

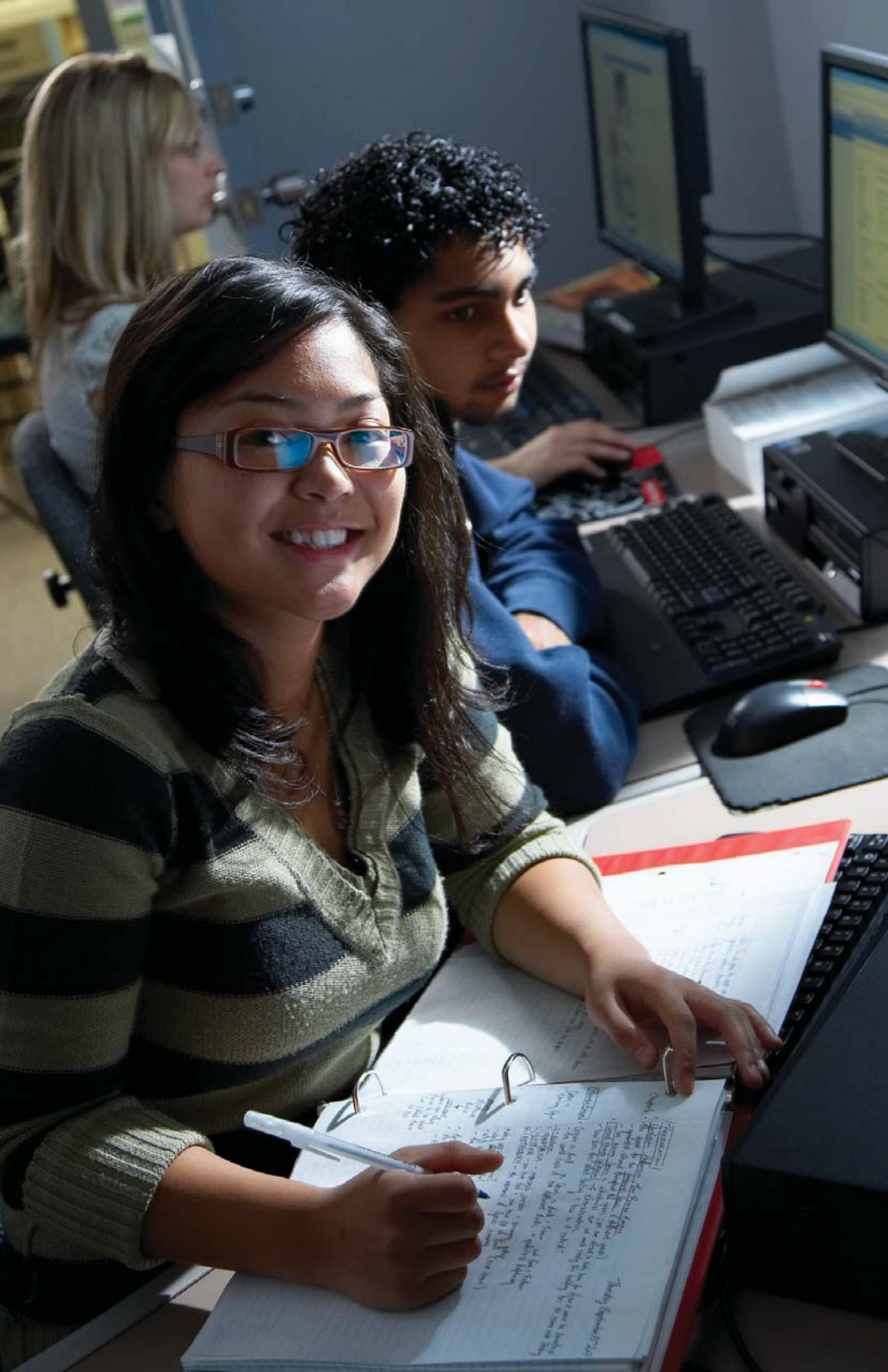


TYNDALE

University College



Academic Calendar 2008/2009



President's Letter



Dear Friend,

When you study at Tyndale University College, you are immersed in a richly diverse Christian community.

Located in this multi-cultural city, our commitment is to offer you an outstanding education, where the integration of faith and learning is fostered by the exploration of ideas, theories and worldviews.

I invite you to engage wholeheartedly in this experience, preparing for a vocation and calling in the global marketplace. You will discover programs and courses designed to provide you with the finest academic instruction.

In this process of learning, our desire is that along with being equipped in your chosen discipline, you will be ready to face life with a vibrant and living faith, and be ready to influence your world for good.

Yours in Christ,

A handwritten signature in black ink that reads "Brian". The signature is written in a cursive, flowing style.

Brian C. Stiller
President

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Academic Schedule 2008/2009

Fall Schedule 2008

Mon, September 1	Labour Day (No Classes)
Mon, September 1	Move-In Day
Tues-Fri, September 2-5	Orientation Days
Mon, September 8	Classes Begin
Tues, September 9	Fall Commencement Chapel
Fri, September 19	Last day to drop a course without penalty
Fri, September 19	Last day to add a course
Mon, October 13	Thanksgiving (No Classes)
Thurs-Fri, October 23-24	Reading Days (No Classes)
Fri, November 21	Final day to drop a course
Fri, December 5	Winter Registration Deadline
Fri, December 5	Early Graduation Application Deadline
Fri, December 5	Last Day of Classes
Mon-Tues, December 8-9	Reading Days (No Classes)
Wed-Wed, December 10-17 (including Sat.)	Final Exams
Wed, December 24	Tyndale Closes for Christmas Break

Winter Schedule 2009

Fri, January 2	Tyndale Re-Opens
Mon, January 12	Classes Begin
Fri, January 23	Last day to drop a course without penalty
Fri, January 23	Last day to add a course
Thurs, January 30	Final Graduation Application Deadline
Mon, February 16	Family Day (No Classes)
Mon-Fri, February 23-27	Reading Week
Fri, April 3	Final day to drop a course
Fri, April 10	Good Friday (No Classes)
Tues, April 14	Graduation Chapel
Fri, April 17	Last Day of Classes
Mon-Tues, April 20-21	Reading Days
Wed-Wed, April 22-29 (including Sat.)	Final Exams
Sat, May 9	Graduation

Campus Information

Prospective students are invited to visit the University College at any time. Special on-campus admissions events are held throughout the year. Please contact the Admissions Office for further information regarding admission, courses of study, financial aid and registration. Call 1.877.TYNDALE or e-mail admissions@tyndale.ca. The Admissions Office is open Monday to Friday from 9:00 a.m. to 5:00 p.m.

The campus bookstore, library, coffee shop and dining room are open to the public. Short-term visitor parking is available for a nominal amount.

This calendar is effective for the 2008-2009 academic year, superseding all previous calendars. Tyndale University College reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, curricula and classes, but will do so only in so far as it is determined that the change will enhance the capacity of the University College to fulfill its mission.

Note: DDue to the nature of the Bachelor of Education program, many of its policies and procedures including financial aid options differ from those of other Tyndale programs. For details of B.Ed. policies and procedures, please see the B.Ed. Handbook.

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INTRODUCTION

Introduction

General Description

Tyndale University College is a division of Tyndale University College & Seminary, a trans-denominational, evangelical Christian community of scholars, teachers and mentors that offers a range of undergraduate programs, as well as graduate-level professional education. Located in a multicultural, urban context and heir to more than a century's commitment to education with a view to the global mission of the church, we seek to educate men and women to think Christianly and to love God and their neighbours wholeheartedly.

Developing from early Canadian roots in 1894, we are an innovative Christian university college, offering an education that is foundational and preparatory for further professional and graduate studies. The curriculum features a strong core of religious studies. The University College is authorized to grant degrees in accordance with legislation passed by the province of Ontario.

University College Mission

The mission of Tyndale University College & Seminary is "to educate and equip Christians to serve the world with passion for Jesus Christ." The mission of the University College is "to offer excellent university degrees in the arts, the sciences and professional studies and to promote the preservation, transmission and expansion of human knowledge within the context of a vibrant Christian community in which the integration of faith and learning is fostered by the exploration of various ideas, theories and worldviews."

Academic Goals

1. To provide university-level instruction in various academic disciplines in the humanities, religious studies, the social sciences, the natural sciences and the fine arts, as well as in certain professional studies.
2. To produce graduates who are well equipped to compete for admission to graduate and professional schools or to enter the workforce successfully.
3. To produce graduates who will seek to serve God and their fellow human beings through their own vocations and in their lives generally.
4. To provide an academic environment in which vigorous academic research and debate lead to the advancement of human knowledge and the development of greater insight by both students and faculty.
5. To promote the integration of faith and learning so that the wide range of human knowledge and experience can be understood in relation to a Christian worldview.

Statement of Faith

The following doctrinal statement expresses the common theological commitments at Tyndale University College:

- We believe that the Bible alone and the Bible in its entirety is the written Word of God, inspired by the Holy Spirit, inerrant in all that it teaches and therefore absolutely authoritative as the only infallible rule for faith and life. We believe that through the power of the Holy Spirit, God speaks to us in the Scriptures today to accomplish His purpose of salvation in Jesus Christ.
- We believe that there is but one living and true God, the Creator, Preserver and Governor of all things, who is Spirit, infinite in being and in all perfections. We further believe that the one God exists eternally in Three Persons – the Father, the Son and the Holy Spirit – all three having the same nature, attributes and perfections but each executing distinct but harmonious operations in the work of creation and redemption.
- We believe that Jesus Christ, the eternal Son of God, in His incarnation, united to His divine nature a true human nature and so continues to be both God and man, in two distinct natures, but one Person, forever. He was conceived by the Holy Spirit, born of the Virgin Mary, perfectly obeyed the law of God, died on the cross as a vicarious and victorious atonement for sin and rose again bodily on the third day for our justification. He ascended to the Father's right hand where He now reigns and intercedes for His redeemed.
- We believe that human beings are created in the image of God as male and female and possess dignity. All people are called to glorify God, to live in relationship with God and one another and to be stewards of the creation. We further believe that our first parents, in disobedience to God, sinned and consequently incurred physical death and spiritual separation from God, bringing sin, guilt, depravity and misery upon all humanity.
- We believe that 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 and giving them new life by the Holy Spirit. God further wills that Christians grow in grace and in the knowledge of our Lord and Saviour, Jesus Christ. Believers are kept by the power of God unto eternal salvation and are called to a life of discipleship and holiness in joyful obedience to Jesus Christ.
- We believe that the Church is the people of God, the body of Christ and a fellowship in the Spirit of all those saved by the grace of God. We further believe that this one, holy, catholic and apostolic Church expresses itself in a local body of believers and encompasses and transcends the various local, denominational and transdenominational expressions of the life of the believing community. The Church is called and sent into the world by the Triune God to declare and demonstrate the Good News of Jesus Christ in the power of the Holy Spirit.
- We believe that at a day and hour known only to God, our Lord Jesus Christ shall come again personally, bodily, visibly, gloriously, to consummate His Kingdom of righteousness and peace. We believe in the resurrection of the unrighteous unto eternal punishment and the resurrection of the righteous unto eternal glory in the new heaven and the new earth. Come, Lord Jesus, come.

Institutional History

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 developed a graduate school, Ontario Theological Seminary (now Tyndale Seminary).

The name Tyndale College 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 no matter what the cost. 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 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 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 from 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 will be eligible for a Certificate of Qualification from the Ontario College of Teachers. The program, which will begin in July 2008, will be housed in the new Bayview Avenue campus.

Tyndale University College & Seminary has acquired the spacious Morrow Park property from the Sisters of St. Joseph of Toronto, in a transaction to be implemented in stages over a period of up to 10 years. Tyndale will retain its current campus; the new property, on Bayview Avenue just south of Steeles Avenue, will help meet the projected need for additional classroom and related space.

Philosophy of Education

Tyndale University College is committed to providing an education that promotes the growth of the whole person, including the intellectual, spiritual, social, emotional and physical dimensions of life. In providing a broad exposure to studies in biblical, theological, professional and general education, we seek not only an academic pursuit of truth but also the cultivation of Christian character, personal discipleship and skills for service.

We affirm that the foundation for a true understanding of God, humanity and all of creation is to be found in Holy Scripture. We are committed to promoting integrative thinking in which biblical and other academic disciplines are in dialogue. Believing that all truth is God's truth, we hold that honest inquiry and Christian faith commitment are fully compatible and therefore

support the development and exercise of critical thinking.

Our University College community supports the education process by providing a context that encourages independent thinking, respect for divergent viewpoints, social responsibility, the development of leadership skills, growth through social and recreational activities and the cultivation of spiritual life.

Divergent Viewpoints

While emphasizing the primary truths shared by all evangelicals, we also recognize the right of congregations and denominations to develop and teach their own distinctives. We are committed to helping students relate positively to their heritage and work enthusiastically in the affiliations to which God calls them. Faculty members are also expected to be loyal to their churches, graciously maintaining the viewpoint of their own backgrounds.

We are pledged to demonstrate how Christians can deal with controversial issues through a fair consideration of the various options and due sensitivity to divergent understandings. Students should deal with one another in the same way, whether in the classroom, the cafeteria, the lounges or in residence. No one has any right to pressure or impose tenets on others but all students are encouraged to exercise responsible freedom to discuss such matters in keeping with God's word and the guidance of His Spirit.

Diversity of Students

We celebrate our rich diversity. Our faculty and student body represent nearly all Protestant churches and ethnic groups. Some of our students have grown up in the faith, while others have come to faith more recently. Some have come fresh from high school, while others are mature adults. Some are seeking direction for their lives, while others clearly see where they are heading and what educational experience will best prepare them to fulfill their goals. Some live in residence, while the majority live off-campus and attend classes, study and participate in other activities on campus.

Tyndale seeks to be sensitive to the needs of those who remain fully employed while studying part-time in the evenings, on weekends or during holidays. Tyndale is also aware of the needs of those who are in full-time ministry and are seeking to upgrade their academic understanding and personal skills.

Study Environment

Tyndale's cultural diversity shapes a remarkable environment in which students learn, grow and see beyond their horizons. Because our goal is to educate and equip a new generation of Christian leaders, it is critical that students learn in a setting infused with a biblical vision of ethics and spirituality.

Whether students anticipate further education in graduate school or seminary or anticipate specialized professional opportunities, all are challenged to think critically and to cultivate the

inner life to understand what it means to love God with their heart, soul, mind and strength and to love one's neighbour. Study is a foundation for life, vocation, further education and for developing habits for life-long learning.

The University College experience helps students clarify beliefs and values and prepares them for vocational options. It is a place to deepen one's understanding of Scripture and Christian doctrine essential for thoughtful Christian responses to contemporary intellectual and social issues. In short, students gain the intellectual and spiritual tools they need to make appropriate decisions as they seek to live out their discipleship in the world.

Education Outside the Classroom

Beyond the scope of the classroom, a wide range of activities enhance the educational experience. Through a variety of partnerships with churches, Christian agencies and other organizations, we seek to build bridges between education and life. Intentional on- and off-campus learning experiences help to create a unified educational experience for the student so that learning becomes a life-changing experience, rather than a mere academic exercise. With this in mind, the University College requires its students to participate in field education and community service settings as they proceed through their academic studies.

UNIVERSITY
COLLEGE PERSONNEL
& FACULTY

University College Personnel

Board of Governors

Tyndale University College & Seminary is governed by a board whose members represent a wide spectrum of denominational affiliations and professional interests. Current members include:

Archie McLean, Chair	Beverley Muir
Mark Boehmer	Richard Muir
Susan Finlay	Josh Samuel
Kim Fletcher	Ian Scott
Steve Holmes	Michael Spino
David Humphreys	Brian C. Stiller
Norman Kerr	Linda Tripp
Douglas McKenzie	Puiwing Wong
Geoffrey Moore	

Tyndale Foundation

The Tyndale Foundation, established in 1992, has a mandate to raise funds for facility renovations and expansion, endowment funds for institutional growth and development, financial aid for students and annual operating needs. Current members include:

Geoffrey Moore, Chair
Robert Bernardo
Donald Greenham
Jack Kiervin
Winston Ling
Les McFarlane
Laurine Schmelzle
Brian C. Stiller

Chancellor

Jake Epp

President's Cabinet

Brian Stiller, President and Vice Chancellor
Daniel Scott, Academic Dean, University College
Janet Clark, Academic Dean, Seminary
Barbara Haycraft, Dean of Student Life
Randy Henderson, Senior Vice President, Finance & Chief Operating Officer
Winston Ling, Vice President, Enrollment & Marketing
Larry Willard, Vice President, Alumni & Corporate Communications

Academic Services

Hugh Rendle, Library Director
Brenda Ho, Acting Registrar
George Sweetman, Dean of Students

Faculty



Jan Alpenberg

Associate Professor of Business Administration

Education: Doctor of Economics in Business Administration (Ek Dr), Lund University, Sweden (2005); Licentiate of Economics in Business Administration (Ek Lic), Lund University, Sweden (1996); Civil Economist (CE) in Business Administration, Vaxjo University, Sweden (1991). **Areas of Specialization:** management accounting, finance, entrepreneurship and business ethics.

Including his two dissertations, Dr. Alpenberg has published three books in the area of capital budgeting and a number of articles and reports within the area of entrepreneurship and regional development. He co-authored with Scarbrough, P.D. and Burch J.G.: *Costs: Reduction, Analysis & Measurements*, Sakura House Publishing, Toronto (2007). At present, he is working on research projects in capital budgeting, management accounting and business ethics. One of the projects is a joint research endeavour with Professor Paul Scarbrough from Brock University, Canada. The project title is "Diffusion of Cost Management Innovations." Another project undertaken with Dr. Scott Veenvliet focuses on "Ethical Leadership." Dr. Alpenberg is also a senior lecturer at Vaxjo University in Sweden. He teaches in the areas of management accounting and business. Dr. Alpenberg has also been co-owner of a consulting company since 1995.



Elaine Becker

Assistant Professor of Christian Ministries

Director of the Degree Completion Program

Education: PhD, Trinity International University, 1994; MTS, Ontario Theological Seminary; BRE, Ontario Bible College. **Areas of Specialization:** Educational ministries, organizational behaviour and qualitative research.

Dr. Becker is a retired Salvation Army officer, having served that organization for 34 years. She worked in church ministry in Canada, Bermuda, Germany and the USA. Dr. Becker also worked in the area of on-going adult/professional education and was the director of a degree completion program offered jointly by Olivet Nazarene University and The Salvation Army. Concurrent with her official ministry appointment, she taught for eight years in the Degree Completion Program at Trinity International University. Dr. Becker serves as Vice-President of the North American Professors of Christian Education (NAPCE) Board.



Craig A. Carter

Professor of Religious Studies

Education: PhD in Theology, University of St. Michael's College (Toronto School of Theology), 1999; MDiv, Acadia Divinity College, Acadia University, 1983; BA (Hon.), Mount Allison University, 1979; Associate of Arts Diploma, Atlantic Baptist College, 1976. **Areas of Specialization:** Systematic theology, especially the tradition stemming from Karl Barth; Christianity and culture, especially the thought of H. Richard Niebuhr, John Howard Yoder and Lesslie Newbigin and the history of Christian perspectives on war and peace.

Dr. Carter served as a pastor for seven years in Baptist churches in Prince Edward Island and Moncton, N.B. and has taught philosophy and religious studies at Atlantic Baptist University. From 1995-2000, he served as Vice President and Academic Dean at Atlantic Baptist University. From 2000-2004, Dr. Carter served as Vice President and Academic Dean of Tyndale University College and led the process of obtaining provincial permission to offer the BA degree. Since 2004, he has moved into full-time teaching. Dr. Carter has published a number of articles in books, journals and dictionaries and also has published two books: *The Politics of the Cross: The Theology and Social Ethics of John Howard Yoder* (Brazos Press, 2001) and *Rethinking Christ and Culture: A Post-Christendom Perspective* (Brazos Press, 2006). Dr. Carter teaches the core courses: "Introduction to Christian Theology" and "Christianity and Culture," as well as electives in theology and ethics. Dr. Carter is a member of the American Academy of Religion, the Evangelical Theological Society and the Karl Barth Society of North America.



Eric Crouse

Associate Professor of History

Education: PhD, Queen's University, 1997; MA, University of Calgary, 1993; BA, University of Calgary, 1991. **Areas of Specialization:** Early cold war American history.

Eric Crouse is the author of two books, *Dear Senator Smith: Small-Town Maine Writes to Senator Margaret Chase Smith about the Vietnam War, 1967-1971* (Lexington Books 2007) and *Revival in the City* (McGill-Queen's University Press 2005), and over a dozen articles on popular religion and political and foreign policy topics. He teaches the History of Western Civilization II, surveys of Canadian and American history, and upper-year courses on Hollywood film, the United States and the Middle East since 1945, and a seminar on US foreign policy since 1945. He is completing a book on biblical prophecy, US foreign policy, and the Arab-Israeli Conflict, 1948-1967.



Elizabeth Davey

Associate Professor of English Literature

Education: PhD (cand.), University of Wales; MA, York University, 1990; MA, University of Washington, 1973; BA and Teacher's Certificate, Seattle Pacific University, 1971. **Areas of Specialization:** Canadian literature, American literature, C. S. Lewis and Milton.

Elizabeth Davey has taught English Literature at Tyndale since 1976. Over the years she introduced a variety of courses - Milton, Studies in C.S. Lewis, Canadian Literature and Culture, Key Figures in American Literature, Religious Themes in Literature - that anticipated the larger literature curriculum of a Christian liberal arts university. In 1998, she was appointed both Director of the Leading Edge program and the Department Chair of the Humanities and Social Sciences Department. From 2000 to 2004, she served the University College as Associate Dean. She also developed and directed the Writing Centre. Currently she is doing doctoral work on the Canadian poet Margaret Avison.



Richard Brian Davis

Associate Professor of Philosophy

Education: PhD, University of Toronto, 1998; MA, University of Toronto, 1993; BSc, University of Alberta, 1986. **Areas of Specialization:** Metaphysics and epistemology.

Dr. Davis is the author of *The Metaphysics of Theism and Modality* (2001) and he has published over a dozen articles in various academic journals, including *Australasian Journal of Philosophy*, *The Modern Schoolman*, *Philosophia Christi*, *American Catholic Philosophical Quarterly*, *Religious Studies*, *The Journal of Medicine and Philosophy*, *Heythrop Journal* and *Journal of the Evangelical Theological Society*. Prior to joining the Tyndale faculty in 1999, Dr. Davis taught philosophy, logic and ethics at both York University and the University of Toronto.



C. Brad Faught

Associate Professor of History, Chair of the Division of Arts

Education: PhD, University of Toronto, 1996; MSt, Oxford University; MA, Queen's University at Kingston; BA, University of Calgary. **Areas of Specialization:** 19th century British political, religious and imperial history.

Dr. Faught has published a book, *The Oxford Movement: A Thematic History of the Tractarians and Their Times* (Penn State Press, 2003) and is the author of a number of articles, reviews and encyclopedia entries. He has just published *Gordon: Victorian Hero* (Potomac, 2008), a biography of the British Imperial general, Charles Gordon. He teaches in the areas of western civilization, European, British and African history. In 2004, Dr. Faught was elected a fellow of the London, England-based Royal Historical Society.



Bill Friesen

Lecturer of English Literature

Education: PhD (cand.), University of Toronto; MA, University of British Columbia; BA, University of British Columbia. **Areas of Specialization:** medieval European literature, Old English, Latin, early medieval spiritual writings and Norse and Anglo-Saxon myth.

Bill Friesen has published articles in *Early Medieval Europe*, "Answers and their echoes: the *Libellus responsionum* and the hagiography of north-western European mission" (2006), and in *Prolegomena*, "Old School Avant-Garde, New Wave Traditionalists" (2002).



Ian Gentles

Visiting Professor of History

Education: PhD, University of London, England; MA, University of Toronto; BA, University of Toronto. **Areas of Specialization:** British history, particularly the period 1500-1800, the history of population and the family, early Christian history and Ancient history.

Before coming to Tyndale, Dr. Gentles taught at York University's Glendon College. Most of his scholarly research has been on the English Revolution, about which he has written many articles and three books:

The New Model Army in England, Ireland and Scotland, 1645-1653 (1992);

Soldiers, Writers and Statesmen of the English Revolution (1998) and

The English Revolution and the Wars in the Three Kingdoms, 1638-1652 (2007).

Professor Gentles is also the Research Director of the De Veber Institute of Bioethics and has published widely on topics such as abortion and euthanasia.

He is also a fellow of the Royal Historical Society, and recipient of several major research grants from the Social Sciences and Humanities Research Council of Canada.



Carsten Hennings

Assistant Professor of Business Administration

Education: MDiv Wycliffe College, University of Toronto; MBA, McGill University; MSc, McGill University, BSc McGill University. **Areas of Specialization:** Nonprofit Management, Corporate Responsibility, Finance, Business Ethics.

Carsten Hennings taught at The King's University College in Edmonton from 2001 to 2004. He was most recently Director of International Health Partners UK – a nonprofit linking the pharmaceutical and medical supply industries, government, NGO's and the medical community in support of relief and development efforts overseas. He has also worked in the Canadian nonprofit sector and in the institutional bond sector. His current academic interests include corporate social and environmental responsibility and social entrepreneurship.



Scott Masson

Associate Professor of English Literature

Education: PhD, University of Durham, England; MA (with distinction), University of Durham, England; BA (Hon), Huron College, University of Western Ontario. **Areas of Specialization:** English and European romanticism, literary theory and hermeneutics.

Dr. Masson has co-edited and contributed an article to a book on romanticism entitled *Silence, Sublimity and Suppression in the Romantic Period* (Edwin Mellen, 2003) and a monograph entitled *Romanticism, Hermeneutics and the Crisis of the Human Sciences* (Ashgate, 2004). Publications forthcoming include a chapter in *Coleridge's Assertion of Religion: Essays on the Opus Maximum*, published by Peeters (in their *Studies in Philosophical Theology* series) and a lengthy entry on 'Romanticism' for the *Oxford Handbook of English Literature and Theology*.



Carla Nelson

Assistant Professor of Education

Director of Bachelor of Education Program

Education: PhD, University of Alberta, 2003; MEd, University of Alberta, 1994; MDiv, Tyndale Seminary, 1989; BEd, 1984, DipCS, Regent College, 1982; BA, University of Regina, 1981. **Areas of Specialization:** Teacher Education and Counselling.

Dr. Nelson has coordinated and delivered professional development programs for teachers in Kenya, Rwanda, India and Bolivia. She has extensive teaching experience in Alberta public schools and was a guest lecturer in education at several universities, including the University of Sichuan, Chengdu, China. In 1999, she was named the "YWCA Woman of Distinction" in education for the city of Edmonton.



Erwin Penner

Professor Emeritus of Religious Studies, Chair of the Division of Religious Studies and Christian Ministries

Education: PhD, Fuller Theological Seminary; ThM, Westminster Theological Seminary; MDiv, Westminster Theological Seminary; BA, University of Manitoba. **Areas of Specialization:** The letters of Paul and New Testament theology, with a keen interest in archaeology and the interpretation of the New Testament from the Greek text.

Dr. Penner has taught New Testament and Greek courses at Tyndale since 1983. He has also served Tyndale as head of the Biblical/Theological (religious studies) Department for many years. His primary publications are a commentary on Ephesians and a textbook for teaching/learning introductory Greek. He particularly enjoys teaching and interacting with students. He is also a minister in the Mennonite Brethren Church, a guest speaker in various churches and has frequently served on denominational committees.



Daniel Scott

Academic Dean, Associate Professor of Christian Ministries

Education: DMin., Westminster Theological Seminary, 1995; MDiv, Regent College, 1987; MCS, Regent College, 1987; BA, Trinity Western University, 1984. **Areas of Specialization:** Intercultural Studies.

Having taught intercultural studies courses at Tyndale since 1995, Dr. Scott became the Associate Dean of Professional Studies at Tyndale College in January 2000. In July 2005, he became the Academic Dean. He is an ordained minister of the Presbyterian Church in Canada and currently serves as teaching elder at St. John's Presbyterian Church in Bradford, Ont.



Stephen Thomson

Associate Professor of Religious Studies

Education: ThM, Wycliffe College (University of Toronto), 1990; MDiv, Tyndale Seminary, 1987; BA, BTh, Florida Bible College, 1974, 1975; BSc, Sir George Williams University, 1972. **Areas of Specialization:** Exegesis and Exposition of the Jesus Materials, Pauline Letters, the Book of Revelation.

Stephen Thomson has taught at Tyndale for many years and focuses on the areas of Gospel studies and Acts, historical Jesus studies, the letters of Paul, particularly Romans and Galatians and regularly contributes to the discussion of eschatology by teaching a course on the Book of Revelation. His focus is to encourage students to interact with the biblical story from creation to new creation.



Scott Veenvliet

Assistant Professor of Psychology

Education: PhD (Social Psychology), University of Western Ontario; MA (Experimental Psychology), Wilfrid Laurier University; BA (Psychology), Trinity Western University. **Areas of Specialization:** The psychology of prejudice; The psychology of religion; People's attributions of evil.

Dr. Veenvliet has recently published articles in *The International Journal for the Psychology of Religion*, "Intrinsic religious orientation and religious teaching: Differential judgements toward same-gender sexual behaviour and gay men and lesbians" (2008), in *Social Justice Research*, "Justice, fairness, and the dehumanization of refugees" (2008), and in *Deviant Behavior*, "Person perception based on rape-victim testimony" (2005).



Stanley Walters

Professor of Religious Studies

Education: PhD in Ancient Near Eastern Languages, Yale University; ThM, Princeton Theological Seminary; BD, Asbury Theological Seminary; BA, Greenville College. **Areas of Specialization:** The former prophets, the psalms and the biblical masorah.

Dr. Walters teaches biblical interpretation, including Hebrew and Old Testament studies. His publications include *Water For Larsa* (Yale Near Eastern Researches 4) and numerous articles in biblical studies. He has taught at Knox College, University of Toronto and Central Michigan University and has been a parish minister.



Jennifer Hart Weed

Assistant Professor of Philosophy

Education: PhD in Philosophy, Saint Louis University; BSc in Biology, University of Western Ontario. She has also studied at the University of Toronto and the Johann Wolfgang Goethe Universität in Frankfurt, Germany. **Areas of Specialization:** Medieval Philosophy, Metaphysics, Philosophy of Religion.

Dr. Weed teaches in areas such as the History of Philosophy, Philosophy of Science and Comparative World Religions. She is co-editor with Richard Davis and Ronald Weed of *24 and Philosophy*, published by Blackwell Press in 2007.

Her article "Voldemort, Boethius and the Destructive Effects of Evil," appeared in *Harry Potter and Philosophy*, published by Open Court Press in 2004. Her article, "Maimonides and Aquinas: A Medieval Misunderstanding?" will be published in *Revista Portuguesa de Filosofia* in 2008 and she has a forthcoming contribution to Brill Press's *A Companion to Meister Eckhart*, which she is co-authoring with Professor Jeremiah Hackett of the University of South Carolina. She is also a member of Alpha Sigma Nu, the Jesuit Honour Society and the American Philosophical Association.



Ron Weed

Assistant Professor of Philosophy

Education: PhD in Philosophy, Saint Louis University; Masters degrees in Political Theory and Systematic Theology, University of Toronto and Regis College; BA in Philosophy and Political Science, Boston College. **Areas of Specialization:** Ancient Philosophy, Ethics and Political Theory.

Before his appointment at Tyndale, Dr. Weed taught philosophy at Saint Louis, Webster and Fontbonne Universities, as well as Gordon College in Massachusetts. He was recently a visiting fellow in applied ethics and philosophy at the University of Leeds.

He is the author of *Aristotle on Stasis: A Moral Psychology of Political Conflict* (Berlin: Logos Verlag, 2007), editor (with E. Hoppe) of *From Ancient Greek to Asian Philosophy* (Athens: Athens Institute for Education and Research, 2007) and co-editor (with Richard Davis and Jennifer Hart Weed) of *24 and Philosophy* (Blackwell Press, 2007). He has published articles and reviews on Aristotle, Rousseau, Kant, and contemporary philosophy in *Journal of Greco-Roman Christianity*, *Eurostudia*, *Contemporary Thought*, and the *British Journal for the History of Philosophy*.

He teaches courses at Tyndale in the history of philosophy, critical thinking, classical Greek and political theory.



Daniel L. Wong

Assistant Professor of Christian Ministries

Education: DMin, Trinity Evangelical Divinity School, 1989; ThM, Knox College, University of Toronto, 2006; ThM, Dallas Theological Seminary, 1981; BA, Moody Bible Institute, 1977. **Areas of Specialization:** Pastoral Theology and Practice, Preaching Theory, Preaching in Multicultural Congregations, English Ministry in Asian Churches.

Dr. Wong has taught at Tyndale University College since 2000. He has been teaching Preaching at Tyndale Seminary since 1997. He has had extensive pastoral experience at the Toronto Chinese Baptist Church in English ministry since 1982 and then when the church expanded to two locations in 1986 he pastored at the Scarborough Chinese Baptist Church before assuming his current ministry at Tyndale. In 1986 he was ordained with the Baptist Convention of Ontario and Quebec. Dr. Wong has spoken at many churches and conferences in Canada and the United States. He is a member of the Academy of Homiletics where he has presented papers. He is also a member of the Evangelical Homiletics Society.



Lilian C. J. Wong

Associate Professor of Psychology

Education: PhD in Counselling Psychology, University of British Columbia; MA in Educational Psychology, University of Texas at Austin; BSc and Teacher Training, University of Toronto. **Areas of Specialization:** Multicultural Supervision Competencies; Counselling Children, Psychological Assessment and Moral Development.

From 2001 to 2005, Dr. Wong was Associate Professor and Clinical Coordinator of School Counselling at Trinity Western University. She is co-editor of *Handbook of Multicultural Perspectives on Stress and Coping*, published by Springer and *The Positive Psychology of Meaning & Spirituality* published by INPM Press. She has taken an active part in the Roundtable Discussions in Supervision and Training at APA Annual Conventions and has been actively involved in play therapy. Dr. Wong has participated in and organized workshops and conferences on multicultural and cross-cultural issues specific to counselling and guidance.



Paul T. P. Wong

Professor of Psychology, Chair of the Division of Social Sciences and Business Administration

Education: PhD in Psychology, University of Toronto. **Areas of Specialization:** Death acceptance, personal meaning and meaning-centred counselling and therapy.

Dr. Wong initiated the Graduate Program in Counselling Psychology at Trinity Western University and is the founding president of both the International Network on Personal Meaning (INPM) and the International Society for Existential Psychology. He is a registered clinical psychologist in Ontario and a leading voice in Viktor Frankl's positive existential psychology, which focuses on the essential role of meaning, hope and love in well-being. He is a fellow of both the Canadian Psychological Association and the American Psychological Association. His related professional activities include chair of the Ontario Graduate Scholarship Selection Committee Board within the Ministry of Training, Colleges and Universities and an external assessor of tenure and promotion decisions for numerous universities in Canada and the United States.

His recent publications include the following edited volumes: *Existential and Spiritual Issues in Death Attitudes* (2008); *The Positive Psychology of Meaning and Spirituality* (2007) and *Multicultural Perspectives of Stress and Coping* (2006).

Adjunct Faculty

Adjunct Faculty members at Tyndale University College are those whose primary appointment is elsewhere, but who make an ongoing commitment to teaching at Tyndale from year-to-year and who are often involved in the life of the University College in various ways in addition to teaching.



Charles Chaffey

Adjunct Professor of Natural Science

Education: PhD, McGill University, BSc (Hon.), 1965, 1961. **Areas of Specialization:** Thermodynamics and its Application to Energy Supply and the Environment, Computation of Thermodynamic Properties.



Derek Chisholm

Adjunct Professor of Business Administration

Education: PhD Economics, Cambridge; MDiv Counselling, Tyndale Seminary; MA Economics, Carleton University. **Areas of Specialization:** Economics.



Alan C. Davey

Adjunct Professor of Christian Ministries

Education: ThM, Toronto School of Theology, 1995; DMin, Bethel Theological Seminary, 1989; MDiv, Tyndale Seminary, 1980; BA (Hon.), York University, 1977; Dipl. Music, Humber College, 1975. **Areas of Specialization:** Worship and Christian Spirituality.

R. Dale Dawson

Adjunct Professor of Religious Studies

Education: : ThD, Toronto School of Theology, 2002; MRel, Toronto School of Theology, 1992; MDiv, Toronto Baptist Seminary, 1986; BSc (Hon.), University of Toronto, 1986.

Areas of Specialization: The Theology of the Resurrection; Trinity; Christology; Eschatology; Pneumatology and Contemporary Theology.

Elizabeth Pang Engel

Adjunct Professor of Psychology

Education: PhD, York University.

Areas of Specialization: Sensation, perception and neuroscience.



Lori Kernohan

Adjunct Professor of Music

Education: PhD, MM, BMus, University of Toronto, 2005, 1992, 1990; ARCT Diploma in Clarinet Performance, The Royal Conservatory of Music, 1991; Grade 9 Piano Certificate, The Royal Conservatory of Music, 1986. **Areas of**

Specialization: Pedagogy: piano, clarinet, voice, alto saxophone, harmony, analysis, counterpoint, history; Theory and Research: aural intelligence, the instruction of students with visual impairments; Music Performance: piano, clarinet, voice, alto saxophone.



Caroline Munshaw

Adjunct Professor of Business Administration

Education: International MBA, Schulich School of Business, 1997, BA International Development, University of Guelph, 1993.

Area of Specialization: International Development.



Michael F. Paré

Adjunct Professor of Psychology

Education: MD, University of Toronto; MSc, McGill.

Areas of Specialization: Brain and behavior, psychotherapy and medical education.

Wanda Towers

Adjunct Professor of Psychology

Education: PhD, University of Waterloo.

Area of Specialization: Counselling and clinical psychology.



Beth Veale

Adjunct Professor of Christian Ministries

Education: PhD, MEd, University of Toronto, 2001, 1994; BEd, York University, 1989; BA, University of Western Ontario, 1988.

Area of Specialization: At-Risk Adolescents.

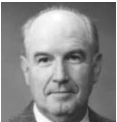
Emeritus Faculty



J. Beth Posterski

Professor Emerita of Christian Ministries

Education: EdD, MEd, University of Toronto, 1994, 1985; BS, Olivet University, 1965. **Areas of Specialization:** Early Childhood Education; Faith Development and Children; and Foundations of Teaching.



Glenn Wyper

Professor Emeritus of Old Testament Studies

Education: ThM, Wycliffe College, University of Toronto, 1976; BD, Fuller Theological Seminary, 1961; BA, University of British Columbia, 1957.

Area of Specialization: Old Testament.



ADMISSION
INFORMATION
& PROCEDURES

Admission Requirements

New students applying to study at Tyndale University College must submit a completed application form to the Admissions Office or apply online. Some applications will be accepted conditionally but final grades must be submitted before admission is official. All transcripts (academic records) must be received in English or be accompanied by a notarized English translation and must be sent directly from the schools to the Admissions Office. For application deadlines and to apply online, visit www.tyndale.ca/apply.

Please note that the following minimum requirements do not guarantee admission. 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 university-level studies.

Canadian Applicants from Ontario: New Curriculum

Basic Admission Requirements

The basic requirement for admission is the Ontario Secondary School Diploma with a minimum of a 65% average in ENG4U "English" plus five other Grade 12U or M courses. If a student has more than five Grade 12U or M courses other than ENG4U, the top five marks are combined with ENG4U to calculate the admission average (with the exception noted in "Specific Course Requirements for Majors" below).

Specific Course Requirements for Majors

Some majors require and/or recommend that certain courses be taken in high school as preparation for university-level studies in that discipline. Required courses must be included among the five Grade 12U or M courses for the purpose of calculating the admission average, along with ENG4U. Recommended courses may be included if there are five other Grade 12U or M courses that have higher marks. The majors that require and/or recommend specific courses are as follows:

BUSINESS ADMINISTRATION

- Required: at least one Grade 12 Math course as one of the six Grade 12U or M courses (including ENG4U).
- Recommended: MCB4U "Advanced Functions and Introductory Calculus" and MDM4U "Mathematics of Data Management"

Note: Students who meet the basic admission requirements or who are admitted on probation and who have MCR3U "Functions and Relations" (i.e. Grade 11 University Prep Math) but who do not have a Grade 12 Math course may be admitted. However, in order to continue in the Business Administration major beyond the first year, students must complete BUSI 1023 Mathematics for Business with a minimum grade of C during their first year.

PSYCHOLOGY

Recommended: MDM4U “Mathematics of Data Management” and SBI4U “Biology”

Qualifying Students

Students who do not meet the basic admission requirements but who possess the Ontario Secondary School Diploma may be considered for admission as qualifying students if they have completed ten Grade 11 and/or 12U, M, C or O courses, six of which are Grade 12 courses, with a minimum average of 75%. Students may be required to come to the University College for a personal interview at the discretion of the Admissions Committee. Students whose average is less than 75% will be assessed individually and may be admitted if the Admissions Committee is satisfied that the student has the potential to succeed in university level studies. No more than ten percent of any year’s entering class may be admitted as qualifying students.

Qualifying students are admitted to the University College for one academic year of study in the Transitions program. In order to continue their studies at the University College beyond this one academic year, they must be accepted into a degree or certificate program prior to their second year of study.

Students admitted as qualifying students will be subject to such conditions as determined by the Admissions Committee in the interest of ensuring the students’ success.

At the end of their second semester, students may apply for admission to a degree or certificate program if they have completed a minimum of seven credit courses during their first two semesters with a CGPA of 2.00 and with no more than one failed course.

Qualifying students accepted into a degree or certificate program will receive credit for all credit courses completed with a mark of C- or better toward that degree or certificate.

Admission on Probation

Students who do not meet the basic admissions requirements but who possess the OSSD, have only taken four or five Grade 12U or M courses and have a 65% average on those four or five courses may be admitted into the Transitions Certificate program. If they achieve a GPA of 2.00 or higher on ten courses, they may be admitted to a degree program. In such cases, the missing Grade 12U or M courses will be replaced by Tyndale courses and the student will receive credit for the remaining Tyndale courses toward the degree. While in the Transitions program, these students are on probation and may be subject to restrictions or requirements as determined by the Admissions Committee.

Canadian Applicants from Ontario: Old Curriculum

The following admission requirements do not apply to students graduating under the new Ontario secondary school curriculum.

BACHELOR OF ARTS (BA)

The minimum requirement for admission is secondary school graduation (OSSD) with OAC English plus five other OACs with an average of 65% or better in those six courses.

BACHELOR OF RELIGIOUS EDUCATION (BRE)

The minimum requirement for admission is secondary school graduation (OSSD) with OAC English plus five other OACs with an average of 65% or better. Those who have earned an OSSD without six OACs are required to complete the Certificate in Christian Studies: Transitions, then make a formal application to the BRE program.

CERTIFICATE IN CHRISTIAN STUDIES: LEADING EDGE (LE)

The minimum requirement for admission is secondary school graduation (OSSD) with OAC English plus five other OACs with an average of 60% or better, although an average of 70% is preferred. As space permits, students with Grade 12 (Advanced) who have a 70% average but who have fewer than six OACs may also be admitted.

CERTIFICATE IN CHRISTIAN STUDIES: TRANSITIONS

The minimum requirement for admission is the OSSD with an average of 65% in Grade 12 courses.

Admission on Probation

Students who wish to enter the BRE or the BA degree program and who have an OSSD with a 65% average or better in their grade 12 courses, but who have less than six OACs, must apply first to the Transitions Program. Such students may apply for admission to the BA or BRE program after their first year at Tyndale. Admission to the BA or BRE program is conditional upon satisfactory academic performance during the student's first year. Those who enter with some OACs may receive partial credit toward their BA or BRE for their first year of study at Tyndale, depending on their overall performance.

Transferring Programs

Students who wish to transfer from the BRE or LE into the BA must apply to do so on forms available from the Registrar's Office. Students with an OSSD and OAC English plus five other OACs with an average of 60% or better and satisfactory performance at Tyndale generally receive full credit for one year of LE studies or up to two years of BRE studies (depending on their course selection and proposed major). Those LE or BRE students who do not have the OSSD with OAC English plus five other OACs with an average of 60% or better may be accepted into the BA on the same basis as Transitions Certificate students.

Students who enter the Transitions year with OSSD and OAC English plus five other OACs with an average of 60% or better may transfer into the BA or BRE program and obtain credits toward their degree for that year of study.

Special Program Admission Requirements:

BACHELOR OF EDUCATION

- Applicants must have an officially recognized 4-year degree (or a 3-year baccalaureate degree plus additional credit hours of study to equal 120 hours) from an officially recognized degree-granting institution with university status. Tyndale welcomes inquiries from those who wish to take additional credit hours at Tyndale.
- Applicants must have a GPA of 3.00 (B) or better on a 4.00-point scale on 60 credit hours or equivalent in an undergraduate degree program.
- Applicants to the Junior/Intermediate track must be completing or have completed 12-18 university credit hours in a teachable area. At Tyndale, the teachable areas are: Dance, Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music-Instrumental, Music-Vocal, Physical and Health Education, Science-General, and Visual Arts.
- Applicants who wish to take the French as a Second Language course (in order to teach FSL) must first pass the French Language Competency Test. Applicants to the Junior/Intermediate track who wish to take the course must also have successfully completed at least 12 credit hours in French at the university level.
- Applicants must complete the B.Ed. application form (which cannot be submitted electronically) and an Application Portfolio.
- Admission to the B.Ed. is on a full-time basis only.
- Transfer credit will not normally be granted for B.Ed. applicants.
- Proficiency in English is required as for all other Tyndale programs.

BACHELOR OF RELIGIOUS EDUCATION: POST DIPLOMA PROGRAM

- A two- or three-year diploma from an Ontario college of applied arts and technology or the equivalent

BACHELOR OF RELIGIOUS EDUCATION: DEGREE COMPLETION PROGRAM

- 25 years of age or older
- served two or more years in a local church or parachurch ministry in some lay or professional ministry
- completed a one-page supplement and have an interview with the program director
- be able to transfer one year (30 credit hours) of accredited university or college-level work into their degree program

BACHELOR OF RELIGIOUS EDUCATION: MODULAR PROGRAM

- 25 years of age or older
- served two or more years in a local church or parachurch ministry in some lay or professional ministry
- completed an application supplement and may be required to have an interview with the program director
- be considered for admission under basic admission requirements or they may qualify for admission as mature students

Canadian Applicants from Other Provinces

Applicants educated outside Ontario must submit evidence of standing equivalent to the OSSD with six Grade 12U or M courses or six OACs. The list below provides guidelines for academic comparison for students applying from outside Ontario.

Alberta: Alberta High School Diploma. An overall average of at least 65% in five academic Grade 12 courses (including English 30).

British Columbia and the Yukon: Senior Secondary Graduation Diploma. An overall average of at least 65% in four provincially examinable academic Grade 12 courses (including English 12).

Manitoba: Secondary School Diploma. From 1993: An overall average of at least 65% in five academic Grade 12 courses (including English 40S).

New Brunswick: High School Graduation Diploma. An overall average of at least 65% in five academic (university-preparatory) Grade 12 courses (including English 120 or 122).

Newfoundland and Labrador: Senior High School Graduation Diploma. An overall average of at least 65% in 11 acceptable Grade 12 courses (including English 3101 or English 3104 and Literature 3201 or Literature 3202).

Nova Scotia: Nova Scotia Graduation Certificate. An overall average of at least 65% in five academic (university-preparatory stream) Grade 12 courses (including English 12 ACAD).

Prince Edward Island: High School Graduation Certificate. An overall average of at least 65% in five academic (pre-university) Grade 12 courses (including English 611 or 621).

Quebec: Twelve courses from the DEC program of studies. An overall average of at least 65% in 12 academic semester courses (one year) in a university preparation program (DEC) in CEGEP (including 2 English courses - 603 level).

Saskatchewan: Secondary School Diploma. An overall average of at least 65% in six Grade 12 courses (including English 30A and 30B).

The fee for a Canadian resident from outside of Ontario is \$50 for applications completed on paper; \$30 if completed online.

US Applicants

Students graduating from Grade 12 of an accredited high school in the United States are eligible to apply for admission to Tyndale University College. Applicants should submit SAT or ACT scores to be considered for admission. Tyndale's admission requirements are a minimum ACT score of 20 or a minimum combined SAT score of 950 for tests taken before March 2005; the new test score requirement is 1420. Students in good standing at an accredited college or university in the United States are eligible to apply for admission and may receive transfer credits. For US and ACSI students who have not written the SAT or ACT, the Admissions Committee requires a 65% average or better in their grade 12 courses and their high school must send their grading standards. The Admissions Committee may still require students to sit a standardized test. The fee for US applicants is \$50 for applications completed on paper; \$30 if completed online.

Non-Canadian Transfer Student Applicants

US and International Transfer students who have not written the SAT or ACT may be considered for admission provided that they have been admitted to an English-speaking accredited university, completed courses with a C- average and submit the formal acceptance letter to a degree program in the accredited university. The student will also need to provide high school or equivalent transcripts. The Admissions Committee may still require a standardized test.

International Applicants

To obtain a Study Permit, which permits international students to study legally in Canada for more than six months, applicants must provide satisfactory evidence of sufficient financial resources to Citizenship and Immigration Canada (CIC).

Academic: The application must be accompanied by official transcripts of the student's high school (secondary school) studies and post-secondary studies, indicating subjects studied and grades received. The Admissions Committee may require additional documents and/or examination results. Tyndale's admission requirements are a minimum ACT score of 20 or a minimum combined SAT score of 950 for tests taken before March 2005; the new test score requirement is 1420. International students who have not written the SAT or ACT may be considered for admission based on their high school or equivalent performance but the Admissions Committee may require a standardized test. Documents in a language other than English must be accompanied by a notarized English translation. All transcripts and notarized translations are to be sent to Tyndale by the student's previous institutions. It is the applicant's responsibility to provide official copies of all supporting documentation.

Tuition and Fees: Total costs for tuition, fees, residence, board, books and incidentals will average \$18,000 Canadian per year. Students are required to provide proof to Citizenship and Immigration Canada that they have enough money to cover tuition and living costs.

International Students are required to pay their first year's fees in full when they register for classes. Costs include tuition fees, student fees and medical coverage/insurance.

Note: Programs and courses that are offered in conjunction with other post-secondary

institutions (such as in the BA Human Services degree being offered with Seneca College) are subject to that institution's international student tuition fee.

Health Insurance: Health insurance is mandatory for all US and international students and their families. All students will be enrolled in Tyndale's health insurance plan provided by ETFS. The cost for health insurance for a 12-month period by ETFS is \$598 for single and \$1,315-3,600 for couples or family coverage.

English Language: See section entitled, "English Language Requirements for All Programs" on page 36.

Study Permit: In order to be eligible to register, the applicant will be required to provide proof that he or she has received a Study Permit from Citizenship and Immigration Canada.

Application Fees and Deadlines: We suggest the following dates for application for admission to the University College: before April 1 for the fall semester and before August 1 for the winter semester. The application fee for a non-North American applicant is \$150.

Home-Based Learner Applicants

Tyndale welcomes applications from graduates of home-based schools and from other unaccredited and/or non-traditional secondary education programs. Candidates who are unable to present province/state-examined matriculation subjects are evaluated personally in order to gauge their readiness for university-level studies.

Home-based learners must provide acceptable SAT scores or ACT scores. They also must provide an educational background chart (includes a list of courses taken and textbooks required for each course) to serve as a transcript.

Mature Student Applicants

Applicants who do not meet the regular academic admission requirements may be eligible for consideration as mature students. To qualify as mature students, applicants must:

1. Be at least 21 years of age by the beginning of the semester in which they are seeking admission
2. Have been away from full-time attendance at an educational institution (secondary or post-secondary) for a minimum of two years
3. Be citizens, permanent residents or landed immigrants of Canada
4. Demonstrate the likelihood of success in university-level studies
5. Submit a copy of their birth certificate
6. Submit a letter indicating why they feel they will be successful in university-level studies, what they wish to gain from this academic experience and their academic and career goals
7. Applicants will be asked to write an entrance exam. Mature students are not eligible for transfer credits.

Occasional Student Applicants

Individuals who wish to take courses at Tyndale for credit without admission to a degree or certificate program may do so through occasional student status. There are a number of reasons why a person might want to be an occasional student. For example, a student might already have a degree and wish to take courses for enrichment or a student might want to take a few courses and decide later if s/he wants to enroll into a program of study.

Acceptance as an occasional student does not guarantee acceptance into a degree or certificate program at Tyndale University College. If at a later date an occasional student wishes to enroll into a degree or certificate program, s/he must be accepted under the regular Tyndale admissions procedures. If admitted into a program, the courses s/he has completed may be used to fulfill the requirements of that program, provided they fit into the program outline. Students studying at Tyndale under a Letter of Permission from another institution can also fall into the occasional student category. Normally, an occasional student may complete up to three courses (9 credit hours). A student must complete the regular application process and be formally admitted into a program prior to beginning the fourth course.

Occasional student status is not open to students in the following categories:

1. Applicants who do not meet Tyndale's English Language Requirements.
2. International applicants.

Letter of Permission Applicants

Students wishing to take courses at Tyndale for credit at other institutions are classified as students who are on a Letter of Permission. These are students who are transferring credits to other institutions and are not working towards a degree or certificate at Tyndale.

Students seeking to study on a Letter of Permission should submit the following:

1. A completed Tyndale University College application form.
2. A non-refundable application fee.
3. A reference from a mentor or member of the clergy (see www.tyndale.ca/apply for form).
4. A Letter of Permission from the school to which the credits are being transferred. This letter should indicate which courses the student can take and the student's academic standing (GPA).

Students may take a maximum of five courses per semester on a Letter of Permission. Students may take a maximum of nine courses in total on a Letter of Permission and should be aware that they are not eligible to receive a degree or certificate from Tyndale University College. Students studying on a Letter of Permission are restricted to taking only the courses listed on their Letter of Permission. Students are required to complete a Transcript Request Form (available from the Registrar's Office) near the end of the semester in order to finalize the official transfer of grades.

English Language Requirements for All Programs

Students 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 submitting their scores/results of the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE). (TWE is available from Education Testing Service, TOEFL Distribution Centre, P.O. Box 162, Station S, Toronto, ON, M5M 4L7, Canada). Further information about these tests may be found at www.toefl.org. Applicants who are not residents of Canada at the time of application must arrange to take the TOEFL and TWE in the country from which they are applying. A minimum TOEFL score of 570 on the paper-based test, 230 on the computer-based test or 88 on the TOEFL iBT and a minimum TWE score of 5.0 are required for acceptance to all programs. The Admissions Committee may still require students to take a standardized test. An interview or school-administered Language Writing and Diagnostic Test may also be required at the discretion of the Admissions Committee.

Note: Meeting these test scores does not guarantee admission to the University College and additional testing may be required before admittance is granted.

Some students who pass the TOEFL may still be unable to write academic papers in English. These students may be identified in three ways:

1. Admissions staff may observe their language difficulty.
2. Evidence of such difficulty may arise in the short diagnostic writing test given in the first week of English Literature and Composition classes.
3. Professors in any class may identify students having difficulty on any assignment.

Once identified and notified, students will be required to take the Language and Writing Diagnostic Test, Tyndale's writing proficiency test. Students with low test scores will be required to enroll in English for Academic Purposes (EAP), a 12-week tutoring class at the University College Writing Centre. EAP is a non-credit, pass/fail course. Students are allowed to register for no more than four other courses during the semester in which they take EAP. Students will not be allowed to register for the next term if this requirement is not fulfilled. There is a fee for English for Academic Purposes.

Writing Proficiency Requirement for All Programs

Applicants 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 minimum Tyndale standards. These students may be identified in three ways:

1. Admissions staff may observe their writing difficulties.
2. In the first-year English Literature and Composition classes, professors will administer a short diagnostic writing test in the first week of classes.
3. Professors in any class may identify students having difficulty on any assignment.

Once identified and notified, students will be expected to immediately take the Language and Writing Diagnostic Test, Tyndale's writing proficiency test. Students with low test scores will be required to enroll in English for Academic Purposes (EAP), a twelve-week tutoring class at the Writing Centre. EAP is a non-credit, pass/fail course. Students are allowed to register for no more than four other courses during the semester in which they take EAP. There is a fee for English for Academic Purposes.

ADMISSION INFORMATION

Re-Activation of a Student File

Students who have not taken courses at the University College for more than two years must re-activate their file before resuming studies. To re-activate, a student must submit the following to the Admissions Office:

- \$50 fee
- One reference from a mentor or member of clergy (see www.tyndale.ca/apply for form)
- A cover letter stating why the student wishes to re-activate

A student who has not taken courses at the University College for more than ten years must submit a new application to the Admissions Office.

Waiting List Policy

Many courses at Tyndale University College & Seminary have limited enrolment because:

1. The room in which the class is scheduled to meet may accommodate a limited number.
2. A limit may have been placed by the Academic Dean for pedagogical reasons. The Registrar may raise this limit only with the agreement of the instructor and the Academic Dean.

The waiting list policy outlined below has been adopted to ensure that when openings become available; students are added in a fair and equitable manner:

1. Students who attempt to register for a full course may ask to be placed on the waiting list in the Registrar's Office. All waiting lists are compiled on a first-come, first-served basis.
2. If the enrolment cap is increased, students will be contacted by the Registrar's Office and offered a place in the order in which they appear on the waiting list. Students will have 24 hours from the point of contact with the Registrar's Office (through voice mail, email, etc.) to complete an Add/Drop form and submit it to the Registrar's Office to secure their place in the class.
3. If places become vacant through other student withdrawals, students will be contacted through the Registrar's Office up to the end of the second week of classes.
 - No student will be offered a vacant place who is not on the waiting list.
 - Vacant positions will normally be offered to students in the order in which they appear on the list except that precedence will be given to:
 1. Students who are in their final year and need the course in order to graduate.
 2. Students whose programs require the course.

3. Other students taking the course for credit.
 4. Students wishing to audit the course.
- Instructors may not grant permission to particular students to register for their course; students must go through the Registrar's Office.
 - Instructors are discouraged from allowing students on the waiting list to attend classes in the hope that they may be permitted to register later.

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.

Transfer Credit Policy

Tyndale University College endorses the Council of Ontario Universities' support for the Pan-Canadian Protocol on the Transferability of University Credits. In doing so, Tyndale undertakes to support the necessary measures to ensure that all course work completed by transfer students will be recognized and, subject to degree, grade and program requirements, fully credited for the purposes of granting a degree, with the following conditions:

1. Students must meet the University College's regular admission requirements in order to be eligible for transfer credits.
2. Evidence of honourable departure from all other schools attended is required.
3. Official transcripts are to be sent from each institution attended after high school, even those where no credits were earned.
4. Applicants from Quebec who have successfully completed more than 12 academic semester courses (one year) at a CEGEP may be eligible for transfer credits.
5. Courses from unaccredited institutions will not normally receive transfer credit.
6. Courses must be assessed to ensure they fulfill the requirements in the student's chosen Tyndale program either as required courses or electives.
7. The grade for each course under consideration must be C or better.
8. Submission of syllabi for courses under consideration may be required.
9. Up to half of the credits required for a Tyndale University College degree may be transferred from another institution.
10. Up to half of the credits required for a Tyndale University College major may be transferred from another institution.
11. Transfer credit will not normally be posted on a student's transcript until successful completion of one year of full-time studies or 30 credit hours with a CGPA of at least 2.00.
12. Students serving a suspension at another institution must serve the suspension before being considered for admission to Tyndale University College.

FEES &
FINANCIAL AID

Fees and Financial Aid

Tyndale University College & Seminary is an independent, not-for-profit, transdenominational university 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.

Tuition Deposit

All new students must submit a \$300 deposit by August 1 for the fall semester and December 1 for the winter semester. The deposit is non-refundable and will be credited towards tuition fees in the next 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.

Fee Schedule

Fee Category	Fee	Amount
Application Fee and deposits	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
	Tuition Deposit (non-refundable until first semester completed)	\$300
	Reactivation Fee (reapplying after 2 years of non-enrollment)	\$50
Each 3 credit hour course	Tuition	\$1,206
	Student Activity Fee	\$27
	Library Fee	\$30
	Administration Fee	\$30
	Technology Fee	\$15
	Total Tuition & Fees (per 3 credit hour course)	\$1,206
	Audit (no other discount applicable)	\$300
Douloi Christo (Intro to University-first year only)	\$402	
	Total Tuition & Fees for a Full-Time Student per year (10 courses)	\$12,060

—continued on next page

Fee Schedule —continued

Fee Category	Fee	Amount
Other Fees	Dropping a course	\$25/\$50
	Late Registration (full-time & part-time students)	\$50
	Change of Program	\$25
	Graduation Fee for degree by December 5	\$135
	Graduation Fee for degree from December 6 to January 30	\$155
	Graduation Fee for certificate by December 5	\$70
	Graduation Fee for certificate from December 6 to January 30	\$85
	Official Transcript	\$10
	Official Transcript – additional requests (ordered at same time)	\$8
	Official Statement/Letter	\$10
	Transfer Credit Evaluation	\$25
English for Academic Purposes (EAP)	\$570	
Academic Skills	\$570	
Orientation Fee (required for all new students taking 2 or more courses)	\$100	
Replacement of ID Card	\$10	
B.Ed. Fee	Total Program Costs	\$19,500
Residence and Food Service (per semester)	Resident Deposit (refundable)	\$200
	Residence Room (with roommate; includes \$1,200 meal credit* and Residence Administration Fees)	\$2,500/person
	Residence Room (without roommate; includes \$1,200 meal credit* and Residence Administration Fees)	\$3,350
	Residence Suite** (with roommate; includes \$1,200 meal credit* and Residence Administration Fees)	\$2,770/ person
	Returning Resident Discount: Application must be received before July 1, 2008; A \$1,000 meal credit is given when this discount is applied.	\$450 discount
Leading Edge	Events	\$125
	Inner-City Missions Trip	\$600
	Urbana Student Mission (optional)	\$1,000–1,500

* Meal credits cannot be converted to cash. Additional meal credits may be purchased for the meal card in \$50 increments. Meal credits expire at the end of each term.

** **Priority is given to Returning Residents.** Each suite is comprised of two double rooms with one common room and a small refrigerator.

Payment Plan and Options

An installment plan is available to those who register for at least 3 courses. Students who pay by installments are subject to a \$50 fee. The first payment is 1/3 of total payable plus the \$50 installment fee. Post-dated payments for the second and third payment should be submitted along with the first payment. Installment due dates are:

Fall 2008: August 15, September 26, October 31

Winter 2009: December 5, January 31, February 28

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, University College bursaries or scholarships should 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

Monthly interest charges will be automatically charged on all outstanding accounts including fees deferred for OSAP. Interest is calculated at 18% per annum on a compounded basis on the last day of the month on any outstanding balance. 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.

Tuition Refund Policy

See the University College Student Handbook, available from the Department of Student Life, for detailed policy on academic and residence withdrawal.

1. Full refund of tuition and related fees collected is permitted if the student rescinds the registration agreement by submitting the completed Drop Form to the Registrar's Office within two days of receiving the duplicate original signed copy of the registration agreement.
2. Full refund of tuition and related fees collected less \$25 is permitted if the student submits the completed Drop Form to the Registrar's Office at least 21 days prior to the first scheduled class.
3. Full refund of tuition and related fees collected less \$50 is permitted if the student does not give any notice of withdrawal from the class before the class start date and does not attend the first five consecutive days of the class.
4. Full refund of tuition and related fees collected less \$50 and less the fees proportionate to the services provided, if the student gives the Registrar's Office written notice of intent to withdraw after the class start date but before two thirds of the course has been delivered or the student has been dismissed for cause.
5. Students receiving OSAP must contact Financial Aid Office for refund eligibility.

FINANCIAL AID

The University College has a number of funds to assist students in meeting their educational costs. Entrance scholarships, bursaries and loans are available. Students are encouraged to apply for financial aid as early as possible in the spring. Contact the Financial Aid Office for further information.

Entrance Scholarships and Bursaries

Each fall, entrance scholarships ranging from \$500 to \$5,000 are available:

- The President's Scholarship of Distinction of \$5,000 is awarded to every student who is accepted into a BA, BRE or Leading Edge program at Tyndale with a minimum average of 90% from their top six grade 12 U or M courses (including ENG4U).
- The President's Scholarship of Excellence of \$2,000 is awarded to every student who is accepted into a BA, BRE or Leading Edge program at Tyndale with an average between 80% and 89.9% from their top six grade 12 U or M courses (including ENG4U).
- The President's Scholarship of Merit of \$1,000 is awarded to every student who is accepted into a BA, BRE or Leading Edge program at Tyndale with an average between 75% and 79.9% from their top six grade 12 U or M courses (including ENG4U).
- The Leadership Scholarship is a matching church gift program in which Tyndale will match, dollar-for-dollar, church sponsorships towards a student's education to a maximum of \$100 per course.
- The Peoples Church Scholarship for Children of Missionaries valued at \$1,000 is open to students whose parents are/were missionaries and demonstrate financial need.
- The Peoples Church Scholarship for Students from Overseas is available valued at \$1,000 to those who demonstrate financial need and who intend to return home after completing their program.
- Entrance scholarships are also available for children of alumni, Christian educators or ministers. For complete information and applications please contact the Financial Aid Office or visit the website at www.tyndale.ca/finaid. Application deadline is May 1.

General Aid Bursaries

A bursary is a monetary gift awarded on the basis of financial need. Tyndale University College has a number of bursaries available to full-time students (minimum 9 credit hours per semester, not including correspondence courses). Bursaries are available to full-time returning students with a minimum CGPA of 2.5. Bursary applications must be received by May 1. Applications received after May 1 will be considered in October as resources allow. 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.

Disbursement

Students will be notified in writing of the Financial Aid Committee's decision. Bursaries are credited directly to the student's account: 50% in each semester. Failure to enroll in September disqualifies the student from the entire bursary.

Returning & Graduation Scholarships

University College scholarships for returning and graduating students are monetary awards made 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. For scholarships requiring an application, the relevant application forms and procedure will be available during the winter semester. For complete information, please contact the Financial Aid Office or visit our website at www.tyndale.ca/finaid. Available scholarships:

- Albert Eikenaar Memorial Scholarship
- Alumni Scholarship
- Association of Chinese Evangelical Ministries Scholarship in Missions
- Canada Bible Society Award
- Christian Real Estate Award
- Class of '36 Award
- David Mainse Communications Scholarship
- Dr. John McNicol Memorial Award in Biblical Studies
- F.V. Ellis Scholarship in Evangelism
- Irwin Gleason Memorial Mission Scholarship
- Jean C. Scott Memorial Award in General Arts
- Jennifer Claire Morris Memorial Award
- Jim and Isobel Crawford Youth Leadership Scholarship
- Joseph McDermott Scholarship in Evangelism
- Mr. & Mrs. Alex McCready Proficiency Award
- Ottawa Chinese Alliance Church Scholarship
- Percy H. Harris/J.C. Macaulay Award in Ministry Studies
- Stanley Boswell Speaking Award
- The RZIM Scholarship for Studies in Gospel and Culture
- University College Faculty Scholarship

Government Aid

Students enrolled in at least 9 credit hours per semester and who are Canadian citizens or permanent residents are eligible for Canadian government loans: federal government and provincial or territorial governments. Students need to apply each year of study by filling out an application in their home province. These loan programs are intended to supplement the financial resources of students and their families. There is no guarantee that the applicant will be granted financial assistance.

American students are eligible to apply for US Stafford Loans, as Tyndale is a recognized institution with the United States Department of Education. Visit www.fafsa.ed.gov for an application and conditions.

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. For OSAP loans, repayment begins six months after graduation.

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. To qualify for the program, students must demonstrate financial need.

Contributors to this program will receive charitable tax receipts for the full amount of their donation for income tax purposes. Tyndale designates 90% of all gifts to the program, while 10% is set aside to cover the cost of administering the program. Decisions with respect to the allocation of the funds are completely at the discretion of the Financial Aid Office with approval from Tyndale Foundation. *Please note that a student's spouse, parents, grandparents and siblings cannot make donations on his or her behalf.*

If students do not meet all of the following conditions the money received through the FLP will be converted into a loan and students will be asked to repay the loan. Conditions include:

- The student must complete the respective academic term(s)
- The student must not be subject to disciplinary action
- The student must pay his/her account in full (apart from the loan)

An academic term is considered to be complete when all the required course work has been submitted, including the final examination.

Bursaries

Spousal Bursary - The spouse of a full-time student is eligible for a bursary equivalent to 50% of the regular tuition fees. The spouse paying the lower total tuition is eligible for the bursary. However, both spouses pay 100% of the ancillary fees.

Family Bursary - This bursary applies to families where more than one full-time student from the same household is enrolled at the same time. The student with the highest tuition pays 100%. The second highest student is eligible for a bursary equivalent to 20% of the regular tuition fees. The third student is eligible to receive a bursary equivalent to 40% of the tuition fees. Each student pays 100% of the ancillary fees.

Senior Bursary - Seniors over 60 years of age are eligible to receive a bursary equivalent to 25% of the regular tuition fees, but pay 100% of the ancillary fees. This bursary does not apply to audit courses.



STUDENT LIFE

Student Life

Tyndale has a unique student body, appreciative of individual diversity while committed 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 500 students from across Canada and the world come to Tyndale University College each year. They represent a wide variety of demographic, ethnic and denominational backgrounds. The majority of students live in the Greater Toronto Area or commute from southern and central Ontario, while a third of our students 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.

Student Life Philosophy

Personal holiness combined with spiritual gifts, academic competence and ministry skills equip men and women for Christian service. Personal character is as important as the acquisition of knowledge and the mastery of specific skills. Tyndale emphasizes the development of Christian character in the context of a dynamic community and is based on self-discipline rather than a punitive approach. See the Student Handbook for student life policies.

Student Responsibility

By virtue of their application for admission, students agree to accept and adhere to the expectations and responsibilities of the community in regard to daily living and interaction.

General Behaviour

As a follower of Jesus Christ, the Christian is to be characterized by holiness and obedience to God, in accordance with the standards of behaviour set forth in the Bible. We strive to walk in a manner worthy of the Gospel of Christ, as new creations free from the bondage of sin. Each member of the University College community is expected to exercise discernment, to love what is pure, lovely and excellent and to refrain from all appearance and practice of evil. Students are to refrain from biblically condemned practices both on and off campus, including drunkenness; swearing or the use of profane language; all dishonest practices such as cheating and stealing; involvement in the occult; the use or possession of pornography; disorderly or disruptive behaviour interfering with another's freedom of expression; damage to property; and sex outside of the biblical view of marriage.

Tyndale is an alcohol-free, drug-free and smoke-free campus. All students, staff, faculty, residents and guests are expected to refrain from the use of illegal non-prescription drugs, alcohol and tobacco while on campus, while involved in a Tyndale-sponsored event or when representing Tyndale University College in public. Possession of alcohol or illegal non-prescription drugs is

prohibited on campus. Individuals who claim the freedom to use tobacco or alcohol must do so off campus in moderation and in such a way that does not hinder others or cause them to stumble.

We expect students to demonstrate an attitude of respect and Christian maturity by refraining from any written or verbal communication that may be construed as demeaning or offensive to an individual or group in terms of race, gender or denominational distinctives.

Personal Spiritual Disciplines

In order to continue in the process of spiritual growth and maturity as a community, members must exercise personal discipline and responsibility in their relationships with Christ, daily devoting themselves to the Word of God, fellowship, worship and prayer. A growing relationship with and knowledge of God enables individuals to maintain spiritual and personal growth alongside intellectual development and the pressures of academic life. In keeping with biblical principles, Tyndale also expects and encourages students to be committed to a local church through worship, fellowship and ministry.

Communal Worship

Tyndale is committed to fostering personal spiritual growth as well as a strong sense of unity within the body of Christ. One way we facilitate the goal of unity is through our chapel program, which is designed to promote holistic development of the entire Tyndale community through corporate worship and teaching. Tuesday is designated for the community chapel service and everyone is expected to attend. Campus offices are closed to permit staff, faculty and students to gather and participate as a community in worship, instruction and encouragement for one hour each week in the Van Norman Worship and Study Centre. The Department of Student Life plans these times of corporate worship with student, staff and faculty participation. Tyndale expects students to be committed to growing in a personal relationship with Christ, as well as sharing in communal worship both within and outside the life of the University College.

Anti-Discrimination and Harassment

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, handicap or pregnancy. The full policies and procedures to register a complaint are outlined in both the Student Handbook and the staff and faculty policy manuals, which are available in the library, the Human Resources Office and the Department of Student Life.

Student Activities

Consistent with our emphasis on balance in the Christian's life, we encourage the student's participation in various activities that foster social, spiritual, intellectual and physical growth. Varsity and intramural sports, residence activities, summer missions and events sponsored by Student Council committees are all geared to this end.

STUDENT SERVICES

Residence

Residence is a valuable part of a student's education, where both young and mature students can participate in a community that provides a nurturing environment and opportunities for relationships, accountability, leadership and personal and spiritual development. Tyndale provides on-campus housing for up to 200 students. All full-time, single students who are under the age of 20 are required to live on campus during their first and second years unless they live with a parent or legal guardian. Lockers and student lounges with refrigerators and microwaves are all available on campus to students.

A limited number of rooms are available for commuter students. Residence is also available for short-term academic programs such as Spring and Summer sessions and Intersession. Cancellation of residency will be subject to an administrative charge.

A directory of off-campus housing is available at the main reception desk. This directory includes listings of houses, rooms and apartments available for rent around the city. Students are welcome to look through the registry; however, no information will be given over the phone. Tyndale University College does not guarantee the quality of the accommodations listed.

Library Resources

The J. William Horsey Library supports the curriculum of Tyndale University College & Seminary. It holds over 125,000 monographs, periodical volumes and AV resources and has particular strengths in Church history and New Testament Studies in English. Special collections include the J. Percival Baldwin Puritan Collection, the Denominational Reference Collection, the Church Resource Centre and Education Curriculum Centre.

The library subscribes to more than 500 current periodical subscriptions in paper format and electronic resources that provide access to an additional 8,000 periodical titles. E-books are also available. 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 catalogue OnTRAC is freely accessible through the Internet. Tyndale students are able to renew materials online where permitted. They may also access over 40 research databases remotely. Visit Tyndale's Web site at www.tyndale.ca for more information.

Food Services

Food services are provided throughout the semester and are available to anyone who would like to eat on campus. Resident students are required to spend a minimum amount per semester for meals through the purchase of a meal card, but may put additional amounts on their account. The residence food plan is also available to commuter students. All members of the community can purchase food on a cash basis. During the semester, breakfast, lunch and dinner are served in the

cafeteria located on the second floor of the main building. The Muffin Shop is located on the ground floor of the University College and is open Monday through Friday from early morning through early evening (closed at 2:30 p.m. on Friday).

Medical 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 fulfill their responsibilities. We recognize that physical and emotional conditions may change and policies are in place to assist the equitable dealing with such changes. All international students must have proof of medical insurance coverage at the time of registration. Please refer to the Student Handbook for further policy information.

Student Employment

Working part-time while going to university can be an essential method of paying part of the cost of one's tuition. It can also help students develop good work habits, teach time management skills and provide valuable experience. Tyndale University College offers a limited number of student employment opportunities on campus. Students must apply for these jobs and applicants are selected on the basis of qualifications. Refer to the job board for more information.

While student employment is possible, Tyndale University College recommends that full-time students limit their part-time employment to a maximum of 10-12 hours per week during the semester. Those who believe they need to work more than 12 hours per week should seek counsel from the Dean of Students about possible implications for their academic and personal lives. Some students may need to reduce their course load, limit extracurricular activities, reduce living expenses or explore other alternatives.

Tyndale University College also strongly advises that students in their first semester not take on part-time employment. This will allow for the inevitable adjustment to university life and provide time for students to gain the perspective needed to make good decisions about possible employment opportunities.

The 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 30-minute tutoring sessions. Students may 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. 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 any student to go to the Writing Centre for help.

Counselling Services

Counselling services are available from the Tyndale Counselling Department at no cost to full-time students who are officially registered during the fall and winter semesters. These services provide emotional, psychological and spiritual support to facilitate growth and healing in students' lives. Academic support and study seminars are also offered throughout the year.

Orientation

Each academic year begins with an orientation for new students, organized by the Department of Student Life and student leaders, to acquaint students with the people, policies and procedures of the University College. Activities include opportunities to meet the President and faculty, an orientation retreat in the Muskokas, interaction with returning students, gathering information concerning courses and an introduction to the city of Toronto, such as a trip to Centre Island or Paramount Canada's Wonderland. Orientation for all students continues in various ways throughout the first semester with the desire that each student will become an integral part of the community and will experience a memorable year.

Bookstore

A bookstore located in the main building serves students, faculty, alumni and the community-at-large. To facilitate the needs of customers, the bookstore provides services such as keeping an up-to-date inventory and placing special orders.

Parking

Paid parking is available on campus at a minimal cost. Parking passes are available by the month, semester or year and are purchased through the bookstore. One-week passes are available at reception. Daily parking passes can be purchased from machines located in the parking area. All vehicles without a valid parking pass will be fined.

ACADEMIC
PROGRAMS

Overview of Academic Programs

Bachelor of Arts

The Bachelor of Arts (BA) degree at Tyndale University College prepares students for further studies in graduate or professional programs and more broadly, for a life of service in the world. Students who take a four-year Bachelor of Arts degree can major in Business Administration, Business Administration – International Development Track, English, History, Human Services, Philosophy, Psychology or Religious Studies. The major in Human Services is a conjoint program, which allows a student to earn a BA degree from Tyndale plus a Diploma in either Early Childhood Education or Social Service Work from Seneca College, all in four years of full-time study.

The Bachelor of Arts Honours (BA Honours) degree is offered in Business Administration, Business Administration – International Development Track, English, History, Philosophy, Psychology – Applied Track, Psychology – Research Track, and Religious Studies. Honours degrees involve more in-depth study in the major and normally the completion of a thesis or project. This degree normally requires four years of full-time study.

The BA and BA Honours degrees allow a student to gain a broadly-based liberal arts education. The main goal of this degree is to help the student integrate Christian faith and a broad understanding of our culture into a comprehensive Christian worldview. In the Bachelor of Arts degree, an emphasis is placed on the development of critical thinking skills, oral and written communication skills and the ability to read texts critically.

Students planning to proceed to a professional program, graduate or seminary studies are encouraged to take this degree and to major in English, History, Philosophy, Psychology or Religious Studies, depending on what they plan to study. For example, someone planning on taking a Bachelor of Education degree should major in a teachable subject (i.e., English or History). Someone planning to specialize in Counselling should consider majoring in Psychology, while someone planning to pursue a pastoral/preaching ministry might well decide to do an honours degree in Religious Studies with in-depth studies in the biblical languages.

Double Majors

Students may choose to do a double major in the Bachelor of Arts in any two disciplines in which a major is currently offered at Tyndale University College, except Human Services and Business Administration. The following regulations apply to double major degrees:

1. All core and breadth requirements for the BA must be completed;
2. All requirements (including cognates) for both majors must be completed;
3. Some combinations are possible within the 120 hours required for the degree and others are not. Those combinations that cannot be completed within the 120 credit hours will therefore require the student to take more than 120 credit hours for the degree;

4. Students are not permitted to do both an honours degree and a double major. Students completing an honours degree are encouraged to take extra credit hours in their major up to 60 credit hours.

Possible Combinations:

- English and History
- English and Philosophy
- English and Psychology
- English and Religious Studies
- History and Philosophy
- History and Psychology
- History and Religious Studies
- Philosophy and Psychology
- Philosophy and Religious Studies
- Psychology and Religious Studies

BA Honours

Students may complete an honours degree in the following majors: Business Administration, Business Administration – International Development Track, English, History, Philosophy, Psychology – Applied Track, Psychology – Research Track, and Religious Studies. See the Academic Programs section for detailed program requirements.

Admission to Honours Degrees:

Students interested in pursuing an honours degree should speak to their faculty advisor in their second or third year. If the honours program requires a thesis, students should meet with a full-time faculty member in the discipline about possible thesis topics during the fall of their third year. The honours thesis is required in the History, Philosophy and Religious Studies honours program and is strongly recommended in the English honours program.

Students may apply to an honours program beginning in the winter semester of their second year and normally no later than January 31 of their third year. Application forms are available at the Academic Dean's Office or online.

Students will be admitted to honours programs when the following conditions have been fulfilled:

1. An application to do an honours thesis must be submitted to the Academic Dean by January 31;
2. This application must be signed by a full-time faculty member, indicating that the faculty member is willing to supervise the proposed thesis;
3. The student must have completed a minimum of 30 credit hours toward the degree with a CGPA of at least 3.00;
4. The student must have completed a minimum of 18 credit hours within the major with a GPA of at least 3.00 in the major;
5. The student must have completed any languages or methodology courses required to do the thesis by the summer prior to the fourth year of the honours degree;
6. The Academic Standards Committee must approve the thesis proposal.

Honours Degree Graduation Requirements:

1. A minimum of 48 credit hours must be completed in the major. (Students anticipating graduate school are encouraged to take between 54 and 60 credit hours in the major.)
2. A CGPA of 3.00 or higher in the 120 credit hours presented for the degree is required.
3. A CGPA of 3.00 is required in all courses taken in the major.
4. The honours thesis or major project must be completed with a grade of B- or better.
5. Students who are admitted to honours and who fail to meet all of these requirements, but do meet all graduation requirements for the regular Bachelor of Arts degree, will be awarded the degree without honours.

Program Objectives

Graduates of the Tyndale BA degree program will:

1. Have a general knowledge of the history of the development of Western culture and the origin of the leading ideas, books, movements and events that have shaped this culture;
2. Appreciate other cultures and be aware of both the limitations and the strengths of the graduate's own culture;
3. Be aware of the scholarly methods used in researching and studying the various branches of human knowledge and the scope of human knowledge including the humanities, the social sciences, the natural sciences, the fine arts and theology;
4. Be familiar with the philosophical foundations, scholarly methodologies, major subdivisions and basic content of a particular liberal arts or professional discipline by completing a major in that discipline.
5. Be critical thinkers who are able to use logic to evaluate their own arguments as well as the arguments of others;
6. Have the ability to communicate their thoughts clearly and effectively both orally and in writing;
7. Appreciate beauty and the scope of human imagination and ingenuity;
8. Have a working knowledge of the literature and theology of the Bible and a knowledge of the major scholarly methods of studying it;
9. Have a general knowledge of the history of Christian thought from the time of the New Testament to the present;
10. Understand that all people have a worldview and reflect carefully on the origin, content and adequacy of their own worldview;
11. Be comfortable using contemporary computer applications and adept in using the internet for scholarly research;

Graduates of the Tyndale BA Honours degree program will, in addition to # 1 – 11 above:

12. Be aware of the current controversies within the discipline, the limitations of current knowledge within the discipline and the major thinkers within the discipline;
13. Demonstrate, through the completion of an honours thesis, the ability to formulate a research question or thesis, use the scholarly methods and theories current in the

discipline, critically evaluate primary sources and/or research data in the discipline at an advanced undergraduate level. Policy regarding examination of the honours thesis can be found on page 129.

Bachelor of Education

The Department of Education offers a Bachelor of Education degree (B.Ed.) which will lead to certification with the Ontario College of Teachers. The OCT certification requirements state that teachers must be qualified to teach in at least two of the three consecutive divisions: *Primary/Junior* (Kindergarten to Grade 6), *Junior/Intermediate* (Grades 4 to 10 with a specialty in one subject area), and *Intermediate/Senior* (Grades 7 to 12 with two subject specialties). At this time, Teacher Candidates in Tyndale's B.Ed. program will have the opportunity to focus on either the Primary/Junior track or the Junior/Intermediate track.

Admission to the Bachelor of Education

1. Applicants must have an officially recognized 4-year degree (or a 3-year baccalaureate degree plus additional credit hours of study to equal 120 hours) from an officially recognized degree-granting institution with university status. Tyndale welcomes inquiries from those who wish to take additional credit hours at Tyndale.
2. Applicants must have a GPA of 3.00 (B) or better on a 4.00-point scale on 60 credit hours or equivalent in an undergraduate degree program.
3. Applicants to the Junior/Intermediate track must be completing or have completed 12-18 credit hours in a teachable area. At Tyndale, the teachable areas are: Dance, Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music – Instrumental, Music – Vocal, Physical and Health Education, Science – General, and Visual Arts.
4. Applicants who wish to take the French as a Second Language course (in order to teach FSL) must first pass the French Language Competency Test. Applicants to the Junior/Intermediate track who wish to take the course must also have successfully completed at least 12 credit hours in French at the university level.
5. Applicants must complete the B.Ed. application form (which cannot be submitted electronically) and an Application Portfolio.
6. Admission to the B.Ed. is on a full-time basis only.
7. Transfer credit will not normally be granted for B.Ed. applicants.
8. Proficiency in English is required as for all other Tyndale programs.

Bachelor of Education Graduation Requirements

To be eligible for graduation, Teacher Candidates must have successfully completed all of the following:

1. Each course in the program with a grade of C or higher;
2. All courses with a Cumulative Grade Point Average (CGPA) of 2.30 (C+) or higher;
3. All of the practicum units.

Program Objectives

Graduates of the Tyndale B.Ed. degree program will:

1. Be eligible for an Ontario Teaching Certificate through the Ontario College of Teachers;
2. Have a thorough knowledge of Ontario's core curricular areas in either the Primary and Junior or the Junior and Intermediate divisions;
3. Develop perspectives on key educational issues, and form values required by the educational enterprise;
4. Be committed to professionalism, collegiality, equity, service and excellence;
5. Engage the diversity of learners in today's classrooms;
6. Be prepared to understand the particular needs of minority and marginalized populations, students at risk, and those with special learning needs;
7. Understand the need to cultivate a nurturing learning environment that values and respects the whole person and that enables children to mature intellectually, emotionally and spiritually;
8. Appreciate and embrace their roles in the formation of children who will become both informed citizens and responsible participants in a civil society.

Bachelor of Religious Education

The Bachelor of Religious Education (BRE) is a three-year professional degree designed to prepare students for ministry in the local church, parachurch organizations or missions. Students taking this degree may choose from three foci: General Ministries, Pastoral Ministry or Youth Ministry. This is an excellent degree for those already in ministry or for those planning to become involved in ministry.

A special post-diploma program is offered for graduates of two- or three-year community college diploma programs. It allows the student to complete the Bachelor of Religious Education in General Ministries in two years of study at Tyndale.

The BRE degree with a focus in General Ministries is also offered in a modular format for those highly motivated learners who are over 25 years of age. The BRE Modular allows adult learners to complete the entire BRE degree in four years. Those students who have at least one year of college or university credit may enroll in the Degree Completion Program and complete the degree in approximately two years. These cohort-based programs meet weekly for four hours on one night.

Program Objectives

Graduates of the Tyndale BRE degree program will:

1. Be competent in the interpretation and application of Scripture;
2. Be able to articulate doctrinal distinctives for themselves and others;
3. Be familiar with the issues related to various aspects of ministry;
4. Develop a biblically based philosophy of ministry;
5. Have a passion for the church and a determination of giftedness to serve;

6. Have a deep desire to study and teach God's Word to others;
7. Have clearly developed skills in areas of interest;
8. Be able to contextualize and apply biblical material to contemporary issues;
9. Be competent in hermeneutics of the Bible.

Certificate in Christian Studies

The Certificate in Christian Studies has two tracks: Leading Edge and Transitions. Both tracks include a focus on Biblical and Theological Studies.

The Leading Edge program is a one-year discipleship program designed for recent high school graduates. Local urban mission outings and a one-week mission trip to Camden, New Jersey at the end of the year are among the highlights of this program. Some courses are open to Leading Edge students only and a high degree of group spirit develops during this year.

Transitions is a one-year certificate program which may be taken full-time or part-time. It is a good option for those who are not sure if they wish to commit to completing a whole degree program. It is also a good program for those who are returning to university college studies after a time away.

Leading Edge Program Objectives

Graduates of the Leading Edge Certificate in Christian Studies program will:

1. Have a basic foundation in the Bible and an introduction to the tenets of the Christian faith;
2. Have an introduction to principles of Christian discipleship and spiritual formation;
3. Have an introduction to arts disciplines that are the foundation of a liberal arts education, demonstrating academic competence in those areas;
4. Have tools to help them integrate their Christianity effectively with further university studies;
5. Learn beginning academic and ministry competencies;
6. Have practical ministry experience in an urban setting;
7. Be motivated to serve Jesus Christ and serve the world.

Transitions Program Objectives

Graduates of the Tyndale Certificate in Christian Studies: Transitions Program will:

1. Have a basic biblical foundation and an introduction to the history of Christianity;
2. Have an introduction to principles of Christian discipleship and spiritual formation;
3. Be able to express themselves well in writing and be familiar with some important works of English literature;
4. Have a sense of personal vocation and direction for further studies;
5. Be able to apply for a degree program at Tyndale University College;
6. Gain practical ministry experience;
7. Have an exposure to a variety of Tyndale courses and disciplines.

DIVISION OF ARTS

Bachelor of Arts – Major in English

Overview

The work of authors such as C.S. Lewis and J.R.R. Tolkien has inspired millions. But what inspired them? The same works that form the staple of an English degree at Tyndale. Taking a Bachelor of Arts in English at Tyndale means studying literature by its greatest practitioners: Homer, Virgil, Sophocles, Dante, Shakespeare, Milton, Wordsworth - authors you will study in your first year alone! It entails learning the craft of writing and the theory that underlies it, while developing an appreciation for the great tradition of literature across the ages. It is also an excellent preparation for many professions, including education, law, public relations, journalism, politics, international relations, advertising and graduate research. With an eye on past greats and present practice, a BA in English is an investment in the future.

A Bachelor of Arts Honours degree in English is also offered. Students majoring in English may apply to this program in the winter semester of their third year. See below for specific degree requirements.

BA English Degree Requirements

I. Core Requirements:

HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements:

27 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements:

18 credit hours

III. Major Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
ENGL 2603	Practical Criticism: Poetry	3 credit hours
ENGL 2613	Practical Criticism: Prose	3 credit hours
One of:		3 credit hours
ENGL 3833	American Literature I	
ENGL 3843	American Literature II	
ENGL 3853	Canadian Literature I	
ENGL 3863	Canadian Literature II	
ENGL 3753	Shakespeare	3 credit hours
ENGL 3783	Milton	3 credit hours
One period course:		3 credit hours
ENGL 3013, 3033, 3053, 3103, 3203, 3313, 3323, 3333, 3403, 3413		
ENGL electives	(3000- or 4000-level)	6 credit hours
ENGL elective	(4000-level)	3 credit hours
ENGL elective	(any level)	3 credit hours
Total Major Requirements:		36 credit hours

IV. Electives: 39 credit hours

V. Community Service:

CSER 1010 Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2–8)	0 credit hours

Total Degree Requirements: 120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required ENGL courses are offered in a given year. ENGL 1013 and ENGL 1023 are prerequisites for all 3000-level ENGL courses.
2. At least 45 out of 120 credit hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.
4. BA English and BA English Honours students may not register for ENGL 1723 Major Authors. Students transferring from the BRE or Transitions who have already taken ENGL 1723 may substitute it for ENGL 1023 Survey of English Literature II.

BA Honours English Degree Requirements

I. Core Requirements:

HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements:

27 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements:

18 credit hours

III. Major Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
ENGL 2603	Practical Criticism: Poetry	3 credit hours
ENGL 2613	Practical Criticism: Prose	3 credit hours
One of:		6 credit hours
ENGL 3833-3843	American Literature I, II	
ENGL 3853-3863	Canadian Literature I, II	
One of:		3 credit hours
ENGL 3013	Anglo-Saxon Literature	
ENGL 3033	Sixteenth-Century Literature	
ENGL 3053	Christian Classics of Medieval England	
ENGL 3703	Chaucer	
One of:		3 credit hours
ENGL 3103	Seventeenth-Century Literature	
ENGL 3203	Eighteenth-Century Literature	
ENGL 3783	Milton	
One of:		3 credit hours
ENGL 3313	Romantic Poetry	
ENGL 3323	Nineteenth-Century Novel	
ENGL 3333	Victorian Poetry	
One of:		3 credit hours
ENGL 3403	Twentieth-Century Literature	
ENGL 3413	Twentieth-Century British Literature	

ENGL 3753	Shakespeare	3 credit hours
ENGL 4003	History of Literary Theory	3 credit hours
ENGL 4996	Honours Thesis in English (or ENGL 4000-level electives)	6 credit hours
ENGL elective	(4000-level)	3 credit hours
ENGL elective	(any level)	3 credit hours
Total Major Requirements:		48 credit hours

IV. Electives: **27 credit hours**

V. Community Service:

CSER 1010 Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2–8)	0 credit hours

Total Degree Requirements: **120 credit hours**

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required ENGL courses are offered in a given year.
2. At least 45 out of 120 credit hours must be taken at the 3000- or 4000-level.
3. No more than 15 credit hours (5 courses) can be taken outside the Arts & Science discipline. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.
4. BA English and BA English Honours students may not register for ENGL 1723 Major Authors. Students transferring from the BRE or Transitions who have already taken ENGL 1723 may substitute it for ENGL 1023 Survey of English Literature II.

Bachelor of Arts – Major in History

Overview

The Bachelor of Arts in History involves studying the past in a scholarly manner as a means of understanding the present in a more complete way. Critical thinking, communication skills and research skills are fostered by the study of history at the university level. Studying history is excellent preparation for a wide variety of professions including law, education, divinity and journalism, as well as for any endeavour for which a broad liberal arts education is desirable. The major in history also prepares students for graduate studies in history.

A Bachelor of Arts Honours degree in History is also offered. Students majoring in History may apply to this program in the winter semester of their third year. See below for specific degree requirements.

BA History Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements: 27 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements: 18 credit hours

III. Major Requirements:

HIST 1013-1023	History of Western Civilization I, II	6 credit hours
One of:		3 credit hours
HIST 2513	History of Christianity I	
HIST 2523	History of Christianity II	
HIST 3013	The Historian's Craft	3 credit hours

One course in North American History: HIST 2703, 2813, 2823, 3813, 3843, 3873, 4853	3 credit hours
One course in European History: HIST 2403, 2413, 2913, 2923, 3213, 3313, 3423, 3433, 3443, 3453, 3633, 4413	3 credit hours
HIST elective (4000-level)	3 credit hours
HIST elective any level	3 credit hours
HIST electives (3000- or 4000-level) (if a 3000- or 4000-level HIST course is taken as a required course under North American or European History, one or two of these HIST electives can be at the 2000-level)	12 credit hours
Total Major Requirements:	36 credit hours

IV. Electives: 39 credit hours

V. Community Service:

CSER 1010 Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2–8)	0 credit hours

Total Degree Requirements: 120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required HIST courses are offered in a given year.
2. At least 45 out of 120 credit hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

BA Honours History Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements: 27 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours
Total Breadth Requirements:		18 credit hours

III. Major Requirements:

HIST 1013-1023	History of Western Civilization I, II	6 credit hours
One of:		3 credit hours
HIST 2513	History of Christianity I	
HIST 2523	History of Christianity II	
HIST 3013	The Historian's Craft	3 credit hours
One course in North American History:		3 credit hours
HIST 2703, 2813, 2823, 3813, 3843, 3873, 4853		
One course in European History:		3 credit hours
HIST 2403, 2413, 2913, 2923, 3213, 3313, 3423, 3433, 3443, 3453, 3633, 4413		
HIST electives	(3000- or 4000-level)	15 credit hours
HIST elective	(4000-level)	9 credit hours
HIST 4996	Honours Thesis in History	6 credit hours
Total Major Requirements:		48 credit hours

IV. Electives:**27 credit hours****V. Community Service:**

CSER 1010 Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2–8)	0 credit hours

Total Degree Requirements:**120 credit hours****Notes:**

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required HIST courses are offered in a given year.
2. At least 45 out of 120 hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

Bachelor of Arts – Major in Philosophy

Overview

The Bachelor of Arts in Philosophy involves the study of the history and major problems of philosophy in the Western tradition from the early Greeks to the present. Studying philosophy involves developing one's critical thinking, communication and debating skills.

The major in Philosophy is excellent preparation for various professions including law, divinity and politics. The major also prepares one for graduate studies in Philosophy, as well as for any endeavour in which a broad liberal arts background is desirable.

A Bachelor of Arts Honours degree in Philosophy is also offered. Students majoring in philosophy may apply to this program in the winter semester of their third year. See below for specific degree requirements.

BA Philosophy Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements:

27 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements:

18 credit hours

III. Major Requirements:

PHIL 1013-1023	History of Philosophy I, II	6 credit hours
PHIL 2013	Critical Reasoning	3 credit hours
PHIL 3703	Symbolic Logic	3 credit hours
One of:		3 credit hours
PHIL 3013	Metaphysics	
PHIL 3023	Belief, Truth, and Knowledge	
One of:		3 credit hours
PHIL 3613	Plato	
PHIL 3623	Aristotle	
One of:		3 credit hours
PHIL 3633	Kant and Modern Philosophy	
PHIL 3643	Aquinas	
One of:		3 credit hours
PHIL 2133	Bioethics	
PHIL 3113	Introduction to Ethics	
PHIL 3653	Business Ethics	
PHIL electives	(3000- or 4000-level)	6 credit hours
PHIL elective	(4000-level)	3 credit hours
PHIL elective	(any level)	3 credit hours
Total Major Requirements:		36 credit hours

IV. Electives: 39 credit hours

V. Community Service:

CSER 1010 Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2–8)	0 credit hours

Total Degree Requirements: 120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required PHIL courses are offered in a given year.
2. At least 45 out of 120 hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

BA Honours Philosophy Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements:

27 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements:

18 credit hours

III. Major Requirements:

PHIL 1013-1023	History of Philosophy I, II	6 credit hours
PHIL 2013	Critical Reasoning	3 credit hours
PHIL 3703	Symbolic Logic	3 credit hours
One of:		3 credit hours
PHIL 3013	Metaphysics	
PHIL 3023	Belief, Truth, and Knowledge	
One of:		3 credit hours
PHIL 3613	Plato	
PHIL 3623	Aristotle	
One of:		3 credit hours
PHIL 3633	Kant and Modern Philosophy	
PHIL 3643	Aquinas	
One of:		3 credit hours
PHIL 2133	Bioethics	
PHIL 3113	Introduction to Ethics	
PHIL 3653	Business Ethics	
PHIL electives	(3000- or 4000-level)	12 credit hours
PHIL electives	(4000-level)	6 credit hours
PHIL 4996	Honours Thesis in Philosophy	6 credit hours

Total Major Requirements:

48 credit hours

IV. Electives:

27 credit hours

V. Community Service:

CSER 1010 Introduction to University: Douloi Christou

0 credit hours

CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2–8)

0 credit hours

Total Degree Requirements:

120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required PHIL courses are offered in a given year.
2. At least 45 out of 120 hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

DIVISION OF SOCIAL SCIENCES AND BUSINESS ADMINISTRATION

Bachelor of Arts – Major in Business Administration

Overview

The Bachelor of Arts in Business Administration is a professional business program with a strong foundation in the liberal arts and a focus on biblical and theological studies. Students acquire a broad education that emphasizes communication skills, problem-solving and critical thinking. They also learn to integrate their faith with their understanding of the business world. The Business Administration major prepares students for a wide variety of careers in both profit and non-profit organizations, as well as for later specialization through graduate studies in Business Administration or Law. A particular focus of the department is on non-profit organizational management and leadership.

Bachelor of Arts Honours degrees in Business Administration and Business Administration – International Development Track are also offered. Students majoring in Business Administration may apply to either of these programs in the winter semester of their second year. See below for specific degree requirements.

Students may complete a Business Mentorship, available only through application. The program is designed to give an in-depth exposure to business in an area appropriate to students' career goals and allows them to be mentored by a seasoned Christian business professional. This option requires a minimum time investment of 192 hours that is typically completed during a summer employment assignment. It also allows students to gain four units of Community Service.

BA Business Administration Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours

Total Core Requirements:

30 credit hours

II. Breadth Requirements:

Language	electives	6 credit hours
Natural Sciences	MATH 1213 Introduction to Statistics	3 credit hours
Social Sciences	ECON 1013 Microeconomics	3 credit hours
	ECON 1023 Macroeconomics	3 credit hours

Total Breadth Requirements: 15 credit hours

III. Major Requirements:

BUSI 1013	Introduction to Business	3 credit hours
BUSI 1023	Mathematics for Business	3 credit hours
BUSI 2013	Organizational Behaviour	3 credit hours
BUSI 2113	Introduction to Leadership	3 credit hours
BUSI 2313	Marketing	3 credit hours
BUSI 2613	Introduction to Financial Accounting	3 credit hours
BUSI 2623	Introduction to Managerial Accounting	3 credit hours
BUSI 3013	HR Management	3 credit hours
BUSI 3233	Business Ethics	3 credit hours
BUSI 3413	Entrepreneurship and New Ventures	3 credit hours
BUSI 3613	Intermediate Financial Accounting	3 credit hours
BUSI 3623	Intermediate Managerial Accounting	3 credit hours
BUSI 3723	Operations Management	3 credit hours
BUSI 3813	Finance	3 credit hours
BUSI 3853	Business Internship	3 credit hours
BUSI 3913	International Business	3 credit hours
BUSI 4113	Business Policy and Strategy I	3 credit hours
BUSI electives	(3000- or 4000-level)	9 credit hours

Total Major Requirements: 60 credit hours

IV. Electives: 15 credit hours

V. Community Service:

CSER 1010	Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020	(Units # 2–8)	0 credit hours

Total Degree Requirements: 120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required BUSI courses are offered in a given year.
2. At least 45 out of 120 credit hours must be taken at the 3000- or 4000-level.

3. A maximum of 15 credit hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences. (This regulation does not apply to Business Administration courses taken by students majoring in Business Administration).

BA Business Administration – International Development Track Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements:

33 credit hours

II. Breadth Requirements:

Language	electives	6 credit hours
Natural Sciences	MATH 1213 Introduction to Statistics	3 credit hours
Social Sciences	ECON 1013 Microeconomics	3 credit hours
	ECON 1023 Macroeconomics	3 credit hours

Total Breadth Requirements:

15 credit hours

III. Major Requirements:

BUSI 1013	Introduction to Business	3 credit hours
BUSI 1023	Mathematics for Business	3 credit hours
BUSI 2013	Organizational Behaviour	3 credit hours
BUSI 2313	Marketing	3 credit hours
BUSI 2613	Introduction to Financial Accounting	3 credit hours
BUSI 2623	Introduction to Managerial Accounting	3 credit hours
BUSI 3113	Managing Non-Profit Organizations	3 credit hours
BUSI 3233	Business Ethics	3 credit hours
BUSI 3413	Entrepreneurship and New Ventures	3 credit hours
BUSI 3913	International Business	3 credit hours

Total Major Requirements:

30 credit hours

IV. International Development Requirements:

IDVP 3013	Introduction to International Development	3 credit hours
IDVP 3023	Political Science & Micropolitics of International Development	3 credit hours
IDVP 3033	Cross-Cultural Studies	3 credit hours
IDVP 3043	Anthropology and International Development	3 credit hours
IDVP 3213	Project Evaluation for International Development	3 credit hours
IDVP 3223	Project Management for International Development	3 credit hours
IDVP 4013	International Development Internship	3 credit hours
IDVP 4173	International Finance	3 credit hours
IDVP 4213	Global Economy and Sustainable International Development	3 credit hours

Total International Development Requirements: 27 credit hours

V. Electives: 15 credit hours**VI. Community Service:**

CSER 1010	Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2–8)		0 credit hours

Total Degree Requirements: 120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required BUSI courses are offered in a given year.
2. At least 45 out of 120 credit hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 credit hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences. (This regulation does not apply to Business Administration courses taken by students majoring in Business Administration).
4. There are Business courses that would be recommended for this program that can be taken as the free electives in the last year. Students should consult with their Faculty Advisor in choosing these courses.

BA Honours Business Administration Degree Requirements**I. Core Requirements:**

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours

RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
Total Core Requirements:		30 credit hours

II. Breadth Requirements:

Language	electives	6 credit hours
Natural Sciences	MATH 1213 Introduction to Statistics	3 credit hours
Social Sciences	ECON 1013 Microeconomics	3 credit hours
	ECON 1023 Macroeconomics	3 credit hours
Total Breadth Requirements:		15 credit hours

III. Major Requirements:

BUSI 1013	Introduction to Business	3 credit hours
BUSI 1023	Mathematics for Business	3 credit hours
BUSI 2013	Organizational Behaviour	3 credit hours
BUSI 2113	Introduction to Leadership	3 credit hours
BUSI 2313	Marketing	3 credit hours
BUSI 2613	Introduction to Financial Accounting	3 credit hours
BUSI 2623	Introduction to Managerial Accounting	3 credit hours
BUSI 3013	HR Management	3 credit hours
BUSI 3133	Managing Non-Profit Organizations	3 credit hours
BUSI 3233	Business Ethics	3 credit hours
BUSI 3413	Entrepreneurship and New Ventures	3 credit hours
BUSI 3613	Intermediate Financial Accounting	3 credit hours
BUSI 3623	Intermediate Managerial Accounting	3 credit hours
BUSI 3723	Operations Management	3 credit hours
BUSI 3813	Finance	3 credit hours
BUSI 3853	Business Internship	3 credit hours
BUSI 3913	International Business	3 credit hours
BUSI 4113-4123	Business Policy and Strategy I, II	6 credit hours
BUSI 4413	Business Development	3 credit hours
BUSI elective	(3000- or 4000-level)	3 credit hours
Total Major Requirements:		63 credit hours

IV. Electives:

12 credit hours

V. Community Service:

CSER 1010	Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020	(Units # 2–8)	0 credit hours

Total Degree Requirements:

120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required BUSI courses are offered in a given year.
2. At least 45 out of 120 credit hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 credit hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences. (This regulation does not apply to Business Administration courses taken by students majoring in Business Administration.)

BA Honours Business Administration – International Development Track Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements:**33 credit hours****II. Breadth Requirements:**

Language	electives	6 credit hours
Natural Sciences	MATH 1213 Introduction to Statistics	3 credit hours
Social Sciences	ECON 1013 Microeconomics	3 credit hours
	ECON 1023 Macroeconomics	3 credit hours

Total Breadth Requirements:**15 credit hours****III. Major Requirements:**

BUSI 1013	Introduction to Business	3 credit hours
BUSI 1023	Mathematics for Business	3 credit hours
BUSI 2013	Organizational Behaviour	3 credit hours
BUSI 2313	Marketing	3 credit hours
BUSI 2613	Introduction to Financial Accounting	3 credit hours
BUSI 2623	Introduction to Managerial Accounting	3 credit hours
BUSI 3113	Managing Non-Profit Organizations	3 credit hours
BUSI 3233	Business Ethics	3 credit hours

BUSI 3413	Entrepreneurship and New Ventures	3 credit hours
BUSI 3913	International Business	3 credit hours
BUSI 4183	Micro-Enterprise Development	3 credit hours
Total Major Requirements:		33 credit hours

IV. International Development Requirements:

IDVP 3013	Introduction to International Development	3 credit hours
IDVP 3023	Political Science & Micropolitics of International Development	3 credit hours
IDVP 3033	Cross-Cultural Studies	3 credit hours
IDVP 3043	Anthropology and International Development	3 credit hours
IDVP 3213	Project Evaluation for International Development	3 credit hours
IDVP 3223	Project Management for International Development	3 credit hours
IDVP 4013	International Development Internship	3 credit hours
IDVP 4173	International Finance	3 credit hours
IDVP 4213	Global Economy and Sustainable International Development	3 credit hours
IDVP 4996	Honours Thesis in International Development	6 credit hours
Total International Development Requirements:		33 credit hours

V. Electives: 6 credit hours

VI. Community Service:

CSER 1010	Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2–8)		0 credit hours

Total Degree Requirements: 120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required BUSI courses are offered in a given year.
2. At least 45 out of 120 credit hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 credit hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences. (This regulation does not apply to Business Administration courses taken by students majoring in Business Administration).

Bachelor of Arts – Major in Human Services (Conjoint Program)

Overview

The Bachelor of Arts in Human Services is a conjoint program offered in partnership with Seneca College. It allows students to complete a Bachelor of Arts degree at Tyndale plus a diploma in either Early Childhood Education or Social Service Work at Seneca, all in four years of full-time study. Students study at Tyndale for the first two years and then complete a 10-month program at Seneca before returning to Tyndale for their final year. Students graduate with both a university degree and a diploma and are ready for a career in their area of interest.

BA Human Services – Social Service Work Track Degree Requirements:

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements:

33 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	MATH 1213 Intro to Statistics	3 credit hours
	MATH 3223 Data Analysis	3 credit hours

Total Breadth Requirements:

15 credit hours

III. Human Services Interdisciplinary Major Requirements:

PSYC 1013-1023	Introduction to Psychology I, II	6 credit hours
PSYC 2113-2123	Human Development I, II	6 credit hours
PSYC elective	(3000- or 4000-level)	3 credit hours
SOCI 1013	Introduction to Sociology	3 credit hours
SOCI 1513	Introduction to Social Work	3 credit hours

SOCI 3213	Marriage and Family	3 credit hours
SOCI 3513	Theories of Social Work	3 credit hours
SOCI 3603	Research Methods in the Social Sciences	3 credit hours
Total Major Requirements:		30 credit hours

IV. Diploma in Social Work:

Students receive 30 credit hours for completing the 10-month program at Seneca. All requirements for the Diploma must be met in order for the student to be eligible to receive the BA in Human Services.

V. Electives: **12 credit hours**

VI. Community Service:

CSER 1010 Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020 (Units # 2–6)	0 credit hours

Total Degree Requirements: 120 credit hours

Notes:

1. Students interested in applying for the Social Service Work Conjoint Program need to see their Faculty Advisor early in the fall of their second year. Separate application forms for Seneca and for Tyndale are required by the end of the Fall semester of the student's second year.
2. Students must have a Tyndale cumulative GPA of at least 2.3 (C+) in order to qualify for admittance to Seneca College.

BA Human Services – Early Childhood Education Track Degree Requirements:

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements: 33 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	MATH 1213 Intro to Statistics	3 credit hours
	MATH 3223 Data Analysis	3 credit hours

Total Breadth Requirements:**15 credit hours****III. Human Services Interdisciplinary Requirements:**

PSYC 1013-1023	Introduction to Psychology I, II	6 credit hours
PSYC 2113-2123	Human Development I, II	6 credit hours
PSYC 3603	Research Methods in the Social Sciences	3 credit hours
PSYC electives	(3000- or 4000-level)	9 credit hours
PSYC elective	(4000-level)	3 credit hours
SOCI 1013	Introduction to Sociology	3 credit hours

Total Major Requirements:**30 credit hours****IV. Diploma in Early Childhood Education:**

Students receive 30 hours of credit for completing the 10-month program at Seneca. All requirements for the Diploma must be met in order for the student to be eligible to receive the BA in Human Services.

V. Electives:**12 credit hours****VI. Community Service:**

CSER 1010 Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020 (Units # 2–6)	0 credit hours

Total Degree Requirements:**120 credit hours****Notes:**

1. Students interested in applying for the Early Childhood Education Conjoint Program need to see their Faculty Advisor early in the fall of their second year. Separate application forms for Seneca and for Tyndale are required by the end of the Fall semester of the student's second year.
2. Students must have a Tyndale cumulative GPA of at least 2.3 (C+) in order to qualify for admittance to Seneca College.

Bachelor of Arts – Major in Psychology

Overview

The Bachelor of Arts in Psychology involves the scientific study of human behaviour and exposes students to the major theories and theorists in the discipline. The major in psychology prepares the student for a wide variety of professions, for professional schools where a general liberal arts background is desirable and for graduate studies in psychology. The Department of Psychology at Tyndale emphasizes clinical, social and developmental psychology.

An Honours degree in Psychology is also offered. Students may choose between the Research Track, a traditional thesis-based program that prepares students for graduate programs in psychology, or the Applied Track, a counseling-focused applied psychology program that prepares students for both employment and graduate training in counselling.

BA Psychology Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements:

33 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	MATH 1213 Introduction to Statistics I	3 credit hours
	MATH 3223 Data Analysis	3 credit hours

Total Breadth Requirements:

15 credit hours

III. Major Requirements:

PSYC 1013-1023	Introduction to Psychology I, II	6 credit hours
PSYC 2113	Human Development I (Child and Adolescent)	3 credit hours
PSYC 2053	Brain and Behaviour	3 credit hours
One of:		3 credit hours
PSYC 2313	Sensation and Perception	
PSYC 2323	Cognition and Memory	
One of:		3 credit hours
PSYC 3013	Personality Psychology	
PSYC 3413	Social Psychology	
PSYC 3053	The Integration of Christianity and Psychology	3 credit hours
PSYC 3603	Research Methods in the Social Sciences	3 credit hours
PSYC electives	(3000- or 4000-level)	6 credit hours
PSYC elective	(4000-level)	3 credit hours
PSYC electives	(any level)	6 credit hours

Total Major Requirements: 39 credit hours

IV. Electives: 33 credit hours

V. Community Service:

CSER 1010	Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020	(Units # 2–8)	0 credit hours

Total Degree Requirements: 120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required PSYC courses are offered in a given year.
2. At least 45 out of 120 credit hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

BA Honours Psychology – Applied Track Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements:

33 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	MATH 1213 Introduction to Statistics I	3 credit hours
	MATH 3223 Data Analysis	3 credit hours

Total Breadth Requirements:

15 credit hours

III. Major Requirements:

PSYC 1013-1023	Introduction to Psychology I, II	6 credit hours
PSYC 2023	Basic Counselling Skills	3 credit hours
PSYC 2053	Brain and Behaviour	3 credit hours
PSYC 2113	Human Development I (Child and Adolescent)	3 credit hours
One of:		3 credit hours
PSYC 2313	Sensation and Perception	
PSYC 2323	Cognition and Memory	
PSYC 3003	Professional Standards and Ethics in Counselling	3 credit hours
PSYC 3033	Counselling Children	3 credit hours
One of:		3 credit hours
PSYC 3013	Personality Psychology	
PSYC 3413	Social Psychology	
PSYC 3053	The Integration of Christianity and Psychology	3 credit hours
PSYC 3603	Research Methods in the Social Sciences	3 credit hours
PSYC 3943	Positive Psychology of Meaning	3 credit hours
PSYC 4123	Meaning Centered Counselling and Therapy	3 credit hours
PSYC 4613	Advanced Research Methods	3 credit hours
PSYC 4813	Theories and Principles of Counselling	3 credit hours
PSYC 4823	Advanced Counselling Skills	3 credit hours
PSYC 4983	Applied Project	3 credit hours
PSYC elective	3000- or 4000-level	3 credit hours

Total Major Requirements:

54 credit hours

IV. Electives: **18 credit hours**

V. Community Service:

CSER 1010 Introduction to University: Douloi Christou:	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2-8):	0 credit hours

Total Degree Requirements: **120 credit hours**

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required PSYC courses are offered in a given year.
2. At least 45 out of 120 credit hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

BA Honours Psychology – Research Track Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements: **33 credit hours**

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	electives	6 credit hours
Natural Sciences	MATH 1213 Introduction to Statistics I	3 credit hours
	MATH 3223 Data Analysis	3 credit hours

Total Breadth Requirements: **15 credit hours**

III. Major Requirements:

PSYC 1013-1023	Introduction to Psychology I, II	6 credit hours
PSYC 2053	Brain and Behaviour	3 credit hours
PSYC 2113	Human Development I (Child and Adolescent)	3 credit hours
One of:		3 credit hours
PSYC 2313	Sensation and Perception	
PSYC 2323	Cognition and Memory	
One of:		3 credit hours
PSYC 3013	Personality Psychology	
PSYC 3413	Social Psychology	
PSYC 3053	The Integration of Christianity and Psychology	3 credit hours
PSYC 3603	Research Methods in the Social Sciences	3 credit hours
PSYC 3023	Psychological Testing	3 credit hours
One of:		3 credit hours
PSYC 3403	Cross-Cultural Psychology	
PSYC 3913	Psychology of Religion	
PSYC 3943	Positive Psychology of Meaning	3 credit hours
PSYC 4613	Advanced Research Methods	3 credit hours
PSYC 4973	Honours Thesis in Psychology I	3 credit hours
PSYC 4993	Honours Thesis in Psychology II	3 credit hours
PSYC elective	3000- or 4000-level	3 credit hours
PSYC elective	4000-level	3 credit hours
PSYC electives	any level	6 credit hours

Total Major Requirements:**54 credit hours****IV. Electives:****18 credit hours****V. Community Service:**

CSER 1010 Introduction to University: Douloi Christou:	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2-8)	0 credit hours

Total Degree Requirements:**120 credit hours****Notes:**

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required PSYC courses are offered in a given year.
2. At least 45 out of 120 credit hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

DIVISION OF RELIGIOUS STUDIES AND CHRISTIAN MINISTRIES

Bachelor of Arts – Major in Religious Studies

Overview

The Bachelor of Arts in Religious Studies focuses on biblical and theological studies in the Christian tradition, with some attention given to other traditions as well. Tyndale has strength in biblical studies and offers students the opportunity to study two years of both biblical languages. The major in religious studies is excellent preparation for seminary studies as well as being a good major for any career in which a liberal arts background is considered desirable.

Religious Studies majors planning on pursuing a ministry career may choose to do a ministry focus. This requires students to complete all the requirements for the Religious Studies major plus complete five courses in one of three areas of ministry.

A Bachelor of Arts Honours degree in Religious Studies is also offered. Students majoring in religious studies may apply to this program in the winter semester of their third year. See below for specific degree requirements.

Students seeking ministry credentials within the Pentecostal Assemblies of Newfoundland and Labrador may take certain Pentecostal distinctive courses at Tyndale and spend an internship semester in Newfoundland and Labrador.

BA Religious Studies Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements: 21 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	GREE or HEBR only	6 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements: 18 credit hours

III. Major Requirements:

RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	12 credit hours
RLGS elective	(4000-level)	3 credit hours
RLGS electives	(any level)	9 credit hours
Total Major Requirements:		36 credit hours

IV. Electives:**45 credit hours****V. Community Service:**

CSER 1010	Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020	(Units # 2–8)	0 credit hours

Total Degree Requirements:**120 credit hours****Notes:**

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required courses are offered in a given year.
2. At least 45 out of 120 hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

BA Religious Studies – Intercultural Studies Track Degree Requirements**I. Core Requirements:**

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
INDS 4753	Christianity and Culture	3 credit hours
Total Core Requirements:		21 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	GREE or HEBR only	6 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours
Total Breadth Requirements:		18 credit hours

III. Major Requirements:

RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	12 credit hours
RLGS elective	(4000-level)	3 credit hours
RLGS electives	(any level)	9 credit hours
Total Major Requirements:		36 credit hours

IV. Intercultural Studies Requirements:

CHRI 3613	Global Christianity	3 credit hours
CHRI 3633	Cross-Cultural Communication	3 credit hours
CHRI 3693	Internship in Intercultural Studies	3 credit hours
Language	electives	6 credit hours

Intercultural Studies Requirements: 15 credit hours

V. Electives:

30 credit hours

VI. Community Service:

CSER 1010 Introduction to University: Douloi Christou:	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2-8):	0 credit hours

Total Degree Requirements:

120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required courses are offered in a given year.
2. At least 45 out of 120 hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

BA Religious Studies – Pastoral Ministry Track Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements: 21 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	GREE or HEBR only	6 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours
Total Breadth Requirements:		18 credit hours

III. Major Requirements:

RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	12 credit hours
RLGS elective	(4000-level)	3 credit hours
RLGS electives	(any level)	9 credit hours
Total Major Requirements:		36 credit hours

IV. Pastoral Ministry Requirements:

CHRI 2413	Christian Worship	3 credit hours
CHRI 2423	Pastoral Care and Procedures	3 credit hours
CHRI 3433	Preaching	3 credit hours
CHRI 3453	Seminar in Pastoral Studies	3 credit hours
CHRI 3493	Internship in Pastoral Ministry	3 credit hours
Total Pastoral Ministry Requirements:		15 credit hours

V. Electives:

30 credit hours

VI. Community Service:

CSER 1010 Introduction to University: Douloi Christou:	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2-8):	0 credit hours

Total Degree Requirements:

120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required courses are offered in a given year.
2. At least 45 out of 120 hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

BA Religious Studies – Youth Ministry Track Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements: 21 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	GREE or HEBR only	6 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements: 18 credit hours

III. Major Requirements:

RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	12 credit hours
RLGS elective	(4000-level)	3 credit hours
RLGS electives	(any level)	9 credit hours

Total Major Requirements: 36 credit hours

IV. Youth Ministry Requirements:

CHRI 1313	Foundations of Youth Ministry	3 credit hours
CHRI 2313	The Practice of Youth Ministry	3 credit hours
CHRI 3313	Canadian Youth Culture	3 credit hours
CHRI elective	Youth Ministry elective or CHRI 3433 Preaching	3 credit hours
CHRI 3393	Internship in Youth Ministry	3 credit hours

Total Youth Ministry Requirements: 15 credit hours

V. Electives:

30 credit hours

VI. Community Service:

CSER 1010	Introduction to University: Douloi Christou:	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2-8):		0 credit hours

Total Degree Requirements:

120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required courses are offered in a given year.
2. At least 45 out of 120 hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

BA Honours Religious Studies Degree Requirements

I. Core Requirements:

ENGL 1013-1023	Survey of English Literature I, II	6 credit hours
HIST 1013-1023	History of Western Civilization I, II	6 credit hours
PHIL 1013-1023	History of Philosophy I, II	6 credit hours
INDS 4753	Christianity and Culture	3 credit hours

Total Core Requirements: 21 credit hours

II. Breadth Requirements:

Fine Arts	elective	3 credit hours
Language	GREE or HEBR only	12 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements: 24 credit hours

III. Major Requirements:

RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	9 credit hours
RLGS electives	(4000-level)	6 credit hours
RLGS 4996	Honours Thesis in Religious Studies	6 credit hours
RLGS electives	(any level)	15 credit hours

Total Major Requirements: 48 credit hours

IV. Electives:

27 credit hours

V. Community Service:

CSER 1010 Introduction to University: Douloi Christou	0 credit hours
CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020 (Units # 2–8)	0 credit hours

Total Degree Requirements:

120 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required courses are offered in a given year.
2. At least 45 out of 120 hours must be taken at the 3000- or 4000-level.
3. A maximum of 15 hours may be credited to the degree from outside the arts and sciences. At Tyndale, BUSI, CHRI, GMIN, IDVP, RECL and RECR courses are outside the Arts & Sciences.

Bachelor of Religious Education – Focus in General Ministries

Overview

The General Ministries focus allows a student to choose five CHRI courses (at least two at the 3000-level) beyond the Ministries Studies core, in consultation with his or her faculty advisor, according to the unique interests of the student.

Students seeking ministry credentials within the Pentecostal Assemblies of Newfoundland and Labrador may take certain Pentecostal distinctive courses at Tyndale and spend an internship semester in Newfoundland and Labrador.

BRE General Ministries Degree Requirements

I. Core Requirements:

ENGL 1713	Literature and Composition	3 credit hours
ENGL 1723	Major Authors in English Literature	3 credit hours
PHIL 1713	The Quest for Meaning	3 credit hours
HIST 2513-2523	History of Christianity I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	6 credit hours
RLGS electives	(any level)	6 credit hours

Total Core Requirements:

39 credit hours

II. Breadth:

Fine Arts	elective	3 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements:

12 credit hours

III. Ministry Studies:

CHRI 1013	Christian Life and Discipleship	3 credit hours
CHRI 2113	Introduction to Leadership	3 credit hours
CHRI 3213	Principles and Practices of Teaching	3 credit hours
CHRI 3613	Global Christianity	3 credit hours

Total Ministry Studies Requirements:

12 credit hours

IV. Ministry Focus:

CHRI electives	(3000-level)	6 credit hours
CHRI electives	(any level)	9 credit hours
Total Ministry Focus Requirements:		15 credit hours

V. Electives:**12 credit hours****VI. Field Education:**

FDED 1010 Introduction to University: Douloi Christou	0 credit hours
FDED 1020, 2010, 2020, 3010, 3020 (Units # 2–6)	0 credit hours

Total Degree Requirements:**90 credit hours****Notes:**

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required courses are offered in a given year.
2. Students with a mark of 70% or above in OAC English or ENG4U may take a Humanities elective (i.e., a course in English, History or Philosophy) in place of ENGL 1713 if they wish to do so.
3. A minimum of 24 of the 90 credit hours must be taken at the 3000- or 4000-level.

Bachelor of Religious Education – Focus in Pastoral Ministry

Overview

The Pastoral Ministry focus equips students with the basic tools and skills necessary for pastoral ministry. The focus also facilitates a deepening of Christian character that will result in ministry that equips others to serve in the Church and beyond.

Students seeking ministry credentials within the Pentecostal Assemblies of Newfoundland and Labrador may take certain Pentecostal distinctive courses at Tyndale and spend an internship semester in Newfoundland and Labrador.

BRE Pastoral Ministry Degree Requirements

I. Core Requirements:

ENGL 1713	Literature and Composition	3 credit hours
ENGL 1723	Major Authors in English Literature	3 credit hours
PHIL 1713	The Quest for Meaning	3 credit hours
HIST 2513-2523	History of Christianity I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	6 credit hours
RLGS electives	(any level)	6 credit hours

Total Core Requirements: 39 credit hours

II. Breadth:

Fine Arts	elective	3 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements: 12 credit hours

III. Ministry Studies:

CHRI 1013	Christian Life and Discipleship	3 credit hours
CHRI 2113	Introduction to Leadership	3 credit hours
CHRI 3213	Principles and Practices of Teaching	3 credit hours
CHRI 3613	Global Christianity	3 credit hours

Total Ministry Studies Requirements: 12 credit hours

IV. Ministry Focus:

CHRI 2413	Christian Worship	3 credit hours
CHRI 2423	Pastoral Care and Procedures	3 credit hours
CHRI 3433	Preaching	3 credit hours
CHRI 3453	Seminar in Pastoral Studies	3 credit hours
CHRI 3493	Internship in Pastoral Ministry	3 credit hours
Total Ministry Focus Requirements:		15 credit hours

V. Electives:

12 credit hours

VI. Field Education:

FDED 1010 Introduction to University: Douloi Christou	0 credit hours
FDED 1020, 2010, 2020, 3010, 3020 (Units # 2–6)	0 credit hours

Total Degree Requirements:

90 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required courses are offered in a given year.
2. Students with a mark of 70% or above in OAC English or ENG4U may take a Humanities elective (i.e., a course in English, History or Philosophy) in place of ENGL 1713 if they wish to do so.
3. A minimum of 24 of the 90 credit hours must be taken at the 3000- or 4000-level.

Bachelor of Religious Education – Focus in Youth Ministry

Overview

The Youth Ministry focus offers students foundational courses in preparation for ministry in a variety of settings, including church and para-church based youth ministry. In addition to the required core subjects and in consultation with his or her faculty advisor, students may choose from a variety of youth based electives.

Students seeking ministry credentials within the Pentecostal Assemblies of Newfoundland and Labrador may take certain Pentecostal distinctive courses at Tyndale and spend an internship semester in Newfoundland and Labrador.

BRE Youth Ministry Degree Requirements

I. Core Requirements:

ENGL 1713	Literature and Composition	3 credit hours
ENGL 1723	Major Authors in English Literature	3 credit hours
PHIL 1713	The Quest for Meaning	3 credit hours
HIST 2513-2523	History of Christianity I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	6 credit hours
RLGS electives	(any level)	6 credit hours

Total Core Requirements:

39 credit hours

II. Breadth:

Fine Arts	elective	3 credit hours
Natural Sciences	elective	3 credit hours
Social Sciences	electives	6 credit hours

Total Breadth Requirements:

12 credit hours

III. Ministry Studies:

CHRI 1013	Christian Life and Discipleship	3 credit hours
CHRI 2113	Introduction to Leadership	3 credit hours
CHRI 3213	Principles and Practices of Teaching	3 credit hours
CHRI 3613	Global Christianity	3 credit hours

Total Ministry Studies Requirements: 12 credit hours

IV. Ministry Focus:

CHRI 1313	Foundations of Youth Ministry	3 credit hours
CHRI 2313	The Practice of Youth Ministry	3 credit hours
CHRI 3313	Canadian Youth Culture	3 credit hours
CHRI 3393	Internship in Youth Ministry	3 credit hours
CHRI elective	Youth Ministry elective (or CHRI 3433 Preaching)	3 credit hours

Total Ministry Focus Requirements: 15 credit hours

V. Electives: 12 credit hours

VI. Field Education:

FDED 1010	Introduction to University: Douloi Christou	0 credit hours
FDED 1020, 2010, 2020, 3010, 3020	(Units # 2–6)	0 credit hours

Total Degree Requirements: 90 credit hours

Notes:

1. Not all required courses are offered every year. Students are advised to consult the Academic Calendar, meet with their Faculty Advisor and normally enroll in whichever required courses are offered in a given year.
2. Students with a mark of 70% or above in OAC English or ENG4U may take a Humanities elective (i.e., a course in English, History or Philosophy) in place of ENGL 1713 if they wish to do so.
3. A minimum of 24 of the 90 credit hours must be taken at the 3000- or 4000-level.

Bachelor of Religious Education – Post-Diploma Program

Overview

The Bachelor of Religious Education (BRE) Post-Diploma program is designed for students who have completed a two- or three-year diploma at an Ontario college of applied arts and technology or equivalent. The BRE degree can be completed in two years of full-time study, but students may also study part-time. The program includes courses in humanities, social sciences, biblical studies and professional studies.

Specific Entrance Requirements

A diploma from an Ontario college of applied arts and technology or equivalent is required.

BRE Post – Diploma Degree Requirements:

I. Religious Studies:

RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	6 credit hours
RLGS electives	(any level)	6 credit hours
Total Religious Studies Requirements:		24 credit hours

II. Humanities and Social Sciences:

One of:		3 credit hours
ENGL 1713	Literature and Composition	
ENGL 1723	Major Authors in English Literature	
One of:		3 credit hours
HIST 2513	History of Christianity I	
HIST 2523	History of Christianity II	
PHIL 1713	The Quest for Meaning	3 credit hours
Electives	Social Sciences	6 credit hours
Total Humanities and Social Sciences Requirements:		15 credit hours

III. Professional Studies:

CHRI 1013	Christian Life and Discipleship	3 credit hours
CHRI 2113	Introduction to Leadership	3 credit hours
CHRI 3213	Principles and Practices of Teaching	3 credit hours
	(Note: ECE graduates substitute CHRI 2213)	
CHRI 3613	Global Christianity	3 credit hours
CHRI electives	(any level)	9 credit hours

Total Professional Studies Requirements: 21 credit hours

IV. Field Education:

FDED 1010	Introduction to University: Douloi Christou	0 credit hours
FDED 1020, 2010, 2020	(Units # 2–4)	0 credit hours

Total Degree Requirements: 60 credit hours

Bachelor of Religious Education – Modular Program

Overview

The BRE Modular Program is a non-traditional program specifically designed for adults who want to complete a Bachelor of Religious Education (BRE) degree but who are unable to attend traditional semester education programs and have little or no transfer credit from previous post-secondary education.

The program provides for the completion of all requirements for a BRE degree with a focus in General Ministries and is designed to serve adults interested in studying the Bible, doctrine and ministry with the intent of becoming more effective Christians in ministry and in the workplace.

Full-time undergraduate education is made possible for adults because of its unique design. Each course consists of one four-hour evening class per week for five weeks supplemented by 14-18 hours of guided independent study per week. This format gives essentially the same time involvement as a traditional schedule.

Program participants enter a cohort learning community of 15 to 25 students. Students will benefit from the experiences of fellow learners as the cohort moves through the program together with students offering each other encouragement and support. The program's goal is to integrate Christian faith, learning and living in a meaningful and practical way.

An important component of the BRE Modular Program is the Directed Research Project comprised of academic instruction and individual advising by a qualified professional. Students will choose from one of the following areas of interest: Educational Ministries, Intercultural Studies, Pastoral Studies or Youth Ministry.

Specific Entrance Requirements

1. Applicants must be 25 years or older.
2. Applicants must have served two or more years in a local church or para-church ministry in some lay or professional ministry.

BRE General Ministries Modular Requirements

I. Core Requirements:

ENGL 1713	Literature and Composition	3 credit hours
ENGL 1723	Major Authors in English Literature	3 credit hours
PHIL 1713	The Quest for Meaning	3 credit hours
HIST 2513-2523	History of Christianity I, II	6 credit hours
PSYC 2113-2123	Human Development I, II	6 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	6 credit hours
RLGS electives	(any level)	6 credit hours

Total Core Requirements: 45 credit hours

II. Breadth:

Fine Arts	elective	3 credit hours
Natural Sciences	elective	3 credit hours

Total Breadth Requirements: 6 credit hours

III. Ministry Studies:

CHRI 1013	Christian Life and Discipleship	3 credit hours
CHRI 2113	Introduction to Leadership	3 credit hours
CHRI 3213	Principles and Practices of Teaching	3 credit hours
CHRI 3613	Global Christianity	3 credit hours
CHRI 3956	Directed Research Project	6 credit hours
CHRI electives	(any level)	9 credit hours

Total Ministry Studies Requirements: 27 credit hours

IV. Electives:

12 credit hours

VI. Field Education:

Six units of Field Education are required for graduation. Credit is given for proven learning outcomes through previous ministry experience.

Total Degree Requirements:

90 credit hours

Bachelor of Religious Education – Degree Completion Program

Overview

The Degree Completion Program (DCP) is a non-traditional program specifically designed for adults who want to complete a Bachelor of Religious Education (BRE) degree but who are unable to attend traditional semester education programs.

The DCP provides for the completion of a BRE degree with a focus in General Ministries. The DCP is designed to serve adults interested in studying the Bible, doctrine and ministry with the intent of becoming more effective Christians in ministry and in the workplace.

Full-time undergraduate education is made possible for adults because of its unique design. After the student transfers 30-42 credit hours into the program, there are 16 courses offered in a modular format over a 24-month period. Each course consists of one four-hour evening class per week for 5 weeks supplemented by 14-18 hours of guided independent study per week. This format gives essentially the same time involvement as a traditional schedule.

Program participants enter a cohort learning community of 15 to 25 students. Students will benefit from the experiences of fellow learners as the cohort moves through the program together with students offering each other encouragement and support. The program's goal is to integrate Christian faith, learning and living in a meaningful and practical way.

An important component of the DCP is the Directed Research Project comprised of academic instruction and individual advising by a qualified professional. Students will choose from one of the following areas of interest: Educational Ministries, Intercultural Studies, Pastoral Studies or Youth Ministry.

Specific Entrance Requirements

1. Applicants must be 25 years or older.
2. Applicants must have completed at least one year of accredited transferable university or college credit with a cumulative grade point average of 2.0 or above.
3. Applicants must have served two or more years in a local church or para-church ministry in some lay or professional ministry.

BRE General Ministries DCP Requirements

I. Religious Studies:

RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 2013	Hermeneutics	3 credit hours
RLGS 3603	Introduction to Christian Theology	3 credit hours
RLGS electives	(3000- or 4000-level)	6 credit hours
RLGS electives	(any level)	6 credit hours

Total Religious Studies Requirements: 24 credit hours

II. Humanities and Social Sciences:

HIST 1513	History of Christianity	3 credit hours
PHIL 1713	The Quest for Meaning	3 credit hours

Total Humanities and Social Sciences Requirements: 6 credit hours

III. Ministry Studies:

CHRI 1013	Christian Life and Discipleship	3 credit hours
CHRI 2113	Introduction to Leadership	3 credit hours
CHRI 3213	Principles and Practices of Teaching	3 credit hours
CHRI 3613	Global Christianity	3 credit hours
CHRI 3956	Directed Research Project	6 credit hours
CHRI electives	(any level)	9 credit hours

Total Ministry Studies Requirements: 27 credit hours

IV. Elective:

3 credit hours

V. Transferred into the program:

30-42 credit hours

VI. Field Education:

Six units of Field Education are required for graduation. Credit is given for proven learning outcomes through previous ministry experience.

Total Degree Requirements:

90 credit hours

DEPARTMENT OF EDUCATION

Bachelor of Education

Overview

The Tyndale B.Ed. is a 12-month, full-time program, beginning in July and ending the following June. Teacher Candidates will participate in a wide variety of educational activities four to five days per week.

Teacher Candidates will have approximately 100 days of classroom observation and practice teaching, divided into 3 distinct placements in 3 different classroom settings. Two of the placements will be in public school settings, 1 in each of the divisions of the student's chosen track. Four school boards in the GTA area are looking forward to hosting Tyndale Teacher Candidates in their schools: Durham District School Board, Peel District School Board, Toronto District School Board, and York Region District School Board. Tyndale will work with Teacher Candidates to organize the third placement in an area congruent with individual Teacher Candidates' unique interests and direction, be that in a particular subject area such as Special Education or French, or in a particular context such as a private faith-based or international school.

In order to facilitate the interaction between theory and practice and to address the complexity of current issues in education, Teacher Candidates, in consultation with faculty members, will host five colloquia throughout the 12-month program. Each colloquium will investigate topics related to one of the five Standards of Practice (http://www.oct.ca/standards/standards_of_practice.aspx?lang=en-CA) as identified by the Ontario College of Teachers. The wider educational community is invited to participate in the colloquia.

Tyndale recognizes that the teaching profession cannot be completely compartmentalized into stand-alone courses. Therefore, Tyndale's program emphasizes cross-discipline integration. One example of this will be the development of a Professional Portfolio for the purpose of application to teaching positions.

Please note that applicants admitted to the B.Ed. will be required to obtain an OESC identification card.

Due to the nature of the Bachelor of Education program, many of its policies and procedures differ from those of other Tyndale programs. For details of B.Ed. policies and procedures, please see the B.Ed. Handbook.

Specific Entrance Requirements:

1. Applicants must have an officially recognized 4-year degree (or a 3-year baccalaureate degree plus additional credit hours of study to equal 120 hours) from an officially recognized degree-granting institution with university status. Tyndale welcomes inquiries from those who wish to take additional credit hours at Tyndale.
2. Applicants must have a GPA of 3.00 (B) or better on a 4.00-point scale on 60 credit hours or equivalent in an undergraduate degree program.
3. Applicants to the Junior/Intermediate track must be completing or have completed 12-18 credit hours in a teachable area. At Tyndale, the teachable areas are: Dance, Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music – Instrumental, Music – Vocal, Physical and Health Education, Science – General, and Visual Arts.
4. Applicants who wish to take the French as a Second Language course (in order to teach FSL) must first pass the French Language Competency Test. Applicants to the Junior/Intermediate track who wish to take the course must also have successfully completed at least 12 credit hours in French at the university level.
5. Applicants must complete the B.Ed. application form (which cannot be submitted electronically) and an Application Portfolio.
6. Admission to the B.Ed. is on a full-time basis only.
7. Transfer credit will not normally be granted for B.Ed. applicants.
8. Proficiency in English is required as for all other Tyndale programs

B.Ed. – Primary/Junior Track Degree Requirements:

I. Concept Requirements:

EDUC 5013	Democratic Values, Christian Perspectives and Education	3 credit hours
EDUC 5023	Philosophical Issues in Education	3 credit hours
EDUC 5033	The Developing Learner	3 credit hours
EDUC 5043	Reflective Practice through Narrative Inquiry	3 credit hours

Total Concept Requirements:

12 credit hours

II. Content Requirements:

EDUP 5016	Language and Literacy P/J	6 credit hours
EDUP 5026	Mathematics and Information Technologies P/J	6 credit hours
EDUP 5033	Science and Technology P/J	3 credit hours
EDUP 5043	Health, Physical Education and Arts P/J	3 credit hours
EDUP 5053	Social Studies P/J	3 credit hours

One of:		3 credit hours
EDPE 5013	Visual Arts P/J	
EDPE 5023	Music P/J	
EDPE 5033	Drama and Dance P/J	
EDPE 5043	English as a Second Language P/J	
EDPE 5053	French as a Second Language P/J	
EDPE 5063	Special Education P/J	

Total Content Requirements **24 credit hours**

III. Context Requirements:

EDUC 5053	Diversity and Equity Issues in Education	3 credit hours
EDUC 5063	Creating Safe, Engaging and Inclusive Learning Environments	3 credit hours
EDUC 5073	Differentiated Learning in the Classroom Context	3 credit hours
EDUC 5083	Education Act and <i>Ethical Standards for the Teaching Profession</i>	3 credit hours

Total Context Requirements: **12 credit hours**

IV. Colloquium Requirements:

EDUC 5096	Professional Seminar and Colloquia	6 credit hours
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Total Colloquium Requirements: **6 credit hours**

V. Practicum Requirements:

EDOB 5010	Fall Practicum: Observation and Participation	12-14 days
EDPR 5010	Fall Practicum: Practice Teaching	24-25 days
EDOB 5020	Winter Practicum: Observation and Participation	10-13 days
EDPR 5020	Winter Practicum: Practice Teaching	24-25 days
EDPI 5010	Professional Interest Placement	20-25 days

Total Practicum Requirements: **90-102days**

Total Degree Requirements: **54 credit hours and 90-102 practicum days**

Notes:

1. Teacher Candidates wishing to take the French as a Second Language elective must first pass the French Language Competency Test.
2. In order to maintain registration status, Teacher Candidates must receive a grade of C or better in each course, and must successfully complete each practicum unit. In order to graduate, Candidates need a CGPA of at least 2.30 (C+). For complete policies on promotion, involuntary withdrawal, and graduation, please see the B.Ed. Handbook.

B.Ed. – Junior/Intermediate Track Degree Requirements:

I. Concept Requirements:

EDUC 5013	Democratic Values, Christian Perspectives and Education	3 credit hours
EDUC 5023	Philosophical Issues in Education	3 credit hours
EDUC 5033	The Developing Learner	3 credit hours
EDUC 5043	Reflective Practice through Narrative Inquiry	3 credit hours

Total Concept Requirements:

12 credit hours

II. Content Requirements:

EDUI 5016	Language and Literacy J/I	6 credit hours
EDUI 5026	Mathematics and Information Technologies J/I	6 credit hours
EDUI 5033	Science and Technology J/I	3 credit hours
EDUI 5043	Health, Physical Education and Arts J/I	3 credit hours
EDUI 5053	Social Studies J and History/Geography I	3 credit hours

One of:

EDIT 5013	Visual Arts I	3 credit hours
EDIT 5023	Music I	3 credit hours
EDIT 5033	Drama and Dance I	3 credit hours
EDIT 5043	English I	3 credit hours
EDIT 5053	French as a Second Language I	3 credit hours
EDIT 5063	Geography/History I	3 credit hours
EDIT 5073	Mathematics I	3 credit hours
EDIT 5083	Physical Education and Health I	3 credit hours
EDIT 5093	Science – General I	3 credit hours

Total Content Requirements

24 credit hours

III. Context Requirements:

EDUC 5053	Diversity and Equity Issues in Education	3 credit hours
EDUC 5063	Creating Safe, Engaging and Inclusive Learning Environments	3 credit hours
EDUC 5073	Differentiated Learning in the Classroom Context	3 credit hours
EDUC 5083	Education Act and <i>Ethical Standards for the Teaching Profession</i>	3 credit hours

Total Context Requirements:

12 credit hours

IV. Colloquium Requirements:

EDUC 5096	Professional Seminar and Colloquia	6 credit hours
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Total Colloquium Requirements:

6 credit hours

V. Practicum Requirements:

EDOB 5010	Fall Practicum: Observation and Participation	12-14 days
EDPR 5010	Fall Practicum: Practice Teaching	24-25 days
EDOB 5020	Winter Practicum: Observation and Participation	10-13 days
EDPR 5020	Winter Practicum: Practice Teaching	24-25 days
EDPI 5010	Professional Interest Placement	20-25 days
Total Practicum Requirements:		90-102 days

Total Degree Requirements: 54 credit hours and 90-102 practicum days

Notes:

1. Teacher Candidates in the Junior/Intermediate track wishing to take the French as a Second Language teachable must first pass the French Language Competency Test, and must have successfully completed at least 12 university credit hours in French.
2. All I-level teachables have the prerequisite of a minimum of 12 university credit hours in the subject.
3. In order to maintain registration status, Teacher Candidates must receive a grade of C or better in each course, and must successfully complete each practicum unit. In order to graduate, Candidates need a CGPA of at least 2.30 (C+). For complete policies on promotion, involuntary withdrawal, and graduation, please see the B.Ed. Handbook.

CERTIFICATES

Certificate in Christian Studies: Leading Edge

Overview

The program involves intense urban exposure and transformative service opportunities. In this environment students are encouraged to explore their faith and life calling. Additional features include urban exposure events to Toronto's ethnic neighbourhoods and a service trip to Camden, NJ. An optional mission trip may be available, serving cross-culturally with other Tyndale students. Every third year, this trip could be to Urbana.

Leading Edge Program Requirements

I. Fall Semester:

ENGL 1013	Survey of English Literature I	3 credit hours
HIST 1013	History of Western Civilization I	3 credit hours
PHIL 1013	History of Philosophy I	3 credit hours
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1513	Worship and Christian Spirituality*	3 credit hours
CSER 1010	Introduction to University: Douloi Christou	0 credit hours
Fall Urban Exposure Event (Toronto)		0 credit hours
Total:		15 credit hours

II. Winter Semester:

ENGL 1023	Survey of English Literature II	3 credit hours
HIST 1023	History of Western Civilization II	3 credit hours
PHIL 1023	History of Philosophy II	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours
RLGS 1113	Who is Jesus?*	3 credit hours
Total:		15 credit hours

III. April/May:

A one-week mission trip to Camden, New Jersey		0 credit hours
CSER 1020	Community Service (Unit # 2)	0 credit hours

Total Certificate Requirements:

30 credit hours

* Separate Leading Edge sections

Certificate in Christian Studies: Transitions

Overview

Transitions is a one-year introductory program in Christian Studies that requires 30 credit hours of study (10 courses) and two field education units. The program is designed to allow students to make the transition from high school to university college and from one life path to another. Transitions will guide students in spiritual formation, a Christian worldview, biblical studies, the mission of the church and personal gifting and vocation.

The program is self-contained. When students complete the requirements they will have earned the Certificate in Christian Studies. In the term in which the student expects to complete all requirements for the Certificate in Christian Studies: Transitions, the student may apply for graduation. A cumulative grade point average (CGPA) of at least 2.0 must be attained in order to qualify for graduation. Students who plan to continue their studies at Tyndale must apply for admission into a degree program by the time they have completed their 10th academic course. Tyndale will not normally award the Transitions certificate beyond the point at which the student has completed 15 courses. The program is well suited for students not able to attend classes on a full-time basis. Within the structure of the program, students have a great number of electives to allow them wide exposure to a variety of disciplines.

Transitions Program Requirements

I. Core Requirements:

CHRI 1013	Christian Life and Discipleship	3 credit hours
ENGL 1713	Literature and Composition	3 credit hours
One of:		3 credit hours
HIST 2513	History of Christianity I	
HIST 2523	History of Christianity II	
RLGS 1013	Hebrew Scriptures	3 credit hours
RLGS 1023	New Testament Scriptures	3 credit hours

Total Core Requirements: 15 credit hours

II. Electives: (no more than 2 courses per discipline) 15 credit hours

VI. Field Education:

FDED 1010	Introduction to University: Douloi Christou	0 credit hours
FDED 1020	Field Education (Unit # 2)	0 credit hours

Total Certificate Requirements: 30 credit hours

The Centre for Service Learning

The Centre for Service Learning facilitates partnerships between Tyndale University College students and not-for-profit agencies. Its mandate is to provide opportunities for students to serve their community, discover their gifts and participate as global citizens. Tyndale's educational philosophy includes an integration of faith, knowledge and practice. Service-learning provides a context for this to take place by linking service activities with personal reflection, academic learning and vocational exploration. In this way, service-learning contributes to students' holistic education while addressing real community needs.

The Centre for Service Learning offers four programs: Community Service, Field Education, the Leading Edge and the Route. The Centre's website is www.tyndale.ca/csl.

Community Service

Community Service is required of all students enrolled in a BA or Leading Edge program. Students are encouraged to expand their breadth of personal experience by volunteering in diverse areas, including social justice, seniors care, literacy work, environmental stewardship and inner-city aid. Cross-cultural and international experiences are also encouraged.

Policies

- CSER 1010 Introduction to University: Douloi Christou is required of all new students to Tyndale, both first-year and transfer students.
- Exemptions from CSER 1010 are rare and will only be granted by the Academic Dean. If exempted, a student must register for an additional unit of Community Service.
- Students who begin studying at Tyndale in the winter semester must wait until the following fall semester to register for CSER 1010.
- Transfer students must complete one unit of Community Service for every five courses they take at Tyndale, the first one being CSER 1010.
- Hours counted toward a unit of Community Service must be completed within the semester in which the student is enrolled in the unit (Fall: September – December; Winter: January – April; Spring/Summer: May – August).
- Students cannot receive a salary or wage for hours counted toward Community Service.

Field Education

Field Education is required of all students enrolled in a BRE or Transitions program. Each placement is meant to challenge students to reflect meaningfully on their own spirituality and giftedness and to give opportunity for the development of an effective ministry method.

Policies

- FDED 1010 Introduction to University: Douloi Christou is required of all new students to Tyndale, both first-year and transfer students.

- Exemptions from FDED 1010 are rare and will only be granted by the Academic Dean. If exempted, students will register for an additional unit of Field Education.
- Students who begin studying at Tyndale in the winter semester must wait until the following fall semester to register for FDED 1010.
- Transfer students must complete one unit of Field Education for every five courses taken at Tyndale, the first one being FDED 1010.
- Hours counted toward a unit of Field Education must be completed within the semester in which the student is enrolled in the unit (Fall: September – December; Winter: January – April; Spring/Summer: May – August).
- Field Education units must be completed within a Christian ministry context.

OFF-CAMPUS PROGRAMS

The Route Program

The Tyndale/Canada Baptist Ministries Route program equips and trains young adults for effective mission and then, in committed teams of four, sends them to one of the Canadian Baptist Ministries partner countries. Possible project sites include Bolivia, Belgium, China and the Czech Republic. Students are housed on the campus of a seminary or college in the host country. While there, they are under the supervision of the missionaries (one of whom is a qualified academic who can teach Tyndale courses).

Students must undergo a thorough selection process to be placed on a team, including an application form, references, a recommendation from a youth pastor/pastor, attendance at Orientation Events, interviews, a medical examination, satisfactory completion of pre-training and signed acceptance of the Route Code of Conduct.

Students complete the academic requirements for the courses they select while at the host institution. In addition, they have opportunity to be involved in ministry activities under the supervision of the host missionaries. There is also opportunity for theological reflection and ministry development.

The Mission Exposure Semester is open to all Tyndale University College students in either their second or third year of study (they must have completed at least 30 credit hours of study at Tyndale). Students on academic probation are not eligible for the program. Generally, the courses taken during the semester will fit within the requirements of both the BRE and BA providing students select their courses wisely. Students who participate in the program should be able to complete the requirements for their degree within the standard number of years. However, participation in the semester abroad should be carefully included in their course selection process; academic advising is critical. While in the host country, students complete 4-5 courses (12-15 credit hours).

Students pay for all of the academic courses at Tyndale rates. Their room and board in the host country is often lower than the Tyndale residence. However, they will have added costs related to airfare, travel and insurance.

Intercordia Canada/Tyndale Cross-Cultural Program

Intercordia Canada and Tyndale University College are in partnership to provide students with a combined academic and experiential learning program that encourages inter-faith and cross-cultural understanding. Students complete a course in Intercultural Internship, participate in a Preparation Program co-animated by Intercordia and Tyndale, and then spend 12 weeks during the summer term living with host families and working in faith-based community organizations in one of a variety of countries in Central/South America, Eastern Europe, Africa and the Middle East. The program is completed by a 3-day reintegration retreat in late August designed to assist students to integrate the academic learning and lived experiences of the past year.

Students will receive 3 credit hours upon completion of the program.

The mission of Intercordia Canada is to encourage students to embrace the reality that we are all interdependent as global citizens and that this solidarity with the “other” will lead us to a more compassionate world order.

Students can apply through the Academic Dean’s Office and will be invited to an interview, and required to complete a medical screening process before entry into the program. The program is funded through a combination of university-sponsored bursaries, student contributions and individual and group fundraising.

Council for Christian Colleges & Universities International Studies Program

In a unique partnership with the Council for Christian Colleges & Universities, Tyndale University College students are able to study abroad for a semester.

Culture-Shaping Programs

The American Studies Program has students living in Washington, D.C. where they probe contemporary national and international issues in public policy. The students intern in settings such as congregational offices, social service agencies, think tanks and cultural institutions.

The Contemporary Music Center in Martha’s Vineyard provides a community for young musicians and aspiring music executives to plumb the depths of their creative souls and test the waters of a career in popular music. Designed as an artists’ community, the program seeks to develop artists and music executives with a Christ-centered vision for music content, production and delivery.

The Los Angeles Film Studies Center offers courses on film and culture and an internship in assorted film industry capacities. Students explore the industry within a Christian and liberal arts view and learn professional screenwriting, film production and direction skills.

The Summer Institute of Journalism takes place in Washington, D.C. Students experience classroom lessons with hands on news gathering and writing. Participants interact with influential reporters and discover how to integrate faith with journalism.

Culture-Crossing Programs

At the Australia Studies Centre at the Wesley Institute for Ministry and the Arts in Sydney, students have opportunities to discuss what it means to be a Christian artist and better understand their own calling.

Participants in the China Studies Program study one of the world’s oldest cultures while experiencing the economic, political and social realities of the country. Students study standard Chinese languages, geography, history, religion and culture while traveling through various Chinese cities.

Students enrolled in the Latin American Studies Program live in Costa Rica and study language, culture, politics, history, economics and religion. There are specialized academic

tracks to select from, including International Business/Management and Tropical Science and Global Sustainability, offered to qualified students.

For the Middle East Studies Program, students spend a semester in Cairo, Egypt to study Middle Eastern cultures, religions and conflicts from within this part of the globe.

Interdisciplinary seminar classes, Arabic language instruction and travel in Israel, Palestine and Jordan are all part of this program.

For the Oxford Honours Program, honour students have the opportunity of studying in one of the world's leading academic institutions. There are many tutorial study programs to choose from, including the arts, religion, history and economics and students will simultaneously enjoy the rich historical setting of Oxford, England.

The Oxford Summer School Program is a multi-disciplinary study of the Renaissance and Reformation. Students study philosophy, art, literature, science and music at the Centre for Medieval and Renaissance Studies, which is affiliated with Oxford University's Keble College.

Participants in the Russian Studies Program study the Russian language and attend seminar courses on the country's culture, history, religion and politics. Students become involved in the local community through fostering friendships with local students, living with a host family and working on a service project.

The Uganda Studies Program allows students to spend a semester living and studying at Uganda Christian University. The program invites students to join a culture that puts community above individualism. Courses offer a breadth and depth of learning about East Africa and students' spiritual growth is encouraged through relationships and experiences.

Canada Institute of Linguistics

In the spring of 1996 an agreement was reached between Tyndale University College and the Canada Institute of Linguistics (CanIL). CanIL is sponsored by Wycliffe Bible Translators Canada and is located at Trinity Western University/Associated Canadian Theological Schools, 7600 Glover Rd., Langley, BC, V2Y 1Y1. Phone 604-888-6124, Fax 604-888-4617, Website www.canil.ca. The agreement allows for CanIL courses taken by University College students to be credited to their programs, if the courses fit into the student's particular study program. CanIL courses listed in this catalogue can be taken for credit toward University College programs. Students should direct all inquiries concerning these courses to CanIL at the address listed above (see Course Descriptions).

ACADEMIC
POLICIES &
PROCEDURES

Academic Policies & Procedures

Note: Due to the nature of the Bachelor of Education program, many of its policies and procedures differ from those of other Tyndale programs. For details of B.Ed. policies and procedures, please see the B.Ed. Handbook.

Academic Integrity

Integrity in all academic work is required from all students. Academic fraud is a serious matter with serious consequences. Knowingly aiding or abetting anyone in a breach of academic integrity shall in itself be considered misconduct and result in a written reprimand and possible expulsion from Tyndale University College.

Academic Fraud and its Consequences include the following:

1. Giving false information for the purpose of gaining admission or credits may result in expulsion from Tyndale University College and/or in the revoking of the falsely obtained credits.
 - Submitting an assignment for which previous credit was given, either at Tyndale or at another institution or submitting the same assignment for two courses, will result in an automatic grade of zero on one of the assignments. At the discretion of the Academic Standards Committee, the student may receive a grade of zero on the course. In rare circumstances, an expanded paper or project common to two courses of study may be submitted with prior approval from both faculty members.
 - Cheating on a test or examination will result, at a minimum, in a grade of zero on the test or examination. At the discretion of the Academic Standards Committee, the student may receive a grade of zero on the course.
 - Plagiarism, the use of another person's words and/or ideas without full and proper acknowledgement, will result, at a minimum, in a grade of zero on the assignment.
 - At the discretion of the Academic Standards Committee, the student may receive a grade of zero on the course. Any one of the following normally constitutes plagiarism:
 - i) submitting a whole assignment or part thereof as the student's own work (without acknowledging its source[s]), when it was actually written by someone else (a stranger, another student, friend, family member or the author of a book, article, web site or any other source). "Part thereof" can be as little as a sentence or two; plagiarism is not a matter of quantity. When a whole assignment has been copied from another source or written by another person, a grade of zero on the course is automatically assigned. Submission of an essay which has been substantially edited or rewritten by another person, such that the proficiency of writing no longer reflects the student's own abilities, can also be considered academic fraud.

- ii. using the exact wording of a source without putting the borrowed words in quotation marks or following the syntax (structure) and/or wording of the source too closely. Even if a citation is given, this is still plagiarism, as it misrepresents the wording as the student's own.
- iii. including a source in the works cited list/reference list, but giving no parenthetical citations or footnotes/endnotes in the essay to show exactly which quotations, ideas or facts were taken from that source.

For further guidelines on proper acknowledgement of sources, consult the *Tyndale University College Essay Writing Guide*.

2. In most cases, in addition to the penalties listed above, a written reprimand will be placed in the student's academic file. If academic fraud is established in more than one course, a written reprimand will be placed in the student's file and the student may be expelled from Tyndale University College. If the student has been fraudulent on more than one occasion in the same course, the student will receive a mark of zero for the course, a written reprimand will be placed in the student's file and the student may be expelled from Tyndale University College.
3. In all cases of alleged academic fraud, the faculty or staff member will inform the Academic Standards Committee. He or she may also choose to speak with the student. In cases of alleged plagiarism, the faculty member will provide the Committee with the original copy of the student's assignment, as well as copies of any sources from which material is alleged to have been plagiarized.

The Chair of the Academic Standards Committee will give written notice to the student by registered mail, indicating the nature of the alleged offence and setting a date, time and place for a hearing in which the accused will be afforded the opportunity to respond in writing and/or in person to the allegation. The student may be assisted and represented by another person of his or her choice. The student may waive his or her right to respond in writing and/or to appear in person.

After the hearing, the Academic Standards Committee will rule on the allegation. By registered mail, the Chair will notify the student of the ruling, including any penalties imposed. A copy will go to the faculty or staff member. Other faculty members, such as the student's faculty advisor and the Dean of Students, may also be notified.

If a student voluntarily withdraws from a course in which he or she has been accused of academic fraud, the student may still receive a grade of "F" in that course, should the Academic Standards Committee determine that he or she has committed academic fraud.

4. Sometimes academic fraud will not be discovered until after a student has received a passing grade on an assignment, test or examination. When this is the case, the student's grade on the piece of work and/or the course may be changed retroactively to zero.
5. When deemed necessary, the Academic Standards Committee may send the student to the Writing Centre at the student's expense.

6. Appeals of decisions concerning academic fraud may be made, on procedural grounds only, in writing to the Provost. Such appeals must be made within fourteen calendar days of the student having received notification of the decision of the Academic Standards Committee. The regular policies for appeals of grades on assignments and appeals of final grades do not apply to decisions concerning academic fraud.

Academic Probation

Notes:

1. *This policy does not apply to DCP students. For the DCP policy on Academic Probation, please see the DCP Student Handbook.*
2. *This policy does not apply to B.Ed. students. Please see the B.Ed. Handbook.*

Academic probation is not a punishment for failing to achieve a certain standard of academic performance. Rather, probation enables students who may be struggling with their course work to be identified and monitored with appropriate counsel in the following semester. The following guidelines provide the basis for dealing with academic probation:

1. The Registrar automatically places students on probation under the following circumstances:
 - a) The initial 15 credit hours of a student's period of study at Tyndale have been attempted and
 - b) The student fails to achieve a minimum semester grade point average (GPA) of 1.50 before the attempt of the 30th credit hour of the academic program or
 - c) The student fails to maintain a minimum cumulative GPA of 2.00 at the end of any semester after the attempt of the 30th credit hour of the academic program.
2. The Registrar will inform such students in writing that they are being placed on academic probation and will also notify the Academic Standards Committee (ASC).

Students on academic probation:

1. Normally will not be allowed to enroll in more than 9 credit hours of academic work in the next semester and must take LANG 0120 Academic Skills;
2. Must maintain a semester GPA of at least 2.00 during their period of probation;
3. Must meet with their faculty advisors before or during the first week of classes and at least once during the semester. Students are expected to seek counsel from their advisors with respect to course load and selection;
4. Must repeat any failed courses when they are next offered;
5. Will not be given transfer credit for courses taken elsewhere while on probation;
6. Will be ineligible to participate in any Tyndale co- or extra-curricular activities in which they act as school representatives;
7. May lose government loan eligibility (for details contact the Financial Aid Advisor);
8. Will have their status reviewed by the Registrar as soon as final grades are available. Students will be notified of any decision resulting in a change in status.

Academic Suspension

Notes:

1. *This policy does not apply to DCP students. For the DCP policy on Academic Suspension, please see the DCP Student Handbook.*
 2. *This policy does not apply to B.Ed. students. Please see the B.Ed. Handbook.*
1. Students who are on academic probation must maintain a minimum semester GPA of 2.00. Following the fall semester, students on probation whose GPA fall below 2.0, have the winter semester to upgrade their GPA. They must take LANG 0120 Academic Skills and fulfil all the conditions for students on probation. Failure to achieve a minimum semester GPA of 2.0 in this semester will result in academic suspension for the following summer and fall semesters.
 2. Students who have been academically suspended for one semester may apply for readmission to the school. This application process will include a letter from the student outlining reasons why the student thinks a return to studies should be allowed, two letters of reference and a personal interview. Credit for courses taken elsewhere during this period of time will not be applied to their studies at the University College. Should the application be successful and on the student's return to studies at Tyndale a minimum semester GPA of 2.00 is not achieved, the student will then be suspended from studies for a full academic year.
 3. A student who has been suspended for one academic year may apply for readmission to the school as outlined above. At that point a student who returns to studies at Tyndale after serving a one-year academic suspension and fails to achieve a minimum semester GPA of 2.00 will be dismissed from the University College.
 4. At any point (after the initial 15 credit hours) a student's cumulative GPA falls below 1.00 that student may not be allowed to take courses for one year, after which the student may apply for readmission to the school as outlined above.
 5. All students will be notified of their status and relevant procedures by the Registrar.
 6. An appeal may be made by sending a letter to the Chair of the Academic Standards Committee.

Appeal of a Grade on an Assignment

A student may informally appeal a grade on an assignment by discussing it with the professor within 14 days of receiving the grade. If this does not bring about satisfactory resolution, the procedure is as follows:

1. Within 14 days of discussing the grade with the professor, the student must write a letter of appeal to the attention of the Academic Dean, who will then discuss the issue with the professor.
2. If the Academic Dean is not able to settle the issue, he or she will bring the issue to the attention of the Academic Standards Committee. In this case, the committee will

evaluate the merits of the student's concern and the professor's assessment. The decision of the committee may result in the grade increasing, decreasing or staying the same. The decision of the Academic Standards Committee is final.

Appeal of a Final Grade for a Course

A student may informally appeal a final grade in a course by discussing it with the professor upon receipt of the grade. If this does not bring about satisfactory resolution, the student may formally appeal the grade in writing within 14 days from the date the reports are released from the Registrar's Office. The procedure is as follows:

1. The student will submit to the Academic Dean the reasons for contesting the grade.
2. The Academic Dean will respond in writing within 10 days.
3. If this does not bring about satisfactory resolution, the student may take his or her grievance to the Academic Standards Committee, which 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 Academic Dean and the Academic Dean's response.
4. A final appeal, if deemed necessary on procedural grounds, may be made to the Provost, whose decision will be final.

Classroom Expectations and Guidelines

Attendance:

1. Faithful attendance at classes is an important indicator of student maturity and involvement.
2. Tyndale's operational expenses rely on both student tuition fees and on generous donations from the community. Therefore, students have the responsibility of being good stewards of this money, evidenced in their attendance and participation in classes. Class attendance and participation are part of the evaluation of the student and may have a bearing on the final grade for the course. The University College faculty have adopted the following guidelines to define student responsibilities in this matter and to assist the student in developing a disciplined life. Missing a once-per-week course counts as one absence; four lates will be considered as one absence.

Absence from once-per-week courses

1 or 2 absences: Absence from class for any reason (including illness) is permitted twice without penalty.

3 or 4 absences: Students with three or four absences without legitimate reason will lose one grade level from their total course grade. Legitimate absences include personal illness or injury or death in the immediate family. Students are responsible to report to the instructor the reason for all absences.

5 absences or more: Absenteeism for any reason that exceeds four absences will automatically mean the student has chosen not to complete the course and a grade of

F will be assigned. Students whose excessive absenteeism is because of extended illness or injury verified by a doctor's certificate are eligible to apply through the Academic Standards Committee for permission to complete the subject. If excessive absenteeism due to illness or injury extends into the following term, the student must have a reduced load in the following term.

Absence from twice-per-week courses

1 – 4 absences: Absence from class for any reason (including illness) is permitted four times without penalty.

5 – 8 absences: Students with five to eight absences without legitimate reason will lose one grade level from their total course grade. Legitimate absences include personal illness or injury or death in the immediate family. Students are responsible to report to the instructor the reason for all absences.

9 absences or more: Absenteeism for any reason that exceeds eight absences will automatically mean the student has chosen not to complete the course and a grade of F will be assigned. Students whose excessive absenteeism is because of extended illness or injury verified by a doctor's certificate are eligible to apply through the Academic Standards Committee for permission to complete the subject. If excessive absenteeism due to illness or injury extends into the following term, the student must have a reduced load in the following term.

The above policy should be considered as being in effect unless the instructor indicates otherwise at the beginning of the semester. Instructors have the prerogative of instituting their own attendance policies for individual courses.

When a student misses a significant number of classes because of illness, he/she should notify the Dean of Students' Office in person or by phone. The student will need to submit a doctor's certificate upon return. The Dean of Students' Office will notify the student's professors of the reason for the absence and suggest that they take this into consideration when grading assignments.

Assignments:

Major assignments will be given at the beginning of a term in the course syllabus so that students can organize their time effectively. All essays and other written assignments shall be written at the university level as far as grammar, style and structure are concerned. When this is not the case, faculty members shall: 1) comment in writing on the deficient parts of the essay or other written assignment; 2) recommend that the student get help from the Writing Centre; and 3) lower the grade in proportion to the seriousness of the deficiency.

Assignments should be submitted on the due date in order to receive full credit. The penalty for unexcused late assignments will be determined by the following scale:

1. For each day or part thereof late, the faculty member will reduce the assigned grade by 1/3 of a letter; e.g., A to A-, B+ to B. Saturdays, Sundays and holidays are excluded from the reckoning.

2. The above policy should be considered as being in effect unless the faculty member indicates otherwise at the beginning of the semester in the syllabus. Faculty members have the prerogative of implementing their own late assignment policies for individual courses.
3. Excessively late assignments could receive no credit and result in failure. In some subjects, no late assignments will be accepted for credit and this will be communicated to the students at the beginning of the course.
4. No faculty member can grant extensions on any assignments nor accept assignments after the final day of the fall or winter terms. Students requiring extension must follow the procedures as outlined in point 5 (below).
5. All assignments must be completed in order to gain satisfactory standing in the subject. Exceptions to this rule will be communicated to the students at the beginning of the course. Penalties for late assignments and attendance expectations will be stipulated in each course syllabus. The following procedure will be followed for students requesting extensions:
 - a) If a student has not completed all assignments within a course by the last day of exams, the student may appeal for an extension. An "Application for Appeal" form is available from the Registrar's Office during the semester. The completed form must be submitted to the Registrar's Office by 4:30 p.m. on the last day of exams. If the appeal is not received by this date, the student may still fill in the form stating why the form is late. The appeal form must be accompanied by a \$50 fee (cheque, money order, credit card or invoiced on the student's account).
 - b) Extensions will be granted by the Academic Standards Committee only in cases where the student was clearly prohibited from completing the assignments by circumstances beyond his or her control (e.g., hospitalization, illness documented by a note from a doctor, etc.). Extensions are not granted for what best could be described as "poor time management" or "over-involvement" in an extracurricular activity.
 - c) If a student is unsure if he or she has a valid reason to appeal, the student may wish to discuss the matter with the Dean of Students or with his or her faculty advisor.
 - d) A registered letter from the Tyndale University College ASC will notify the student of the maximum length of the extension and any grade penalty. All assignments must be received by the Registrar's Office by 4:30 p.m. on the due date, along with the cover sheet (part of the application package). Assignments will then be forwarded to faculty members for grading. Assignments may be hand-delivered, faxed, e-mailed or posted to the school, but they must be received no later than the deadline. Any problems with electronic, mechanical and postal transmissions are the student's responsibility.
 - e) Failure to submit assignments by the deadline will result in failing grades on those assignments and the final grades on courses will be calculated accordingly.
 - f) The decision of the Academic Standards Committee may be appealed in writing to the Provost. The Provost will ensure that the proper procedures have been followed throughout the process and then make a decision based on the merits of the

appeal. The Provost will respond in writing to the student and provide a copy of the decision to the various parties. The decision of the Provost is final.

6. Research papers for University College courses should conform to the style requested by the professor. A summary of the three standard forms is found in the Tyndale University College Essay Writing Guide. This text is available in the bookstore.
7. Any student may be requested to submit papers in electronic form to facilitate the professor's routine checks for academic fraud.
8. Students are required to keep backup copies of all assignments submitted.

Return of Assignments:

Graded papers unclaimed in class are returned to students via their student mailboxes.

Students are to write their mailbox numbers on the cover page of every assignment to speed up this process. If students desire to have an assignment returned by mail, they must provide the faculty member with a stamped, self-addressed envelope when the paper is handed in.

Envelopes and \$2.00 stamps are available in the bookstore for this purpose. Papers unclaimed from the student mailboxes will be held in the faculty administrative assistant's office for a period of six months, after which they will be destroyed.

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 Dean of Students 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 Students 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 University College 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 Students that he or she desires the special accommodations to continue. If the student does not communicate with the Dean of Students within the stipulated time frame, accommodations cannot be guaranteed.
3. Once the Dean of Students has been notified, he or she will advise each of the student's professors of the accommodations which 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 Registrar's Office. The student must submit an Exam Reschedule Form to specify the special arrangements to write the exam by the deadline stated on the Final Exam Schedule to the Registrar's Office.

Examinations

Faculty members will assign the times for examinations and quizzes throughout the term.

Midterm Examinations:

Midterm examinations will be held as scheduled. If a student misses such an examination through illness or some other emergency, the examination must be written after the student returns within a number of school days not to exceed the number of school days missed.

Example: If a student is ill for three days and in that time missed a midterm examination, that examination must be written within three days of the return to school.

Final Examinations:

Final examinations will be held during the times stated in the Academic Calendar. The Registrar will determine the time and place of these examinations.

1. Students who are justifiably unable to write the final examination at the time scheduled may write a special examination within two weeks of the missed exam. If the illness or injury extends beyond this period, the student may be required to write the examination by a date agreed upon by the course professor and the Registrar. Aegrotat standing may be granted in exceptional cases for the subjects in which the student has a satisfactory average. The student should apply by completing and submitting an Exam Reschedule form to the Registrar's Office. In case of illness or injury, a satisfactory doctor's certificate must be produced giving evidence of inability to write.
2. The following rules are to be enforced in connection with every final examination:
 - a) No student is permitted to take into the examination room any materials relating to the examination subject, including Bibles, unless otherwise indicated.
 - b) No student may leave the room without permission from the exam proctor.
 - c) No student may leave his/her seat during the final fifteen minutes.
 - d) Students must not linger in the halls outside the examination rooms while examinations are being written.
 - e) No student will be permitted to write beyond the allotted time without special permission of the Registrar.
3. Exam Conflicts and Rescheduling: The only circumstances that will allow the rescheduling of an exam are as follows:
 - a) Exam Conflict: two exams at the same time or three exams within 24 hours.
 - b) Illness: a doctor's note is required if a student misses an exam due to illness.

To reschedule an exam, a student must submit an Exam Reschedule Form to the Registrar's Office by the deadline stated on the exam schedule. Forms are available at www.tyndale.ca/registrar or in the Registrar's Office.

If a student is ill on the day of the exam, he or she should not call the Registrar or professor but submit a request to reschedule as soon as possible.

The Examination of the Honours Thesis

1. The supervisor will be the first reader and a second reader will be appointed by the Academic Dean, in consultation with the supervisor.
2. The honours thesis will be examined by a committee of three: the first reader, the second reader and the Academic Dean (or his/her designee) as chair.
3. A date for the defense will be set only after three copies of the final draft have been submitted to the Academic Office. The final draft must be submitted three weeks prior to the defense.
4. An honours thesis normally shall be 60-80 pages (15,000-20,000 words) in length.
5. It is recommended that the defense take place around the tenth week of the winter semester. However, the defense must occur by the last day of classes in the winter semester in order for the student to be eligible for graduation in May.
6. The student will be examined by the committee for 45-60 minutes and then the student will leave the room while the committee agrees on a grade.
7. If the grade is B- or better, the student will be required to make whatever minor corrections the committee deems appropriate. These corrections must be approved by the supervisor before the last day of exams, in order for the student to be eligible for graduation in May.
8. If the grade is below B-, the student will be required to make major revisions by the last day of exams. The first and second readers must both approve these revisions and a new grade will be determined. If the new grade is not B- or better, the student will not graduate with honours.
9. The thesis must be bound and one copy placed in the Academic Office and one in the library. The library facilitates the binding; the \$50 cost is covered by the student.

Taping of Classes

1. Students must request permission from the professor of the particular class that they would like to tape.
2. Where permission is granted, students are expected to supply their own equipment.
3. If a student is not able to attend a lecture and would like to have it taped, it is the responsibility of the student to obtain the professor's permission, find another student to tape the lecture and to supply that student with tapes and a tape recorder.

Syllabi Availability

Binders of syllabi for the various courses are available in the library for students who wish to peruse them. Copies can be made on the library photocopier.

Program Changes

1. Students are accepted into the program indicated on their letter of acceptance. Students deciding to change programs or the vocational focus within a program should apply through the Registrar's Office using the form designed for this purpose.
2. Upon receipt of the application the Registrar will review it and come to a decision in conjunction with the student's academic advisor.
3. Checking a different box on the registration form filled out at the beginning of a semester does not constitute an application for a program change.
4. The Academic Standards Committee reserves the right to request or require a student to change to the certificate program, to another degree program or to another major.

Faculty Advisors

Meeting with an assigned faculty advisor can be foundational for managing an academic program. Advisors can help with personal decision making, selecting Field Education/Community Service placements, course planning and realistic goal setting. They can also put students in touch with the right resources for a wide variety of issues. Students are advised to connect with their advisor early and get to know him or her. A list of the faculty advisors for all programs will be made available at the beginning of the academic year in September.

Course Registration

1. Registration

- a) Students must register for their courses. A \$50 late fee will be charged to returning students who register after August 22 and December 5, 2008 for courses taken in the fall and winter semesters, respectively.
- b) Students will not be allowed to enroll in a course after the second week of fall and winter classes or after the second class of a DCP or Spring/Summer course.
- c) International students must use the paper registration form and provide proof of valid health insurance, a study permit and their passports upon registration.

2. Changes and Withdrawals

To add or withdraw from a course, students must submit a completed Add/Drop form to the Registrar's Office. This form is available from the Registrar's Office or www.tyndale.ca/registrar.

An administrative drop fee will be applied every time the course load is lowered from the original registration.

Changing status from credit to audit or audit to credit is considered to be the same as changing a course and so must be completed before the end of the second week of fall and winter classes or before the second class of a DCP or Spring/Summer course.

Weeks	1-2	3-4	5-8	9-11	12 and after
Add Course	yes	no	no	no	no
Drop Course	yes	yes	yes	yes	no
Refund	100%	Based on # of weeks	Based on # of weeks	0%	n/a
Grade on Transcript	None	W	W or F	F	n/a
Administration Fee	\$25	\$50	\$50	n/a	n/a

W = withdrawal F = fail

Course Load

In order to complete academic programs in the time frame specified in the Academic Calendar, students need to take five courses and one unit of Field Education/Community Service each semester. A student must be registered for a minimum of 9 credit hours per semester in order to be a full-time student. To qualify for an OSAP loan, a student must be taking at least 60% of a full course load, which is equivalent to a minimum of 9 credit hours at the University College (3 courses). Permission to taking more than a normal course load must be secured from the Registrar and the faculty advisor prior to registration.

Course Substitutions

1. Students are expected to complete all required courses.
2. Permission to substitute a required course should be obtained by using the designated form and is granted by the Academic Dean and the Registrar.

Repeating Courses

1. A student may repeat a 1000 level course ONCE if he or she received a failing or unsatisfactory grade.
2. A student may repeat a 2000, 3000 or 4000 level course ONCE if he or she received a failing grade.
3. The Registrar will ensure that the second grade will stand as the official grade for the course. The first will be removed and replaced with an "R" for repeat.

Directed Studies Courses

1. Students must have completed at least one year in their program before they can request a Directed Studies course.
2. Students must have the stated prerequisites for the course.
3. No student on academic probation is eligible to take a directed studies course.

4. Directed Studies courses may not be taken as a substitute for an equivalent classroom course in the same semester. (Exception: a potential graduate who has a schedule conflict involving the course in his/her year of graduation.)
5. The desired course must be discussed with the professor of the course and written approval obtained from the Academic Dean prior to registration for the course.
6. The student must provide the Registrar's Office with a copy of the course requirements at the time of registration.
7. Registration for such courses will take place during normal registration times and students are expected to complete such courses within the framework of a normal semester.

Letters of Permission

Tyndale students wishing to take courses at other institutions for the purpose of gaining credit towards Tyndale degrees or certificates may apply for letters of permission. Please note that satisfying the requirements listed below does not guarantee admission to the host institution(s).

Student Eligibility:

1. The student is required to have a minimum cumulative GPA of 2.30 (C+) to apply.
2. The student must have completed a minimum of 10 courses (30 credit hours) before applying.
3. The student must have all outstanding balances owed to Tyndale University College paid before he or she is eligible to apply.
4. A student may not take courses by letter of permission if doing so would cause the number of courses taken at Tyndale to comprise less than 50% of the total offered for the degree.

Course Eligibility:

1. For a course to be eligible, it must not be offered at Tyndale University College.
2. The course in question must adequately reflect and augment the program of the student as decided by the Faculty Advisor and approved by the Academic Dean.
3. A core course may not be taken by a letter of permission.

Student Responsibilities:

1. The student is required to prove the eligibility of the course first to his or her faculty advisor(s) and then to the office of the Academic Dean.
2. The student is responsible for all communication between the home and host institutions, including all syllabi, official transcripts (within a sealed envelope) and the letters of permission themselves.
3. The student must achieve a minimum grade of 2.30 (C+) or equivalent in the course in question to have it transferred to his or her program at Tyndale University College.
4. The student must be aware that if the transfer credit is allowed in the final year of study, and that credit is the final credit required for graduation, then the student will most likely not graduate in that session, but must wait for the next graduating session.

Auditing

Who May Audit:

1. Regular full- or part-time students of the University College. Permission from the Registrar and the course professor may be required;
2. Graduates of the University College;
3. Others — auditing students who are not registered otherwise at Tyndale are not required to fill out an application form or go through the application process.

Cost of Auditing:

1. Refer to Fee Schedule for audit fee;
2. Graduating students may audit one course free of charge in their last year of study before graduation or within one year of graduation.

Other Requirements for Auditing:

1. Normal attendance requirements will apply to audit students.
2. Audit students may be restricted to one (1) audit for every ten (10) credit students in each course or section of the course.
3. Students desiring to change a subject from audit to credit or from credit to audit must do so within the first two weeks of the fall and winter semester or before the second class of a DCP or Spring/Summer course.
4. The professor of the course being audited is under no obligation to grade assignments, etc., submitted by audit students.

Academic Standing

Grading System

A, B: Excellent, Good. These grades are earned only when evidence indicates that the student has consistently maintained above average progress in the subject. Sufficient evidence may involve such qualities as creativity, originality, thoroughness, responsibility and consistency.

C: Satisfactory. This grade means that the student has fulfilled the requirements of the subject to the satisfaction of the instructor. These requirements include the understanding of subject matter, adequacy and promptness in the preparation of assignments and participation in the work of the class.

D: Poor. This grade indicates that the accuracy and content of work submitted meets only the minimal standards of the professor. Performance is considered inadequate for graduation.

F: Failing. Work submitted is inadequate. Attitude, performance and attendance are considered insufficient for a passing grade.

Non-Graded Standards

AU	Audit (non-credit)
P	Passing
W	Withdrawal
I	Incomplete extension granted by the Academic Standards Committee
AG	Aegrotat Standing

Letter Grade	Numerical Value	Grade Points
A+	95-100	4.00
A	86-94	4.00
A-	80-85	3.70
B+	77-79	3.30
B	73-76	3.00
B-	70-72	2.70
C+	67-69	2.30
C	63-66	2.00
C-	60-62	1.70
D+	57-59	1.00
D	53-56	1.00
D-	50-52	1.00
F	0-49	0.00

Dean's Honour List

A student who takes a minimum of 12 credit hours in either the fall or winter semester and achieves a GPA of 3.70 or higher is eligible for the Dean's Honour List for that semester.

Graduating with Distinction

A student who achieves a CGPA of 3.70 or higher on the 120 credit hours presented for the Bachelor of Arts degree or the 90 credit hours presented for the Bachelor of Religious Education degree will be awarded the degree with distinction.

Graduation Requirements

1. Graduating students are required to have a passing grade in all courses as prescribed in the particular program in which they are enrolled.
2. Substitutions in a course are allowed only by special permission from the Registrar and the Academic Dean.
3. The cumulative grade point average (CGPA) must be at least 2.0 (C) in order to qualify for graduation.

4. Students must normally complete the last year of work at the University College in order to graduate.

Aegrotat Standing

Aegrotat standing may be granted in exceptional circumstances. The faculty member concerned may submit a recommendation to the Academic Standards Committee. Aegrotat standing will be considered on the basis of grades achieved in the course(s) for which it is requested, accumulated grade point average, successful completion of three-quarters of the semester in which the course(s) are taken, a minimum of 65% in course(s) prior to the emergency that led to the request for aegrotat, consistent attendance and supporting documentation certifying an inability to continue the course(s).

Statute of Limitations Policy

1. Students are eligible to graduate from a program under the terms of the academic calendar in force at time of their first enrolment in that program providing that they graduate within the number of years specified below for each program.
2. Students who change from one certificate, degree or major to another must accept the terms of the academic calendar in force at the time the change is made to the new program. The number of years they have to complete the new program, however, will be calculated from the date of first admission.
3. Notwithstanding the above, Tyndale University College reserves the right to require substitute courses in cases where required courses are no longer offered.
4. The following time limits apply:
 - a) Students in the BA or BA Honours degree have eight years to complete their program.
 - b) Students in all other BRS degrees have seven years to complete their program.
 - c) Students in the BRE degree have seven years to complete their program.
 - d) Students in all Certificate programs have five years to complete their program.
5. Students who exceed the number of years allotted for their program are suspended and not eligible to take further courses unless they receive an extension, as described below.
6. Students who come to the end of the time allotted for the completion of their program and who have not completed it, but are in a position to complete within one calendar year, may apply for an extension using a form available from the Registrar's Office. A fee will be charged for this application. The student will meet with the Registrar and they will devise a plan for finishing the program. If the Registrar is satisfied with this plan, the extension will be approved. This plan will be attached to the form and kept in the student's file.
7. In exceptional cases, a second one-year extension may be approved by the Registrar.
8. If the extension is not approved, the student may appeal this decision by writing a letter of appeal to the Academic Standards Committee.

9. If an extension is not granted, the student may continue to register for courses. However, the student will be governed by the academic calendar in force at the time his or her allotted time limit expired. This means that all graduation requirements in force at that time must be completed for graduation.
10. Students who exceed the number of allotted years (plus any extensions) and therefore come under the academic calendar in force at that point, will have a maximum of two additional years from that point to complete the degree. After the two years, if the student has not graduated he or she will be suspended and will not be eligible to take further courses.
11. A student suspended because the statute of limitations runs out can apply for re-admission to the University College and his or her case will be considered by the Academic Standards Committee. The Committee will re-admit the student only if the Committee is satisfied that the student has a viable plan for finishing in what the Committee considers to be a reasonable time. The re-admission decision will include a new deadline for completion of the degree. The student must complete all graduation requirements specified for his or her program as found in the academic calendar in force at the point of re-admission.
12. This policy will apply to all students who first enroll at Tyndale University College after September 1, 2003.
13. This policy will also apply to students enrolled at Tyndale prior to September 1, 2003. However, for purposes of calculating the number of years they have left to finish their program, these students will be considered to be in their first year in the 2003-04 year, even though they may be under an older academic calendar.

Notes:

1. A student who first enrolled in January 2002 is under the 2001-02 Academic Calendar.
2. A student who first enrolled in a spring or summer course in 2003 is under the 2003-04 Academic Calendar.
3. A student who started the BRS Major in the spring or summer of 2002 or in September 2002 has until May of 2010 to graduate (i.e., 8 years) under the terms of the 2002-03 Academic Calendar.
4. A student who started the BRS Major in January 2003 has until May of 2011 to graduate (i.e., 8 years) under the terms of the 2002-03 Academic Calendar.

COURSE DESCRIPTIONS

Course Descriptions

Each course number has four digits. Courses beginning with a 1 are usually taken in a student's first or second year and most courses beginning with a 1 or a 2 have no prerequisites. Courses beginning with a 3 have prerequisites and are usually taken in the student's second, third or fourth year. Courses beginning with a 4 have prerequisites and are intended primarily for third- or fourth-year majors in that discipline, although other fourth-year students with the necessary prerequisites may take them. The second and third digits distinguish the course from other courses in the discipline. The fourth digit indicates the number of credit hours the course is worth. An asterisk (*) following the number indicates a cross-listed course.

Binders of syllabi for the various courses are available in the library for perusal. Copies can be made on the library photocopier. If a student living outside of the Greater Toronto Area cannot come to the library, a request may be made to the Dean's office to have a course syllabus mailed, provided that the student registers at least one month prior to the commencement of the course. Should the student request more than one syllabus, a nominal fee will be charged to cover the costs involved. Some syllabi can be accessed by looking at the faculty member's webpage at www.tyndale.ca.

Breadth Requirements

The Bachelor of Arts degree requires breadth requirements. Below is a list of courses that fulfill those requirements.

Fine Arts

- Any COMM course
- HIST 3873 Film and American Society
- INDS 1713 Art Appreciation
- MUSI 1713 Music Appreciation
- MUSI 2713 Why Music Matters
- PHIL 3233 Aesthetics

Language

- CHIN 1013 Introduction to Mandarin I
- CHIN 1023 Introduction to Mandarin II
- FREN 1013 Introduction to French I
- FREN 1023 Introduction to French II
- Any Greek course
- Any Hebrew course
- LATN 1013 Introduction to Latin I
- LATN 1023 Introduction to Latin II
- PHIL 2913 Philosophical Greek I
- PHIL 2923 Philosophical Greek II

SPAN 1013 Introduction to Spanish I

SPAN 1023 Introduction to Spanish II

Natural Science

Any Biology course

ENVS 1513 Introduction to Environmental Science

Any Mathematics course

PHIL 2133 Bioethics

PHIL 3223 Philosophy of Science

RLGS 3923 Christianity and Science

Social Science

ANTH 2053 Cultural Anthropology

Any Economics course

Any Political Studies course

Any Psychology course

Any Sociology course

Anthropology

ANTH 2053 Cultural Anthropology

This course studies the way people in ethno-linguistic communities have laid down guidelines for their own individual and group behaviour. Included is careful consideration of kinship, roles and status, social groups, rites of passage and life cycles, marriage and family and worldviews and religious beliefs. Offered occasionally.

Biology

BIOL 1013 Introduction to Biology

Developments in the biological sciences are having a major impact on the world around us. This course provides introduction to basic principles of biology. Topics will include: the science of biology, chemical building blocks of life, classification of living things, cell structure and function, cell transport and metabolism, cell division, how genes work and are controlled, genetic engineering and biotechnology, plant development and regulation of plant growth. Exclusion: BIOL 1713. Offered annually.

BIOL 1023 Human Biology

The course deals with the basic structure and function of the human body. The course emphasizes the processes that control and regulate important properties of living systems. The course will cover regulation of body temperature, blood pressure, blood glucose levels, oxygen and carbon dioxide and a host of other parameters. The course will also cover various pathologies in the human body and how the body's immune system works. Exclusion: BIOL 1713. Offered annually.

BIOL 2053* Brain and Behaviour

This course examines the relationship between behaviour and the structure and function of human and animal neural systems. Technological advances in recording techniques are also covered. Topics include: neuron structure and function, brain anatomy and function, brain development, learning and consciousness. Cross-listed as PSYC 2053. Offered in alternate years.

Business Administration

BUSI 1013 Introduction to Business

This course introduces the basic principles of business and outlines the history and development of the set of activities, functions and systems that together define the discipline of modern business practice. Offered annually.

BUSI 1023 Mathematics for Business

This course is designed to foster a broad understanding and appreciation for mathematics and to improve mathematical dexterity in establishing a foundation for further studies in the more quantitative business disciplines. Course material includes elements of calculus, algebra and data management applications. Offered annually.

BUSI 2013 Organizational Behaviour

Using the behavioural sciences as a foundation, this course provides a general information overview to develop an understanding of the nature and behaviour of individuals and work organizations. Topics will include communication, motivation, diversity, values, group dynamics, leadership, power, organizational design and development. Lectures and assignments are structured to develop the skills required to improve effectiveness in both profit and non-profit organizations. Offered annually.

BUSI 2113* Introduction to Leadership

This course is designed to prepare students to lead and manage not-for-profit organizations with special emphasis on volunteer organizations. Students gain a general knowledge of leadership and administrative theory and skills. Methods of personal and corporate organizing, decision-making, team-building and personal character are among the specific issues addressed. Exclusion: GMIN 1043, CHRI 1113. Cross-listed as CHRI 2113. Offered annually.

BUSI 2133 Fundraising

The main goal in this course is to gain understanding of the fundraising process and how to successfully raise money for various purposes. The course introduces students to a broad spectrum of strategies and tools for fundraising. Students will learn about how to plan and implement a fundraising campaign. Students will also learn about goals and objectives, different methodologies, needs assessment, donor relationships, recruiting volunteers, and communication within a fundraising context. The course also gives the students experience in writing a fundraising plan and how to raise money for a real world project. Offered occasionally.

BUSI 2313 Marketing

This course outlines the marketing function and its relation to other business functions in the organization. A study of product development, pricing policy, promotional planning and relationships with marketing distribution channels is included. The importance of buying behaviour and buying patterns in shaping marketing decisions is examined. The business issues and ethical concerns in developing and implementing domestic and international marketing plans for profit and non-profit organizations are also presented. Prerequisite: BUSI 1013. Offered annually.

BUSI 2613 Introduction to Financial Accounting

This course introduces the generally accepted principles that govern the financial accounting system and the income statement and balance statement that are the principal end products of the system. Students are also introduced to the corresponding statements for non-profit and charitable organizations and how these statements are used to evaluate the performance, capacity and financial status of the organization. Offered in alternate years.

BUSI 2623 Introduction to Managerial Accounting

An introduction to cost accounting systems and the use of cost information for decision-making is the focus of this course. Emphasis is placed on a basic understanding of cost, cost analysis and cost systems. Topics include budgeting, capital expenditure budgets, controls through standards, cost-volume-profit relationships, the behaviour of costs and responsibility accounting. The unique cost relationships for non-profit organizations are also explored. Prerequisite: BUSI 2613. Offered in alternate years.

BUSI 3013 Human Resource Management

This course surveys what human resource professionals and managers in general need to know about personnel and human resource management in business and non-profit organizations. The need for strategic management of human resources within the context of the total organization is examined. The course material includes staff selection and recruitment, performance evaluations, compensation, other reward systems, training and development, promotion of equal employment opportunity and the corresponding policies and practices. Prerequisites: BUSI 1013 and BUSI 2013. Offered occasionally.

BUSI 3023 Human Resource Planning

In all kinds of organizations, business managers, executive directors and human resources managers need to design and develop plans and forecasts for human capital. In this subject area, students learn how to develop a strategic human resource plan including the design of organizational structures. Topics will include analyzing the plan for implications in hiring at various levels, staff training and development and placement and promotion of staff throughout the organization. Prerequisite: BUSI 3013. Offered occasionally.

BUSI 3113 Managing Non-Profit Organizations

This course provides students with a broad overview of the non-profit and voluntary sector and covers the role of non-profits, how to develop effective non-profit organizations and how to deal with the challenges facing these organizations. Issues will include management and administration, board selection and governance, recruiting and motivating volunteers, accountability and managing growth, change and diversity. The importance of creating and stating mission statements and developing and communicating strategic plans both internally and externally is examined. Prerequisites: BUSI 1013 and BUSI 2013. Offered occasionally.

BUSI 3213 Business Law

The legal issues and civil laws normally encountered by business managers and administrators are covered in this course. These include contract law, forms of business entities, the corporation and its shareholders and stakeholders, real estate law, employment law, consumer protection, negligence and torts. The responsibilities of plaintiffs and defendants in legal actions are discussed as well as the various alternative dispute resolutions options including negotiations, mediations and arbitrations. Prerequisites: BUSI 1013 and BUSI 2013. Offered in alternate years.

BUSI 3233* Business Ethics

This course is an examination of the central moral issues raised by business activities and practice. It begins with an exploration of various utilitarian and respect-for-persons ethics and traces out the very different results they yield in ethical decision-making. Then, by way of case studies, it examines a host of specific business-related issues: employee rights, affirmative action, "reverse discrimination," fairness in advertising and the duties of corporations in protecting the environment. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy. Cross-listed as PHIL 3653. Offered occasionally.

BUSI 3243 Business and Government Relations

Strategic management of a company or not-for-profit requires an understanding of how its context is shaped by government. This course teaches how government affects an organization and its stakeholders and enables students to integrate government relations into corporate strategy development. Prerequisites: 6 credit hours in Business Administration. Offered occasionally.

BUSI 3253 Business and the Environment

This course examines the relationship between business and the environment and the implications of that relationship on business practice. The different ways in which nature is used for economic activities are explored in order to understand the way in which business activity creates environmental impacts. A variety of models, management tools and processes for building sustainable businesses are studied. Prerequisites: 6 credit hours in Business Administration. Offered occasionally.

BUSI 3313 Marketing for Non-Profit and Voluntary Organizations

An organization needs marketing skills to survive in a competitive environment. Changes in government policies are forcing non-profits to compete for funds among donors and to look for ways to generate revenue. This course provides students with a clear understanding of the decisions that must be made to set up effective marketing and fundraising programs in the non-profit sector. Topics include targeting specific markets, attracting resources, increasing awareness of program offerings and collaborating with other organizations. Prerequisite: BUSI 2313. Offered occasionally.

BUSI 3413 Entrepreneurship and New Ventures

This course examines how one can harness creativity, personal drive and faith to develop a successful new venture. It focuses on the organizational, marketing, legal and financial decisions that are required when starting a new enterprise. It explores such questions as how to develop a business plan, secure financing, manage cash flow and put together and manage a small organization. The opportunities for various strategic alliances and partnership arrangements with non-profit, profit and government organizations are introduced and explored. Prerequisites: 12 credit hours in Business Administration. Offered occasionally.

BUSI 3453 Consumer Psychology

This course focuses on the psychological study of consumer behaviour. It examines the roles of awareness, beliefs, learning, feelings, intentions and behaviours in how people become aware of and decide to purchase goods and products. Applications to non-profit settings may also be explored. Prerequisites: BUSI 1013 and BUSI 2313. Offered in alternate years.

BUSI 3503 Directed Studies in Business Administration

This independent study option is open to third- and fourth-year Business Administration majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 12 credit hours in Business Administration and permission of the Academic Dean. Offered occasionally.

BUSI 3613 Intermediate Financial Accounting

This course elaborates on the generally accepted accounting principles (GAAP) and presents the concepts, objectives and techniques underlying asset valuation and income determination. A theoretical framework for analyzing accounting practices and preparing financial statements is outlined and accounting policies and the criteria for policy selection is reviewed. The asset side of the balance sheet is analyzed in detail. Prerequisite: BUSI 2613. Offered occasionally.

BUSI 3623 Intermediate Managerial Accounting

Internal cost accounting data is examined as a source of information for management decisions, planning and control. Topics include the accumulation of costs for service and product costing, job order or project costing, process costing systems, standard costs and variance analyses and decision-making with imperfect costing information. Prerequisite: BUSI 2623. Offered occasionally.

BUSI 3713 Business Information Systems

The fundamental concepts and architecture of business computing, information systems, hardware and software and related telecommunications systems are introduced. With a focus on managing the enterprise, this course will be of interest to those with both technical and non-technical backgrounds. Through projects and discussions, students will learn to recognize strategic and tactical opportunities for deployment of information technology and Internet and e-commerce solutions to increase organizational productivity, performances and capacity. Topics include a framework for systems requirement analysis, systems acquisition and human resource implications. Prerequisites: BUSI 1013 and 1023. Offered in alternate years.

BUSI 3723 Operations Management

This course develops an understanding of the issues involved in managing operations and projects. It introduces the skills required to plan and control the use of layout, materials, plants and technology for the purpose of creating and delivering goods and services of increasing quality and value that meet customer needs. Topics will include product planning, process selection, scheduling, inventory, capacity planning, just-in-time production and quality measurement and control. Prerequisites: 6 credit hours in Business Administration. Offered occasionally.

BUSI 3733 Business I.T.

This course provides students with a broad overview of the Information Technology issues as pertaining to business organizations. Issues will include I.T.'s role in the organization as a decision support function, data and knowledge management, networks, e-Business (B2B, B2C, e-commerce), and mobile computing. The importance of aligning and integrating I.T. with other business functions from a strategic perspective is examined. Prerequisites: BUSI 1013 and BUSI 2013. Offered occasionally.

BUSI 3813 Finance

Students will learn about investments and how to analyze the capital structure of an organization. The pivotal roles of return on investment and the cost of capital in shaping the investment decision in allocating scarce resources, as well as the financial decision in providing cash are introduced. The related subjects of asset valuation, capital budgeting, working capital management, financial instruments, the risk-return trade-off and overall financial planning are also discussed. Prerequisites: BUSI 1013 and BUSI 1023. Offered in alternate years.

BUSI 3823 Corporate Finance

This course builds on the material in BUSI 3813. Students learn how firms assess risk when making investment decisions. Students also examine how firms decide to finance projects they assess as being worthwhile. This decision involves capital structure, dividend policy, financial instruments, risk-return trade-offs, financial planning and the cost of capital. In addition, students are introduced to derivatives and their uses in investments, risk-management and capital structure. Prerequisite: BUSI 3813. Offered occasionally.

BUSI 3853 Business Administration Internship

This business experience option is designed to provide an in-depth exposure to business in an area appropriate to the student's goals. A Business Administration professor from Tyndale and a business supervisor in the workplace will coordinate the student's work. Students may use this experience for up to two units of Community Service within a business context and in addition must complete a 3 credit hour course entitled "Business Administration Internship." The number of hours spent in this option must be over 210 (including the time spent on research, analysis and writing). Advanced approval must be received from the coordinating Business professor.

BUSI 3913 International Business

This course introduces students to the international environment of business and provides a comprehensive outline of the functional management issues and operational elements that define international business. The evolving nature of the global economy and the business and social implications for multinational corporations and other organizations will be examined and students will learn the principles for strategy, organizational structure, finance and control. Prerequisites: 12 credit hours in Business Administration. Offered occasionally.

BUSI 4113 Business Policy and Strategy I

This course is intended as a comprehensive course that extends and integrates course work in the functional areas of accounting, finance, marketing, human resources and operations management. The critical role of formulating and implementing management policy and strategy consistent with overall organizational direction, values and goals is introduced. With the use of cases involving complex business problems in both profit and non-profit organizations, students are challenged to apply integrative strategic thinking, imagination and creativity supported by the most recent research findings in this area. Open only to Business Administration majors in their final year. Offered annually.

BUSI 4123 Business Policy and Strategy II

This course is a continuation of BUSI 4113.

BUSI 4153 Business and Society

This is a capstone course that acknowledges the dynamics and impact of change, the need for balance and views the business interests of various organizational stakeholders and individuals in a broad social, political, technological and global context. By way of case studies and examination of current business affairs, students develop a Christian perspective on the complex environment of business and learn to apply ethical decision-making and sound judgment coupled with the best business practices to reach durable business decisions. Prerequisites: 18 credit hours in Business Administration. Offered occasionally.

BUSI 4183 Micro-Enterprise Development

This course is designed to introduce students to fundamental issues and strategies of Micro-Enterprise Development in third world conditions. A culmination of the theoretical and practical studies involves field work and observation in a developing country. The course will address issues such as Micro-Enterprise Development and Microfinance in the developing world. It will also address local strategic, economic, political, cultural and religious country-specific issues. Studying this course will prepare students for meaningful intervention in the economic realities of the developing world with a view of expressing the compassion of Christ and Christian business principles. Open only to Business Administration majors in their final year. Offered occasionally.

BUSI 4503 Advanced Directed Studies in Business Administration

This independent study option is open to fourth-year Business Administration majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 18 credit hours in Business Administration and permission of the Academic Dean. Offered occasionally.

*Chinese***CHIN 1013 Introduction to Mandarin I**

Introduction to Mandarin I is intended for students with no previous knowledge of the Mandarin language. It focuses on basic, comprehensive training in written and spoken Mandarin. Students also become familiar with the culture and customs of China. Offered annually as part of the Route Program in China.

CHIN 1023 Introduction to Mandarin II

Introduction to Mandarin II is a continuation of CHIN 1013. Prerequisite: CHIN 1013. Offered annually as part of the Route Program in China.

*Christian Ministries***CHRI 1013 Christian Life and Discipleship**

This course is a study of the biblical and theological foundations of the Christian life and discipleship. Major aspects of the Christian life are explored, including the relationship of the individual to God, to self and to others. Exclusion: GMIN 1033. Offered every semester.

CHRI 1313 Foundations of Youth Ministry

Designed to help students in the methodology of youth ministry, this course will construct a theological, sociological and philosophical foundation for youth ministry. Students gain a working knowledge of youth ministry strategies, programming models and history. Exclusion: YOUT 2053. Offered annually.

CHRI 2113* Introduction to Leadership

See description under Business Administration. Exclusion: GMIN 1043, CHRI 1113. Cross-listed as BUSI 2113. Offered annually.

CHRI 2213 Educational History and Philosophy

This course includes an analysis of biblical, historical and philosophical foundations of Christian education, issuing in a personal philosophy of education. Exclusion: CHED 2033. Offered annually.

CHRI 2313 The Practice of Youth Ministry

Practical skills designed to assist the student in developing a strategy for youth ministry in a variety of settings (i.e., church or church-related) are taught in this course. Specific focus is given to staff relationships and development, strategic planning and management and leadership skills. Prerequisites: RLGS 1013 and RLGS 1023. Exclusion: YOUT 2083. Offered annually.

CHRI 2353 Parachurch Youth Ministry

Students explore the role of parachurch youth ministry in Canada through such topics as: theology, history and philosophy of parachurch organizations, the relationship between church and parachurch, the parachurch in public institutions and the contribution of the parachurch to (cross-cultural) missions, both domestic and abroad. Students also have the opportunity to learn from representatives from various parachurch ministries such as Inter-Varsity Christian Fellowship, Youth For Christ, Youth Unlimited, Youth With a Mission, Navigators, Campus Crusade for Christ and ethnic parachurches. Offered occasionally.

CHRI 2363 Contemporary Models of Church and Youth Ministry

There are elements in ministry that can only be learned by observation and reflection of whole ministry situations. The course travels to benchmark models of youth and post-modern ministry where students observe ministry in these churches, interview the leaders and reflect as a group on the categories of mission, core values, assumptions and leadership styles. Offered occasionally.

CHRI 2413 Christian Worship

In this course students explore significant themes related to worship. The exploration includes biblical studies related to pertinent themes, concepts of worship and affective practices related to the issues of the worship of God. There is a particular emphasis on the planning of worship and the development of skills related to the leading of public worship. Exclusion: PAST 3323. Offered annually.

CHRI 2423 Pastoral Care and Procedures

This course is designed to prepare the student to give lifespan pastoral care and to acquaint the student with the various tasks of pastoral ministry. Topics to be considered are the biblical role and models of the pastor and a developmental approach to pastoral care of the entire congregation from birth through death. Prerequisites: RLGS 1013 and RLGS 1023. Exclusion: PAST 3333. Offered annually.

CHRI 2613 History of Missions

An overview of the history of missions from the early church to the present is given in this course. Some of the areas covered include: the Nestorians, Roman Catholic Saints, the Moravian Missions, William Carey and the Bible Societies, faith missions, expansion and consolidation of missions in the twentieth century and the emergence of sending agencies in non-Western countries. Exclusion: INTC 3313. Offered occasionally.

CHRI 2653 Mission in Culture: The Black Experience

The reality of the Canadian experience is that the task of missions happens in a cultural context. This course provides a general introduction to the trends, issues, dynamics and current realities of the black Christian's church experience. It presents conceptual and practical frameworks for understanding the diverse experience of blacks in Canada as they participate in the mission of the church. Offered occasionally.

CHRI 2713* Behaviour in Groups

This course examines theory and research relating to group behaviour. Problem solving, decision-making and communication within groups are examined. Participants will become aware of their own strengths and weaknesses in leading and participating in groups and will be able to analyse the effectiveness of any particular group. Exclusion: GMIN 2423. Cross-listed as SOCI 2713. Offered occasionally.

CHRI 2743* Why Music Matters

This course attempts to clarify students' thinking about what makes Christian worship music faithful and biblical. It discusses issues in worship and music by tasting and studying examples, both good and bad, from historical precedents and contemporary practices. Congregational song will form the primary material for discussion. Cross-listed as MUSI 2713. Offered occasionally.

CHRI 3093 Internship in Christian Ministry

This internship is designed to prepare students as servant-leaders within the student development stream by deepening and strengthening self-awareness and by exploring the processes of interpersonal and helping relationships in the context of biblical principles. It highlights issues in college student development, counselling, crisis intervention, leadership and servanthood and related topics in people-helping ministries with the design to encourage the development of people within the context of community. By invitation of the Department of Student Life.

CHRI 3213 Principles and Practices of Teaching

The purpose of this course is to provide an introduction to the principles of teaching and learning and the application of those principles within the Christian context. Attention is given to contextualizing teaching, lesson design and instructional strategies, especially as they pertain to effective Bible teaching. Prerequisites: RLGS 1013 and RLGS 1023. Exclusion: CHED 2013. Offered annually.

CHRI 3223 Children's Ministry

This course builds a biblical foundation and formulates a rationale for ministry to children. Practical approaches for establishing and operating programs that respond to the spiritual needs of children and nurture their growth as whole persons are included. Possible topics include worshipping with children, biblical literacy, integration of biblical values and learning and responding to children in crisis. Prerequisites: RLGS 1013 and RLGS 1023. PSYC 2113 is recommended. Exclusion: CHED 2083. Offered occasionally.

CHRI 3253 Contemporary Issues in Education

This seminar course is designed to explore a wide range of current issues in Christian and general education. There are different emphases from year to year, depending on the interests of the class participants and contemporary issues at hand. Prerequisites: CHRI 2213, RLGS 1013 and RLGS 1023. Exclusion: CHED 3013. Offered occasionally.

CHRI 3313 Canadian Youth Culture

In order to minister effectively to adolescents, an understanding of their context is essential. This course is designed to enhance the student's understanding of youth culture in the multicultural, multi-ethnic and multi-faceted Canadian context. Key to understanding Canadian youth culture is the evaluation of the kind of life created for Canadian teens and the life they create for themselves. Students have an opportunity to explore the elements of Canadian culture which shape today's social structures and the youth culture within the Christian framework. Prerequisites: CHRI 1313, RLGS 1013 and RLGS 1023. Offered annually.

CHRI 3323 Youth at Risk

This course is designed to survey issues related to working with youth who are "at risk" in some way. Students creatively explore current research, the media of popular culture and stories of their own experience to understand more about serving youth who are physically, emotionally or spiritually "at risk." Prerequisites: CHRI 1313, RLGS 1013 and RLGS 1023. Offered occasionally.

CHRI 3333 Youth Ministry and the Family

The issue of the family in youth ministry is examined in this course. Students investigate theological principles that undergird youth and family ministry. Students also explore various models of youth and family ministry and develop a strategy for a family-friendly youth ministry. Open to Youth Ministry students and others upon permission of the instructor. Prerequisites: CHRI 1313, CHRI 2313, RLGS 1013, RLGS 1023 and RLGS 3603. Exclusion: YOUT 2153. Offered occasionally.

CHRI 3343 Using Personal Narrative in Youth Mentorship

In this course students explore the role of mentorship in youth ministry, focusing on the use of story as a tool for building discipling relationships with youth. Students develop a personal narrative of their own journey through adolescence and will learn how to use their story to understand more about effective one-on-one and group ministry. Prerequisites: CHRI 1313, RLGS 1013 and RLGS 1023. Offered occasionally.

CHRI 3353 Adolescent Faith Development

This course considers the challenges to faith when moving from childhood to adulthood. Students first examine in depth the phenomenon and characteristics of adolescent spirituality today. They then examine typical stages of religious development and faith formation during the adolescent years. Finally, students direct their attention to a variety of methodologies that enhance the youth faith development. Prerequisites: CHRI 1313, RLGS 1013 and RLGS 1023. Offered occasionally.

CHRI 3383 Special Topics in Youth Ministry

This seminar-style course focuses on a topic and considers it in depth. Topics will vary from year to year. Prerequisite: 9 credit hours in Christian Ministries. Offered in alternate years.

CHRI 3393 Internship in Youth Ministry

This course is designed to give in-depth exposure to ministry in an area appropriate to the student's career goals. The intern is supervised directly by his/her faculty advisor and by a field professional. Field Education (up to two units) is normally combined with the student's internship. Internships require a minimum time investment of 210 hours and may be completed over more than one semester. Advance approval must be received from the professor of Youth Ministry. The student should register for the internship in the semester in which he or she plans to complete all of the course requirements. Prerequisites: CHRI 1313, RLGS 1013 and RLGS 1023. Exclusion: INTC 3023. Offered occasionally.

CHRI 3413 Evangelism

This is a conceptual and practical study to help the local believer and the church present the gospel message in today's world. Special focus will be on issues such as contextualization, examining a community's evangelistic potential, presenting one's testimony and the gospel message, following up new believers and praying and evangelism. Prerequisites: RLGS 1013 and RLGS 1023. Exclusion: PAST 3343. Offered occasionally.

CHRI 3433 Preaching

This course is an introduction to the basic elements of sermon preparation, including exegesis, sermon form and elements of communication for preaching. Sermons are delivered and evaluated in class. Limited enrolment. Priority is given to BRE Pastoral Ministry students. Prerequisites: RLGS 1013, RLGS 1023 and RLGS 2013. Exclusion: PAST 3313. Offered annually.

CHRI 3453 Seminar in Pastoral Studies

This seminar course for graduating pastoral students is designed to discuss the current issues in the life of the pastor, the church and overall ministry. Emphasis is placed on personal preparation, the practice of ministry and on-going training. Prerequisites: CHRI 2423, RLGS 1013 and RLGS 1023. Exclusion: PAST 3383. Offered annually.

CHRI 3493 Internship in Pastoral Ministry

This course is designed to give an in-depth exposure to ministry in an area appropriate to the student's career goals. The intern will be supervised directly by his/her faculty advisor and by a field professional. Field Education (up to two units) is combined with the student's internship. Internship requires a minimum time investment of 210 hours and may be completed over more than one semester. Open to Pastoral Studies students and others upon permission from the instructor. The student should register for the internship in the semester in which he or she plans to complete all of the course requirements. Prerequisites: CHRI 2423, RLGS 1013, RLGS 1023 and RLGS 3603. Exclusion: PAST 3933. Offered annually.

CHRI 3503 Directed Studies in Christian Ministries

This independent study option is open to third-year students who wish to explore a topic not covered in the regular curriculum in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 12 credit hours in Christian Ministries and permission of the Academic Dean. Offered occasionally.

CHRI 3613 Global Christianity

This course is designed as an introduction to the "holy catholic church" in its Canadian and global contexts. Attention will be given to the doctrine of the church, the state of the world and the state of the Christian church. Prerequisites: RLGS 1013 and RLGS 1023. Exclusion: GMIN 1013. Offered every semester.

CHRI 3623 Modern Missiological Issues

Christ's command to make disciples of all nations is still relevant. As the gospel has been brought to the nations and throughout the history of missions there have been dominant missiological issues in each period. This course briefly examines some of these historical issues and then focuses on contemporary missiological issues. Some of the issues considered are mission and evangelism strategy, the poor and mission, justice and reconciliation, missions and modernity, urban mission, contextualization, social sciences and mission, women and mission, children and mission and evangelism and social action. Prerequisites: RLGS 1013 and RLGS 1023. Exclusion: INTC 2023. Offered occasionally.

CHRI 3633 Cross-Cultural Communication

Communicator and receptor, form and meaning, message and media, verbal and non-verbal communication are all discussed in this course. The difficulties encountered in cross-cultural communication and the problem of overcoming them are also studied in the light of biblical principles. Role playing, video, interactive activities, case studies and discussion will be used to highlight some difficulties in cross-cultural communication. Prerequisites: RLGS 1013 and RLGS 1023. Exclusion: INTC 3073. Offered occasionally.

CHRI 3653 Contemporary Issues in Missiology

The Homogeneous Unit Principle of Church Growth may be an important factor in evangelism and discipleship, but contribute to a defective ecclesiology. This course celebrates the church as the one new people of God by examining the biblical foundation, vision, purpose, history, models, challenges and leadership dynamics of multi-cultural churches. Prerequisites: RLGS 1013 and RLGS 1023. Offered occasionally.

CHRI 3693 Internship in Intercultural Studies

This course is designed to give in-depth exposure to cross cultural ministry in an area appropriate to the student's career goals. The intern will be supervised directly by both his/her faculty advisor and by a field professional. Field Education (up to two units) is normally combined with the student's internship. Internships require a minimum time investment of 210 hours and may be completed over more than one semester. Open to all. Advance approval of the instructor is required. Prerequisite: RLGS 3603. Offered annually.

CHRI 3956 Directed Research Project

Students investigate a specific area of ministry under the direction of a mentor who is actively involved in the research and the final report. Open to Degree Completion students only. Offered annually.

Communication Studies

COMM 1023 Public Speaking

This course consists of a general introduction to the communication skill of public speaking, including such aspects as audience analysis, speech and critical thinking. Practice in public speaking is part of the course evaluation. Offered occasionally.

COMM 2813 Introduction to Theatre I

This class works in conjunction with Theatre Production Practicum I. Studies begin with six master classes on the spiritual fundamentals of acting, voice, text analysis, movement, improvisation and stage combat. Classes culminate in a fully realized production from the Shakespearean canon and a critique with local professional actors. Offered in alternate years.

COMM 2823 Theatre Production Practicum I

Theatre Production Practicum I is effectively the rehearsal portion and process for the final project of Introduction to Theatre I and its realization of a play from the Shakespearean canon. While there are no prerequisites, admittance is through audition/interview only. Students are required to keep a journal of their process and attend a critique and de-briefing on the production. Offered in alternate years.

COMM 2833 Introduction to Theatre II

This class works in conjunction with Theatre Production Practicum II. Studies continue with further explorations in voice, movement and improvisation and are supplemented with master classes on ensemble building, physical theatre and the creative process. Classes culminate in a collective creation, conceived, written and performed by the entire class. Prerequisite: COMM 2813. Offered in alternate years.

COMM 2843 Theatre Production Practicum II

Theatre Production Practicum II encompasses the rehearsal portion and process for the final project of Introduction to Theatre II and the realization of its original theatrical creation. Admittance is through audition/interview only. Students are required to keep a journal of their process and attend a critique and de-briefing on the production. Prerequisite: COMM 2823. Offered in alternate years.

Community Service

CSER 1010 Introduction to University: Douloi Christou

Inscribed on Tyndale's crest are the words, (Douloi Christou), meaning "Servants of Christ." Tyndale hopes that all of its students are becoming servants of Christ. That is why this name is given to the course in which all first-year students are enrolled. The course serves as an introduction to university in a Christian setting. Topics of discussion include academic skills, vocational exploration, service learning and the integration of faith and learning. This course is a non-credit graduation requirement for the BA, BA Honours degrees and Leading Edge Program.

CSER 1020, 2010, 2020, 3010, 3020, 4010, 4020

Each of these seven units must be completed as a non-credit graduation requirement for the BA, BA Honours degrees and Leading Edge Program. Each unit involves 48 hours of volunteer work in a not-for-profit setting.

Economics

ECON 1013 Microeconomics

This course introduces the basic theoretical framework for describing and explaining decision-making in a market-oriented economy. Topics include consumer behaviour, the theory of markets, the theory of the firm, price and output determination, market equilibrium and the factors affecting the inefficient allocation of resources. Offered in alternate years.

ECON 1023 Macroeconomics

This course presents an aggregated view of the economy. Theories of national income, growth, unemployment, interest rates and inflation, money and banking, international trade and finance and the impact of economic globalization will be introduced. Prerequisite: ECON 1013. Offered in alternate years.

Education

Please note that Education courses are open only to students registered in the Bachelor of Education program.

EDIT 5013, 5023, 5033 Arts Specialty (I Teachable)

EDIT 5013 Visual Arts I

EDIT 5023 Music I

EDIT 5033 Drama and Dance I

This course addresses three specialty areas: Visual Arts, Music, and Drama and Dance. Teacher Candidates will *choose* one of the three. There is both an academic component and a studio or rehearsal/performance component to each subject specialty. Prerequisite: a minimum of 12 university credit hours in the relevant subject (Visual Arts, Music, or Drama and Dance).

EDIT 5043 English I (I Teachable)

This course helps Teacher Candidates to recognize the central importance of English in education. Candidates will learn that language and literacy are fundamental elements of identity and culture and serve to deepen students' understanding of themselves and their world in order to prepare them for higher education and the workplace, and as contributing citizens in a global community. The course addresses the issues specific to adolescent learners to enable them to use language to express themselves skilfully, confidently and flexibly. Understanding the importance of the developmental and cumulative aspects of English within the context of a balanced comprehensive framework is essential to success in all subject areas, as language forms the basis for thinking, communicating and learning. Prerequisite: a minimum of 12 university credits in English.

EDIT 5053 French as a Second Language I (I Teachable)

This course provides Teacher Candidates with an introduction to the teaching of French as a Second Language in Ontario schools. The course will introduce Teacher Candidates to the necessary teaching and learning strategies, as well as a variety of assessment and evaluation tools. Prerequisites: a passing grade in the French Language Competency Test and a minimum of 12 university credits in French.

EDIT 5063 Geography/History I (I Teachable)

This seminar is dedicated to those students who wish to acquire a subject specialty in History or Geography at the Intermediate level. An introduction to the Ontario curriculum in these areas will be offered in the required course entitled, Social Studies J and History/Geography I. However, in this course, particular attention will be given to the curriculum at the Grades 9 and 10 levels.

EDIT 5073 Mathematics I (I Teachable)

This interactive seminar builds on the required Mathematics and IT course, focuses on important aspects of the P/J/I Mathematics curriculum (including the use of hands-on student work in the different strands), teaching the "big ideas" of each strand at appropriate grade

levels, and understanding the background knowledge lying behind each strand. It will also place more emphasis on the less traditional strands. In particular, it will show how the important concepts, skills, and applications of Grades 1-6 Mathematics extend into Grades 7-10 Mathematics. Prerequisite: a minimum of 12 university credits in Mathematics.

EDIT 5083 Physical Education and Health I (I Teachable)

This seminar builds on the required course Health, Physical Education and the Arts. It focuses on the implementation of the Ontario Health and Physical Education curriculum in the intermediate grades. Appropriate teaching methods for areas such as fundamental movement skills, active participation, and concepts of healthy living will be presented and practiced. Prerequisite: a minimum of 12 university credits in Physical Education and Health.

EDIT 5093 Science – General I (I Teachable)

This interactive seminar builds on the required Science and Technology course. It focuses on key aspects of classroom Science and Technology including hands-on inquiry, technological problem solving, importance of literacy in Science and Technology, and the significance of the change of order in the new curriculum so that societal, technological and environmental issues lead into a skills- and content-focused unit. It will also show how the important concepts and skills of Grades 1-6 Science and Technology extend into Grades 7-8 Science and Technology and Grades 9-10 Science. Prerequisite: a minimum of 12 university credits in Science.

EDPE 5013, 5023, 5033 Arts Specialty (P/J Elective)

EDPE 5013 Visual Arts P/J

EDPE 5023 Music P/J

EDPE 5033 Drama and Dance P/J

This course addresses three specialty areas: Visual Arts, Music, and Drama and Dance. Teacher Candidates will *choose* one of the three. There is both an academic component and a studio or rehearsal/performance component to each subject specialty.

EDPE 5043 English as a Second Language P/J (P/J Elective)

This course introduces Teacher Candidates to the teaching of English as a Second Language (ESL) and English as a Second Dialect (ESD) in the schools of Ontario. The course has three components: Socio-cultural Issues, Language/Linguistics, and Teaching Strategies.

EDPE 5053 French as a Second Language P/J (P/J Elective)

This course provides Teacher Candidates with an introduction to the teaching of French as a Second Language in Ontario schools. The course will introduce Teacher Candidates to the necessary teaching and learning strategies, as well as a variety of assessment and evaluation tools. Prerequisite: a passing grade in the French Language Competency test.

EDPE 5063 Special Education P/J (P/J Elective)

This course facilitates the development of a Teacher Candidate's skills and knowledge in the design, delivery, programming and assessment of special education. It is an introductory course which focuses on the theory and practice underpinning special education. This course explores learning exceptionalities, teaching strategies, program planning and other issues related to effective teaching and learning in all classrooms.

EDUC 5013 Democratic Values, Christian Perspectives and Education

The first part of the course (21 hours) serves as an introduction to the principles and beliefs essential to a Christian worldview as they relate to educational theory and practice. The second part (12 hours, offered at the end of the program) serves as an opportunity for Teacher Candidates to revisit these principles and beliefs. The exploration of the values of critical democracy, diversity, equity and social justice will establish the framework for the development of an educational praxis. This critical-reflective practice will be informed by the Christian worldview that asserts the existence of God as a loving creator who has ordered the universe and fashioned humanity in God's own image that all persons might love Him and all as themselves.

EDUC 5023 Philosophical Issues in Education

This course serves as an introduction to the philosophical considerations of some major educational issues. Among the issues that will be critically examined are the relationship between theory and practice in education; differing conceptions of, and aims in, education; critical thinking and teaching; controversial issues in the classroom; the teaching of values and indoctrination; democratic education and student interests; standards, standardization and equity. Case studies will constitute part of the methodological approach in the delivery of this course.

EDUC 5033 The Developing Learner

Teacher Candidates will come to understand how children's development influences their ability to learn. A thorough understanding of the development of the learners' cognitive, social, emotional, physical and spiritual characteristics from infancy to adolescence is necessary – an understanding that is rooted in our foundational thinking about human nature. Comprehension of "normal" development will help teachers detect, address and foster individual growth. An emphasis will be placed on the classroom implications of development studies in such areas as student diversity, classroom environment, learning styles, motivation, memory, social interaction, assessment and evaluation of learning. Case studies will constitute part of the methodological approach in the delivery of this course.

EDUC 5043 Reflective Practice through Narrative Inquiry

This course supports Teacher Candidates as they negotiate their entry into the teaching profession. Narrative frameworks will be used to synthesize theory and practice into a lived understanding that incorporates past experiences, current understandings and future direction. They will help Teacher Candidates examine their personal knowledge and develop an inquiry stance towards their on-going development.

EDUC 5053 Diversity and Equity Issues in Education

This course consists of a critical examination of diversity and equity issues in education with specific reference to the Ontario context. The focus will be on the needs and concerns of all students, and the course will consider the diverse backgrounds of students including race, ethnicity, gender, sexual orientation, social class, religion, ability, and language.

EDUC 5063 Creating Safe, Engaging and Inclusive Learning Environments

This course assists Teacher Candidates in developing the knowledge and skills, and introducing them to a variety of strategies, for establishing safe, engaging and inclusive learning environments in their classrooms. They will develop techniques that will enable them to establish and maintain classrooms that foster learning. They will examine ways to acknowledge the variety of religious holidays celebrated by Ontario's students. Emphasis will be placed on developing practical solutions to issues and preparing Teacher Candidates to deal with both common and uncommon situations as they arise. Teacher Candidates will investigate various programs currently being promoted in local school boards (eg. Tribes, Second Steps, etc.).

EDUC 5073 Differentiated Learning in the Classroom Context

The Ontario classroom is a diverse community of learners. This course introduces Teacher Candidates to the concept and importance of differentiated instruction to meet the needs of a variety of learners in the elementary classroom. An introduction to theories of intelligence as they apply to learning will also be included. During their in-class experiences, Teacher Candidates will consider how to meet the needs of all learners.

EDUC 5083 The Education Act and *Ethical Standards for the Teaching Profession*

This course provides Teacher Candidates with knowledge of the structure and function of publicly funded elementary and high school education, and of the regulation of private schools in the Province of Ontario. It will provide relevant legal information in regard to teachers and the teaching profession, including the role of the College of Teachers, and to the operation of classrooms, schools and boards of education. As well, the Ontario College of Teachers' document entitled *Ethical Standards for the Teaching Profession* will provide the framework for case study learning.

EDUC 5096 Professional Seminar and Colloquia

The Professional Seminar prepares Teacher Candidates for their practica in Partner Schools, supports them throughout the experience, and assists them in the integration of theory and practice. The seminar, the colloquia and the practica will work together to provide an overview of key issues and skills related to curriculum, teaching, and learning. This course involves a regularly scheduled class as well as conference-type colloquia, on-line or in-person conversations with one's reflection group, and opportunities to meet with one's Faculty Advisor during school placements. Teacher Candidates are encouraged to think of their Professional Seminar as an apprenticeship in professional knowledge development rather than an academic course.

EDUI 5016 Language and Literacy J/I

This course provides Teacher Candidates with the foundational knowledge and skills necessary to effectively implement the Language Arts curriculum in the Junior/Intermediate divisions. Teacher Candidates will develop an understanding of, and gain experience in, the planning, assessment and evaluation of the learning of Junior and Intermediate students in the three strands outlined in the Ontario Curriculum for Language Grades 1-8: Writing, Reading, and Oral and Visual Communication. This course also integrates skills for planning and implementing effective programs for ESL/ESD students in the elementary classroom so that they will be able to develop and extend their English language skills in an integrated way in the regular classroom.

EDUI 5026 Mathematics and Information Technologies J/I

This course introduces Teacher Candidates to the five strands of the Ontario Math Curriculum and prepares candidates for creating and teaching in a Math-literate environment. Current trends in Math education (e.g. constructivism, assessment for learning, etc.) will be examined. Although emphasis will be placed on the Junior/Intermediate divisions, attention will be given to the full P/J/I scope and sequence of the curriculum. This course is also designed to provide Teacher Candidates with the knowledge and skills that will enable them to incorporate a variety of information and instructional technologies into their teaching practice. Technological and information literacies and the pedagogies needed to achieve them are emphasized through the exploration of various computer applications and the utilization of converging digital technologies and multimedia, as well as traditional educational media.

EDUI 5033 Science and Technology J/I

This course introduces Teacher Candidates to Science and Technology in the Junior and Intermediate divisions. Although emphasis will be placed on the Junior/Intermediate divisions, attention will be given to the full P/J/I scope and sequence of the curriculum. The course examines the learning expectations of Science education, strategies for implementing the expectations, and methods and instruments suitable for evaluating the attainment of the expectations.

EDUI 5043 Health, Physical Education and the Arts J/I

The course prepares Teacher Candidates to work with students in ways that enable and encourage them to develop the commitment and capacity to lead healthy, active lives, which will include participation in, and appreciation of, the Arts. Teacher Candidates will be provided with the knowledge and skills they will need to deliver meaningful, effective and balanced programs in the elementary school setting. The program in all grades is designed to develop a range of skills in practical and creative activity in Health and Physical Education and in the various arts, as well as an appreciation of works of art. Candidates will develop critical and analytical skills and the ability to communicate in a variety of ways. Although emphasis will be placed on the Junior/Intermediate divisions, attention will be given to the full P/J/I scope and sequence of the curriculum.

EDUI 5053 Social Studies J and History/Geography I

This course examines the span of study covered in the Junior/Intermediate Social Studies curriculum, concentrating on both History and Geography. Although it is essential that Teacher Candidates have a thorough grounding in Canadian history, it is also vital that they have some understanding of other peoples' histories. Geography is essentially the study of the relationship between human beings and their physical, social and political environments. The course will establish the relevance of the study of geography to today's students.

EDUP 5016 Language and Literacy P/J

This course provides Teacher Candidates with the foundational knowledge and skills to effectively implement the Language Arts curriculum in the Primary/Junior divisions. Teacher Candidates will develop an understanding of, and gain experience in, the planning, assessment and evaluation of the learning of Primary and Junior students in the three strands outlined in the Ontario Kindergarten Program and the Ontario Curriculum for Language, Grades 1-8: Writing, Reading, and Oral and Visual Communication. This course also integrates skills for planning and implementing effective programs for ESL/ESD students in the elementary classroom so that they will be able to develop and extend their English language skills in an integrated way in the regular classroom.

EDUP 5026 Mathematics and Information Technologies P/J

This course introduces Teacher Candidates to the five strands of the Ontario Math Curriculum and prepares Candidates for creating and teaching in a Math-literate environment. Current trends in Math education (e.g. constructivism, assessment for learning, etc.) will be examined. Although emphasis will be placed on the Primary/Junior divisions, attention will be given to the full P/J/I scope and sequence of the curriculum. This course is also designed to provide Teacher Candidates with the knowledge and skills that will enable them to incorporate a variety of information and instructional technologies into their teaching practice. Technological and information literacies and the pedagogies needed to achieve them are emphasized through the exploration of various computer applications and the utilization of converging digital technologies and multimedia, as well as traditional educational media.

EDUP 5033 Science and Technology P/J

This course introduces Teacher Candidates to Science and Technology in the Primary and Junior divisions. Although emphasis will be placed on the Primary/Junior divisions, attention will be given to the full P/J/I scope and sequence of the curriculum. The course examines the learning expectations of Science education, strategies for implementing the expectations, and methods and instruments suitable for evaluating the attainment of the expectations.

EDUP 5043 Health, Physical Education and the Arts P/J

The course prepares Teacher Candidates to work with students in ways that enable and encourage them to develop the commitment and capacity to lead healthy, active lives, which will include participation in, and appreciation of, the Arts. Teacher Candidates will be provided with the knowledge and skills they will need to deliver meaningful, effective and balanced programs in the elementary school setting. The program in all grades is designed to develop a range of skills in practical and creative activity in Health and Physical Education and in the various arts, as well as an appreciation of works of art. Candidates will develop critical and analytical skills and the ability to communicate in a variety of ways. Although emphasis will be placed on the Primary/Junior divisions, attention will be given to the full P/J/I scope and sequence of the curriculum.

EDUP 5053 Social Studies P/J

In this course, Teacher Candidates will become well versed in the Ontario Social Studies Curriculum. They will produce two complete instructional units which can be included in their professional portfolios. Teacher Candidates will also be encouraged to explore ways to integrate Social Studies with other areas of the curriculum. Teacher Candidates will be introduced to internet resources for use in the Social Studies classroom, and will learn to critically evaluate and use these resources.

English

ENGL 1013 Survey of English Literature I

This course lays a foundation for the study of English literature by examining major works of literary importance to the Western tradition from ancient Greece to the twentieth century. Offered annually.

ENGL 1023 Survey of English Literature II

This course is a continuation of English 1013. Offered annually.

ENGL 1123 Christianity and Literary Culture

This introductory course in literature surveys a range of works that explore aspects of Christian faith. A variety of literary genres and time periods are covered. Authors studied may include Donne, Herbert, Milton, Shakespeare, Dickens, Dickinson and O'Connor. Open only to DCP students. Offered occasionally.

ENGL 1713 Literature and Composition

This introductory course in literature focuses on reading and essay writing skills. Selected works of fiction, poetry and drama will provide the basis for frequent composition assignments. Offered annually.

ENGL 1723 Major Authors in English Literature

This course consists of a study of major authors selected from the various periods of English literature. Authors may include Chaucer, Marlowe, Milton, Swift, Wordsworth, Charlotte Brontë

and Shaw. In the selection of texts students will explore works of poetry, drama and the novel. Offered annually. Note: BA English and BA English (Honours) students may not register for ENGL 1723. Students transferring from the BRE or Transitions who have already taken ENGL 1723 may substitute it for ENGL 1023 Survey of English Literature II.

ENGL 2603 Practical Criticism: Poetry

This course develops the basic practical skills of literary criticism. With respect to poetry, among other things instruction is provided in the use of poetic meter and poetic form and the use of stylistic figures. Prerequisites: 6 credit hours in English. Exclusion: ENGL 3003. Offered annually.

ENGL 2613 Practical Criticism: Prose

This course instructs students in the fundamental aspects of prose fiction and practices the student in engaging these from a critical perspective. Among other things, students receive instruction in matters of plot, characterisation, modes of narration, setting and thematic development. Prerequisites: 6 credit hours in English. Exclusion: ENGL 3003. Offered annually.

ENGL 2743 Studies in C. S. Lewis

This course is an exploration of the major theological and fiction works of C. S. Lewis. The ongoing tension between reason and imagination, informing both his life and his writing, is the major theme of discussion. Required readings include *Mere Christianity*, *The Screwtape Letters*, *The Great Divorce*, *Till We Have Faces* and *The Chronicles of Narnia*. Prerequisite: 6 credit hours in English. Offered in alternate years.

ENGL 2903 The Short Story

Select short stories and short story sequences are the focus of this course. Consideration is also given to the peculiarities of the genre itself. Authors studied may include Hemingway, Hodgins, Joyce, Munro, O'Connor and Poe. Offered occasionally.

ENGL 3013 Anglo-Saxon Literature

This course introduces students to the poetry and prose of Anglo-Saxon England. Works are read in modern translations but an introduction to the language and to the mechanics of Anglo-Saxon poetry is given. Works and authors studied may include *The Battle of Maldon*, *Beowulf*, "The Dream of the Rood," "The Seafarer," "The Wanderer," *Aelfric, King Alfred and Cynewulf*. Prerequisites: 6 credit hours in English. At least one of ENGL 3013, 3033, 3053 or 3703 will be offered in alternate years.

ENGL 3023 Arthurian Literature

From medieval to modern times, the legends of King Arthur have captured the imaginations of many cultures. This course explores diverse articulations of those legends through the works of such authors as Malory, Spenser, Tennyson, Twain and White. Prerequisites: 6 credit hours in English. Offered occasionally.

ENGL 3033 Sixteenth-Century Literature

This course explores important works of poetry and prose by authors such as Sidney, Spenser, Erasmus and More and their place in Renaissance culture. Prerequisites: 6 credit hours in English. At least one of ENGL 3013, 3033, 3053 or 3703 will be offered in alternate years.

ENGL 3053 Christian Classics of Medieval England

Beginning with Bede's account of the seventh-century conversion of King Edwin and ending with the close of the Middle Ages circa 1400, this course surveys some of the great classics of early English Christianity. The literature encompasses many genres, including poetry, drama, devotional prose and pastoral direction. Some authors of the works studied in this course are anonymous; others may include Bede, King Alfred, Julian of Norwich, Hilton, Langland and Chaucer. All works are read in modern English translations. Prerequisites: 6 credit hours in English, including ENGL 1013. At least one of ENGL 3013, 3033, 3053 or 3703 will be offered in alternate years.

ENGL 3063* The Bible as Literature

This course explores the literary power and expression of biblical material. The Bible will be read as a work of literature, sensitive to issues of plot, character, point of view, theme and other matters integral to understanding the richness of interconnectedness of the Old and New Testaments. Prerequisites: RLGS 1013 and RLGS 1023 plus 6 credit hours in English. Cross-listed as RLGS 3063. Offered occasionally.

ENGL 3073 Children's Literature

This course is an intensive introduction to children's literature. Students will investigate various genres of children's literature and critically analyze significant books in each area. The course includes a lecture at the Osborne Collection of historical children's literature. Prerequisite: 6 credit hours in English. Offered occasionally.

ENGL 3083 Science Fiction and Subcreation

This course focuses on Tolkien and Lewis's response to the problem of alienation in contemporary culture, more specifically at the genre of science fiction. It explores the literary, philosophical and theological sources of alienation in the writing of the Enlightenment. Required reading includes Tolkien's *The Lord of the Rings* and Lewis's *Science Fiction Trilogy*, as well as the 'classics' of the science fiction genre. Prerequisites: ENGL 1013 and ENGL 1023. Offered occasionally.

ENGL 3103 Seventeenth-Century Literature

This course is a study of English literature from the reign of James I to the Restoration, emphasizing Donne, Herbert, Bunyan and Milton. Prerequisites: 6 credit hours in English. Offered occasionally.

ENGL 3203 Eighteenth-Century Literature

This course is a study of poetry, drama and prose from 1660 to 1798, including such writers as Dryden, Pope, Swift and Johnson. Prerequisites: 6 credit hours in English. Offered occasionally.

ENGL 3313 Romantic Poetry

This course focuses on the poetry of the Romantic period (c.1789-1832), including some of the works of the major Romantic poets such as Blake, Wordsworth, Coleridge, Byron, Keats and Shelley. Prerequisites: 6 credit hours in English. At least one of ENGL 3313, 3323 or 3333 will be offered in alternate years.

ENGL 3323 Nineteenth-Century Novel

This course examines representative works of the nineteenth-century British novel, including such authors as Austen, the Brontës, Dickens, Gaskell, Eliot, and Hardy. Prerequisite: 6 credit hours in English. At least one of ENGL 3313, 3323 or 3333 will be offered in alternate years.

ENGL 3333 Victorian Poetry

This course focuses on the poetry of the Victorian period (1837-1901), including works by poets such as Tennyson, Arnold, Hardy and Browning. Prerequisites: 6 credit hours in English. At least one of ENGL 3313, 3323 or 3333 will be offered in alternate years.

ENGL 3403 Twentieth-Century Literature

This course is a study of representative works reflecting the various influences of the major wars and social upheavals characteristic of the twentieth century. Authors may include Eliot, Woolf, Morrison, Atwood, Achebe and Marquez. Prerequisites: 6 credit hours in English. At least one of ENGL 3403 or 3413 will be offered in alternate years.

ENGL 3413 Twentieth-Century British Literature

This course examines works by a representative selection of twentieth-century British authors, including Yeats, Woolf, Eliot, Lawrence, Joyce, Mansfield, Pinter, Lessing, Larkin, Heaney and Hill. Prerequisites: 6 credit hours in English. At least one of ENGL 3403 or 3413 will be offered in alternate years.

ENGL 3503 Directed Studies in English

This independent study option is open to third- and fourth-year students who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 12 credit hours in English and permission of the Academic Dean. Offered occasionally.

ENGL 3653 Creative Writing

Truly redemptive stories explore what it means to be human, taking the common landscape of our lives and transforming it by the touch of imagination into a world fabulous with meanings and possibilities. The course will study craft elements (characterization, dialogue, setting, voice, point of view and self-editing) while considering issues such as writing honestly but redemptively about contemporary life and integrating faith and fiction. Offered occasionally.

ENGL 3703 Chaucer

This course surveys major works of Geoffrey Chaucer, including selections from *The Canterbury Tales*, *Troilus and Criseyde* and the dream poetry. Students will be introduced to the language of Middle English, but most works will be read in modern translations. Prerequisites: 6 credit hours in English. At least one of ENGL 3013, 3033, 3053 or 3703 will be offered in alternate years.

ENGL 3753 Shakespeare

This course will survey the major genres of Shakespeare's plays and study a series of selected critical works. Prerequisites: 6 credit hours in English. Offered in alternate years.

ENGL 3783 Milton

This course emphasizes Milton's major poetry, including *Paradise Lost*, *Paradise Regained* and *Samson Agonistes* and provides an introduction to such influential prose pieces as "Areopagitica," "The Doctrine and Discipline of Divorce," "Of Education" and "The Christian Doctrine." Prerequisites: 6 credit hours in English. Offered in alternate years.

ENGL 3803 Post-Colonial Literature

This course focuses on literature of countries that were once British colonies and have since become independent nations. Among the literatures discussed are those of South Africa, Nigeria, India, Trinidad and Canada. Prerequisites: 6 credit hours in English. Offered occasionally.

ENGL 3813 African Literature

This course introduces students to a variety of African writings since 1958, when the first great African novel was published, *Things Fall Apart*, by the Nigerian novelist Chinua Achebe. Students become aware of issues surrounding colonialism, post-independence Africa and the present-day political and cultural climate. Literature of west, east and south Africa are considered. All works are read in translation. Prerequisites: 6 credit hours in English. Offered occasionally.

ENGL 3833 American Literature I

This course is an introduction to influential American writers of the seventeenth, eighteenth and nineteenth centuries up to the Civil War shaping the direction of American letters, including Edwards, Hawthorne, Melville, Whitman, Emerson and Dickinson. Prerequisites: 6 credit hours in English. Exclusion: ENGL 2813. At least one of ENGL 3833, 3843, 3853 or 3863 will be offered in alternate years.

ENGL 3843 American Literature II

This course focuses on post-Civil War and twentieth century American literature, in the major genres of poetry, drama and fiction. Representative authors include some of the following: Twain, James, Wharton, Hurston, O'Neill, Williams, Stevens, Levertov, Hemingway, Faulkner, Fitzgerald, Morrison and O'Connor. Prerequisites: 6 credit hours in English. Exclusion: ENGL 2813. At least one of ENGL 3833, 3843, 3853 or 3863 will be offered in alternate years.

ENGL 3853 Canadian Literature I

This course is an introduction to Canadian literature from its beginnings through the 1960s. Authors include some of the following: Moodie, Leacock, Pratt, Davies, Laurence, Callaghan, Roy, Wiebe, Carr, Richler, Avison, Purdy, Page and Layton. Texts are chosen from works in both English and French (in translation). Among significant themes discussed are relationship to the land and struggle to define identity as Canadians. Prerequisites: 6 credit hours in English. Exclusion: ENGL 2853.

At least one of ENGL 3833, 3843, 3853 or 3863 will be offered in alternate years.

ENGL 3863 Canadian Literature II

This course is an introduction to Canadian literature emphasizing writers of the 1970s to the present. It explores the development of post-modern, post-colonial and post-national literature. Authors may include Atwood, Mistry, Munro, Ondaatje, Martel, Urquhart, Kogawa, Michaels, Bringham, Lane and Brand. Prerequisites: 6 credit hours in English. Exclusion: ENGL 2863. At least one of ENGL 3833, 3843, 3853 or 3863 will be offered in alternate years.

ENGL 3943 Modern Drama

This course surveys some of the major dramatists of the late-nineteenth and twentieth centuries, including authors such as Chekhov, Ibsen, Beckett, Brecht, O'Neill and Miller. Prerequisites: 6 credit hours in English. Offered occasionally.

ENGL 4003 History of Literary Theory

This course offers a survey of the major theorists of literature from Plato and Aristotle to Augustine and Sidney, before looking at Neo-Classical critics such as Samuel Johnson and the Romantic theorists such as Wordsworth, Coleridge and Shelley, who set the tone for the modern period. Prerequisites: Open only to students in their final year of an honours degree in English. Exclusion: ENGL 3003. Offered annually.

ENGL 4013 Contemporary Literary Theory

This course considers many of the theoretical approaches to literature that have proliferated in the twentieth century. Prerequisites: Open only to students in their final year of an honours degree in English. Completion of ENGL 4003 is strongly recommended. Offered occasionally.

ENGL 4253, 4263... Special Topics in English

This seminar-style course focuses on a topic and considers it in depth. Topics will vary from year to year. Prerequisites: 9 credit hours in English. Offered in alternate years.

ENGL 4503 Advanced Directed Studies in English

This independent study option is open to fourth-year English majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 18 credit hours in English and permission of the Academic Dean. Offered occasionally.

ENGL 4996 Honours Thesis in English

Students complete a major research project in English that demonstrates the ability to formulate a research question or thesis, use current scholarly methods and theories, critically evaluate primary sources and/or research data and come to responsible conclusions. The honours thesis is a six credit hour course. Prerequisite: Open only to students in their final year of an honours program in English. Offered annually.

Environmental Science

ENVS 1513 Introduction to Environmental Science

Earth's physical environments are studied to appreciate the processes that occur in soil, water and air, both natural and caused by human activity. Use of resources for needs such as water supply and energy are considered with the goal of improving stewardship of the environment. Offered occasionally.

Field Education

FDED 1010 Introduction to University: Douloi Christou

Inscribed on Tyndale's crest are the words, (Douloi Christou), meaning "Servants of Christ." Tyndale hopes that all of its students are becoming servants of Christ. That is why this name is given to the course in which all first-year students are enrolled. The course serves as an introduction to university in a Christian setting. Topics of discussion include academic skills, vocational exploration, service learning and the integration of faith and learning. This course is a non-credit graduation requirement for the BRE degree and the Transitions Program.

FDED 1020, 2010, 2020, 3010, 3020

Each of these five units must be completed as a non-credit graduation requirement for the BRE degree and the Transitions Program. Each unit involves 48 hours of work within a ministry context corresponding to the student's intended vocational goals.

French

FREN 1013 Introductory French I

This course is designed for students who have not previously studied French and who wish to begin the study of French intensively. Students are encouraged to develop their written and oral skills in a progressive way. As grammatical concepts and vocabulary necessary for basic communication in the language are introduced, students will be challenged to express themselves at an early stage. Not open to native speakers of French, immersion students or students who have OAC French (old curriculum) or any Grade 12 French course (new curriculum). Offered annually.

FREN 1023 Introductory French II

This course is a continuation of FREN 1013. Prerequisite: FREN 1013. Offered annually.

Greek

GREE 1006 Elementary New Testament Greek

This course is an intensive introduction to the basic principles of New Testament Greek grammar and syntax followed by significant readings in the Greek New Testament. Offered in Spring/Summer School only.

GREE 1013 Elementary New Testament Greek I

This course is an introduction to the basic principles of New Testament Greek grammar with emphasis on morphology, declension, conjugation and syntax. Offered in alternate years.

GREE 1023 Elementary New Testament Greek II

This course is a continuation of detailed Greek grammar and syntax study with significant reading and analysis of Greek New Testament passages. Prerequisite: GREE 1013. Offered in alternate years.

GREE 4013 Readings in New Testament Greek I

This course focuses on extensive readings in the Gospels and Letters to develop proficiency in reading the Greek New Testament. The study of intermediate level Greek syntax and its application to exegesis is included. Prerequisites: GREE 1013, GREE 1023 (or GREE 1006), RLGs 1013, RLGs 1023 and RLGs 2013. Offered in alternate years.

GREE 4023 Readings in New Testament Greek II

This course emphasizes the study of the Greek text of selected New Testament books. The discipline of textual criticism is introduced and the development of expertise in exegetical method is stressed. Prerequisites: GREE 4013. Offered in alternate years.

GREE 4513 Advanced Studies in the New Testament Greek Text

This course includes an advanced study of the text and literature of the New Testament with a focus on matters such as letter writing, rhetorical structure, narrative and apocalyptic style. Some comparisons will be made to other contemporary Greek literature and the use of the Septuagint in allusions and quotations will be examined. Prerequisite: GREE 4023. Offered in alternate years.

Hebrew

HEBR 1006 Introduction to Biblical Hebrew

This course is an intensive introduction to the basic principles of biblical Hebrew with an emphasis on morphology, phonology and syntax followed by the reading of selected portions of the Hebrew Scriptures. Offered in Spring/Summer School only.

HEBR 1013 Introduction to Biblical Hebrew I

This course is an introduction to the basic principles of biblical Hebrew with emphasis on morphology, phonology and syntax. Offered in alternate years.

HEBR 1023 Introduction to Biblical Hebrew II

This course is a more detailed study of Hebrew grammar and syntax through the reading of selected portions of the Hebrew Old Testament. Prerequisite: HEBR 1013. Offered in alternate years.

HEBR 4013 Readings in Biblical Hebrew I

This course provides the student with a broad exposure to an extensive amount of biblical Hebrew prose, facilitating an environment where the student's reading ability is enhanced. In addition to providing a platform of advanced morphology and syntax, this course also provides a preliminary introduction to matters of textual criticism and exposure to the Septuagint and Qumran materials. Prerequisites: HEBR 1013, HEBR 1023 (or HEBR 1006), RLGS 1013, RLGS 1023 and RLGS 2013. Offered in alternate years.

HEBR 4023 Readings in Biblical Hebrew II

As a continuation of Readings in Biblical Hebrew I, this course provides students with an opportunity to advance their skills in reading considerable portions of biblical Hebrew prose. In addition to further studies in advanced grammar, syntax and text criticism, this course features an introduction to biblical Hebrew poetry in the classical writing Prophets. Prerequisite: HEBR 4013. Offered in alternate years.

History

HIST 1013 History of Western Civilization I

This course traces the development of Western civilization. Beginning with the rise of civilizations in the ancient Near East, the course will move on to assess the Hebrew, Greek, Roman and Christian contributions to Western thought and culture to the seventeenth century. Offered annually.

HIST 1023 History of Western Civilization II

This course explores Western civilization from the age of the Enlightenment to the present. It will examine the key events and ideas of the last 300 years that are essential for an understanding of Western culture today. Offered annually.

HIST 1513 History of Christianity

This course gives an introductory historical evaluation of Christianity in terms of periods (e.g., Roman, Medieval), people (e.g., Augustine, Luther), movements (e.g., Crusades, Reformation) and moods (e.g., capitalism, imperialism). Its focus is upon key historical themes in Western civilization through the lens of its most significant phenomenon, Christianity. In this core course students will learn how to read both original documents and historical books and how to write basic undergraduate history essays. Open only to students in the Degree Completion Program. Offered annually.

HIST 2403 Introduction to British History I: From the Norman Conquest to the English Revolution (1066-1660)

An outline of British history from the Norman conquest to the mid-seventeenth century revolution, this course pays particular attention to the history of monarchy, parliament and the church. Specific topics include the conflict between crown and aristocracy, the rise of parliament, the Reformation and the factors that led to the turbulence of the seventeenth century. Offered occasionally.

HIST 2413 Introduction to British History II: From the Restoration to Tony Blair (1660 to the present)

An outline of British history from the restoration of monarchy in 1660 to the present, this course examines the rise of Britain to the status of a great world power, the industrial revolution, the empire, the two world wars of the twentieth century and the question of political leadership, with particular attention to Winston Churchill and Margaret Thatcher. Offered occasionally.

History 2423 England, Ireland and Cromwell in the Sixteenth and Seventeenth Centuries

An examination of the political, military, religious and economic relationship between England and Ireland from the reign of Elizabeth I to the establishment of the Protestant Ascendancy under William III in 1693. England's policy of military occupation, religious conversion and colonization culminated in the total subjugation of Ireland, first by Oliver Cromwell during the English Revolution (1642-53), and again by William III (1690-93). This course will investigate the origins, progress and long-term consequences of Ireland's subjugation by England. Offered occasionally.

HIST 2513 History of Christianity I

This course is a survey of the history of Christianity from the earliest days of the Church through to the calls for reform in the early sixteenth century. It examines the main currents of spirituality, theology, missions, worship and organization of the Church, as well as identifies major leaders, writings and movements within the Church. Offered annually.

HIST 2523 History of Christianity II

This course is a survey of the history of Christianity from the time of the Reformation to the end of the twentieth century. It examines the main currents of spirituality, theology, missions, worship and organization of the church, as well as identifies major leaders, writings and movements within the Church. The main emphasis will be on the Protestant tradition, but attention will also be paid to the Orthodox and Roman Catholic traditions. Offered annually.

HIST 2533 The World of the Early Christians, from the time of Christ to 200 AD

This course examines the Jewish society into which Jesus was born, followed by a reading of the New Testament in its historical context. It concludes with a survey of the spread of Christianity throughout the Roman Empire during the first two centuries after Christ. Offered occasionally.

HIST 2703 History of Canada

This course surveys the history of Canada from the earliest times to the present. The main focus is on the political, cultural and social forces that shaped Canadian life. Students will discover the roots of tensions between French- and English-speaking Canadians, as well as those between other regions and peoples. Exclusion: HIST 2713 and HIST 2723. Offered in alternate years.

HIST 2813 History of the United States to the Civil War

This course explores the major political and social developments in American history from the founding of the first permanent settlements to the close of the Civil War. Issues for discussion include aggressive displacement of indigenous peoples, political development, religious pluralism, racial slavery and irreconcilable sectional differences. Offered occasionally.

HIST 2823 History of the United States from 1865 to the Present

This course examines the major political and social forces in American history from the Reconstruction era to the present. Issues for discussion include the emergence of modern America, popular culture, the civil rights movement and foreign policy. Offered occasionally.

HIST 2913 The Great War and the Making of the Modern World

This course probes the history of the First World War from a number of perspectives: military, economic, strategic, diplomatic, religious and cultural. The intent of the course is to understand more fully the reasons why the war broke out in 1914, how it was fought over the succeeding four years, the varied impact it had on the countries and societies involved and its wide-ranging and longstanding impact on world affairs. Offered occasionally.

HIST 2923 The Second World War

This course surveys the nature and extent of the war that enveloped the world from 1939-45. Its roots in the 1920s and 30s will be examined, as will its military, political, economic and social features. The construction of the post-war world order will be examined also. Offered occasionally.

HIST 3013 The Historian's Craft

This course combines an examination of the discipline of history – the major historians of the past, how history developed its professional autonomy, the philosophy of history – with the ways and means of doing history today through the use of primary sources, the understanding of historiography, the writing of essays and the critical analysis of books and articles. Prerequisites: 6 credit hours in History. Offered in alternate years.

HIST 3113 History of Ancient Greece and Rome

This course explores the history of Greek, Hellenistic and Roman civilizations of classical antiquity, focusing on the development of each civilization and its influence on subsequent Western history. Prerequisites: 6 credit hours in History. Offered occasionally.

HIST 3133 The World of the Early Christians, c. 200 AD to the Rise of Islam

This course examines the history of Christianity from the time of early martyrs at the end of the second century to the rise of Islam in the seventh century. Prerequisites: 6 credit hours in History. Offered occasionally.

HIST 3213 The Crusades

The primary goal of this course is to provide an overview of the crusades through an examination of the major impulses, events and figures involved in the movement. Students are required to read a variety of crusader histories written from a Western, Byzantine, Jewish and Muslim perspective. Prerequisites: 6 credit hours in History. Offered in alternate years.

HIST 3313 The Reformation Era

This course deals with the roots, development and significance of the sixteenth-century revolutions in Christianity – Protestant, Catholic and Radical – in their social contexts. It also outlines the early developments of some significant subsequent movements such as Puritanism. Prerequisites: 6 credit hours in History. Offered in alternate years.

HIST 3423 England from Reformation to Revolution, 1500-1658

This course examines the religious, political and cultural changes that culminated in the overthrow of monarchy and establishment of the English republic. Attention is also paid to the growth of parliament, music, architecture and changes in the family. Prerequisites: HIST 1013 and HIST 1023 or 6 credit hours in History. Offered occasionally.

HIST 3433 England from the Restoration to the Industrial Revolution, 1658-1815

This course continues the themes outlined in England from Reformation to Revolution, 1500-1658 and also considers England's emergence as a world power, the early history of the British Empire and the early impact of the industrial revolution. Prerequisites: HIST 1013 and 1023 or 6 credit hours in history. Offered occasionally.

HIST 3443 Modern Britain

This course covers the history of the United Kingdom from the beginning of the nineteenth century to the election of Tony Blair as prime minister in 1997. Topics such as war, diplomacy, the industrial revolution, the rise and decline of empire, religion and secularization, the emergence of the welfare state, class and the position of the monarchy will be examined. Prerequisites: 6 credit hours in History. Offered occasionally.

HIST 3453 Lion Rampant: The British Empire, 1800-1980

This course examines the history of the British Empire, the largest empire in the history of the world, during its last and greatest phase from 1800-1980. The Empire's impact on the modern world as wide-ranging and its treatment in this course will include topics such as politics, economics, armies, navies, race, nationalism, gender, society and religion. Prerequisites: HIST 1013 and HIST 1023. Offered occasionally.

HIST 3503 Directed Studies in History

This independent study option is open to third- and fourth-year students who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 12 credit hours in History and permission of the Academic Dean. Offered occasionally.

HIST 3633 Modern Europe: 1789 to the Present

Beginning with the outbreak of the French Revolution in 1789, this course surveys 200 years of European history, concluding with the fall of the Soviet Empire in 1989. The rise of modern politics and society is examined, including industrialization, war, imperialism and religion. Prerequisites: 6 credit hours in History. Offered occasionally.

HIST 3713 Modern Africa: From Empire to Independence

This course traces the history of the African continent from 1800 to the present. Topics include pre-colonial societies, slavery and the slave trade, European exploration and conquest, colonialism, the missionary movement, nationalism and independence, economics, warfare and contemporary religion. Prerequisites: 6 credit hours in History. Offered in alternate years.

HIST 3723 The History of Population and the Family, from 1500 to the present

This course examines the origins and impact of the population explosion that began around 1750. Topics include nutrition, medicine, disease, public health, fertility, marriage, children and the family. Prerequisites: HIST 1013 and HIST 1023 or 6 credit hours in history. Offered occasionally.

HIST 3733 Imperial India: The Rise and Fall of the British Raj

Beginning with the creation of the East India Company in 1600 during the reign of Elizabeth I, this course surveys the history of the British in India until 1947, the year of Indian independence. Politics, war, economics, religion, social and race relations and nationalism are examined. Prerequisites: 6 credit hours in History. Offered in alternate years.

HIST 3753 The United States and the Middle East since 1945

The Middle East witnessed more momentous events in the post-World War II period than any other region of the world. This course on U.S. foreign policy covers U.S.-Middle East relations during the Cold War. The major topics targeted include: the rebirth of Israel, C.I.A. covert action in Iran, Arab-Israeli conflict, Lebanese civil war, and the rise of Islamic fundamentalist groups. American public opinion and the issues of ideology, religion, oil, and mass media receive significant treatment. Prerequisites: HIST 1013 and HIST 1023. Offered occasionally.

HIST 3813 Religion and North American Society

This course relies heavily on group discussion to explore class, gender and race dimensions of popular religion in America and Canada from the early 1800s to the present. The place and dynamics of revivalism, evangelicalism, fundamentalism and pentecostalism, as they relate to popular culture and politics, receive considerable treatment. Prerequisites: 6 credit hours in History. Offered occasionally.

HIST 3843 American Social History: 1860-1970

This course explores modern American social history, including the social impact of war, racial conflict, immigration, religiosity, urbanization, working-class experience and popular culture. Prerequisites: 6 credit hours in History. Offered in alternate years.

HIST 3873 Film and American Society

This course examines the relationship between film and history and the development of cinema as a popular art form. Globally, many people acquire much of their knowledge of American history, society and culture from movies. Popular movies often reflect the tastes and beliefs of mainstream society, but also they can manipulate the American experience. Examining the aesthetics of film and the accuracy and distortion of American society by Hollywood, this course covers the advance of filmmaking throughout the twentieth century. Prerequisites: 6 credit hours in History. Offered occasionally.

HIST 4413 Victorian Britain Seminar

This course probes in detail the history of nineteenth century Britain, an era dominated by the idea of progress. Empire, literature, warfare, democracy, religion and gender relations are many of the topics that will be examined in order to understand more fully British society at the height of its power during the long reign of Queen Victoria. Prerequisites: 9 credit hours in History including 3 credit hours at the 3000 level and third year standing. HIST 3013 and 3423 are recommended. Offered in alternate years.

HIST 4503 Advanced Directed Studies in History

This independent study option is open to fourth-year History majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 18 credit hours in History and permission of the Academic Dean. Offered occasionally.

HIST 4853 Seminar in US Foreign Policy Since 1945

This seminar course covers US foreign relations from the end of World War II to the present. American relations with the Soviet Union, East Asia, the Middle East and Latin America is explored in the context of the bipolar world, subsequent global changes that demonstrated the limits of superpower hegemony, domestic considerations and the rise of Islamic terrorism. Considerable attention is paid to foreign policy interpretations, political leaders and the ideologies behind military and diplomatic solutions. Prerequisites: 9 credit hours in History including HIST 2823. Offered in alternate years.

HIST 4996 Honours Thesis in History

Students will complete a major research project in History that demonstrates the ability to formulate a thesis, use scholarly methods, evaluate primary sources and come to reasonable conclusions. The honours thesis is a six credit hour course. Prerequisite: Open only to students in their final year of an honours program in History. Offered annually.

International Development

IDVP 3013 Introduction to International Development

International development in its many forms presents one of the most interesting challenges for today's world. This course is a broad introduction to international development and deals with the origin and various theories of development, contextual factors, administration of sustainable international development, transfer of technology, and ethical issues involved in international development. Prerequisites: 6 credit hours in Business Administration. Offered annually.

IDVP 3023 Political Science & Micropolitics of International Development

This course introduces international development problems from a political perspective. It focuses on the main theories, problems, and issues of international development. The course also gives a brief overview of different political contexts and how these influence the society in its primary political functions. Prerequisites: 6 credit hours in Business Administration. Offered annually.

IDVP 3033 Cross-Cultural Studies

This course deals with cross-culture theories, cross-culture comparisons, culture values and norms, languages, communications and challenges in working with people from different cultures. Other subjects covered include globalization and transnationalism. Prerequisites: 6 credit hours in Business Administration. Offered annually.

IDVP 3043 Anthropology and International Development

This course helps students understand the receiver perspective in an international development context. Key questions are asked regarding the advantages and disadvantages of international development projects. Emphasis is placed on analyzing different cultures from an anthropological perspective. Prerequisites: 6 credit hours in Business Administration. Offered annually.

IDVP 3213 Project Evaluation for International Development

This course focuses on project evaluation. Different evaluation theories and methods are discussed and evaluated. Options in designing evaluation studies are also addressed. Furthermore, the course deals with personal factors, goals, effect dimensions, interpretation and reporting. Prerequisites: 6 credit hours in Business Administration. Offered annually.

IDVP 3223 Project Management for International Development

Project management is essential in preparation for work in an international development organization. This course emphasizes situational analysis and identification of needs, goal setting, project implementation and project monitoring. The importance of the project leader is also covered from different leadership perspectives. Prerequisites: 6 credit hours in Business Administration. Offered annually.

IDVP 4013 International Development Internship

Students work at a local NGO, typically beginning the summer between their second and third years and continuing in a cross-cultural setting with the same NGO in the winter semester of their third year. A minimum of 96 hours at the NGO must be completed. Students gain two units of Community Service upon completion of the internship. Prerequisites: 12 credit hours in Business Administration. Offered annually.

IDVP 4173 International Finance

This course deals with international financing issues for both the industry and non-for-profit sectors. Areas covered include exchange rates, risk and return, hedging, currencies, equity and loans, banking and other international financial institutions. The course is case-study based. Prerequisites: 12 credit hours in Business Administration. Offered annually.

IDVP 4213 Global Economy and Sustainable International Development

This course examines global economic development from a historical perspective and a twenty-first century perspective. Subjects covered include theories of economic development, sustainability, the role of trade and manufacturing, economic growth, natural resources, government contributions, and other relevant macro factors from an international development point of view. The course is case-study based. Prerequisites: 12 credit hours in Business Administration. Offered annually.

IDVP 4996 Honours Thesis in International Development

Students complete a major research project in international development that demonstrates their ability to formulate a research question, use existing theories and methodologies, gather research data, conduct an analysis with both quantitative and qualitative methods, and formulate conclusions. The honours thesis is a six credit hour course. Only open to students in their final year of an honours program in Business Administration - International Development Track. Offered annually.

Interdisciplinary Studies

INDS 1713 Art Appreciation: An Introduction to Visual Language

This course examines the fundamental value of visual art in its historic development, its workaday practice and its vital role as a means of expression of what is real, what is true and of value to us in our human journey. It seeks to encourage visual literacy and respect for art-making as a sacred trust, most elevated from a Christian worldview. Offered occasionally.

INDS 4753 Christianity and Culture

This interdisciplinary course draws on theology, philosophy, literature and history in order to provide students with an opportunity to reflect on the problem of how Christianity relates to culture. It examines both the ways in which various Christian traditions have sought to relate to culture and also some of the prominent methods of analyzing these types of relations from H. R. Niebuhr to Lesslie Newbiggin. Open only to BA students in their final year. Offered annually.

Latin

LATN 1013 Introduction to Latin I

This course is an intensive introduction to the principles and vocabulary of Latin grammar for students with no previous knowledge of the language. Students will practice these principles and vocabulary through encountering them in basic Latin readings. Offered occasionally.

LATN 1023 Introduction to Latin II

This course is a continuation of LATN 1013. Prerequisite: LATN 1013. Offered occasionally.

Mathematics

MATH 1213 Introduction to Statistics

This course covers the basic techniques of descriptive data analysis and their application to qualitative and quantitative research. Offered in alternate years.

MATH 3223 Data Analysis

This course follows from MATH 1213 to address the fundamental concepts and techniques of inferential statistics and their application to quantitative research. It also examines experimental design in research and the statistical analysis of experimental data. Prerequisite: MATH 1213. Offered in alternate years.

MATH 3243 Statistics for Business

This course examines mathematical methods and analytical techniques used to assist managers in decision-making. Topics include probability, forecasting, decision under uncertainty, decision trees, linear programming, queuing theory and inventory management. The course also introduces methods to understand and interpret data, to deal with variability and to use statistics for process quality. Prerequisite: MATH 1213. Offered annually.

Music

MUSI 1713 Music Appreciation

This course explores many of the ways that music engages us. Students are encouraged to develop awareness of musical textures: sonority, rhythm, melody, harmony and how these textures invite the listener into the world of the musical work. Students will study various forms of vocal and instrumental music from both within and apart from the European tradition and explore some of the ways they portray the passions and the drama of the human story. Some active music-making will form part of the classwork. Offered occasionally.

MUSI 2713* Why Music Matters

See description under Christian Ministry. Cross-listed as CHRI 2743. Offered occasionally.

Philosophy

PHIL 1013 History of Philosophy I

This course is a study of major philosophical works in the Western tradition from the beginnings of philosophy in ancient Greece to the twentieth century. Offered annually.

PHIL 1023 History of Philosophy II

This course is a continuation of PHIL 1013. Offered annually.

PHIL 1713 The Quest for Meaning

This course is an introduction to the perennial issues in Western philosophy, such as knowledge and skepticism, the existence of God, the problem of evil, freedom of the will and the foundations of morality. Emphasis is placed on critical thinking and the development of understanding through reasoned argument. Offered annually.

PHIL 2013 Critical Reasoning

This course is an examination of the basic principles of constructing good arguments and criticizing bad ones. Among the topics covered are deductive and inductive reasoning, appeals to emotion, personal attack, uses and abuses of expert opinion and techniques for converting everyday reasoning into standard logical form. Emphasis is placed on applying the reasoning skills developed in the course to such contemporary issues as abortion rights, affirmative action, racism and civil disobedience. Offered in alternate years.

PHIL 2133 Bioethics

This course provides an in-depth examination of contemporary bioethical issues, such as the definition of a person, determination of life and death, euthanasia, doctor-assisted suicide, abortion and maternal-fetal conflict, prenatal diagnosis and intervention, problems in the physician-patient relationship, new reproductive technologies, research on animals, genetic engineering and human cloning. Offered occasionally.

PHIL 2913 Philosophical Greek I

This course provides a comprehensive introduction to Attic Greek with the goal of reading Ancient Greek philosophical texts in the original. The course emphasizes vocabulary, morphology, syntax and translation. Some attention is also given to pronunciation, composition and classical Greek culture and history. The course does not presuppose any background in classical or New Testament Greek, though it may be helpful to students with interests in New Testament, Greek patristics and classical literature. Note: This course does not fulfill the language requirement for Religious Studies majors. Offered occasionally.

PHIL 2923 Philosophical Greek II

This course is the second part of a comprehensive introduction to Attic Greek with the goal of reading Ancient Greek philosophical texts in the original. The course emphasizes vocabulary, morphology, syntax and translation. Some attention is also given to pronunciation, composition and classical Greek culture and history. This course may also be helpful to students with interests in New Testament, Greek patristics and classical literature. Note: This course does not fulfill the language requirement for Religious Studies majors. Offered occasionally.

PHIL 3013 Metaphysics

This course is a systematic study of contemporary issues related to the nature of reality. These include universals and particulars, the necessary and the possible, causality, identity through time and the realism/antirealism debate. Wherever possible, contemporary views will be related to their classical sources in the history of philosophy. Prerequisites: PHIL 1013 and 1023 or 6 credit hours in Philosophy, including PHIL 2013. Offered in alternate years.

PHIL 3023 Belief, Truth and Knowledge

This course is a systematic study of contemporary issues related to the nature of knowledge, belief and truth. These include warrant and justification, foundationalism, coherentism, skepticism, perception, memory and a priori knowledge. Wherever possible, contemporary views are related to their classical sources in the history of philosophy. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy, including PHIL 2013. Offered in alternate years.

PHIL 3113 Introduction to Ethics

This course is an introduction to the problems, positions and arguments of contemporary moral philosophy. Through readings from classical and contemporary writers, students are confronted with the ultimate questions of morality. What do "right" and "wrong" mean? Can moral beliefs be rationally assessed and justified? Are moral truths absolute or relative? Why be moral? What is the good or virtuous life? How ought we to live? Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy, including PHIL 2013. Offered in alternate years.

PHIL 3213 Philosophy of Religion

This course will undertake an investigation of some of the problems in philosophy of religion including the interface between faith and reason, the divine attributes, arguments for God's existence, the problem of religious language and the problem of evil. Both historical and contemporary philosophical sources are used. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy including PHIL 2013. Offered occasionally

PHIL 3223 Philosophy of Science

This course is an introduction to the central issues in contemporary philosophy of science. Topics include the definition and limits of science, the nature and kinds of scientific explanation, the formation and use of scientific ideas, paradigm shifts and theory change,

options in the realist/antirealist debate, laws of nature and the philosophical aspects of evolution. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy, including PHIL 2013. Offered in alternate years.

PHIL 3233 Aesthetics

This course constitutes an introduction to problems, classical and contemporary, in philosophical aesthetics. A case-based approach is used to explore a variety of issues, including the nature of art and art works; beauty, ugliness and aesthetic experience; meaning and interpretation; art and ethics; criticism, interpretation and evaluation. Cases are drawn from a cross-section of the arts, including painting, music, literature, sculpture and dance. Prerequisites: PHIL 1013 and 1023 or 6 credit hours in Philosophy, including PHIL 2013. Offered occasionally.

PHIL 3243* Islamic Philosophy

This course addresses current curiosity about Islam by focusing on the richness of Islamic philosophy and tracing its historical development from the Neoplatonic age through the Middle Ages to Contemporary discussions. The interaction between Islamic, Jewish and Christian thinkers in the Medieval period forms the capstone to the course as we examine different methods of interaction between the monotheisms and their political implications. Topics of discussion include human nature, ethics, justice, inter-religious dialogue and philosophy of God. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy including PHIL 2013. Cross-listed as RLGs 3763. Offered occasionally.

PHIL 3253 Philosophy and Theology

Within 200 years of Christ's death, Tertullian posed the question, "What has Athens to do with Jerusalem?" Is there overlap between the fields of philosophy and Christian theology? This perennial question is the subject of this course. Six theological concepts (theology, faith, revelation, creation, doctrine and logos) are discussed with a view to exploring whether philosophy has anything of interest to say about them. Biblical, theological and philosophical sources are read, supplemented with selections from both historical and contemporary research. Open to BA Modular and DCP students only. Offered occasionally.

PHIL 3263 Philosophy of Mind

What is a human being? Are human beings simply material objects? Are they a combination of matter and soul? What is consciousness and how can it be explained? In this class students will be introduced to these questions and will explore various answers to these questions from the history of philosophy and from contemporary discussions. Students will engage the answers provided in class as a means of formulating their own understanding of the connection between mind and brain and mind and body. Prerequisite: PHIL 2013. Offered occasionally.

PHIL 3503 Directed Studies in Philosophy

This independent study option is open to third- and fourth-year students who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 12 credit hours in Philosophy and permission of the Academic Dean. Offered occasionally.

PHIL 3613 Plato

This course provides a substantial treatment of an important Platonic dialogue by emphasizing both its philosophical contributions and its historical/dramatic context. The course begins with an overview of some characteristic philosophical themes and controversies found across the Platonic corpus. The remainder of the course is a careful investigation of the structure, style and arguments of that dialogue. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy including PHIL 2013. Offered occasionally.

PHIL 3623 Aristotle

This course provides a sustained treatment of a significant treatise of Aristotle. The course begins with an overview of important themes, problems and distinctions across the Aristotelian corpus. The bulk of the course offers a close and philosophically critical reading of a treatise, paying special attention to how its structure, style and arguments contribute to its overall aims. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy including PHIL 2013. Offered occasionally.

PHIL 3633 Kant and Modern Philosophy

This course is a critical examination of the philosophical traditions and developments of the seventeenth and eighteenth centuries. The two main traditions of this era – British empiricism, which stressed the role of sense experience in the knowing process and continental rationalism, which emphasized human reason, both sought secure foundations for scientific, ethical and religious knowledge. The advance of these traditions will be traced through selected readings from major figures – Descartes and Leibniz (on the rationalist side), Locke and Hume (on the side of empiricism). A careful consideration of Kant's Copernican Revolution, synthesizing these great traditions and its implications for the postmodern world will close out the course. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy, including PHIL 2013. Offered in alternate years.

PHIL 3643 Aquinas

Beginning with Aquinas' reflections on the nature of God, this course will trace Aquinas' thought as it progresses in the *Summa theologiae* and the *Summa contra gentiles* in order to examine the philosophical problems that perplexed Aquinas and his remarkable solutions to these problems. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy, including PHIL 2013. Offered occasionally.

PHIL 3653* Business Ethics

See description under Business Administration. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy. Cross-listed as BUSI 3233. Offered occasionally.

PHIL 3703 Symbolic Logic

The goal of this course is to provide an introduction to symbolic logic, which in turn provides students with a greater ability to understand and to analyze the structure and parameters of philosophical arguments. After a brief review of categorical propositions and the modern square of opposition, this course examines propositional logic, natural deduction and predicate logic. This course promotes active learning through the use of problem solving and written exercises. Prerequisite: PHIL 2013. Offered occasionally.

PHIL 4113 The Metaphysics of Theism

This course is an advanced study of some key metaphysical issues surrounding theism. The focus is on the view of providence and human freedom on offer by historical and contemporary proponents of middle knowledge. Students enter the debate between compatibilist and libertarian defenders of free will through a detailed examination of the influential writings of philosophers such as Reid, Chisholm, van Inwagen, Davidson and Sellars. Prerequisites: 9 credit hours in Philosophy, including PHIL 2013. Offered in alternate years.

PHIL 4123 Liberalism and Its Critics

This course provides a historical and topical reconstruction of liberal political theory. The course begins with selections from *A Theory of Justice* by John Rawls. It also looks at figures from the history of political philosophy that he appropriates in shaping his theory, especially Aristotle, Locke and Kant. It also draws from other figures who offer alternative frameworks for liberal theory such as Ronald Dworkin, G.A. Cohen and Amartya Sen. A significant portion of the course considers the most representative and thoughtful communitarian criticisms of liberal theory. Special attention is paid to the work of Michael Sandel, Alasdair MacIntyre and Michael Walzer. Prerequisites: 9 credit hours in Philosophy including 3 credit hours at the 3000-level. Offered occasionally.

PHIL 4213 The Analytic Tradition

This course is an examination of the key figures in the development of analytic philosophy: Gottlob Frege, Bertrand Russell, Ludwig Wittgenstein, and A. J. Ayer. Topics include: Frege's distinctions between sense and reference, concept and object; Russell's logical atomism and theory of descriptions; the early Wittgenstein's picture theory of meaning; and Ayer's verificationism with its notorious implications. The course concludes with an examination of Kripke's revival of essentialism. Prerequisites: 12 credit hours of Philosophy. Offered occasionally.

PHIL 4503 Advanced Directed Studies in Philosophy

This independent study option is open to fourth-year Philosophy majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 18 credit hours in Philosophy and permission of the Academic Dean. Offered occasionally.

PHIL 4996 Honours Thesis in Philosophy

Students will complete a major research project in Philosophy that demonstrates the ability to formulate a thesis, use scholarly methods, evaluate primary sources and come to reasonable conclusions. The honours thesis is a six credit hour course. Prerequisite: Open only to students in their final year of an honours program in Philosophy. Offered annually.

Political Studies

POLS 1013 Introduction to Political Studies I

This course is an introduction to ideas and theories of politics. It covers major ideologies of the past and present such as conservatism, liberalism, socialism and fascism. It addresses the impact of ideas on issues such as public policy, human rights, conflict and ethics of governance. It also provides a general survey of political philosophy and theories of liberty, justice and the structures of world politics. Offered occasionally.

POLS 1023 Introduction to Political Studies II

This course is an introduction to procedures and processes of government. Consideration is given to institutions, political parties, the policy process, domestic and international political organizations, groups and interests. It focuses mainly on political processes in democratic contexts. Offered occasionally.

POLS 1513 Making Sense of Contemporary Politics

This course aims to help students overcome confusion about contemporary politics as we explore those issues, like globalization, that unavoidably affect us and require an articulate response from people of faith. Offered occasionally.

POLS 2023 Introduction to Canadian Politics

This course sets out the structure of politics in Canada. Canada's political ideologies, the parliamentary process, the role of the courts, parties and interest groups and the importance of federalism will be examined. Offered occasionally.

POLS 2103 Faith and Politics

This course examines the historical and present day political realities of Canada, the place of religion in those contexts and the ways in which different Christian traditions have responded to the challenge of faith and politics. Attention will be given to principles taught by the lives of Biblical figures, the life and teachings of Jesus and the lives of faith-motivated politicians throughout history. Discussion of Preston Manning's experience in Canadian federal politics will form part of the course. Offered occasionally.

POLS 2203 Introduction to World Politics

This course is about the study and practice of politics at the global level. It will have two major objectives: (1) to consider alternative approaches to the study of world politics; and (2) to study the actors, institutions, issues and means in world politics. Offered occasionally.

POLS 2303 The Politics of Developing Countries

This course explores the countries of Africa, Asia and South America, which are home to a growing majority of the world's population. Students are introduced to the political history and institutions of these countries; the general problems of poverty and instability; the various approaches adopted to deal with these problems and the varied experiences of particular countries in achieving their goals. Offered occasionally.

POLS 2703 Journalism in Political Context

This course examines the dynamic relationship between the press and political institutions found in democratic, totalitarian and theocratic societies with a primary focus on this relationship in Canadian context. The role of the journalist as writer, editor and news shaper will be addressed vis-à-vis federal, provincial and municipal politics. Students will examine the role of Canadian religious media, particularly Christian, in political expression, journalistic ethics and law. Recent federal election campaigns will serve as case examples for examining the interplay among political parties, advocacy groups, the media, voting blocks, polling groups, consultants, candidate campaign organizations and regional interests. Also, an examination of visual, sound and graphic issues in the coverage of political institutions will be addressed. Offered occasionally.

Psychology

PSYC 1013 Introduction to Psychology I

This introductory survey course presents various subfields within the discipline of Psychology, including: the history of modern psychology, psychology as a method of scientific inquiry, neuroscience and behaviour, the nature/nurture debate, developmental psychology, sensation and perception, states of consciousness, principles of learning and memory. Offered annually.

PSYC 1023 Introduction to Psychology II

This introductory survey follows on from Psychology 1013 and presents various subfields within the discipline of Psychology, including: thinking and language, intelligence, motivation and work, emotion, stress and health, personality, psychological disorders, therapy and social psychology. Prerequisite: PSYC 1013. Offered annually.

PSYC 1713 Introduction to Positive Psychology

The course focuses on the major concepts and principles of positive psychology, defined as the art and science of discovering meaning and happiness and fulfilling one's potential in spite of personal limitations and adverse circumstances. Topics will include meaning of life, happiness, self-esteem, achievement, faith, courage, spirituality, humility, gratitude and other virtues. The course is intended for everyone interested in learning how to lead a life worth living ("the good life") and how to make organizations healthy and flourishing. Non-psychology majors are welcome. The format of the course will be didactic, experiential and interactive. Offered annually.

PSYC 2023 Basic Counselling Skills

This course introduces students to the basic issues and skills involved in people-helping relationships, such as: effective interviewing, listening and responding skills, needs assessment and intake skills, crisis intervention, conflict resolution and referral skills. Ethical issues relevant to these types of interactions are also covered. Prerequisite for non-Psychology majors: PSYC 1713. Exclusion: GMIN 2413 and CHRI 3713. Offered annually.

PSYC 2053* Brain and Behaviour

See description under Biology. Cross-listed as BIOL 2053. Prerequisite for non-Psychology majors: PSYC 1713. Offered in alternate years.

PSYC 2113 Human Development I (Child and Adolescent)

The characteristics and needs of children at each stage of their development are surveyed in this course. Particular attention is paid to the influences that are shaping children's lives in contemporary society. Prerequisite for non-Psychology majors: PSYC 1713. Offered annually.

PSYC 2123 Human Development II (Adulthood and Aging)

A survey of current theories of physical, cognitive, personality and social development as applied to adolescents and adults is the focus of this course. Prerequisite for non-Psychology majors: PSYC 1713. Offered annually.

PSYC 2313 Sensation and Perception

This course reviews the animal and human research on sensory and motor systems, with an emphasis on the visual and auditory systems. It also examines human processing systems, with a focus on the perceiver as seeker and user of information. Offered in alternate years. Prerequisite for non-Psychology majors: PSYC 1713. Exclusion: PSYC 3313.

PSYC 2323 Cognition and Memory

This course serves as an introduction to research and theories pertaining to the psychology of higher mental processes. Topics covered include attention, recognition, remembering, thinking and language. Prerequisite for non-Psychology majors: PSYC 1713. Exclusion: PSYC 3323. Offered in alternate years.

PSYC 3003 Professional Standards and Ethics in Counselling

In this course, which is designed for Psychology majors, students are introduced to the ethics of professional practice in Psychology and to the various areas of specialization within the practice of Psychology. When appropriate and possible, guest speakers from the various areas of Psychology are invited to come and talk about their subfield. Prerequisites: PSYC 1013 and PSYC 1023. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered in alternate years.

PSYC 3013 Personality Psychology

In this course, students will be exposed to a general survey of the major theories that attempt to explain the underlying structure and dynamics of variations in individual behaviour in life situations. Prerequisites: PSYC 1013 and PSYC 1023. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered annually.

PSYC 3023 Psychological Testing

This course provides an overview of many facets of psychological testing and its importance in educational assessment and clinical applications. The course covers basic principles of psychological tests and measurement, major assessment instruments and techniques. It also examines important issues regarding the appropriate applications of testing. Prerequisites: PSYC 1013, PSYC 1023 and MATH 1213. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered in alternate years.

PSYC 3033 Counselling Children

This course provides a comprehensive guide to counselling children with a variety of behavioral and emotional problems. It encompasses theoretical, ethical, developmental and practical issues related to children and adolescents. Specific interventions include play therapy, art therapy and story telling. Students will learn to work with parents and teachers in order to optimize positive changes in children. Prerequisites: PSYC 1013, PSYC 1023 and PSYC 2023. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered occasionally.

PSYC 3053 The Integration of Christianity and Psychology

This seminar course is designed to assist students of Psychology in examining the interface between their Christian faith and the academic discipline of psychology. Various views of the integration effort are examined, including levels-of-explanation, faith-praxis integration, Christian Psychology and Biblical Counselling views. In addition, differences in the integration effort as it relates to different subfields within Psychology (e.g., the differences between studying neuropsychology and theories of personality or clinical psychology) are also discussed. Prerequisites: PSYC 1013 and PSYC 1023. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered annually.

PSYC 3213 Psychological Disorders

This course surveys the major theories that attempt to explain the nature and causes of psychological disorders. Consideration is given to the contributions of personality theory to the understanding of disturbed behaviour. Prerequisites: PSYC 1013 and PSYC 1023. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered in alternate years.

PSYC 3403 Cross-Cultural Psychology

Cultures are socially constructed and transmitted to enhance human beings' survival and well-being. Cultural differences exist not only in language, norms and shared values, but also in ways of coping. A major part of the human drama is about how human beings adapt to change and overcome adversities in order to achieve life goals. This course focuses on the theory and research of the stress-and-coping process from different cultural perspectives. Prerequisites: PSYC 1013 and PSYC 1023. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered occasionally.

PSYC 3413 Social Psychology

This course surveys the major contemporary areas of research in social behaviour. Topics covered include social perception and influence, attitude formation and change, interpersonal relations and persuasive communication and group processes. Prerequisites: PSYC 1013 and PSYC 1023. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered in alternate years.

PSYC 3453 Consumer Psychology

This course focuses on the psychological study of consumer behaviour. It examines the roles awareness, beliefs, learning, feelings, intentions and behaviours play in how people become aware of and decide to purchase goods and products. Applications to non-profit settings may also be explored. Prerequisites: PSYC 1013 and PSYC 1023. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered in alternate years.

PSYC 3503 Directed Studies in Psychology

This independent study option is open to third- and fourth-year students who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 12 credit hours in Psychology and permission of the Academic Dean. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered occasionally.

PSYC 3603* Research Methods in the Social Sciences

This course examines the strengths and weaknesses of various research methods and their appropriate applications within the social sciences. Research designs include qualitative studies, single subject designs, surveys, naturalistic observation, correlational studies, developmental designs and a variety of experimental designs. Prerequisites: PSYC 1013 and PSYC 1023. Additional prerequisite for non-Psychology majors: PSYC 1713. Cross-listed as SOCI 3603. Offered annually.

PSYC 3913 Psychology of Religion

This course explores the function and development of religious experience in the human personality from a social scientific perspective and seeks to integrate such understanding with a theological perspective on Christian experience. Prerequisites: PSYC 1013 and PSYC 1023. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered occasionally.

PSYC 3943 Positive Psychology of Meaning

This course is organized around the proposition that people are meaning-seeking and meaning-making creatures, who want to lead a life that is worth living. This course examines contemporary research on meaning as the central construct in different areas of positive psychology, such as life satisfaction, health, and resilience. It also explores the clinical implications of the meaning advantage. Prerequisites: PSYC 1013 and PSYC 1023. Additional prerequisite for non-Psychology majors: PSYC 1713. Offered occasionally.

PSYC 4113 Special Topics in Psychology

Specific topics relating to the professor's research interests form the topic of this course, which will have a seminar format. Topics will vary from year to year. Prerequisites: 9 credit hours in Psychology. Offered occasionally.

PSYC 4123 Special Topics: Meaning-Centered Counselling and Therapy

This course provides a comprehensive introduction to meaning-centered counseling (MCC), which integrates Irvin Yalom's existential therapy, Viktor Frankl's logotherapy with contemporary cognitive-behavioral and narrative therapies. MCC is a positive therapy, because of its emphasis on the transforming power of personal meaning and spirituality. It adopts the therapeutic strategy of "double vision" by addressing both the presenting problems and the big questions of human existence, such as the meaning of suffering and death. The course will use a variety of teaching methods, including lectures, case studies, role-play and demonstration of counselling skills. Prerequisites: 12 credit hours in Psychology. Offered occasionally.

PSYC 4133 Special Topics: Death and Dying

This course surveys contemporary perspectives and research findings on death, dying and grieving. Special attention is given to various death attitudes and their relationships to spirituality, meaning and well being. Another focus is on the process and models of grieving. This course also explores the experience of living with terminal illness and the ethical issues in end-of-life patient care. This course is designed for a broad range of students, including counselors, pastors and practitioners involved in providing care for dying people and counseling for the bereaved. Prerequisites: 12 credit hours in Psychology. Offered occasionally.

PSYC 4153 Faith Development in Children

This course explores the intersections among psychological research related to faith development and spirituality in children, religious education and faith-forming experience. Theoretical views of how children form their concepts of God will be tested with interviews with children. Prerequisites: 12 credit hours in Psychology, including PSYC 2113. PSYC 3603 is recommended. Offered in alternate years.

PSYC 4413 Psychology of Prejudice and Prejudice Reduction

This seminar focuses on both classic and current research in the realm of prejudice and prejudice reduction. Issues such as the following will be considered: What is prejudice? How is it related to stereotyping and discrimination? How does identity affect prejudice? What are consequences of prejudice? How can prejudice be reduced? Prerequisites: PSYC 1013, PSYC 1023 and 6 additional credit hours in psychology. PSYC 3413 is highly recommended. Offered in alternate years.

PSYC 4503 Advanced Directed Studies and Research in Psychology

This independent study option is open to fourth-year Psychology majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 18 credit hours in Psychology and permission of the Academic Dean. Offered occasionally.

PSYC 4613 Advanced Research Methods

This course will provide the necessary instructions for students to plan and conduct research. It will include topics such as developing a research idea, using theory to choose a research design, reviewing essential descriptive and inferential statistical procedures, choosing participants, using human or animal participants and preparing and submitting a research proposal. Prerequisites: MATH 1213, MATH 3223 and 12 credit hours in Psychology, including PSYC 3603. Offered annually.

PSYC 4813 Theories and Principles of Counselling

The focus of this course is on the skills required to establish an effective counselling relationship. Students are introduced to a selection of therapeutic interventions arising out of a variety of theoretical approaches to counselling. Ethical issues relevant to the therapeutic relationship are also considered. Prerequisites: 12 credit hours in Psychology. Offered occasionally.

PSYC 4823 Advanced Counselling Skills

This course is largely experiential and uses a laboratory format. It will include presentations of the theoretical nature of advanced counselling skills, in-class demonstrations, and exercises to facilitate counsellor development. Professional roles and functions are emphasized. Prerequisites: 12 credit hours in Psychology, including PSYC 4813. Offered occasionally.

PSYC 4973 Honours Thesis in Psychology I

Students begin a major research project in Psychology that demonstrates their ability to formulate a research question, use existing theories and methodologies, gather research data, conduct an analysis with both quantitative and qualitative methods, and formulate responsible conclusions. Only open to students in their final year of a Research Track honours program in Psychology. Offered annually.

PSYC 4983 Applied Project

This course will include practices of both individual and group counselling skills with supervision by pre-approved supervisors in applied settings. Students are required to complete

30 "direct contact" hours with clients. Students are also supervised by the Practicum Coordinator in groups of 3 to 5. After completion of the Practicum, students will submit a Major Paper describing their working models of counselling, professional skills and knowledge they have acquired and reflections on their practicum experiences. Only open to students in their final year of an Applied Track honours program in Psychology. Offered annually.

PSYC 4993 Honours Thesis in Psychology II

Students complete a major research project in Psychology that demonstrates their ability to formulate a research question, use existing theories and methodologies, gather research data, conduct an analysis with both quantitative and qualitative methods, and formulate responsible conclusions. Only open to students in their final year of a Research Track honours program in Psychology. Offered annually.

Religious Studies

RLGS 1013 Hebrew Scriptures

This course is a survey of the redemptive story in the three major divisions of the Old Testament (the Law/Torah, the Prophets and the Writings), including an orientation to the historical backgrounds, religious context, literary forms, apocryphal dimensions, prophetic elements, matters of canon, text, interpretation and critical issues. Offered every semester.

RLGS 1023 New Testament Scriptures

This course is a survey of the redemptive story in the literature of the New Testament, including an orientation to the historical backgrounds, religious context, literary forms, matters of canon, text, interpretation and critical issues. Offered every semester.

RLGS 1113 Who is Jesus?

Through the lens of the Gospel of Mark students explore the identity question that Mark asks: Who is Jesus? Students interpret Mark's theological conclusions and consider their implications for discipleship and contemporary living. Open only to Leading Edge students. Offered annually.

RLGS 1513 Worship and Christian Spirituality

This course reflects on the nature of Christian spirituality through exploration of classic and contemporary works. Throughout the course students are encouraged to clarify and shape personal understanding of spirituality and worship and develop ways of expressing their connection with God. Open only to Leading Edge students. Offered annually.

RLGS 2013 Hermeneutics

This course provides an orientation to the different types of literature in the Bible, with a practical study of relevant methods used in their interpretation. Offered every semester.

RLGS 2053 Archaeology and the Bible

This course introduces students to the contribution of archaeology in Israel and Jordan to the study of the Bible, particularly as it intersects with history in Old and New Testament times. Archaeological evidence will be examined in terms of its illumination of geography, culture and religion. Offered occasionally.

RLGS 2063 Study Tour in Lands of the Bible

Faculty-escorted trips to countries of biblical significance, such as Egypt, Israel, Greece and Turkey are offered on an occasional basis. Three credit hours may be obtained by participating in such a tour and by completing related research assignments. Offered occasionally.

RLGS 2113 The Torah and the Ancient Near East

This course is a study of the first five books of the Hebrew Bible, the Pentateuch, with special reference to introduction, exegesis and history. Attention is given to their historical and theological significance for Judaism and Christianity. Offered in alternate years.

RLGS 2123 Literature of the Israelite Kingdoms

This course provides an interpretation of portions from I and II Kings, with particular attention to the nature of biblical narratives, the theological contributions of these texts to the life of the Israelite community and the religious and aesthetic value of narrative literature. Offered in alternate years.

RLGS 2133 Wisdom in Near Eastern Imagination

This course explores the place, function and form of wisdom literature within the context of other ancient Near Eastern literature, including an analysis of selected examples from the Psalms, Proverbs, Ecclesiastes and Job. Offered in alternate years.

RLGS 2143 Hebrew Prophets and Poetry

This course studies the origin, function and meaning of the prophets through a survey of the prophetic writings of the Hebrew Bible, including a discussion of the historical periods in which they were composed and their theological significance within Judaism and Christianity. Offered in alternate years.

RLGS 2313 The Life and Teachings of Jesus

This course explores Jesus' life and teachings against the backdrop of the first-century world and the intentional witness of the four evangelists to Jesus. Why was He born? Why did He live? Why did He die? What are the implications of His life and ministry for life and thought today? Offered in alternate years.

RLGS 2323 Early Christianity: Acts of the Apostles

This course provides a study of the beginning and formation of the Christian church as developed in the Acts of the Apostles, with a focus on its Jewish roots and the important role of Jesus. The relationship between Acts and the Epistles of the New Testament is explored. Offered in alternate years.

RLGS 2333 Paul and His Letters

This course examines the life, writings and theology of the Apostle Paul. Offered occasionally.

RLGS 2703 Comparative Religion

This course offers a comparative study of various major religions of the world (such as Shamanism, Animism, Buddhism, Hinduism, Islam, Chinese religions, traditional native religions, new religions, etc.). Questions of how religions are the same, differ, have common points of connection, can interrelate and be fairly assessed and critically engaged by people committed to the Christian faith are explored. Offered occasionally.

RLGS 2903 Law and Religion

The course explores the intersection between communities of religious believers and the state. Students will study religious freedom in Canada, separation of church and state, accommodation of religion by government, influence of religious perspectives upon public policy and legal recognition of decisions and arrangements made within a religious community. Offered occasionally.

RLGS 3013 History of Ancient Israel

This course is a study of the history of the Hebrew people in the various eras of the Old Testament period, with attention given to pre-history, nationalism, government, religious dynamics and social institutions. Contemporary theories in historiography will be assessed. Prerequisites: RLGS 1013 and RLGS 1023. Offered in alternate years.

RLGS 3053 The Bible and the Dead Sea Scrolls

This course includes reading and analysis of selected Semitic texts such as the Moabite stone and the Siloam Inscription and a survey of the texts and major critical issues concerning the Dead Sea Scrolls. Their origin and impact on the interpretation of the Old and New Testaments will be explored. Prerequisites: RLGS 1013 and RLGS 1023. Offered occasionally.

RLGS 3063* The Bible as Literature

See description under English. Prerequisites: RLGS 1013 and RLGS 1023 plus 6 credit hours in English. Cross-listed as ENGL 3063. Offered occasionally.

RLGS 3173, 3183, 3193, 3203, 3213 . . . Text and Interpretation

Each course in this series examines the literary structure, narrative development, authorial purpose and interpretation of a book in the Hebrew Bible in its historical context, with an effort to discover the continuing relevance of that book in the development of Judeo-Christian theological understanding. Prerequisites: RLGS 1013 and RLGS 1023. Offered annually.

RLGS 3313 Ethics of Jesus: Sermon on the Mount

This course explores the teachings of Jesus about discipleship in the kingdom of God by examining the literary structure and content of the sermon in the context of Matthew's gospel. Various interpretations are assessed, including the theological, ethical and social implications of Matthew 5-7. Prerequisites: RLGS 1013 and RLGS 1023. Offered occasionally.

RLGS 3323 Jesus in Contemporary Thought

This course offers an exploration of how the identity and role of Jesus was understood by the various authors of the New Testament, with an examination of central issues of the modern debate about Jesus and a critical evaluation of past and recent proposals regarding His identity and significance. Prerequisites: RLGS 1013 and RLGS 1023. Offered occasionally.

RLGS 3393, 3403, 3413 . . . Text and Interpretation

Each course in this series examines the literary structure, narrative development, authorial purpose and interpretation of a New Testament book in its historical context with an effort to discover the continuing relevance of that book in the development of Judeo-Christian theological understanding. Prerequisites: RLGS 1013 and RLGS 1023. Offered annually.

RLGS 3503 Directed Studies in Religious Studies

This independent study option is open to third- and fourth-year students who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 12 credit hours in Religious Studies and permission of the Academic Dean. Offered occasionally.

RLGS 3603 Introduction to Christian Theology

This course provides an orientation to the central teachings of the Bible as revealed in the flow of redemptive history, including a focus on various theological traditions, methods of doctrinal reflection and the nature of biblical authority. Prerequisites: RLGS 1013 and RLGS 1023. Offered every semester.

RLGS 3613 Biblical Theology I

This course introduces students to Christian theology as it is found in the canonical literature of the Bible. The discipline of biblical theology is an intermediate discipline between the historical-critical study of Scripture and the proclamation of the Christian faith community. Although the Bible is treated as a unity from the perspective of Christian faith, the distinctive witnesses of both Testaments and various blocks of material within each Testament are also considered carefully. Prerequisites: RLGS 1013 and RLGS 1023. Offered occasionally.

RLGS 3623 Biblical Theology II

This course is a continuation of RLGS 3613 and completes the survey of theology in the Christian canonical Scriptures. Prerequisite: RLGS 3613. Offered occasionally.

RLGS 3633 Contemporary Theology

This course examines the historical roots of contemporary theology and an assessment of current trends influencing theological thinking. These include liberation theology, process theology, feminist theology, post-liberal theology and postmodern theology. Specific issues such as trinitarian debates and religious pluralism are also considered. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or 3603. Offered occasionally.

RLGS 3643 Christian Apologetics

This course is a conceptual and analytical survey of the important questions linking philosophy and religion. Students consider the chief contemporary approaches to justifying religious belief, as well as various non-theistic challenges to that belief. The following questions are discussed: Are religious claims subject to rational evaluation? What can reason tell us about the nature of God? Can we prove that God exists? Why would a maximally perfect being permit evil and suffering? Is belief in miracles well-founded? Is the idea of human survival after death a coherent one? Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603. Offered occasionally.

RLGS 3653 Christian Spirituality

The focus of this course is to develop a mature theological understanding of Christian spirituality, surveying the practice of piety in various Christian traditions through the centuries with a focus on the distinctive theology of each. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603. Offered annually.

RLGS 3663 Christian Ethics

This course introduces students to Christian theological ethics including the exegetical bases, the historical development and the application of Christian ethics to personal and social ethical issues. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603. Offered in alternate years.

RLGS 3713 Christianity and Islam: Theological Reflections

This course focuses on understanding Islam, particularly its main teachings and beliefs. Students study the social and political impact of Islam on our contemporary world, especially in North America. Special attention is given to the theological understanding of and reflection on, the doctrine of the Trinity, the deity of Christ and the trustworthiness of the Bible. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603. RLGS 2703 is recommended. Offered occasionally.

RLGS 3723 Contemporary Religious Movements

A new name for a centuries-old phenomenon, “new religious movements” is the recently coined term for independent groups that have arisen from the encounter of existing religious traditions, particularly through the latter part of the post-colonial period. The label “new religious movements” seems more neutral and is becoming more widely used by scholars to avoid the negative connotations of terms like “cult” and “sect.” This course is a study of the origin, history and rituals of these contemporary religious movements. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603. Offered occasionally.

RLGS 3763* Islamic Philosophy

See description under Philosophy. Prerequisites: PHIL 1013 and PHIL 1023 or 6 credit hours in Philosophy including PHIL 2013. Cross-listed as PHIL 3243. Offered occasionally.

RLGS 3773 Reformation Theology

This course acquaints students with representative writings in the two most visible Magisterial Reformers, Martin Luther and John Calvin. It commences with the background to the Reformation (Late Mediaeval Scholasticism, Humanism and Erasmus) and then spends five weeks each on the Wittenberger and the Genevan, exploring such topics as Justification, Scripture, Trinity, Providence, Christ’s Three-fold Office, Sanctification, Church, State, Marriage and Anti-Semitism. Prerequisites: RLGS 1013, RLGS 1023 and RLGS 3603. HIST 1013 and HIST 1023 or HIST 1513 are recommended. Offered occasionally.

RLGS 3803, 3813 . . . Themes in Theology

Each course in this series examines themes in Christian theology by integrating exegetical analysis, historical development, contemporary perspectives and critical evaluations by other disciplines. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603. Offered occasionally.

RLGS 3913 Women and Men: Religion and Gender

This course offers an interdisciplinary study of the changing images and roles of women and men in society, family and church. Definitions of various strands of feminism will be analyzed and the implications of feminist thought on our understanding of women and men will be explored. Insights from the Bible, theology, history, psychology, philosophy and sociology are used to interpret and evaluate this major paradigm shift in our culture. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603. Offered occasionally.

RLGS 3923 Christianity and Science

This course is a basic exploration of the relationships between science and the Christian faith which includes both philosophic issues and concrete examples of apparent tensions. An overview of both traditional and contemporary understandings of the scientific method and epistemology provides the framework for examining specific problem areas. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603. Offered occasionally.

RLGS 3933 War and Peace in Christian Perspective

This course examines the way in which Christians have thought about the problem of war and the ideal of peace from the early church to the nuclear era. Thinkers such as Augustine, Luther, Menno Simons, Paul Ramsey and J. H. Yoder and movements such as the monastic orders, the historic peace churches and the civil rights movement are examined. The goal of the course is to help each student to come to an informed position on Christian participation in war.

Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603. Offered occasionally.

RLGS 4403, 4413... Biblical Theological Themes

Each course in this series examines a selected biblical theological theme such as the theology of the Hebrew Scriptures, the kingdom of God, Pauline theology, Johannine theology or the biblical view of disadvantaged people. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2013 or RLGS 3603 and 6 additional credit hours in Religious Studies. A biblical language is highly recommended. Offered occasionally.

RLGS 4503 Advanced Directed Studies in Religious Studies

This independent study option is open to fourth-year Religious Studies majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. Prerequisites: 18 credit hours in Religious Studies and permission of the Academic Dean. Offered occasionally.

RLGS 4653 Seminar in Contemporary Social Ethics

This seminar surveys developments in North American Christian social ethics from the Social Gospel to current trends such as Narrative Ethics. Writers such as Rauschenbusch, the Niebuhrs, Ramsey, Cone, Gustafson, Yoder and Hauerwas will be considered. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603 and 6 further credit hours in Religious Studies. RLGS 3663 is recommended. Offered occasionally.

RLGS 4703, 4713 . . . Special Topics in Theology

This seminar style course involves the advanced study of a particular topic in systematic theology, which will change from year to year. This course can be taken more than once for credit providing that the topic is different. Students will be expected to contribute to the seminar by doing research and presenting the results to the seminar. Prerequisites: RLGS 1013, 1023 and 3603 and third year standing.

RLGS 4803, 4813 . . . Major Theologians

Each course in this series examines a major theologian such as Augustine, Aquinas, Luther, Calvin or Barth. Prerequisites: RLGS 1013 and RLGS 1023 plus RLGS 2613 or RLGS 3603 and 6 further credit hours in Religious Studies. Offered occasionally.

RLGS 4903 Senior Research Project in Religious Studies

Students will complete a major research project in Religious Studies that demonstrates the ability to formulate a research question or thesis, use current scholarly methods and theories, critically evaluate primary sources and/or research data and come to responsible conclusions. Open only to BA Modular students in their final year. Offered annually.

RLGS 4996 Honours Thesis in Religious Studies

Students complete a major research project in Religious Studies that demonstrates the ability to formulate a research question or thesis, use current scholarly methods and theories, critically evaluate primary sources and/or research data and come to responsible conclusions. The honours thesis is a six credit hour course. Prerequisite: Open only to students in their final year of an honours program in Religious Studies. Offered annually.

Sociology

SOCI 1013 Introduction to Sociology

This course is a general introduction to basic concepts and themes in sociology. These include social change, institutions and organizations. Theoretical approaches of classical sociologists such as Durkheim, Weber and Marx are examined with special attention to their views concerning religious belief and the church as a social institution. Offered annually.

SOCI 1513 Introduction to Social Work

This course investigates social work and social welfare principles, practices and values in the light of biblical teachings on individuals, families and communities. The history and development of social work in Canada are examined. Throughout the course, students are challenged to develop an understanding of social work as having the goal of empowering the weak and as a struggle against all forms of oppression. Offered annually.

SOCI 2713* Behaviour in Groups

See description under Christian Ministry. Cross-listed as CHRI 2713. Offered occasionally.

SOCI 3213 Marriage and the Family

This course provides a study of Christian marriage and family life in accord with biblical principles and the relevant findings in the social sciences. Topics considered include friendship, marriage preparation, communication, marital and family roles, marriage enrichment, a Christian view of sexuality, the ethics of family planning and the rearing of children. Prerequisites: SOCI 1013. Offered annually.

SOCI 3513 Theories of Social Work

This course involves a critical and analytical examination of theoretical, ideological, philosophical, political and socio-economic approaches to social work practice. Specific topics covered may include: child poverty, homelessness and visible minority youth violence. Prerequisites: SOCI 1013 and SOCI 1513. Offered annually.

SOCI 3603* Research Methods in the Social Sciences

See description under Psychology. Prerequisites: SOCI 1013 and SOCI 1513. Cross-listed as PSYC 3603. Offered annually.

Spanish

SPAN 1013 Introduction to Spanish I

Introduction to Spanish I is intended for students with no previous knowledge of the Spanish language. It focuses on basic, comprehensive training in written and spoken Spanish. Students also become familiar with the culture and customs of Spanish speaking countries. Offered occasionally.

SPAN 1023 Introduction to Spanish II

Introduction to Spanish II is a continuation of SPAN 1013. Prerequisite: SPAN 1013. Offered occasionally.

CANIL Course Descriptions

The following are the descriptions of the Canada Institute of Linguistics (CanIL) courses. These courses are offered at Trinity Western University and are open to Tyndale students. The credit value (3) is listed next to the title of the course.

For fall and spring semester courses, weekly lecture/laboratory hours are indicated as follows:

3-hour lecture only, fall semester (3-0;0-0)

3-hour lecture only, spring semester (0-0;3-0)

3-hour lecture, 2 hours lab, fall semester (3-2;0-0)

LING 210 Language and Society (2)

This course introduces language within its social context through dealing with topics such as dialect and language definition, the role of the mother tongue in defining self-identity, language attitudes, the maintenance, loss, shift or spread of language domains, multilingualism and sociolinguistic survey. Also, as a means of helping students develop realistic expectations and appropriate approaches for linguistic issues in cross-cultural fieldwork, attention is given to an overview of language study within a worldview context, to sociolinguistic factors affecting literacy programs and to methods of second language acquisition. (CanIL summer course - Prerequisites: none)

LING 310 Articulatory Phonetics (3)

This course includes a theoretical and practical introduction to the broad range of human speech sounds including tone, intonation, stress and duration; extensive drill in producing and recognizing these sounds and recording them with phonetic symbols; and practice in recording and reproducing the sounds of selected languages. (CanIL summer course - Prerequisites: none)

LING 330 Phonological Analysis (3)

This course introduces background theory of language sound systems, principles to guide methodology and judgment in language analysis (based on frequently-encountered types of linguistic phenomena) and principles for forming orthographies. (CanIL summer course - Co-requisite: LING 310)

LING 360 Grammatical Analysis (5)

This course deals with theories of grammar and principles of language analysis: morphology, syntax, stems, words, phrases, sentences and categories of meaning. Problem solving with data from a variety of languages is a major part of the course. (CanIL summer course - Prerequisites: none)

LING 460 Communication Analysis: Syntax and Semantics (3)

Students are introduced to semantic analysis and its relationship to morphemic and communication situation analysis (sometimes referred to as pragmatics). The above are applied to an analysis of a text in a non Indo-European language with some additional data coming from work with a speaker of this language (in LING 470). Emphasis is on a view of language as communication and the factors that can influence possible choices within a language. Prerequisites: LING 210, 310, 330 and 360 or permission of the instructor. (3-0; 0-0)

LING 470 Linguistic Field Methods: Language and Culture Learning (3)

Students are introduced to lexicography and text collection. They are also encouraged to develop a personal style of language learning. There are discussions on various topics related to fieldwork and an emphasis on good technical writing. Throughout the semester the students get practical experience in the above topics by working with a speaker of a non Indo-European language. In addition, they work on phonological and grammatical (in conjunction with LING 460) analysis of this language. Students are expected to keep records of ethnological information obtained during interviews with the language assistant (speaker of a non Indo-European language). Prerequisites: LING 210, 310, 330 and 360 or permission of instructor. (3-2; 0-0)

LING 480 Language and Culture Data Management (3)

This course teaches practical methodology for acquiring appropriate language and culture data and managing that data with computer programs. The most current software for language and culture data management and analysis will be introduced and students will have ample opportunity for hands-on work with the computer software and interaction with the instructors. Prerequisites: LING 310, 330 and 360. Co-requisites: LING 460 (also recommended: LING 470 and 481). (3-0; 0-0)

LING 481 Culture, Communication and Ethnography (3)

This course teaches the concepts of cultural anthropology. It also teaches the knowledge, skills and attitudes needed for effective cross-cultural communication. There is a strong emphasis on the techniques of participant observation, as the ideal methodology for ethnographic research. The methodology includes the collection of ethnographic data, such as oral traditions, kinship and

social structure. A primary focus will be ethnosemantic analysis, including domain analysis, taxonomic analysis and analysis of cultural themes and worldview. Prerequisites: LING 210, 310. Co-requisite: LING 470. (3-0; 0-0)

LING 482 Issues and Initiatives in Community Literacy Programs (3)

This course takes an in-depth look at the issues of reading theory as well as community and human resource development and applies them to issues facing developing nations. Attention will be paid to cross-cultural issues in human resource development, barriers to technology transfer, poverty, funding and the nature of intercultural community work as related to literacy. Prerequisites: LING 310 and LING 330. (0-0; 3-0)

LING 483 Sociolinguistic Aspects of Language Programs (3)

This course is a survey of the linguistic and social factors involved in the development of programs for speakers of vernacular languages. Special attention is given to the effect of using the mother tongue and/or a second language in such programs. Students are taught to design a program to meet the needs of a specific language group. Prerequisites: LING 210 or permission of the instructor. (0-0; 3-0)

LING 484 Principles of Literacy (3)

This course covers principles involved in the introduction of literacy to ethnolinguistic minority groups. It includes orthography design, consideration of socio-historical issues, strategies for literacy programs, promotion of local authorship, reading theory and instructional methodologies. Prerequisites: LING 310, 330 or permission of the instructor. (0-0; 3-0)

LING 485 Principles of Translation (3)

This course provides a theoretical basis and some hands-on skills for the transfer of meaning from one language to another. Discussion includes source language, receptor language and cross-language transfer, with particular attention to the translation of Scripture. Prerequisites: LING 460, 470 or permission of the instructor. (0-0; 3-0)

LING 486 Advanced Phonological Analysis (3)

This course teaches advanced generative phonology. Special attention is given to the explanatory power of generative accounts and the notion of abstractness in the grammar. Data from many languages is used. Prerequisites: LING 310, 330. (0-0; 3-0)

PHIL 460 Philosophy of Language: Textlinguistics, Metaphor and Hermeneutics (3)

This course examines a range of topics within philosophy of language. There is an overview of several works considered classics in the field (e.g., Wittgenstein, Quine, Searle, Alston, Grice), as well as critical review of two major schools of thought in regard to language and criticism (deconstructionism and phenomenology). Insights from linguistics, particularly psycholinguistics, textlinguistics and cognitive science, are applied to the critique of the schools of thought. Prerequisites: LING 310, 330 and 360 or 6 hours of biblical languages and/or Hermeneutics.



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ACCREDITATIONS &
ASSOCIATIONS

Accreditations & Associations

Tyndale University College is authorized to grant degrees in the Arts, Social Sciences and Business Administration, and various professional studies by legislation passed by the province of Ontario. It is also accredited by the Commission on Accreditation of the Association for Biblical Higher Education (ABHE), formerly the Accrediting Association of Bible Colleges (AABC). Tyndale University College is accredited as having the requisite academic standard for undergraduate theological and professional study. ABHE can be reached at 5890 South Semoran Blvd., Orlando, Florida, USA, 32826.

The University College is also a member of Christian Higher Education Canada (formerly the Association of Canadian Bible Colleges), the Association for Christians in Student Development, the Christian Association of Canadians in Student Development, Christians in the Visual Arts and the National Association of Christian College Admissions Personnel. It is an associate member of the Council for Christian Colleges & Universities.

Tyndale University College is recognized by the United States Veterans Administration as an eligible training centre under the veteran's benefit. It is also recognized by the United States Office of Education with regard to the federally insured student loan plans for American students.

The Ontario Ministry of Training, Colleges and Universities has deemed Tyndale's Bachelor Of Education program one that meets and exceeds all requirements. Upon successful completion of the program, Tyndale graduates will be eligible for an Ontario Teaching Certificate through the Ontario College of Teachers.

Tyndale has also developed working relations with other educational institutions. The University College has conjoint programs with Seneca College in Early Childhood Education and Social Service Work.

Tyndale is an associate member of the Jerusalem University College and offers the opportunity for students to supplement their studies with an enriching program of studies in Israel.

University Transfer Credit

Tyndale University College has a long tradition of academic excellence in the liberal arts, as well as in biblical and theological studies and ministry preparation. For decades students have been going on from Tyndale to various universities and receiving various levels of credit for their work here. Our accreditation through the Commission on Accreditation of the Association for Biblical Higher Education (ABHE) has helped this to occur, although it has not permitted full course-for-course transfer credit in most cases.

As we have expanded our offerings in the arts and sciences to grant the Bachelor of Arts degree, universities increasingly are recognizing our arts and sciences courses for transfer credit on a course-for-course basis on the strength of Tyndale's excellent faculty and high academic standards. We expect this trend to continue as the University College continues to grow in both size and quality.

The following is a partial list of universities that accept transfer credit from Tyndale University College. The absence of an institution from the following list does not necessarily mean that it would not grant transfer credit. Further information may be requested from the Tyndale University College & Seminary Registrar, who is always ready to discuss the possibility of transfer credit to other institutions.

The Faculty of Arts at York University (Toronto, ON) will accept transfer of up to 30 credit hours semester courses from Tyndale University College students who meet the minimum entrance requirements for admission to York University and who achieve a minimum overall average of C (i.e., a GPA of 2.00 in the Tyndale grading system) in the courses presented for transfer. Each course accepted for transfer credit must be presented with a grade of C or higher and must be equivalent to a course offered at York. A minimum of C+ standing (i.e., a GPA of 2.30 in the Tyndale grading system) is required for courses applied to an Honours BA degree in the Faculty of Arts at York.

The University of Waterloo (Waterloo, ON) currently grants transfer credit for up to 45 credit hours (15 semester courses). The remaining course requirements toward a BA or BSc degree will vary, depending on the specific degree and program.

Redeemer University College (Ancaster, ON), will grant transfer up to 75 credit hours (25 semester courses). Specific transfer credit for liberal arts and science courses will be determined by the appropriate department. After studying for two years at Tyndale, students can transfer to Redeemer and complete a BA in two further years of study in majors not currently available at Tyndale.

Trinity Western University (Langley, BC) grants transfer up to 75 credit hours (25 semester courses). The remaining courses required for a BA or BSc degree will vary from student to student depending on the specific degree and program requirements.

Note: It is recommended that students interested in transferring one or two years of Arts from Tyndale University College to any university seek detailed advice from the Registrar or Academic Dean prior to registering at Tyndale.

The Free Methodist Church of Canada

Students preparing for ministry within the Free Methodist Church of Canada can receive some academic credit for taking the course "The Heart of Canadian Methodism," which is offered by the denomination as a requirement for ordination. This involves enrolling in a University College (or Seminary) directed studies course and completing supplemental assignments in order to receive three hours of academic credit. For more information on the course "The Heart of Canadian Methodism," contact Rev. Alan Retzman, Superintendent of Personnel for the Free Methodist Church in Canada. For more information on the directed studies course at Tyndale, contact the Tyndale Registrar.

Advanced Standing at Tyndale Seminary

Advanced standing at Tyndale Seminary is possible for graduates from an undergraduate degree of Tyndale University College under certain conditions. Advanced standing may be granted to students with a minimum CGPA of 3.0 and a grade of B+ in parallel University College courses. Students may receive advanced standing on a maximum of four Seminary courses toward the MDiv and three Seminary courses toward the MTS from the following selection:

- a) New Testament Theology and History
- b) Old Testament Theology and History
- c) Elementary Greek I and II
- d) Hebrew Grammar I and II
- e) Greek Exegesis I and II
- f) Hebrew Exegesis I and II
- g) One Elective





THE CREST OF TYNDALE UNIVERSITY COLLEGE & SEMINARY



- The name is taken from the father of the English Bible, William Tyndale (1494-1536).
- Founded in 1894, Tyndale was first known as the Toronto Bible Training School. In 1968, the London College of Bible and Missions and Toronto Bible College merged.
- The lantern is a symbol taken from Psalm 119:105, "Your word is a lamp to my feet and a light for my path."
- The Greek term *douloi Christou* best describes Tyndale's vision, which is to be servants of Christ.
- Blue and burgundy are the school colours.



TYNDALE
University College

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