"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Semester, Year	WINTER, 2027
Course Title	**PLANTING "NEW GENERATION" CHURCHES IN A MULTICULTURAL WORLD**
Course Code	**PAST 0603 1A**
Date **Delivery Format**	From January 11, 2027 to April 9, 2027 ASYNCHRONOUS ONLINE
Class information	The course is web-based asynchronous with no fixed class time.
Instructor **Contact Information**	**NARRY F. SANTOS**, **PhD** Email: nsantos@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2227
Office Hours	Fridays, 1-5 PM.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Designed for individuals considering serving in a multicultural church with the possibility of serving in a church-planting ministry. Readings, lectures, discussions and contact with local pastors explore the various dimensions of: evangelism ministry, outreach ministry (including short-term missions) and church-planting ministry in its theological and practical aspects, with emphasis on the context of multicultural churches.

II. LEARNING OUTCOMES

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

1. Explain the postmodern, post-Christendom, pluralistic, and multicultural realities in Canada and how planting new generation multicultural churches can meaningfully respond to these daily realities in contextual and culturally sensitive ways;
2. Analyse the foundational role of biblical, theological, missiological, ecclesiological, and historical perspectives in planting new generation multicultural churches;

3. Develop a growing appreciation for the need, value, and contribution of missional experiments by churches, networks, and/or agencies in planting new generation churches toward the expansion of God's kingdom; &
4. Generate informed reflection and feedback on the principles, challenges, and practices involved in intentionally starting and developing missional, multicultural, and multi-generational churches.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Murray, Stuart. *Church Planting: Laying Foundations*. Waterloo, ON: Herald Press, 2001. (ISBN 9780836191486)
[This first textbook gives an in-depth understanding of church planting in its biblical, theological, ecclesiological, missiological, and historical moorings. Murray presents his perspectives from a European setting.]

Ott, Craig, and Gene Wilson. *Global Church Planting: Biblical Principles and Best Practices for Multiplication*. Grand Rapids, MI: Baker Academic, 2011. (ISBN 9780801035807) Available for free with multiple eBook copies at the Tyndale library.
[This second textbook presents the global picture of church planting, with emphasis on starting, sustaining, and reproducing new churches. Though Ott and Wilson write as church planting experts and practitioners from the USA, they present valuable church planting experiences and lessons from the Global South.]

Siebert, Jared. *Gutsy: (Mis)Adventures in Canadian Church Planting*. Mississauga, ON: New Leaf Network Press, 2016. (ISBN 9780995305403)
[This third textbook presents the follow-up of 19 church plant "experiments" that were originally featured in the film "One Size Fits All?: Exploring New and Evolving Forms of Church in Canada" (2006-2008). Siebert presents the lessons learned from these Canadian "experiments" (more than half of which were concluded before the book was written).]

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

DeYmaz, Mark. *Building a Healthy Multi-ethnic Church: Mandate, Commitments and Practices of a Diverse Congregation*. Hoboken, NJ: Wiley, 2007. (ISBN-13: 978-0-7879-9551-5).

Roberts, Bob Jr. *The Multiplying Church: The New Math for Starting New Churches*. Grand Rapids, MI: Zondervan, 2008. (ISBN 9780310277163)

Stetzer, Ed. *Planting New Churches in a Postmodern Age*. Nashville, TN: H&B, 2003. (ISBN 9780805427301)

Tyndale recommends STEPBible – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

1. **Weekly Required Reading (due on 10 Fridays: Jan. 22, 29, Feb. 5, 12, 26; Mar. 5, 12, 19, 26; Apr. 9); 10% of the final grade**

The students are given ten required weekly reading assignments (due on Fridays for weeks # 2-12), according to the topics specified in the course schedule. The reading materials, which come from the textbooks, selected book chapters, and/or articles given in class, are due on the specified dates in the course schedule. The students will submit at the course page the actual percentage of reading of the required books and materials for the assigned week

The students will also have a one-hour one-on-one time with the instructor, as part of a face-to-face coaching or mentoring opportunity. The students can choose whatever area of church planting theology or practice, personal call or ministry issue that they want to be coached about (note: the one hour is coaching time, not counselling time)

2. **Personalized Reflections on the video lectures for six assigned weeks (due on 6 Fridays: Jan. 15, 29; Feb. 12; Mar. 5, 19; Apr. 9); 10% of the final grade**

In addition, the students will also engage in personalized reflection and interaction with the video lectures presented at the asynchronous sessions. However, the students will only submit the personalized reflections for six weeks (due on Fridays for weeks # 1, 3, 5, 7, 9, and 12). **NOTE: for the other six weeks (# 2, 4, 6, 8, 10, and 11), the students are not required to do and submit the personalized reflections on those weeks.**

3. **Journal of Biweekly Church Planting Lessons: One double-spaced page (of five lessons each) for five weeks (due on every other Friday: Jan. 22; Feb. 5, 26; Mar. 12, 27); 20% of the final grade**

The students will choose five church planting lessons that they will personally learn from the class sessions and assigned reading every two weeks (except for the textbook on *Gutsy: (Mis)Adventures in Canadian Church Planting; see assignment #3 for a separate requirement on it)*. They will follow this two-part format: (1) Church Planting Lesson: (specify the church planting lesson) – only one sentence in length; and (2) What this church planting lesson means to me (or why this church planting lesson is important to me): (specify the personal meaning or importance of the lesson) – only two sentences in length. The five lessons will be submitted on a biweekly basis. The length of the five biweekly lessons can be less than one double-spaced page but must not exceed one page. This relates to Outcome #1.

4. **Church Planting Film/Book Reflection Paper: 5 double-spaced pages (due on Feb. 26); 20% of the final grade**

The students will make a five-page double-spaced film/book reflection paper will cover three parts: (1) one-page review of the short documentary film, "One Size Fits All?: Exploring New and Evolving Forms of Church in Canada" (https://vimeo.com/366771429)—the film review segment (1–1.5 pages) will present (from the students' point of view) three collective strengths and three general areas of improvements for the church planters interviewed in the documentary film. For all the strengths and areas of improvement, the students will give a brief paragraph explaining why they consider them as strength or weakness; (2) book assessment on the textbook entitled *Gutsy: (Mis)Adventures in Canadian Church Planting* by Jared Siebert—the book assessment segment will cover the following main portions (1.5–2 pages): (a) three ideas, concepts, or statements that you agree (or resonate) the most with the author and why; (b) three ideas, concepts, or statements that you disagree (or do not resonate) the most with the author and why; (c) three areas of strength you see in the book; and (d) three areas of improvement you see for the book; and (3) the reflection paper segment on the documentary film and book (2 pages)—the reflection segment will answer this question in one page: "Knowing what you learned about the church plants and their journey, will you recommend that more church planters start these new kinds of churches? Why or why not?" Finally, the last part of the reflection segment will answer this second question in one page: "If you were to start your own church plant, how would you proceed doing it in the first two years (knowing what you have learned from the documentary and the book)?" This relates to Outcome #3.

5. **Forum Discussions: Forum #1 (Feb. 1-6); Forum #2 (Mar. 1-6); Equivalent Forum #3 (Apr. 5-10). This assignment is related to Outcome #3; 15% of final grade**

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g., forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness and encouragement. "Attendance" in this course is demonstrated by regular logins and up-to-date participation in forums or wait for further instructions.

Individual Posts & Responses:

There will be three forums in total and each forum will have two questions. The questions will be available on a Monday morning and students will post their responses by the following Thursday, and comment on the posts of two other students by Saturday night. Please note that Forum #3 (Apr. 6-11) will be an exception, which will be about sharing three lessons each from three students' church plant presentations (Assignment #6). Your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g., further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for

further reflection. You are not required to respond to a "late post" of any member. This relates to Outcome #2.

Penalty for late work:
"Late posts" will be noted by the instructor, and the penalty is one-mark deduction for every hour late. The total number of "late hours" will be recorded at the end of the course and your grade for the "forum assignment" would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g., from A to A minus or B to B minus).

If there is "no post" after 11:59 pm for that day, the student will receive a "zero" for that forum. If there are specific reasons for late posts (as stated in "Late Papers and Extension Policy," Seminary Academic Calendar), the student is to email the instructor directly.

6. Church Plant Research/Interview Paper and Prerecorded Presentation: 7 double-spaced pages; due on Apr. 2; 25% of the final grade

The students will submit a seven-page research/interview paper on a recent church plant (5 years or less) in the Greater Toronto Area or in the area where they are located, by reading about the kind of church method or model that the new church plant employs (using the different church models or shapes discussed in class), by interviewing (in-person or online) the church planter and/or the church plant team leaders, and by observing the church plant in action online during one of its virtual gatherings (e.g., worship experience; small group; training).

The students will describe the specific church plant location or community (e.g., urban; rural; gateway city setting), the group/s the church plant seeks to reach (e.g., young adults; new immigrants) in that area, the method or model used by the church plant in serving that community, the length of existence as a church plant, and the current church plant significant statistics (e.g., weekly attendance; small group).

The research/interview will seek to discover what the church plant did (or are doing) in the following areas: (1) community research or mapping of the specific location; (2) research of the specified target group in the community (including their potential needs and interest); (3) configuration of the church planting team and the partners (e.g., church or churches; denomination; networks; agencies) that were encouraged to take part in the church plant; and (4) strategic steps used in planting the church among the specified group/s of people in that designated community. The interview will also include how the church plant has coped with the pandemic realities and what changes it has taken to adjust to these realities. In addition, a "statement of consent to participate in research interview" to be signed by the interviewee will be posted on the course page.

In light of their discovery about the church plant story, the students will assess this church planting effort (i.e., the areas of growth and struggle), in light of the lessons learned in planting

"new generation" churches in a multicultural world. Finally, the students will submit a prerecorded 10-minute video presentation on April 4 for that described church plant, give some highlights of the interview and the major lessons that they learned in such an experience. The students will also watch these prerecorded presentations and will share three lessons each from three of these church plants. The sharing of these lessons will serve as the fourth forum discussion topic. This relates to Outcome #4.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
1. Weekly Required Reading (10%)	10 Fridays	10 %
2. Personalized Reflection on Video Lectures	6 Fridays	10%
3. Journal of Biweekly Church Planting Lessons	Every other Friday	20 %
4. Church Planting Film/Book Assessment and Reflection Paper	Feb 26	20 %
5. Forums on Church Planting Issues	Various	15 %
6. Church Plant Research/Interview Paper/Prerecorded Presentation	Apr 2	25 %
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

DATE	**TOPIC**
WEEK #1 *(Jan. 11-15)*	**Syllabus Discussion/Class Introduction** Why do people object to planting churches? Why must we plant churches? What is church and what is church planting?
PR #1 Due: ***Jan. 15 (Fri.)***	**Personal Reflections (PR) #1 Due (Jan. 15)**
WEEK #2 *(Jan. 18-22)*	**A Case for Planting "New Generation" Churches** *(Biblical/Theological Perspectives)* What do we mean by "new generation" churches? Why do we need to plant "new generation" churches? What are some key theological and biblical motifs of "newness"?
Reading #1 & CP	**Textbook #1: pp. 15-35, 66-86; Textbook #2: pp. 3-61;**

Lessons 1-5 Due: ***Jan. 22 (Fri.)***	**Church Planting (CP) Lessons 1-5 Due (Jan. 22)**
WEEK #3 *(Jan. 25-29)*	**Foundational Perspectives on "New Generation" Churches 1** *(Missional/Multicultural Considerations)* What does it mean for churches to become missional and multicultural?
Reading #2 & PR #2 Due: ***Jan. 29 (Fri.)***	**Textbook #2: pp. 395-416; Planting New Churches in a Postmodern Age, pp. 13-31; Pressure Points, pp. 60-72** **Personal Reflections #2 Due (Jan. 29)**
WEEK #4 *(Feb.1-5)*	**Foundational Perspectives on "New Generation" Churches 2** *(Multi-Generational/Multiplying/Movemental Considerations)* What does it mean for churches to become multi-generational, multiplying, and movemental?
Reading #3 & CP Lessons 6-10 Due: ***Feb. 5 (Fri.)*** Forum #1 Due: ***Feb. 1-6***	**Textbook #2: pp. 65-87; Growing Young, pp. 13-49; Serving a Movement, pp. 193-231** **Church Planting Lessons 6-10 Due (Feb. 5)** **Forum #1 Due (Feb. 1-6)**
WEEK #5 *(Feb. 8-12)*	**Church Planting as Intersection of Mission & Church** *(Missiological/Ecclesiological Perspectives)* What is the relation of "new generation" churches to the mission of God (*missio Dei*), incarnation, and the kingdom of God?
Reading #4 & PR #3 Due: ***Feb. 12 (Fri.)***	**Textbook #1: pp. 36-65; Starting Missional Churches, pp. 13-47; Discovering Church Planting, pp. 17-57** **Personal Reflections #3 Due (Feb. 12)**

FAMILY DAY HOLIDAY & READING DAYS (FEB. 15-19): No Class Sessions

WEEK #6 *(Feb. 22-26)*	**Church Planting Lessons from Previous Generations** *(Historical Perspective/Canadian Context)* What lessons can we learn from the past about church planting? How do the changes in Canada affect church planting today?
Reading #5, CP Lessons 11-15, & CP Reflection Paper	**Textbook #1: pp. 87-105; Discovering Church Planting, pp. 249-294; Church Planting Road Map, pp. 13-31** **Church Planting Lessons #11-15 Due (Feb. 26)**

Due: ***Feb. 26 (Fri.)***	**Church Planting Film/Book Reflection Paper Due (Feb. 26)**
WEEK #7 *(Mar. 1-5)*	**Models and Methods in Church Planting** *(Church Shape, Size, and Structure)* What are the various approaches of church planting in different contexts and circumstances?
Reading #6 & PR #4 Due: **Mar. 5** Paper Due: Forum #2 Due: ***Mar. 1-6***	**Textbook #1: pp. 106-155, 229-257; Textbook #2: pp. 107-126** **Personal Reflections #4 Due (Mar. 5)** **Forum #2 Due (Mar. 1-6)**
WEEK #8 *(Mar. 8-12)*	**Integrated Framework for Planting "New Generation" Churches** *(Development Pillars/Phases in Church Planting)* What is a development cycle in church planting that can be reproduced in different contexts and places?
Reading #7 & CP Lessons 16-20 Due: ***Mar. 12 (Fri.)***	**Textbook #2: pp. 155-285** **Church Planting Lessons #16-20 Due (Mar. 12)**
WEEK #9 *(Mar. 15-19)*	**Church Multiplication and Church Planting Movement** *(Strategic Sending and Reproducing Matters)* What crucial factors contribute to church multiplication and church planting movements?
Reading #8 & PR #5 Due: ***Mar. 19 (Fri.)***	**Textbook #2: pp. 127-151, 287-301; Discovering Church Planting, pp. 395-413** **Personal Reflections #5 Due (Mar. 19)**
WEEK #10 *(Mar. 22-26)*	**Church Planting Nuts and Bolts** *(Setting the Stage to Start Off Right)* What are major launch priorities of the church planters, teams, and partners?
Reading #9 & CP Lessons 21-25 Due: ***Mar. 26 (Fri.)***	**Planting New Churches in a Postmodern Age, pp. 175-220** **Church Planting Lessons #21-25 Due (Mar. 26)**

WEEK #11 *(Mar. 29 – Apr. 2)*	**Challenges and Reality Checks in Church Planting** *(Critical Issues in Preparation and Implementation)* What other factors must the church planters, teams, and partners be aware of in fulfilling their call?
CP Research/ Interview Due: ***Apr. 2 (Fri.)***	**Church Plant Research/Interview Paper and Prerecorded Presentation Due (Apr. 2)**
WEEK #12 *(Apr. 5-9)*	**Summary and Conclusion** *(Class Integration and Lessons from Church Plant Presentations)* What's next?
Reading #10 & PR #6 Due: ***Apr. 9 (Fri.)*** Forum #3 Equivalent Due: ***Apr. 5-10***	**Textbook #2: pp. 305-394** **Personal Reflections #5 Due (Apr. 9)** **Forum #3 Equivalent Due (Apr. 5-10)**
	Course Evaluation

V. SELECTED BIBLIOGRAPHY

Addison Steve. *Pioneering Movements: Leadership That Multiplies Disciples and Churches*. Downers Grove, IL: InterVarsity Press, 2015.

Apeh, John E. "Socio-Anthropological Implications in Cross-Cultural Church Planting." *Asia Journal of Theology* 11 (February 1997): 282-92.

Arment, Ben. *Church in the Making: What Makes or Breaks a New Church Before It Starts*. Nashville, TN: B&H, 2010.

Bennardo, Tom. *The Honest Guide to Church Planting: What No One Ever Tells You about Planting and Leading a New Church*. Grand Rapids, MI: Zondervan Reflective, 2019.

Bevins, Winfield. *Global Voices: Stories of Church Planting from Around the World*. Wilmore, KY: Church Planting Initiative of Asbury Theological Seminary, 2019.

Bowen, John, ed. *Green Shoots out of Dry Ground: Growing a New Future for the Church in Canada*. Eugene, OR: Wipf & Stock, 2013.

Branson, Mark Lau and Nicholas Warnes. *Starting Missional Churches: Life with God in the Neighborhood*. Downers Grove, IL: IVP, 2014.

Briggs, Alan. *Guardrails: Six Principles for a Multiplying Church*. Colorado Springs: NavPress, 2016.

Brisco, Brad. *Covocational Church Planting: Aligning Your Marketplace Calling & the Mission of God*. Alpharetta, GA: Send Network, 2018.

Dugas, Jacqueline, et al. *Transforming our Nation: Empowering the Canadian Church for a Greater Harvest*. Richmond, BC: Church Leadership Library, 1998.

Elmore, Tim. *Generation iY: Our Last Chance to Save Their Future*. Atlanta, GA: Poet Gardener, 2010.

Ferguson, Dave and Jon Ferguson. *Exponential: How You and Your Friends Can Start a Missional Church Movement*. Grand Rapids, MI: Zondervan, 2010.

Fuder, John. *Neighborhood Mapping: How to Make Your Church Invaluable to the Community*. Chicago, IL: Moody, 2014.

Garrison, David. *Church Planting Movements: How God Is Redeeming a Lost World*. Arkadelphia. AR: WIGTake Resources, 2004.

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Hesselgrave, David J. *Planting Churches Cross-Culturally: North America & Beyond*. Grand Rapids, MI: Baker, 2000.

Hiebert, Paul G. and Eloise Hiebert Meneses. *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Societies*. Grand Rapids, MI: Baker, 1995.

Hirsch, Alan. *The Forgotten Ways: Reactivating the Missional Church*. Grand Rapids, MI: Brazos Press, 2006.

Hjalmarson, Leonard, ed. *The Soul of the City: Mapping the Spiritual Geography of 11 Canadian Cities*. Skyforest, CA: Urban Loft, 2018.

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McIntosh, Lia, Jasmine Smothers, Rodney Thomas Smothers. *Blank Slate: Write Your Own Rules for a 22nd-Century Church Movement*. Nashville, TN: Abingdon Press, 2019.

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_____. *Post-Christendom: Church and Mission in a Strange New World*. 2nd Edition. Eugene, OR: Cascade Books, 2018.

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Nichols, Laurie Fortunak, A. Scott Moreau and Gary R. Corwin, eds. *Extending God's Kingdom: Church Planting Yesterday, Today, Tomorrow*. Wheaton, IL: EMIS, 2011.

Paas, Stefan. *Church Planting in the Secular West: Learning from the European Experience*. Grand Rapids, MI: Eerdmans, 2016.
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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss

their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in Academic Calendar and consult guidance from their course instructors.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning.

This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

Turnitin Text-Matching Software
Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

Research Ethics
All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.