



TYNDALE

• SEMINARY •

DOCTOR OF MINISTRY PROSPECTUS 2015-2016



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Students from Cohort 1

The Doctor of Ministry Program

The vibrancy of the church in Canada and the world depends on effective leaders in all areas of ministry. Tyndale's Doctor of Ministry (DMin) program is designed to improve your capacity and depth in your God-given vocation.

Qualified applicants will have a Master of Divinity or equivalent, three years of ministry experience, and be engaged in a significant, recognized ministry.

The three-year program includes two-week spring/summer residencies, one-week winter residencies, online collaboration and resourcing, completion of a major project, and continuance in substantive ministry engagement.

Aims of the Program

The program seeks to provide candidates with a collegial, academic and professional milieu in which you will

- **advance your understanding of the nature, purposes, and practice of ministry**
- **enhance your ministry competencies in discernment, theological reflection, and in-ministry action research**
- **gain opportunities for personal and spiritual growth**

Two Tracks

You may choose to focus on one of two tracks:

- **Ministry Leadership** with a focus on the character and competencies of the leader, mentoring others, facilitating change, and organizational culture.
- **Spiritual Formation** with a focus on your spiritual life and practices, the study of Christian spirituality, and facilitating the formation of others.

Accreditation

Tyndale University College and Seminary is authorized by the province of Ontario, Canada, to confer the Doctor of Ministry degree (Ontario

Legislature Bill PR21, 2003). The Commission on Accrediting of the Association of Theological Schools (ATS), the primary accrediting body for seminaries in North America, has approved the offering of the DMin program at Tyndale. The school participates in periodic reviews as part of the process of maintaining the accreditation of its degree programs.

The Nature of a Professional Degree

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

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

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

Admission Information and Procedures

The nature and purpose of the Doctor of Ministry (DMin) necessitates that certain requirements be met before entrance into the program. These qualifications increase the likelihood of successful engagement with and completion of the program. Since this is a program with selected and limited enrolment, meeting the minimal qualifications does not ensure acceptance into the program; the committee considers each applicant's apparent readiness and suitability for the program. The Admissions Committee meets quarterly to consider applications completed (i.e., all documents received and interview concluded). The deadline for the Leadership Track is January 1 and for the Spiritual Formation Track is March 1. Receipt of an application does not imply acceptance of the Applicant by the Institution.



Minimum Requirements

The entrance requirements for the DMin program include:

Master of Divinity (MDiv) or Equivalent

- From an ATS accredited school or duly approved institution
- With a minimum B average (3.0 GPA)
- Including at least 72 credits
- Equivalency to an MDiv will include a master's degree and a sufficient number of courses similar to the MDiv curriculum (ascertained by Admissions Committee)

Additional requirements:

Ministry Experience

- At least 3 years of ministry experience after completion of graduate theological degree—a limited number of exceptions may be approved by the Admissions Committee.
- Currently engaged in ministry

English Language

See English language proficiency requirements on page 7.

Application

Your application, fee, and all supporting documents must be sent directly to the below address:

Tyndale Admissions
3377 Bayview Avenue
Toronto, Ontario M2M 6S4
Canada

Form

Complete application form

Fee

\$50 North American non-refundable application fee

\$150 Non-North American non-refundable application fee

You may pay by cash, check, money order, or credit card

Resumé

Submit a current curriculum vitae including details of your educational, ministerial and employment experience.

Written Personal Statement

A written personal statement of 1200-1500 words (5-7 pages double-spaced) which includes:

- Description of current ministry context
- Reasons for applying to this program
- Goals and visions for the future
- Key ministry questions
- Examples of recent professional development and reading

Letters of Recommendation

- An **academic reference** from a professor or someone with academic status attesting to your scholarly capabilities to undertake doctoral studies.
- A **character reference** describing your personal and professional suitability for this program.
- A **letter of endorsement** of your involvement in this Doctor of Ministry program from the person or board to whom you report, recognizing the need for scheduled time for residencies and research and providing the necessary support for you to carry out an action research project in your ministry.

Official Transcripts

Official transcripts for all post-secondary education must be sent directly from each of the institutions that you have attended. Tyndale transcripts will be transferred internally upon request. If you are unable to obtain your transcripts, contact the Admissions Office.

Interview with the Director

An interview with the Doctor of Ministry program director or assistant director will be scheduled when most of the documents above have been received. Contact the Admissions Office if you wish to initiate this interview.

English Language Requirement

Applicants whose first language is not English and 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 completed in English) must submit proof of English language proficiency by completing the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) or the International English Language Testing System (IELTS). Go to www.toefl.org or www.ielts.org for further information about these tests. An interview or a Language Writing and Diagnostic Test administered by Tyndale may also be required at the discretion of the Admissions Committee. Tyndale's TOEFL institutional code is 0532.

Minimum TOEFL score requirement

Internet-based Test (TOEFL iBT)	100
Paper-based Test (TOEFL PBT)	600
Computer-based TOEFL Test	250
Test of Written English (TWE)	5.0
IELTS	6.5

International Students

A student visa and health insurance are mandatory for all international students and their families while in residence (www.tyndale.ca/go/medform).

Decisions of the Admissions Committee

The committee will consider only completed applications. The committee takes into account both stated admission standards and matters for discernment such as perceived fit of the applicant with the program and cohort and the benefit of the program to the applicant. The admissions counsellor in concert with the program director will communicate the decisions to the applicants, normally within one month of the date of review. Reasons for non-acceptance are normally not given. An applicant who has been denied admission may appeal to the Admission Appeals Committee in writing. The Appeals Committee's decision is final. Upon receiving an unfavourable decision from the Appeals Committee, the applicant may appeal to the Senior Vice President Academic on matters of process only.

The DMin Admissions Committee offers admission to persons deemed qualified, ready, and appropriate for the program and cohort. This program is limited to an enrolment of 25 and some qualified applicants may not be offered a place in the upcoming cohort.

Withdrawal and Readmission

A candidate who wishes to re-enter the program after voluntary withdrawal, suspension, or inability to pay tuition must complete a re-entry application and process including: written request for re-entry to the Director and Admissions Committee; \$50 application for re-entry fee; a personal statement including reasons for applying and scholarly, professional, and ministry activities in the interim; an updated resumé; a letter of endorsement from supervisor(s) of your present ministry; offi-

cial transcripts from any post-secondary institution(s) attended since withdrawal; an updated project proposal (if needed); resolution of issues related to original withdrawal; an interview with the director of the program (or delegate); references or other documentation as requested by the Director or Admissions Committee; and approval by the Admissions Committee.

The Admissions Committee will decide on completed applications for re-entry at its next regularly scheduled meeting. Re-entry is not automatic and is dependent on such factors as the satisfactory addressing of issues that prompted the original withdrawal and the capacity of the cohort. Students who have been absent from the Seminary for 5 years or more must complete a full application and re-apply to the admissions committee.

For the Leadership track, re-entering students in Leadership may need to start at a point in the program prior to when they withdrew. Project-thesis advising may need to be re-arranged.



Financial Considerations

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

Program Costs

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

Tuition Deposit

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

Tuition

Please contact admissions for current tuition costs. Tuition fees are subject to change. Fees for the coming year (May 1) are generally announced in February.

Additional Costs

Tuition includes library and student life fees. It does not include books (approximately \$1000), parking on campus, meals & lodging for the residency of the Leadership and Spiritual Formation Track, leadership coaching (optional), spiritual direction (optional), counseling (optional), project costs (if any), thesis or portfolio copying and binding, or graduation fees.

Lodging and Meals

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

The Spiritual Formation's August and February residencies take place in a retreat format. Tuition for this track does not include necessary lodging and meal costs.

Payment Plan and Options

The full amount for the year can be paid on May 1. An installment plan is also available. The first payment, on the first Monday in May, is 1/3 of total payable, the second payment on September 1 is 1/3 of the total payable, and the third payment on January 1 is 1/3 of the total payable plus the \$50 installment fee and less the \$500 tuition deposit in the first year. Post-dated payments for the second and third payment should be submitted along with the first payment. All other payment plans must be approved by the Business Office.

- Online Payment and Telephone Banking through your financial institution – Please add “Tyndale University College and Seminary” as a payee to your “bills” list. The account number will be your Student ID number. If your student ID# is shorter than 9 digits, please add “000” in front of your student ID number.
- Visa or MasterCard – Please pay at the Students Accounts Office in person or by phone. (A 2% charge will be added to all credit card transactions to cover transaction costs.)
- Cash, cheque, and Interac – Please pay at the Students Accounts Office in person, send a cheque by mail, or leave a cheque in the Student Accounts drop box. (Cheques should be made payable to “Tyndale.”)

Outstanding Accounts

A monthly interest charge of 12% p.a. will be automatically charged on all outstanding accounts including fees deferred for government assistance. All outstanding accounts must be cleared by the end of the semester. If the student's account is not paid in full, the student will not be able to register for the next semester nor return to residence. Grades, transcripts, degree, certificate and tuition tax receipt will be withheld until full payment is received on outstanding accounts, including library fines.



Tuition Refund Policy

For all DMIN Courses with SUMMER Residencies:

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

For all DMIN Courses that include the WINTER Residency:

Deadlines	Refund	Transcript
Before Oct. 1	100%	No Record on Transcript
2 weeks before Residency	67%	No Record on Transcript
Day 2	50%	Grade = W (withdraw)
Day 3	33%	W
Day 4 & 5	Too late to drop course	

For DMIN0904 “Program Continuation”:

Deadlines	Refund	Transcript
First 2 weeks	100%	No credits
Up to 2 months	85%	No credits
Up to 4 months	68%	No credits
Up to 6 months	51%	No credits
Up to 8 months	37%	No credits
After 8 months	0%	No credits

Financial Aid

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

Tyndale Church-Match Program

Tyndale offers a program designed to encourage tuition sponsorship from local congregation, your church or the others. Tyndale will match, dollar-for-dollar, church sponsorships towards a Doctor of Ministry education up to \$500 per academic year. For further information, visit <http://www.tyndale.ca/financialaid/sponsorships>.

Forgivable Loan Program

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

Ontario Student Assistance Program OSAP

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

Dr. Nell Maxwell Award

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

Scholarship for a Selected International Student

One award of 50% program tuition to an entering student who is qualified and selected by the Admissions Committee in consultation with the Seminary Dean. The student must be in full-time ministry outside of North America and sponsored for the other 50% of the tuition by a recognized national church or mission agency.

Curriculum

Adult learning and leadership formation principles inform the pedagogy of Tyndale's DMin program. The formational approach involves personality and stylistic inventories, project advisors, smaller learning workgroups, daily community worship while in residence, class sessions that are informative, experiential, interactive and reflective, web-supported interactive learning, personal growth support through executive coaching, spiritual direction, ministry mentoring, and/or counselling, relevant reading and assignments, and the integration of conceptual learning, leadership behaviour, and project completion.

Tyndale's DMin is designed for you to complete it in 3 years while continuing in ministry. It includes 9 weeks of residency in 1- and 2-week blocks in the same calendar weeks each year. Research and collaborative learning continues throughout the year, supported by an interactive website and extensive library resources. Your studies will start 3-4 months before your first residency.



Students from Cohort 2

A program director, assistant director, and program assistant lead and administer the program. Teams of qualified and experienced scholar-practitioners serve as teachers and project-thesis advisors.

Most students will spend at least one day a week on DMin assignments in addition to time spent in residence and completing the thesis or ministry projects. Attendance at all classes and cohort events is expected; students should clear their schedule of other responsibili-

ties during the residencies so that there is time for research, processing, collaborating, and recovering.

Each of the program tracks is an integrated whole and includes 12 courses culminating in an oral presentation and written thesis (Leadership track) or integrated projects (Spiritual Formation track). Except under special circumstances and with the director's permission, these courses and their related classes and forums are only open to those in the Tyndale DMin program.

Leadership Track: Curriculum

Tyndale's DMin Leadership Track emphasizes three particular values: leadership development, collaborative learning, and the integration of theory with practice. The cohort model encourages collaboration and completion of the program.

The program is organized around three ongoing foci or strands: formation of the leader, action research, and strategic ministry development. The program is an integrated whole, but is divided for convenience into 12 courses culminating in a written thesis and oral presentation and hearing. These courses are only open to those in the Tyndale DMin Leadership program, except under special circumstances and with the director's permission. The courses are taken in the sequence outlined in the course program. The sequence or content of the courses are subject to modification after institutional approval.

Focus One: Leadership Formation

The person of the leader is critical in effective and healthy functioning and development of the ministry, congregation, or organization. Issues related to the formation of the leader are engaged from the first intensive and carried through the entire program. Intentionally designed opportunities and activities will facilitate the cohort establishing a rich learning community marked by intellectual, interpersonal, emotional and spiritual trust and challenge, sufficient to sustain students throughout the duration of the program.

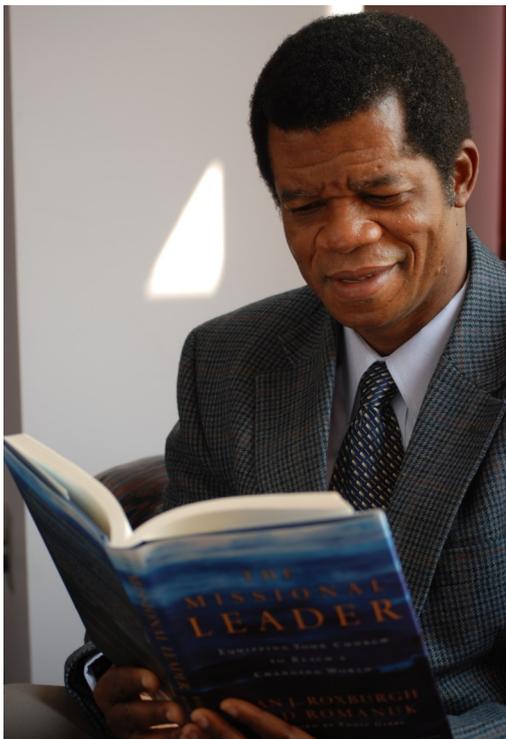
The content of this focus includes the provision of a theological, contextual, personal, and functional set of understandings that will enable students to deepen their sense of calling and self-understanding in their growth and development as missional leaders.

Standardized self-assessment instruments such as 360-degree feedback and the Myers-Briggs Type Indicator, self-awareness tools such as journaling and solitude retreats, and opportunities for reflection with colleagues and coaches will be employed. Cross-cultural learning experiences bring further clarity to the candidates' self-awareness and cultural sensitivity. Candidates will engage in writing and sharing a personal leadership narrative and development plan and will integrate their own growth and learning into their project/research.

Focus Two: Action Research

Careful research on the practice of ministry is one of the key strands integrated throughout the program. A key feature of the Tyndale's DMin program is a concerted commitment to assisting and facilitating students in the successful completion of their research. The three January intensives are designated as "project seminars" in which students will have opportunity to learn research design, methodology, and analysis as well to "workshop" their project questions, designs, and findings. Research will also be a critical component of the May/June residences. The research cycle will be completed when students present their research findings to internal and external guests.

Of equal importance to the outcome goal of a completed project is the cultivation of a reflective and rigorous inquiry stance to self and ministry that should become a lifelong disposition for graduates of the program. A professional degree like the DMin serves candidates best by offering opportunities to engage in theologically grounded inquiry into ministry practice, to conduct a thorough



exegesis of the self and context, to develop ministry strategies consonant with the analysis, to implement the strategies in their ministry context, and to assess the outcomes. By taking students through the full cycle of analysis, planning, implementation, and assessment, candidates will develop a way of seeing, a new *habitus*, that will shape, enliven and enrich their ministry.

The significance of practice-based research will be interwoven into all residencies. During the first May/June residency, which is focused on leadership formation, will include the integration of research themes. These themes will include the cultivation of a reflective and rigorous inquiry stance towards the self as ministry leader, the ministry context, the puzzles and problems arising from the context, the formulation of initial inquiry questions, the examination of missional intent, and the development of a learning community. The interweaving of research themes holds true for the May/June residencies in Years 2 and 3. While the curricular content focuses on ministry strategy and ministry implementation/delivery respectively, the research component is inextricably interwoven to the extent that the student's ministry context is the laboratory of practice in which learning is applied and assessed.

Focus Three: Strategic Ministry Development

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

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

Residency Schedule

Cohort 8 (Starting 2015)

Last week of May, first week of June and first week of January:

2015	2016	2017	2018
May 25-Jun 5	Jan 4-8 May 23-Jun 3	Jan 2-6 May 22-Jun 2	Jan 8-12

Cohort 10 (Starting 2016)

First two full weeks of May and third week of January:

2016	2017	2018	2019
May 2-13	Jan 16-20 May 1-12	Jan 22-26 May 7-18	Jan 21-25

Cohort 12 (Starting 2017)

Last 2 full weeks of June and last week of January:

2017	2018	2019	2020
Jun 19-30	Jan 29-Feb 2 Jun 18-29	Jan 28-Feb 1 June 17-28	Jan 27-31

Residency does not include weekends

Leadership Track Teaching Team

Following are some of the persons who serve the program as teachers:



Paul Bramer
PhD
Prof. of Christian
Formation and
Leadership



Steve Brown
DMin
President of
Arrow Leadership



Mark Chapman
PhD
Assist. Prof. of
Research Methods



Janet Clark
PhD
SVP Academic
Dean of Seminary
Assoc. Prof. of
Counselling



Robert Cousins
DMin
Director of Tyndale
Intercultural
Ministries Centre



Peter Dickens
PhD
Executive Director
of Tyndale
Open Learning
Centre



Janyne Peek Emsick
PhD
Leadership
Consultant,
President, intégrow



Terry LeBlanc PhD
Executive Director
of My People Inter-
national



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



Gary Nelson
DMin
President of
Tyndale University
College & Seminary



Hugh Rendle
MLSc, MTS
Director of
Tyndale Library
Services



Aileen Van Ginkel
DMin
VP of Ministry Ser-
vices, The Evangeli-
cal Fellowship of
Canada

Course Sequence

Course titles, descriptions and sequence may be modified when warranted after due process by the DMin Program Committee and Academic Planning Committee.

Year 1

DMIN 0908 Formation of the Leader §
DMIN 0910 Leadership and Action Research §
DMIN 0901 Action Research Proposal ¥
DMIN 0905 Ministry Project Design ¥

Year 2

DMIN 0911 Leadership and Change §
DMIN 0912 Leadership and Systems Theory §
DMIN 0902 Action Research Project ¥
DMIN 0906 Ministry Project Implementation ¥

Year 3

DMIN 0913 Leadership and the Learning Organization §
DMIN 0909 Leadership Development §
DMIN 0903 Action Research Thesis ¥
DMIN 0907 Ministry Project Reporting ¥

§ includes summer residency

¥ includes winter residency

Course Descriptions

DMIN 0901 Action Research Proposal

Provides resources and guidance for the development of an approved project-thesis proposal. The proposal surveys the ministry context, establishes needs and opportunity, develops a creative response, sketches a theological rationale, identifies resources and research methods, and develops a plan or process for implementation. Includes the approval process. Year 1.

DMIN 0902 Action Research Project

Guides implementation of the project and writing of the theological rationale and social science background of the thesis. Implementation of the project follows the plan outlined in



Students from Cohort 3

DMIN0901 and includes getting permission for various aspects of the project, developing circles of participants, developing resources, and documenting relevant events and steps. Year 2.

DMIN 0903 Action Research Thesis

Brings the project to a degree of closure and mines the experience for personal and corporate insight. Includes evaluating the process and outcomes, writing a thesis related to the project, making a public presentation of the project, defending the thesis, and submitting the completed and approved thesis to the library. Year 3.

DMIN 0904 Program Continuation

Provides support and guidance for continuing and completing work for the DMin program. Pass/Fail. No credits. Full year.

DMIN 0905 Ministry Project Design

Addresses project-thesis design, project planning and management, research methods, and ethical considerations. Entails peer review of the project-thesis proposal. Includes one-week winter residency, Year 1.

DMIN 0906 Ministry Project Implementation

Explores practical and theological issues arising from the implementation phase of the project and looks forward to evaluation. Entails peer review of the project-to-date. Includes one-week winter residency, Year 2.

DMIN 0907 Ministry Project Reporting

Includes peer review of thesis drafts, project presentations, and thesis hearings. Considers ongoing professional development, building action research into our ministries, and furthering the use of findings from the project-thesis. Includes one-week winter residency. Year 3.

DMIN 0908 Formation of the Leader

Works from the assumption that the leader's character and inner development are critical to effective leadership of organizations and others. Employs leadership-related assessment instruments, spiritual practices, and theological reflection to develop leader self-awareness, emotional intelligence, and Christian maturity. Includes a survey of the study of leadership and its key facets. Includes week 1 of summer residency. Year 1.

DMIN 0909 Leadership Development

Encourages a vision of and planning for broadening and deepening your personal maturity, leadership capacity, and ministry effectiveness. Uses assessment instruments, the project experience, and learning in the program to reflect on personal and professional growth over the past two years. Looks at leadership mentoring and development in others. Includes week 2 of summer residency. Year 3.

DMIN 0910 Leadership and Action Research

Introduces action research including exegesis of context, research methods, involvement of action-research participants, and ethical considerations. We will reflect on the Christian faith in the Canadian context and juxtapose it with other national contexts (usually those represented in the cohort). Includes week 2 of summer residency. Year 1.

DMIN 0911 Leadership and Change

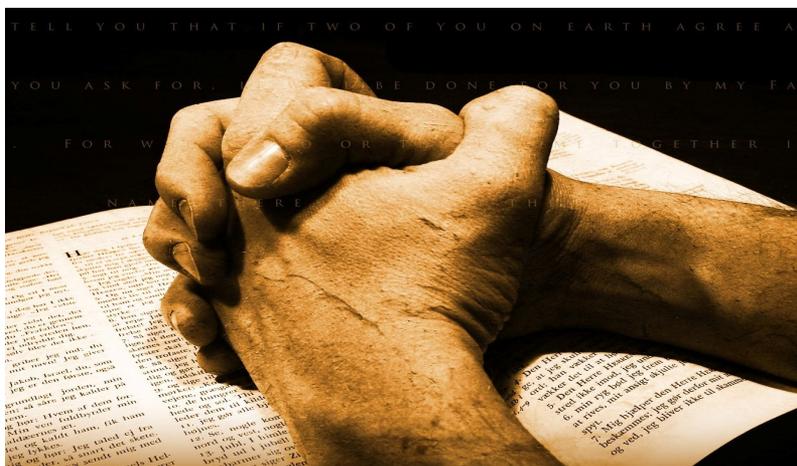
Addresses the fundamental leadership competencies of visioning, team building, understanding the nature and state of an organization, facilitating change, developing projects and drawing on Biblical and theological resources. Considers some Biblical examples and theological implications of the change process. Assists in moving the project-thesis from vision and planning to implementing and evaluating. Introduces systems theory. Includes week 1 of summer residency. Year 2.

DMIN 0912 Leadership and Systems Theory

Develops complex adaptive leadership. Uses systems theories including family systems, complex adaptive systems and the Biblical metaphor of church as body to provide lenses through which to view organizational culture and develop projects. Considers related issues such as power, human relations, team development, conflict, and embracing paradox and uncertainty. Includes week 2 of summer residency. Year 2.

DMIN 0913 Leadership and The Learning Organization

Looks at assessing the effect of projects and critical incidents on people and organizations, examines the learning organization, and raises Biblical, theological, and practical questions related to action, accountability, and resilience. Discusses how findings can be presented and the lessons embedded in the group. Includes week 1 of summer residency. Year 3.



Spiritual Formation Track: Curriculum

Tyndale's DMin in Spiritual Formation focuses on individuals' spiritual growth, the ministry of spiritual formation and the academic study of Christian spirituality.

The Spiritual Formation track is designed in a retreat model format that integrates worship and study, collaboration and silence, community and solitude.

Focus One: Personal Spiritual Growth and Practice

Continued personal growth is one of the expected outcomes of this program. The foundation of any effective ministry is people who can discern and cooperate with the work of the Holy Spirit in developing Christ-like character and behaviour. The cultivation of attitudes, beliefs, and practices germane to a faithful and fruitful Christian life is encouraged.

Intentionality, teaching, community, and personal and theological reflection are conducive to transformation. This track includes retreat-style residencies with routines of prayer, worship, small group sharing, teaching, study, and contemplative practices. Each year certain spiritual practices will be emphasized as participants further develop their own spiritual path and rule of life. The project and application courses include attention to the candidate's own spiritual journey.

The program also includes attention to cross-cultural competencies and the development of personal and ministerial ethics.

Focus Two: The Academic Study of Spirituality

Christian spirituality is the scholarly study of how humans perceive, experience, and relate to God, and how that relationship is nurtured and supported. While spirituality has a growing corpus of its own methods and findings, it draws from a number of cognate disciplines, including Biblical theology, systematic theology, Christian history, philosophy, psychology, sociology, and world religions. The program explores spiritual formation informed by this multi-disciplinary perspective.

Focus Three: The Ministry of Spiritual Formation

The ministry of spiritual formation seeks to supply the practices and insights whereby the calling, gifts, and graces of the Holy Spirit may be cultivated. Spiritual formation ministry can be exercised in a variety of ways including spiritual direction, pastoring, chaplaincy, small group ministry, discipleship, leader training, Christian education, team leading, counselling, preaching, worship leading, youth and family ministry, parenting, organizational leadership, literary and artistic expressions, social compassion and justice activism, and religious rites and rituals. Learning the principles, dynamics, and methods of spiritual formation enables the awareness of engagement with God, self and others.

In addition to teaching, discussions, and short assignments on applied formation, the program includes a field project in which some aspect of ministry practice is explored. Three research projects provide a guiding framework for reflective, constructive, and adaptive change that contributes to our understanding of spiritual formation and ministry. The three winter residencies provide an opportunity for peer review of projects. Program projects may optionally be developed along the same theme and turned into a thesis with additional development. If students choose to complete a thesis the research cycle is completed when candidates present their projects and research findings in a thesis and oral presentation.

Three Aspects of Spiritual Formation

The Holy Spirit’s work & human co-operation

Spiritual Growth	Spiritual Formation	Spirituality
Subject	Facilitator/Formator	Researcher/Theorist
1st Person My Own Formation “God and me-us”	2nd Person Facilitating Formation “God and you”	3rd Person Study of Elements & Dynamics “God and humans”
Experience/Process	Ministry	Academic Discipline



P. Brämmer '12

Format

Daily sessions take place in a 24-hour, 5-day retreat setting (Sunday evening to Friday noon). The director, the instructor, the material being covered and the needs of the student shape the specific schedule of each course. However, as a starting point each daily session has 3 “teaching” sessions which will include morning, afternoon, and evening classes. That will be punctuated with common meals (occasionally one in silence), worship and the daily office, rest, recreation, and personal reflection. Sunday evening will include brief overview of the program and week, an introduction from that week’s instructor, and a compline service. The rhythm of the day, the worship services, and the logistics are handled by a retreat master and the DMin staff.

Project Portfolio

The completion of the project portfolio and hearing are part of the requirements of the final project course in the program. A trio of emphases guides the major projects that will make up a portfolio:

- Spiritual Autobiography leading to a ‘rule of life.’
- Spiritual Tradition leading to principles for ministry.
- Ministry Project leading to experimental findings and development in ministry.

The projects focus on the inductive learning of spiritual formation by way of spiritual autobiography, the critical articulation of theological, spiritual, and pedagogical principles for a model or manual of spiritual formation, and the carrying out of a field-based action research project related to the spiritual formation ministry. The project portfolio is intended to be summative, developmental, and a demonstration of the learning experiences in the program, including ethical considerations in ministry and research.



Students from Cohort 4

Becoming a Certified Spiritual Director (CSD)

If students take the DMin Spiritual Formation track, the courses will satisfy the academic requirements for obtaining the Certified Spiritual Director (CSD) designation granted by the Canadian Council of Professional Certification. Students will need to complete the CSD internship and accumulate the necessary hours to obtain their CSD.

Option Courses

Up to two qualifying “option” courses may be counted toward the DMin in Spiritual Formation with permission of the Director. These may include relevant post-graduate courses in the area of spiritual formation and appropriate courses taken in other DMin programs.

Spiritual Formation Track Teaching Team

Following are some of the persons who serve the program as teachers.



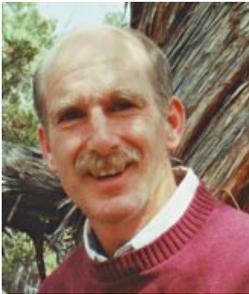
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Formation and
Leadership



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PhD
Assist. Prof. of
Research Methods



Barbara Haycraft
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Director of Spiritual
Formation Centre



Evan B. Howard
PhD
Author, Founder of
Spirituality Shoppe



Joyce Peasgood
ThD
Founding Dir. of Anam
Chara Centre for
Christian Formation



David Sherbino
DMin
Professor of
Spirituality and Pastoral
Ministry



N. Graham Standish
PhD
Pastor of Calvin
Presbyterian Church



Terry Wardle
PhD
Prof. of
Practical Theology



Jim Wilhoit
PhD
Scripture Press Chair of
Christian Formation
and Ministry

Residency Schedule

Starting in 2015:

Second and third full weeks of August and week starting fourth Sunday of February

2015	2016	2017	2018
Aug 9-21	Feb 21-26 Aug 7-19	Feb 26-Mar 3 Aug 13-25	Feb 25-Mar 2

Starting in 2016:

Second and third full weeks of August and week starting fourth Sunday of February

2016	2017	2018	2019
Aug 7-19	Feb 26-Mar 3 Aug 13-25	Feb 25-Mar 2 Aug 12-24	Feb 24-Mar 1

Starting in 2014:

Second and third full weeks of August and week starting fourth Sunday of February

2017	2018	2019	2020
Aug 13-25	Feb 25-Mar 2 Aug 12-24	Feb 2-Mar 1 Aug 11-23	Feb 23-28

**For the Spiritual Formation track residency, students stay, sleep and eat at the retreat centre, but it does not include weekends.*

Course Sequence

Course titles, descriptions, and sequence may be modified when warranted after due process by the DMin Program Committee and Academic Planning Committee.

Year A

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

Year B

DMIN 0926 Desiring God: Sacred Paths and Spiritual Mentors
DMIN 0929 Engaging Scriptures: Spiritual Formation for Information and Transformation
DMIN 0931 Nurturing Spirituality: A Lifestyle of Mentoring, Discipleship and Spiritual Direction
DMIN 0921 Developing a Model of Spiritual Formation: Ministry Project

Year C

DMIN 0928 Health and Spiritual Well-being: Insights on Spirituality from the Study of the Human Person
DMIN 0927 Transformational Prayer: The Journey to Wholeness
DMIN 0932 Journey Through Suffering and Dying
DMIN 0922 Making a Difference: Ministry Project



Students from Cohort 5

Course Descriptions

DMIN0914 Special Topics

Examination of specific topics in spiritual formation.

Examples: Formation Through Adversity and Dying; Formation Through Small Groups

DMIN0920 Spiritual Autobiography: The Ways of the Spirit in a Life

An overview of the ancient and contemporary practice of writing a spiritual autobiography and the composition of one's own spiritual memoir.

DMIN0921 Developing a Model of Spiritual Formation: Ministry Project

Development of a theological and practical model or philosophy of formation using at least one historical or contemporary approach to spiritual formation as a primary resource or contrast. One practice that may be emphasized is Prayers of Consolation & Desolation.

DMIN0922 Making a Difference: Ministry Project

A year-long research project on a ministry of spiritual formation leading to experimental findings, the development of applied ministry competences, and practical positive changes to an individual's ministry. One practice that will be emphasized is Sabbath-keeping.

DMIN0924 Listening to God: Discernment for Spiritual Formation

An exploration of the place of discernment in the life of the Christian and of the church, including such topics as attending to the Spirit, and developing individual and communal discernment practices.

DMIN0925 Spiritual Formation: A Historical and Practical Approach

An overview of Christian spirituality and spiritual formation including historical background, foundational issues, and current movements including such topics as the nature of Christian experience, transformation, and caring.

DMIN0926 Desiring God: Sacred Paths and Spiritual Mentors

An analysis of selected historical and contemporary movements and models intended to cultivate spiritual growth, including such topics as Ignatian, revivalistic, contemplative, and missional spiritualities. One practice that may be emphasized is Prayers of the Heart & Psalms.

**DMIN0927 Transformational Prayer:
The Journey to Wholeness**

An integration of Biblical and psychological insights, formational prayer, and transformational spiritual direction, using teaching, modeling, and group experience and including such topics as woundedness, addictions, and healthy ego development.

DMIN0928 Health and Spiritual Well-being: Insights on Spirituality from the Study of the Human Person

Explores the larger context and inner workings of healthy human life and spiritual well-being. Includes topics such as the context of the spiritual life, the role of the psyche, human wholeness, healthy community, and suffering. One practice that will be emphasized is Prayers of Confession & Examination.

DMIN0929 Engaging Scriptures: Spiritual Formation for Information and Transformation

An investigation into how the Bible presents spiritual formation and how the Bible can be employed in spiritual formation, including such topics as worship, Bible study, and lectio divina. One practice that will be emphasized is Lectio Divina / Gospel Contemplation.

DMIN0930 Space for God: Personalizing Sacred Practices

An exploration of ancient practices of the church that will enhance one's spiritual well-being in the midst of the busyness of daily life and ministry. This will include practices such as contemplative prayer, being in silence and solitude, listening to God to discern his voice and discovering what it means to rest in God.

**DMIN0931 Nurturing Spirituality: A Lifestyle of Mentoring,
Discipleship and Spiritual Direction**

A theoretical and practical review of dyadic relationships such as mentoring, discipleship, and spiritual direction that play a critical role in spiritual formation. Includes application of learning to ministry.



Spiritual Practices

Towards the aim of assuring that students are formed spiritually through the program we have identified 12 spiritual practices that students will learn and explore during the course of the program. While many courses will address multiple spiritual practices a particular practice has been paired with a specific course. Students are given an assignment that requires them to implement that practice in their lives.



Tyndale's Bayview Campus

About Tyndale University College & Seminary

Tyndale provides you with an ideal setting in which to pursue your personal and professional goals. You will discover a robust Christian community at Tyndale that supports your desire to effectively engage contemporary culture as a Christian leader. With more than 100 years of history, Tyndale has equipped students to live out their faith in ways relevant to the culture in which they live. Tyndale's commitment to academic excellence provides leaders with the tools they need to thrive in a rapidly changing, postmodern society.

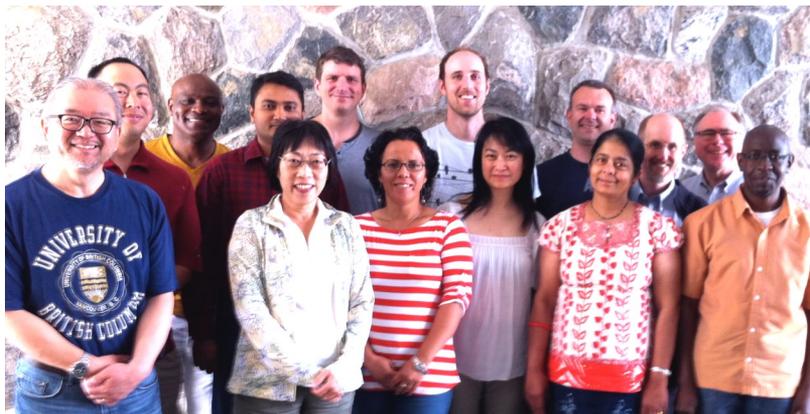
With over 650 students, Tyndale Seminary is one of Canada's largest seminaries with students from over 40 denominations and 60 ethnic backgrounds in a challenging dialogic environment. This cultural mosaic is an ideal setting to further prepare for ministry in an increasingly globalized environment.

The Tyndale campus is located in north Toronto, Canada, a city of international standing that offers students a wide variety of cultural experiences. Half of those living in Toronto were born outside of Canada, making Toronto one of the most multicultural cities in the world. This diversity is reflected in our DMin program.

Statement of Faith

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

We are also rooted in the Protestant Reformation with its conviction concerning the Lordship of Jesus Christ and the normative authority of Scripture. In the tradition of the Evangelical awakenings, we proclaim the message of a personal faith in the crucified Christ and a transformed life through the Spirit. Born out of the world missionary movement of the 19th century, we continue to serve the global Church in all its cultural diversity. We embrace the biblical call to seek justice and peace and to serve the poor, the vulnerable, and the oppressed. The following Statement of Faith reflects our own specific theological identity within that worldwide Church.



Students from Cohort 6

“We believe that:

[1] there is but one true and living God who exists eternally in three persons, the Father, the Son, and the Holy Spirit. God alone is Creator, Preserver and Governor of all things visible and invisible, at work in the world to redeem creation.

[2] the eternal Son of God, incarnate in Jesus of Nazareth, was conceived by the Holy Spirit and born of the Virgin Mary. He declared God's Kingdom and embodied that reign in His acts. Having rendered a

life of perfect human obedience to the Father, He died on the cross as a vicarious and victorious atonement for sin. In His atoning death and bodily resurrection, Christ opened the way of rescue from sin and death, reconciling the world to God. Exalted as Lord, He continues to intercede on behalf of His people.

[3] the Bible, both Old and New Testaments together, is Holy Scripture. It is the authoritative written Word of God, inspired by the Holy Spirit, inerrant in all that it teaches, the one entirely trustworthy rule for faith and life. The teachings of Holy Scripture are apprehended through the careful study of the text in all its dimensions, together with prayerful theological reflection, under the guidance of God's Spirit.

[4] human beings alone, both male and female, are created in the image of God. All people are made to enjoy relationship with God, with one another, and with the good creation of which we are stewards. Humankind's sinful disobedience has incurred God's just judgment, bringing sin, guilt, depravity and misery upon all humanity.

[5] God in mercy and grace redeems all who repent of their sin and trust Jesus Christ alone for their salvation, justifying them through faith in the Saviour, restoring their relationship with Him, giving them new life by the Holy Spirit, and empowering them for discipleship.

[6] the one holy, catholic and apostolic church occurs in local communities of believers all over the world. The Church is the Body of Christ, the people of God, and the fellowship of the Spirit, sent into the world to glorify Jesus Christ and to bear witness to God's dawning Kingdom in word and deed.

[7] on a day that has been appointed, Jesus Christ will appear again as judge to raise the righteous unto eternal blessing and the unrighteous unto eternal separation from God. He will consummate His kingdom of peace, and His redeemed will enjoy everlasting life, reigning with Christ in the new heavens and the new earth."

Statement of Community Standards

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

Students of Tyndale University College & Seminary are part of a Christian community, individually and collectively dedicated to pursuing education marked by open, rigorous and critical inquiry while



Students from Cohort 7

maintaining patterns of belief and behaviour that foster a distinctively Christian learning environment.

As voluntary members of this community, we covenant with God and one another to enter into a life of discipleship with the intention of fostering a grace-filled community that honours God in its actions, attitudes and beliefs. As imitators of Christ, we strive for personal transformation of character that is marked by the fruit of the Spirit that is love, joy, peace, kindness, generosity, faithfulness, gentleness and self-control (Galatians 5:22) and advocacy for peace and justice.

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

Students of Tyndale University College & Seminary will participate regularly in the life of the local church in order to benefit from the guidance of the Holy Spirit and the communal wisdom of the people of God manifest in such communities. In keeping with its distinctly evangelical Christian character, Tyndale recognizes certain practices, and the promotion of such, as biblically unacceptable. While recognizing that periodic and unfortunate occasions of failure and sin occur in the course of the Christian life, we also recognize that unrepentant and persistent unacceptable behaviours have a debilitating impact on one self and the community. Students of Tyndale University

College & Seminary thus will refrain from practices that are prohibited by Christian scriptures, including but not limited to the use of illegal drugs or abuse of prescription drugs, drunkenness, dishonest practices including plagiarism, theft or fraud, the promotion of religious beliefs incompatible with Christian faith, engagement with pornography, breach of trust or confidence, gambling, profane and obscene speech, violent or abusive behaviour, and harassment of any kind.

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

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

By virtue of admission to Tyndale University College & Seminary, Tyndale students understand the regulations and community standards set by Tyndale. Tyndale students also understand its ethos and purpose as stated in the Academic Calendar.



DMin Alumni Gathering

Highlights from DMin Graduations



How to Contact Us

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