic probation and will also notify the Senior Vice President Academic and Dean of Student Formation.
3. Students on academic probation will not normally be allowed to undertake more than three courses in the next semester and must maintain a “C” average with no failures.

### Removal of Probationary Status

1. Probationary status is reviewed at the end of each semester once final grades are received.
2. Academic probation may be removed after the equivalent of one full semester (4 courses) with at least a “C” average (2.0) and with no failing grades.
3. Students who fail to meet the criteria for the removal of probation after two consecutive semesters will have their status reviewed by the Academic Dean or designate. Possible consequences include denial of permission to register for further courses.

## Academic Suspension

1. Students whose semester Grade Point Average (GPA) falls below 1.0 (D) will not be allowed to take courses for one year, after which they may apply for readmission to the school.
2. This application process will include a letter from the student outlining reasons why the student thinks he/she should be allowed to return, two letters of reference and a personal interview with the Dean of Student Formation.
3. Credit for courses taken elsewhere during this period of academic suspension will not be applied to the student's studies at the Seminary.
4. The Registrar will notify all students of their status and relevant procedures.

## Appeals

### General Academic Appeals

A student may submit a written request to the Academic Planning Committee (APC) on issues of an academic nature. To do so, the student must submit a written request for a review of the issue(s) to the Chair of the APC and include copies of any prior correspondence with Seminary personnel. Upon receiving an unfavourable decision from the APC, a student may appeal to the Academic Dean on matters of process only.

### Admission Appeals

An applicant who has been denied admission to Tyndale Seminary may appeal to the Admission Appeals Committee in writing. The committee's decision is final. Upon receiving an unfavourable decision from the committee, the applicant may appeal to the Academic Dean on matters of process only.

### Appealing a Grade on an Assignment

A student may informally contest a grade for an assignment by discussing it with the professor within 14 days of receiving the grade. If this does not bring about satisfactory resolution, the student may bring the matter to the attention of the department head, who will then discuss it with the professor. The department head may choose to have the assignment marked by another faculty member. If the department head is the professor in question, the student will discuss the matter with the Senior Vice President Academic (SVPA). The decision of the SVPA will be final.

### Appealing a Final Grade in a Course

A student may informally contest a grade by discussing it with the professor upon receipt of the grade. If this does not bring about satisfactory resolution, a student may formally contest a final grade within 14 days from the date the grade was posted. The procedure is:

1. The student will submit to the professor, in writing, the reasons for his/her contesting the grade.
2. The professor will respond in writing to the student within 10 days.
3. If this does not bring about satisfactory resolution, the student may take his/her grievance to the Academic Planning Committee (APC), who will rule on the matter. To do this, the student must submit a written request for a review of the issue(s) to the Chair of

the committee and include a copy of the student's statement to the professor and the professor's response.

4. If a student feels that he or she can demonstrate a grade discrepancy of at least one letter grade, he or she may appeal to the APC.

## Graduation Requirements

**Christian Character** – Candidates for graduation must show evidence of mature Christian character and spiritual development. See Student Handbook for details.

**Academic** – Graduating students are required to have a passing grade in all subjects as prescribed in their program and have a cumulative grade point average of at least 2.00. A cumulative Grade Point Average (GPA) of 2.7 is required to graduate in the Doctor of Ministry program.

**Notification** – Students must complete an Intention to Graduate form by the published deadline in order to graduate at the spring or fall convocation service. No additions to the list of graduating students will be made after the deadline.

**Graduation Attendance** – Graduating students are expected to attend. Those graduating students who are unable to attend are required to inform the Office of the Registrar. Diplomas will be available for pickup the week following graduation from the Office of the Registrar for those unable to attend.

**Exit Interviews** – Feedback from graduating students is vital to the Seminary's annual evaluation process. Students are expected to meet with their major/program coordinator for an exit interview and complete the Graduating Student Questionnaire.

**Outstanding Fees** – Graduating students are required to ensure that all outstanding tuition fees and library fines are paid in full and all library books are returned.

## Intellectual Property Policy

The objectives of this Intellectual Property (IP) Policy are:

- a. To encourage any member of Tyndale University College & Seminary who may have created or discovered IP to share that property with the public in a manner that is beneficial to the member and to the mission of Tyndale;
- b. To determine the ownership of IP created by members of Tyndale;
- c. To clearly outline the obligation for costs in the development of IP and the division of revenues derived from such IP; and
- d. To provide for the rights and obligations of Tyndale and its members in relation to IP.

The meaning of the following terms pertains specifically to this Policy:

**Author** means any member of Tyndale's faculty staff or administration and any student of Tyndale (student) who creates, writes or discovers any IP.

**Commercialize** means to make a work available outside of the institution on a for-profit basis, but does not include publication or distribution of books by faculty members.

**Copyright** has the meaning prescribed by the Copyright Act.



*Copyright Act* means the Canadian Copyright Act (R.S.C. 1985, c. C-42), as amended, or any related succeeding legislation.

Intellectual Property includes:

(A) any and all proprietary rights provided under:

(i) patent law; (ii) copyright law; (iii) trademark law; (iv) design patent or industrial law; or (v) any other statutory provision or common law principle applicable to the Policy or the IP that may provide a right in: (a) ideas, designs, formulae, algorithms, concepts, processes, materials, trade secrets, discoveries, inventions; or (b) the expression or use of such ideas, formulae, algorithms, concepts, processes, materials, trade secrets, discoveries, inventions or know-how; and (B) any and all applications, registrations, licenses, sub-licenses, franchises, agreements or any other evidence of a right in any of the foregoing; and (C) all other products of research and scholarship where any of the foregoing are created, whether by discovery, invention or otherwise by an Author.

The responsibility for the administering of this policy lies with the Senior Vice President Academic (SVPA). The SVPA may find it necessary to form an IP Committee to oversee the implementation of the Policy.

The IP Committee shall establish its own rules of procedure. Such rules will provide that the IP Committee acts in accordance with the rules of natural justice when executing decisions.

The duties of the IP Committee shall include:

1. The recommendation to the Board of Governors of any revisions required to this or any other Tyndale policy relating to IP;
2. The resolution of issues of disputed discovery among two or more Authors of the same IP or the division of income between Authors;
3. The resolution of any other issues relating to the commercialization of IP at and outside Tyndale; and
4. The recommendation to the SVA of the manner in which income earned by Tyndale from IP should be allocated.

All Tyndale Authors are subject to the Policy.

1. The Author shall be the owner of all newly created, written or discovered IP. The benefits that may accrue to the Author may be limited only by the terms of the external contracts and licensing agreements.
2. Tyndale shall make no claim to the proceeds of publication for which it has provided no more than normal academic facilities. Whenever a publication subsidy is made, Tyndale shall stipulate at the time it offers the subsidy if it wishes to negotiate a claim to royalties that may accrue from the publication thus supported; and if it does not, it shall be deemed to have waived any claim to royalties or other income.
3. Certain agreements (such as grants, sponsorships, research and affiliation agreements) have been or will be entered into by Tyndale with third parties. Such agreements may contain provisions whereby IP is transferred, assigned, licensed or otherwise disposed of to such third parties. The provisions of such agreements shall supersede the Policy.
4. Faculty members may be requested by Tyndale to develop Distance Education courses (and other forms of non-traditional learning). At such time, the faculty member will be contracted for this work. The provisions of such agreements shall supersede this Policy.

5. There may be situations in which the outcome of academic research may have significant commercial value or that Tyndale has supported that research to an unusual extent. In such cases, the IP Committee shall be consulted in terms of the ownership of the IP.
6. Tyndale maintains the right to utilize syllabi prepared by faculty in the normal course of their teaching for consultative purposes in the ongoing development and refinement of courses. In such cases, the Authors agree to waive all moral rights that he or she may have, in favour of Tyndale.

## Shared Credit between Two Degrees

1. A student may not be in two academic programs at the same time.
2. A student who completes a Graduate Diploma may count all 9 courses toward a subsequent Master of Divinity or Master of Theological Studies.
3. A student who completes the Master of Divinity or Master of Theological Studies may use 4 of the 9 courses toward a subsequent Graduate Diploma.
4. A student who completes Master of Theological Studies may use 9 of the 18 courses toward a subsequent Master of Divinity.
5. A student who completes an Master of Divinity may use 9 of the 27 courses toward a subsequent Master of Theological Studies.
6. Earning both an Master of Theological Studies and an Master of Divinity requires a minimum of 36 courses.
7. Once an Master of Theological Studies is awarded, a student may not “surrender” that degree.

## Withdrawal Policy

A student who chooses to withdraw from Tyndale University College & Seminary must fill out the Withdrawal Notification Form. Tuition refund is based upon the date the completed withdrawal form is submitted to the Registrar. For students withdrawing after the last day to drop a course without a transcript record, but before the last day to drop a course, the grade of “W” will be recorded on the transcript. Students who withdraw after the last day to drop a course will normally receive the grade reflective of the evaluated work up to the time of withdrawal. Any student who withdraws from the Seminary without completing the official withdrawal procedure will have a grade of “F” recorded for all courses in which he or she was enrolled. Appeals will be reviewed as appropriate and must be submitted in writing to the Registrar.

Up until the end of the drop/add period, registration changes may be made online or in person. After the end of the drop/add period, courses may be dropped until the final date for dropping courses (published in the Academic Calendar). After the end of the drop/add period, tuition is refunded according to the published refund schedule. There is no refund for the administrative fee. See the Fees and Expenses section for more information.

# Directory

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*Tyndale University College & Seminary*  
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*President, Chief Executive Officer, and Vice Chancellor (2010)*  
BEd, University of British Columbia, 1976; MDiv, Fuller Theological Seminary, 1980; DMin, Fuller Theological Seminary, 1987

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BA, McMaster University, 1974; BSW, McMaster University, 1974; MSW, Wilfrid Laurier University, 1977; PhD, University of Toronto, 2003

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*Senior Vice President Finance and Chief Operating Officer (2007)*  
BComm (Honours), University of Manitoba, 1977; CA, 1981; Chartered Business Valuator, 1985

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BA Kingswood University, 1979; MDiv, Asbury Theological Seminary, 1986; PhD, SUNY, University at Buffalo, 2002

## ADMISSIONS AND ENROLLMENT

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*Registrar (1999)*  
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BRS, Ontario Bible College, 1993; MTS, Tyndale Seminary, 1999; MBA, University of Leicester, 2008

## FINANCE AND OPERATIONS

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BA, Moody Bible Institute, 2000

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*Director, Marketing & Communications (2009)*  
BComm, Dalhousie University, 1992; MHA, University of Geneva, 2004

**YOUNAN E. YOUNAN**  
*Director, Information Technology (2011)*  
BSc, Zagazig University, 1988; MBA, Cyprus International Institute of Management, 2007; Project Management Professional, 2010

## LIBRARY

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BTh, Central Baptist Seminary, Toronto, 1982; BA (Honours), University of Waterloo, 1985; MLS, University of Toronto, 1987; MTS, Tyndale Seminary, 2011

## STUDENT LIFE

### JOAN DEVRIES

*Dean of Chapel and Student Formation (2012)*  
BA, Dordt College, 1981; MDiv, Calvin Theological Seminary, 2001; PhD Cand., McMaster Divinity College

### SHEILA STEVENS

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BSM, BRE, Tyndale University College & Seminary, 1982; MTS, MDiv, Tyndale University College & Seminary, 1989, 1996; RMFT, AAMFT Clinical Member & Approved Supervisor; CAPPE Specialist & Associate Supervisor in Pastoral Counselling

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### PETER DICKENS

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MTS, Tyndale Seminary, 2002; PhD, Antioch University, 2012

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BA, University of Toronto, 1979; MEd, OISE, University of Toronto, 1989; PhD, University of Toronto, 1997