TYNDALE
Seminary

An Introduction to the DOCTOR OF MINISTRY Program

DMin Prospectus
2012-2013

Contents

THE DOCTOR OF MINISTRY PROGRAM 3

Aims of the Program 3
Accreditation 3
The Nature of a Professional Degree 4

ADMISSION INFORMATION AND PROCEDURES 4

Admission Requirements 5
Decisions of the Admissions Committee 6
Withdrawal and Readmission 7

FINANCIAL CONSIDERATIONS 8

Program Costs 8
Financial Aid 9

CURRICULUM 10

The Basic Design 10
Workload 11
The Four Strands 11
Course Sequence 16
Course Descriptions 16

TEACHING AND SUPPORT TEAM 19

ABOUT TYNDALE UNIVERSITY COLLEGE AND SEMINARY 20

Statement of Faith 21
Statement of Community Standards 22

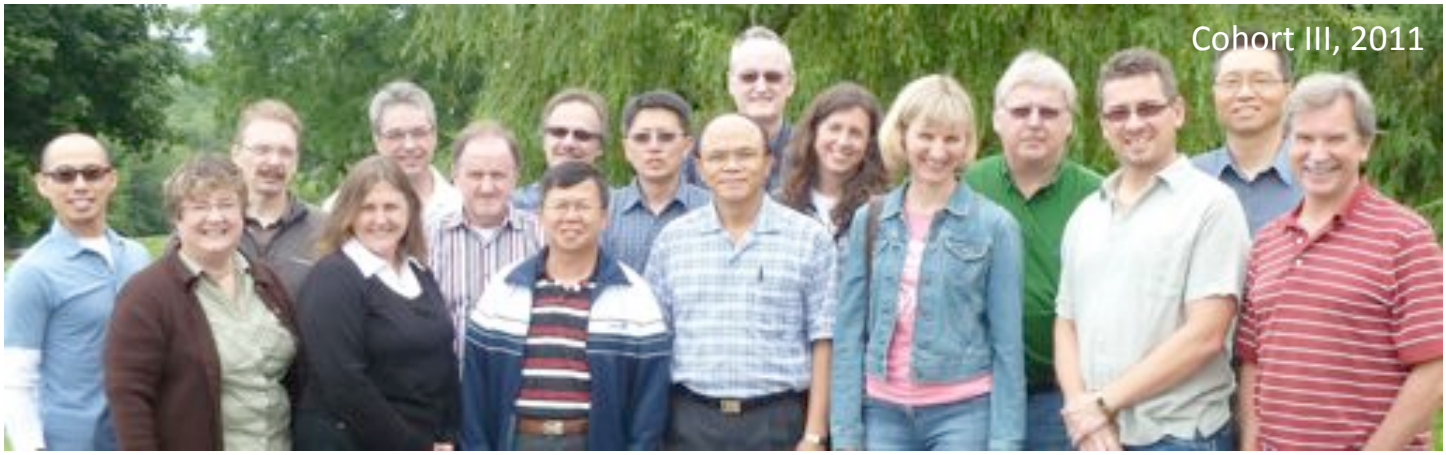
HOW TO CONTACT US 24

Front Cover: Delta Learning-Work Group, Cohort I, 2009

The Doctor of Ministry Program

The vibrancy of the church in Canada and the world depends on leaders and pastors who are growing and mature. This professional doctorate is designed to facilitate that growth and further equip Christian leaders to guide their organizations and congregations into new levels of mission and maturity.

The Doctor of Ministry (DMin) is the highest earned degree for the ministry profession. It is intended to advance understanding of the nature, purposes, and practice of ministry, to enhance



leadership and ministerial competencies in analysis, planning, implementation, and theological reflection, and to encourage continued growth in spiritual maturity. Exploring and developing leadership, including organizational leadership and leadership within particular ministries, is the integrating focus of the program.

The DMin is the appropriate degree for those who desire to deepen and broaden their ministry and their ability to lead and who are qualified for the program. Qualified applicants will have a Master of Divinity or equivalent, at least three years of ministry experience, and be engaged in a significant, recognized ministry with a scope for leadership initiative.

The 3-year part-time program includes a two-week residency each May or June, a one-week residency each January, ongoing on-line collaboration and resourcing, and a project/thesis. The cohort model facilitates significant networking, support, and mutual learning.

Aims of the Program

The program seeks to provide candidates with an academic and professional milieu in which to

1. research, analyze, and exegete the current landscape of their ministry context;
2. study, propose and deliver new models for effective and theologically reflective engagement of the context with the Gospel;
3. grow spiritually and become more fully the leader required for this end.

Accreditation

Tyndale University College and Seminary is permitted by law to grant the Doctor of Ministry degree (Ontario Legislature, Bill PR21, 2003). The Commission on Accrediting of the Association of Theological Schools (ATS), the primary accrediting body for seminaries in North America, has

approved Tyndale to offer the Doctor of Ministry (DMin) degree. Tyndale participates in periodic reviews by the accrediting body as part of the process of maintaining the accreditation of its degrees.

The Nature of a Professional Degree

There are generally two kinds of doctorates: professional and research (or "academic"). Professional degrees are designed to enhance the professional's practice. The centerpiece is usually a project that is problem/opportunity-based and intervention-oriented. The thesis is written about this action research. The degree usually requires that a person be currently engaged in their profession, the context of which serves as a laboratory for their professional development, research, and project. Professional degrees generally take a minimum of three years of part-time study concurrent with professional work, with the project, thesis, or internship often taking another year. Examples of professional degrees are PsyD (Psychology), DSW (Social Work), DC (Chiropractic), DPT (Physical Therapy), JD (Juris/Law), ND (Naturopathic Medicine, PharmD (Pharmacy), etc.

Research degrees, including the PhD, JCD (Canon Law), EngD (Engineering), ThD (Theology), JSD (Juridical Science), and DSc (Science), are designed to develop theoretical knowledge. In most fields, a research degree is expected for those going into research or the academy. Dissertations are typically based on experiments or observations intended to contribute to the building of theory in the discipline. Current involvement in a profession is seldom a requirement. In Canada, the United States, and some other countries, course work and examinations typically take two years of full-time study with dissertation research and writing another full year.

The Doctor of Ministry is a professional degree. While in some cases it will be considered sufficient for teaching in Christian higher education in the field of practical theology or ministry, it's primary objective to provide stimulus and support for personal and professional growth leading to enhanced leadership in churches, schools, and faith-based organizations.

Admission Information and Procedures

The nature and purpose of the DMin requires certain requirements be met before entrance into the program. These qualifications increase the likelihood of successful engagement with and completion of the program. Since this is a cohort-based program with limited enrolment, meeting the minimal qualifications does not ensure acceptance into the program. The Admissions Committee meets to consider applications completed (i.e., all documents received and interview concluded) by April 1, August 1, or November 1 for starting in the following year. This is a competitive admission with limited intake, and the cohort for any given year may fill at any time. Receipt of an application does not imply acceptance of the Applicant by the Institution; the committee considers each applicant's apparent readiness and suitability for the program.

Admission Requirements

The following are some of the criteria used for admission to Tyndale's DMin.

Education

- Master of Divinity degree from an ATS accredited institution with a minimum B average (3.0 GPA).
- Or an MDiv equivalency. Applicants without an MDiv, but with another master's degree, are welcome to inquire about admission. Transcripts will be assessed on an individual basis to evaluate MDiv educational equivalency. Equivalency means similarity in number and kind of courses taken in an MDiv program. If needed, a customized preparatory study path will be formulated to enable the applicant to address any deficiencies and meet requirements. All academic requirements must be met before beginning DMin studies.

Ministry Experience

- Three full years of ministry experience post theological degree. Persons without this complement of experience may, in some cases, be able to satisfy the requirement with special arrangements; Tyndale is limited in the number of persons it may admit under such conditions.
- Current involvement in a substantive, recognized ministry with accountability and scope for leadership initiatives.

Application

- Your application, fee, and all supporting materials must be sent directly to Tyndale Admissions at 25 Ballyconnor Court, Toronto, ON M2M 4B3, Canada.
- **Fee**: $50: North American non-refundable application fee; $150: Non-North American non-refundable application fee.
- **Application form:** Complete the paper or web-based application form including an indication that you are aware of the Statement of Faith and Community Standards of Tyndale Seminary. The form is available from Tyndale's Admission office or online through a link on the DMin website (http://www.tyndale.ca/seminary/dmin)
- **Résumé / Curriculum Vitae**: Submit an updated resume including details of your educational, ministerial and employment experience.
- **Written Personal Statement** (5-7 double spaced pages): Outline key milestones in your spiritual and vocational journey, a description of your current ministry context, your reasons for applying to this program including specific ways in which you hope to grow and develop as a leader, your goals and visions for the future, your research interests or key ministry questions you are interested in exploring, and some of your recent professional reading and ongoing professional development.

- **Official transcripts** for all post-secondary education sent directly from each of the institutions that you have attended. If you are unable to obtain your transcripts, please contact the Admissions Office.
- **One academic reference** from a professor or someone with academic status who can attest to your academic capacities to undertake Doctor of Ministry Studies.
- **One character reference** attesting to your personal and professional suitability for this program.
- **A letter of support/endorsement** from an official representative of your congregation or organization affirming support of your Doctor of Ministry work including the organization's willingness for you to be engaged in a project or assignments that may implicate your ministry.

- **An interview** with the Director of the Doctor of Ministry program. You may make an appointment through the Program Assistant. See back page for contact information.
- **English Language Proficiency**: Applicants whose first language is not English and who have not studied for three years in an English speaking secondary or postsecondary institution (where English is the language of instruction and examinations are completed in English) must submit proof of English language proficiency by completing the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE). Go to www.toefl.org for further information about these tests. An interview or a Language Writing and Diagnostic Test administered by Tyndale may also be required at the discretion of the Admissions Committee. Tyndale's TOEFL institutional code is 0532. Minimum TOEFL scores: Internet-based Test (TOEFL iBT) 100; Paper-based Test (TOEFL PBT) 600; Computer-based TOEFL Test 250; Test of Written English (TWE) 5.0.
- **International students** require a student visa and must have proof of medical insurance coverage; adequate travel medical insurance is acceptable.
- **Medical Form & Travel Insurance: I**nternational applicants must complete a medical form. This form is available at http://www.tyndale.ca/student-life/residence/medical-form and does not need to be completed by your physician. International students must also show proof of travel insurance when enrolling for courses.
- **Fitness for study**. We are dependent upon the initiative and integrity of the individual to assure us at the time of admission to the community they are physically and emotionally fit to fulfill their responsibilities. We recognize that physical and emotional conditions may change and policies are in place to assist in the equitable dealing with such changes. Major changes in an applicant's personal or professional situation that occur prior to the application review date must be reported to the admissions counselor or the DMin director.

Decisions of the Admissions Committee

The DMin Admissions Committee meets three times a year (April 1, August 1, November 1) to assess completed applications and offer admission to persons deemed qualified, ready, and appropriate for the program and cohort. This program is limited to an enrolment of 25 and some

qualified applicants may not be offered a place in the upcoming cohort. Past cohorts have ranged from 18 to 25 admissions.

The committee will consider only completed applications. The committee takes into account both stated admission standards and matters for discernment such as perceived fit of the applicant with the program and cohort and the benefit of the program to the applicant. The admissions counsellor in concert with the program director will communicate the decisions to the applicants normally within one month of the date for review. Committee decisions shall be final and reasons for non-acceptance are normally not given; an applicant may appeal to the Provost on matters of process only. Applicants who are not offered a place in the program may re-apply (including the regular application fee) and ask advice of the admissions counsellor or program director.

Withdrawal and Readmission

Because of the cohort design of this DMin program, there are many implications to not staying in the cohort and of rejoining a new one. A candidate who wishes to re-enter the program after voluntary withdrawal, course failure, suspension, or inability to pay tuition must complete a special re-entry application including a personal statement, an updated ministry endorsement, official transcripts from any post-secondary institution(s) attended since withdrawal, an updated project proposal, an interview with the director of the program, and a $200 reactivation fee. The Admissions Committee will decide on applications for re-admission at its regular admission intakes (Apr. 1, Aug. 1, Nov. 1).

Readmission is not automatic and is dependent on such factors as the number in the current cohort and the satisfactory addressing of issues that prompted the original withdrawal. Re-entering students may need to start at a point in the program prior to that when they

Cohort II, 2010

withdrew (including additional tuition). A project proposal will need to be resubmitted and new arrangements made with a project advisor. Tuition will be at the rate current at the time of re-admission. Students who have been absent from the Seminary for 5 years or more must complete a full application and re-apply to the admissions committee.

Financial Considerations

Tyndale University College & Seminary is an independent, not-for-profit, trans-denominational university that reviews its fee structure each year. Its independent status means that it does not receive denominational support or government funding. The cost of education is therefore subsidized by other income including substantial donations from the Christian community.

Program Costs

Some of the following costs may change according to circumstances or school decisions.

Tuition Deposit

All new students must submit a $500 deposit by the requested date stated in their offer of admission letter. The deposit is non-refundable and will be credited towards their tuition fees.

Tuition

Tuition is currently set at $18,540 for three years. Tuition fees are subject to change. However changes in tuition will not apply to students already in the program.

Additional Costs

Tuition includes library and student life fees. It does not include books (approximately $1000), meals, lodging, leadership coaching (optional), project costs (if any), or graduation. Paid parking (with varying duration from hourly to yearly) is available on campus.

Lodging and Meals

Tyndale will provide a limited number of rooms for candidates during the May/June residency; it is unlikely that Tyndale will be able to provide any lodging during the January residency. A list of hotels and motels is available through the DMin office.

Payment Plan and Options

The full amount for the year can be paid on May 1. An installment plan is also available. The first payment on May 1 is 1/3 of total payable, the second payment on September 1 is 1/3 of the total payable, and the third payment on January 1 is 1/3 of the total payable plus the $50 installment fee and less the $500 tuition deposit in the first year. Post-dated payments for the second and third payment should be submitted along with the first payment. All other payment plans must be approved by the Business Office. Cash, Interac, money order, cheque, Visa and MasterCard are acceptable forms of payment. All credit card payments are subject to a 2% surcharge. If a student has more than two NSF payments, full payment may be required and a payment plan will not be applicable. Students awaiting OSAP, grants, gifts, bursaries or scholarships must arrange personal, interim financing until these funds are available. Interest will be charged at the end of each month when there is an outstanding amount.

Outstanding Accounts

A monthly interest charge of 12% p.a. will be automatically charged on all outstanding accounts including fees deferred for government assistance. 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 tuition tax receipt will be withheld until full payment is received on outstanding accounts, including library fines.

Tuition Refund Policy

If withdrawal from the program should become necessary, there will be a prorated refund spread over the first 35 weeks with residencies being valued at $500/week.

Financial Aid

Unless specifically noted as available to DMin candidates, there are no awards, bursaries, or scholarships through Tyndale University College & Seminary available for Doctor of Ministry candidates. Applicants and candidates are encouraged to seek support from their current ministry since they will remain invested there while being developed as a leader in this program.

Forgivable Loan Program

Tyndale University College & Seminary offers an opportunity for your friends to participate in your educational and spiritual growth. The Forgivable Loan Program permits qualified students to raise funds to pay for part or all of their tuition and living expenses. To qualify for the program, students must demonstrate financial need. People who contribute to this program will receive a charitable tax receipt for the full amount of their donation for income tax purposes.

Dr. Nell Maxwell Award

One award of $2,000 each year to be awarded to a female student entering into first year of the Doctor of Ministry program at Tyndale Seminary who best demonstrates ability to serve in leadership in ministry in Canada or the world.

Ontario Student Assistance Program OSAP

Consult with the Financial Aid office to see if you qualify for Ontario Student Assistance.

Curriculum

Tyndale's DMin focuses on leadership with four ongoing foci or strands: formation of the leader, applied or action research, ministry planning, and ministry implementation. The program is an integrated whole, but is divided up into 12 courses for administrative purposes. These courses are only available to those in a DMin cohort. They must be taken in the sequence outlined in the course program. The sequence or content of the courses are subject to modification after institutional approval.

The Basic Design

Tyndale's DMin is designed to be completed in 3 years while continuing in ministry. It includes 9 weeks of residency in 1- and 2-week blocks in the same calendar weeks each year. The cohort model encourages collaboration and completion of the program. Research and collaborative learning continues throughout the year, supported by an interactive website and by strong library resources.

The program focuses on leadership in ministry with four major strands: formation of the leader, ministry strategy, ministry implementation, all grounded by an applied research project that is engaged in throughout the program culminating in a written thesis and oral report (see "Curriculum: Four Strands").

A program director and assistant with a team of qualified and experienced teachers and advisors lead the program. Adult learning and leadership formation principles inform the pedagogy. The formational approach involves leadership assessments, project advisors and consultants, peer learning groups, daily community worship in residencies, class sessions that are informative, experiential, interactive and reflective, web-supported interactive learning, personal growth support through executive coaching, spiritual direction, ministry mentoring, and/or counseling, relevant reading and assignments, and the integration of conceptual learning, leadership behaviour, and project completion.

Workload

Candidates should expect to spend at least one day a week on DMin assignments and project work in addition to the intensives. Candidates should make plans to attend all sessions of the intensives; schedules at this time should be cleared of other responsibilities so that there is time research, processing, collaboration, and recovery.

Residency Schedule

Cohort 3 (Starting 2011)
Third and fourth weeks of June and fourth week of January

2011	2012	2013	2014
June 13-24 weekends not included	Jan 23-27 June 18-29	Jan 28- Feb 1 June 17-28	Jan 27-31

Cohort 4 (Starting 2012)
Fourth week of May, first week of June and first week of January

2012	2013	2014	2015
May 26 – June 8 weekends not included	Jan 7 - 11 May 27- June 7	Jan 6 - 10 May 26 – June 6	Jan 5 - 9

Cohort 5 (Starting 2013)
First two weeks of May and third week of January

2013	2014	2015	2016
May 6-17 weekends not included	Jan 20-24 May 5-16	Jan 19-23 May 4-15	Jan 18-22

Cohort 6 (Starting 2014)
Third and fourth weeks of June and fourth week of January

2014	2015	2016	2017
June 16-27 weekends not included	Jan 26-30 June 15-26	Jan 25-29 June 13-24	Jan 23-27

The Four Strands

The DMin program has been conceived with four themes or strands in mind.

Strand One: Leadership Formation
The person of the leader is critical in effective and healthy functioning and development of the ministry, congregation, or organization. Issues related to the formation of the leader are engaged from the first intensive and carried through the entire program. Intentionally designed opportunities and activities will facilitate the cohort establishing a rich learning community

marked by intellectual, interpersonal, emotional and spiritual trust and challenge, sufficient to sustain students throughout the duration of the program.

The content of this strand includes the provision of a theological, contextual, personal, and functional set of understandings that will enable students to deepen their sense of calling and self-understanding in their growth and development as missional leaders. Standardized self-assessment instruments such as 360-degree feedback and the Myers-Briggs Type Indicator, self-awareness tools such as journaling and solitude retreats, and opportunities for reflection with colleagues and coaches will be employed. A cross-cultural learning experience will bring further clarity to the candidates' self-awareness and cultural sensitivity. Candidates will engage in writing and sharing a personal leadership narrative and development plan and will integrate their own growth and learning into their project/research.

Outcomes:

- Heightened understanding of one's own calling, giftedness and capacities
- Ability to interpret, critique and apply a set of self-development instruments to facilitate ongoing self-understanding, growth, and reflection as leaders in context
- Adoption of appropriate practices to facilitate spiritual, emotional, intellectual and functional health and growth in the person of the leader
- Development of a theological and missional framework for leadership
- Development of a set of best practices for leadership formation
- Increased ability to relate cross-culturally
- Developing habits of reflection and self-care that will sustain the person through the challenges of leadership

Resources:

- Internal and adjunct faculty skilled in teaching the theological, biblical, historical, sociological and functional foundations of Christian leadership, including focused attention to the calling, care and development of the person of the leader
- Selected assessment instruments to facilitate self-understanding
- A qualified life coach, therapeutic counselor, spiritual director, or leadership mentor to guide students in their growth as leaders
- A learning/work group formed from within the cohort
- Facilitated personal and peer group interpretive exercises that may be replicated beyond the residency
- Selected books which inform and guide the candidates in their formation
- A website with resources and discussion forums

Strand Two: Action Research

Excellent research on the practice of ministry is one of the key strands integrated throughout the program. A key feature of the Tyndale's DMin program is a concerted commitment to assisting

and facilitating students in the successful completion of their research. The three January intensives are designated as "project seminars" in which students will have opportunity to learn research design, methodology, and analysis as well to "workshop" their project questions, designs, and findings. Research will also be a critical component of the May residences. The research cycle will be completed when students will present their research findings to internal and external guests.

Of equal importance to the outcome goal of a completed project is the cultivation of a reflective and rigorous inquiry stance to self and ministry that should become a lifelong disposition for graduates of the program. A professional degree like the DMin serves candidates best by offering opportunities to engage in theologically-grounded inquiry into ministry practice, to conduct a thorough exegesis of the self and context, to develop ministry strategies consonant with the analysis, to implement the strategies in their ministry context, and to assess the outcomes. By taking students through the full cycle of analysis, planning, implementation, and assessment, candidates will develop a way of seeing, a new *habitus*, that will shape, enliven and enrich their ministry.

The significance of practice-based research will be interwoven into all residencies. During the first May residency which is focused on leadership formation, the integration of research themes will also be included, such as the cultivation of a reflective and rigorous inquiry stance towards the self as ministry leader, the ministry context, the puzzles and problems arising from the context, the formulation of initial inquiry questions, examination of missional intent, and the development of a learning community. The interweaving of research themes holds true for the May residencies in years two and three. While the curricular content focuses on ministry strategy and ministry implementation/delivery respectively, the research component is inextricably interwoven to the extent that the student's ministry context is the laboratory of practice in which learning is applied and assessed.

Learning Outcomes

- Development of an inquiry stance to self and context characterized by humility and a willingness to learn
- Ability to identify and articulate puzzles or questions emerging from the ministry context
- Ability to formulate a theological and conceptual framework for inquiry
- Awareness of a variety of project/research designs and methodology and the selection of one(s) appropriate to the questions asked
- Awareness of and attention to ethical issues, including free and informed consent, risk/benefit analysis, and confidentiality of data
- Development of research competencies to inform ministry strategy, ministry delivery and the assessment of outcomes
- Analysis and interpretation of results, demonstrating consistency with the data and the theoretical/ theological framework, explicating issues of validity and reliability, and identifying strengths and limitations of findings
- Generation of research findings that make a unique and relevant contribution to the knowledge base of the practice of ministry

- Capacity to create, implement and assess prototype ministry projects transferable to other ministry settings
- Dissemination of relevant project findings to the church, the academy, and the community

Resources

- A cohort of learners and a smaller, learning/work group committed to attentive deliberation of peer member's projects
- A project advisor whose distinctive task is to work alongside of students in the research project
- A learning/work group facilitator for the project seminars
- A project/research director who will facilitate the relevant teaching, serve as consultant to project advisors, and evaluate project proposals and theses.
- Library and librarian support in obtaining electronic and print resources related to the field of research
- Case study examples of ministry research
- Supportive individuals in the student's ministry context/location (i.e., board, elders, supervisors, etc.)
- A website with resources, guidelines, and discussion forums

Strand Three: Ministry Strategy

A ministry plan of action needs to emerge from a thorough exegesis of the context in which the leader is located – culturally, linguistically, socially, economically, politically, theologically, historically and globally. Ministry in the contemporary context demands an approach in which the "brutal as well as the cherished facts" of the self and situation are considered. Discernment, planning, facilitation, and evaluation need to flow from a sound understanding and exegesis of the culture and context and a theological and missional framework. This also presupposes an understanding of the dynamics of personal and organizational development and skills in facilitating change. A set understandings, processes and disciplines will be explored out of which can emerge a God-centered and community-centered framework for ministry strategy. The candidates will be expected to design, apply, and assess a set of processes to their own context and situation.

Outcomes

- Competence in exegeting the culture and context of one's ministry
- Formation of a theologically grounded strategy formation model within a missional framework
- Ability to shape and lead community-based strategic conversations and assessment that result in clarity of direction and the execution that follows
- Experience of seeing a plan of action through with sufficient results so that the ministry leader will develop a habitual stance of assessment, planning, collaboration, and follow-through

- Enhanced capacity to shape and lead strategic direction-setting processes
- Familiarity with a number of other projects and research in progress

Resources

- Biblical, historical and professional literature that illustrates and provides guidance on strategy and change processes
- Research data/demographic data related to the current context of the student's ministry setting
- Literature and resources on various approaches to development, including appreciative inquiry, narrative
- Case studies and presentations from current exemplary cases of strategic breakthroughs in ministry

Strand Four: Ministry Implementation

In light of the tendency to develop ideal concepts, dreams and strategies that do not get implemented, this strand focuses on a set of understandings, processes, resources and disciplines to provide for the implementation of the action plan, assessment of the process and results, and dissemination of the learning. Previously implemented strategies will be reviewed and evaluated, contributing to new and revised understandings, resources, and disciplines for future delivery initiatives. The goal is to contribute to the formation of leaders with a capacity for developing theologically based and highly functional ministry strategy but who also position themselves to be accountable to God and their ministry community for implementing strategies and systematically evaluating outcomes.

Outcomes

- Capacity to develop and articulate a theologically grounded and community-based approach to accountability for life and ministry
- Heightened understanding of ministry accountability with its values, systems and processes
- Development and ownership of a pathway towards accountability in living, serving, and project implementation
- Theological, biblical, historical and contextual and community-based understanding of accountability and governance
- Ability to design and apply systems for life, ministry, and project management
- Completion of the project and presentation of the project in thesis and oral form

Resources

- The biblical, historical and professional literature on systems of accountability and evaluation around agreed upon expectations, impact, and assessment of outcome
- Literature/resources related to the themes of the disciplined life, service, and project management
- Literature/resources on community-centered and contextual governance.

- Case studies of partnerships in producing ministry results of excellence
- Resources on team-based governance systems and designs
- Best practice examples of outcomes focused systems

Course Sequence

The course sequence may be modified after due process by the DMin Program Committee and Academic Planning Committee.

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)

Course Descriptions

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 DMIN0901 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 0904 Project-Thesis Continuation
Provides support and guidance for the project-thesis beyond the normal three-year sequence. Includes a plan for timely completion and support and direction from the project-thesis advisor. No credits, no withdrawal. Full year, as needed.

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 one-week winter residency, 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 one-week winter residency, 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 one-week winter residency. 2nd 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. 1st 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. 1st 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. 1st half, Year 1.

DMIN 0911 Leadership and Change

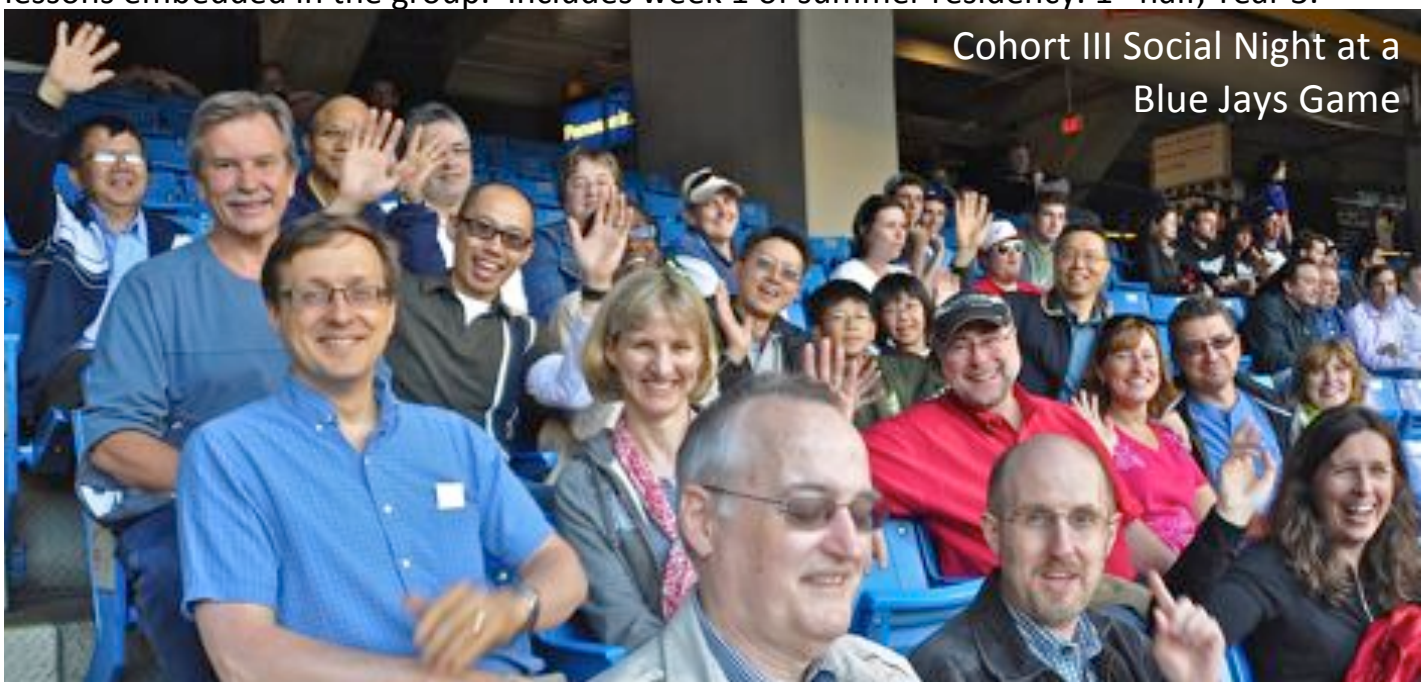
Addresses the fundamental leadership competencies of visioning, team building, understanding the nature and state of an organization, facilitating change, developing projects and drawing on Biblical and theological resources. Considers some Biblical examples and theological implications of the change process. Assists in moving the project-thesis from vision and planning to implementing and evaluating. Introduces systems theory. Includes week 1 of summer residency. 1st 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 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. 1st 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. 1st half, Year 3.



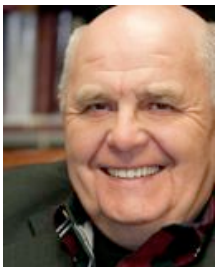
Cohort III Social Night at a Blue Jays Game

TEACHING AND SUPPORT TEAM

Following are some of the persons who serve the program as teachers, project advisors, or coaches.

Gary Nelson, DMin
President
Tyndale University College and Seminary

Linda Cannell, EdD
Dean of Academic Life
North Park Theological Seminary



Paul Magnus, PhD
Prof. of Leadership & Management
Briercrest Seminary

Marjorie Kerr, PhD
Manager and Consultant
Development Dimensions International (DDI)

Jo Ann Deasy, PhD
Adj. Prof. of Ministry
North Park Seminary

Arthur Boers, DMin
R. J. Bernardo Family Chair of Leadership

Elaine Becker, PhD
Adj. Prof. of Research and Adult Education

Brian Stiller, DMin
Global Ambassador
WEA

Hugh Rendle, MLSc
Director of Library Services

Roy Matheson, ThD
Prof. Emeritus of New Testament

Janet Clark, PhD
Academic Dean
Assoc. Prof. of Counselling

Peter Dickens, PhD
Adj. Prof., Tyndale
Principal, The Iris Group

Mark Chapman, PhD
Assist. Prof. of Research Methods

Rebecca Idestrom, PhD
Assoc. Prof. of Old Testament

Paul Bramer, PhD
Prof. of Christian Formation and Leadership

Janyne Emsick, PhD
Leadership Consultant
President, Integ2, Inc.

About Tyndale University College and Seminary

Founded as Toronto Bible College in 1894, Tyndale has been training Christian leaders for more than 100 years. Our original mission—to provide Christian higher education in service of the church—has remained constant throughout the years. As our mission statement affirms, we are dedicated "to the pursuit of truth, to excellence in teaching, learning and research for the

Exterior of the Van Norman Worship and Study Centre, Ballyconnor Campus

enriching of mind, heart and character to serve the church and the world for the glory of God." The name Tyndale honours William Tyndale, the early English leader and scholar whose 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.

Tyndale is located in the north end of Toronto, Canada, the fifth largest city in North America. Half of those living in Toronto having been born outside of Canada, making Toronto one of the most multicultural cities in the world. (Statistics Canada: http://www.statcan.gc.ca; www.toronto.ca/toronto_facts/diversity.htm.) Tyndale reflects that size and diversity. With more than 600 students, Tyndale Seminary is one of Canada's largest seminaries; the University College has over 500 students. Our diverse faculty have studied and taught around the world, bringing the perspective of global Christian ministry into the classroom. There are 26 faculty in the Seminary and 26 in the University, with about 85 adjunct and visiting professors. Like the city, Tyndale enjoys a wide variety of ethnicities and denominations among its student body, faculty, and staff: our students come from more than 30 different ethnocultural backgrounds and 40 different Christian traditions. Our alumni serve around the world in a wide variety of congregational, professional, organizational, international and public leadership roles.

Tyndale is a Christian institution, born and nurtured in the historic evangelical community. For over a century it not only has served its community in providing leadership for church and missional life but also has stood within the Christian and wider secular community for a Gospel rooted in the life, death and resurrection of Jesus Christ. Among the guiding documents of the school, we have a Statement of Faith and Statement of Community Standards.

Statement of Faith

Preamble: Tyndale 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.

Exterior of the Chapel, Bayview Campus

[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."

Statement of Community Standards

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

Students of Tyndale University College & 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.

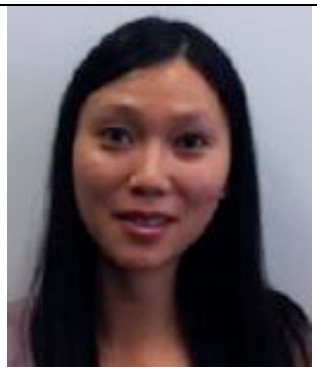
Students of Tyndale University College & Seminary will participate regularly in the life of the local church in order to benefit from the guidance of the Holy Spirit and the communal wisdom of the people of God manifest in such communities. In keeping with its distinctly evangelical Christian character, Tyndale recognizes certain practices, and the promotion of such, as biblically unacceptable. 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. Students of Tyndale University College & 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, breech of trust or confidence, gambling, profane and obscene speech, violent or abusive behaviour, and harassment of any kind.

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 University College & 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.

How To Contact Us

Tyndale Seminary, 25 Ballyconnor Court, Toronto, ON, Canada M2M 4B3
Phone: 416 226 6620; Fax 416 226 9464.
Tyndale: http://www.tyndale.ca
Tyndale Seminary: http://www.tyndale.ca/seminary
Tyndale Doctor of Ministry: http://www.tyndale.ca/seminary/dmin
and http://www.tyndale.ca/seminary/programs/doctor-of-ministry
Tyndale DMin application: http://www.tyndale.ca/seminary/dmin/apply

 Rev. Paul Bramer, PhD Director Professor of Christian Formation and Leadership pbramer@tyndale.ca	 Catherine Yeung, BA Program Assistant dmin@tyndale.ca	 Mark Chapman, PhD Project-Thesis Coordinator Assistant Professor of Research Methods mchapman@tyndale.ca
 Rev. Rob Patterson, DMin Church Relations DMin Recruitment rpatterson@tyndale.ca	 Tina-Marie Franks, MEd Assistant Director, Seminary Admissions tfranks@tyndale.ca	 Ryan Klassen, PhD (cand.) Seminary Admissions Counsellor rklassen@tyndale.ca

Taking your leadership to the next level.