



UNDERGRADUATE STUDIES ACADEMIC CALENDAR 2025 – 2026

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Message from the Provost



Dr. Beth Green

Welcome to the Tyndale community. Whether you are considering joining us or are already studying here, Tyndale University has been equipping each new generation to learn, lead, love God and love life for over 130 years. Time after time, we are called to answer the question of who we are, who God would have us be and how we may use our distinctive gifts and talents to bless the church and the world. Tyndale University is committed to supporting you as you explore these questions and pursue education and formation at the undergraduate or graduate level. Our prayer is that your time at Tyndale will be one of fellowship, fun, challenge and growth and that you will graduate with a deep appreciation for truth, wisdom and character shaped by learning in Christian community.

Blessings,

Beth Green, PhD

Provost and Chief Academic Officer

Message from the Academic Dean



Dr. Paul Franks

Whether you are just beginning your time at Tyndale or are a returning student, I am excited that you have chosen to be here with us. The time you spend in your studies at university will equip you with the necessary tools to reliably engage in the pursuit of truth and those truths will shape who you are for the rest of your life. You will grow in your ability to critically engage with other people's ideas, to discover and evaluate an author's argument, and to decide for yourself whether a conclusion is worthy of your assent.

While these skills will certainly prove beneficial to you in your chosen career, even more importantly they will help you become a more fully devoted follower of Jesus Christ. I encourage you to approach your studies with this in mind and to find out for yourself how the life of the mind contributes to keeping the first and greatest commandment—to “love the Lord your God with all your heart, with all your soul, and with all your mind” (Matthew 22: 37).

W. Paul Franks, PhD

Vice President Academic & Dean of Undergraduate Studies
Associate Professor of Philosophy

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Campus Information

Prospective students are invited to visit Tyndale University at any time during regular business hours. 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 email admissions@tyndale.ca. The Admissions Office is open Monday to Friday from 9 a.m. to 5 p.m.

The library and dining hall are open to the public.

This academic calendar is effective for the 2025-2026 academic year, superseding all previous academic calendars. Tyndale University 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 insofar as it is determined that the change will enhance the capacity of Tyndale University to fulfil its mission.

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tyndale.ca

Important Dates 2025–2026

Spring/Summer 2025

May 5	Monday	Spring/Summer courses begin
May 19	Monday	Victoria Day <i>(no classes)</i>
July 1	Tuesday	Canada Day <i>(no classes)</i>
Jul 14 – Aug 1	Mon – Fri	BEd Reading Weeks (2024-2025)
July 29	Tuesday	BEd begins (2025-2026)
August 4	Monday	Civic Holiday <i>(no classes)</i>

Fall 2025

August 15	Friday	Fall Registration deadline
August 31	Sunday	Fall Paper Graduation Application deadline
September 1	Monday	Labour Day
September 1 – 3	Mon – Wed	New Student Orientation
September 4	Thursday	Fall classes begin
September 9	Tuesday	Commencement Chapel
September 17	Wednesday	Last day to add/drop Fall courses without penalty
October 13	Monday	Thanksgiving <i>(no classes)</i>
October 14 – 17	Tue – Fri	Reading Days <i>(no classes)</i>
November 3	Monday	Fall Paper Graduation
November 7	Friday	BEd Fall Paper Graduation Early Application deadline <i>(late fee applies after this date)</i>
November 12	Wednesday	Final day to drop a course
November 14	Friday	BEd Fall Paper Graduation Final Application deadline
November 17 – 21	Mon – Fri	BEd Planning Week (2025–2026)
November 21	Friday	BEd ends (2024–2025)
December 3	Wednesday	Last day of classes
December 4	Thursday	Reading Day <i>(no classes)</i>
December 5	Friday	Spring Graduation Early Application deadline <i>(late fee applies after this date)</i>
December 5	Friday	Winter Registration deadline <i>(late fee applies after this date)</i>
December 5 – 12	Fri – Fri	Final Exams <i>(including Saturday)</i>
December 8	Monday	BEd Fall Paper Graduation
Dec 24 – Jan 1	Wed – Thu	Tyndale closed to students*

* Pre-approved exceptions only

Winter 2026

January 2	Friday	Tyndale Re-opens
January 5 – 9	Mon – Fri	January Intercession
January 12	Monday	Winter classes begin
January 12	Monday	New Student Orientation
January 23	Friday	Last day to add/drop Winter courses without penalty
January 31	Saturday	Spring Graduation Final Application deadline
February 16	Monday	Family Day <i>(no classes)</i>
February 17 – 20	Tue – Fri	Reading Days <i>(no classes)</i>
March 16 – 20	Mon – Fri	BEd Reading Week (2025–2026)
March 20	Friday	Final day to drop a course
April 3	Friday	Good Friday <i>(no classes/exams)</i>
April 7	Tuesday	Convocation Chapel
April 13	Monday	Last day of classes – makeup date for classes scheduled April 3 <i>(Good Friday)</i>
April 14	Tuesday	Reading Day <i>(no classes)</i>
April 15 – 22	Wed – Wed	Final Exams <i>(including Saturday)</i>
May 23	Saturday	Spring Convocation – Undergraduate and BEd



Profile

About Tyndale University

Tyndale is a Christian university that prepares leaders for work in the private, public and not-for-profit sectors, ministry and the global mission of the church. Tyndale offers fully accredited programs in a wide range of disciplines at both the undergraduate and graduate levels. Undergraduate students may study toward a Bachelor of Arts (BA), Bachelor of Business Administration (BBA), Bachelor of Religious Education (BRE), Bachelor of Education (BEd) degree or a Certificate in Christian Studies. Graduate students may study toward a Doctor of Ministry (DMin), Master of Theology (ThM), Master of Arts (MA), Master of Divinity (MDiv), Master of Theological Studies (MTS) degree, a Post-Doctor of Ministry Certificate, a Post-Graduate Diploma or a Graduate Diploma. Currently, there are over 1,600 students representing over 40 denominations and 60 ethnic backgrounds and over 14,000 alumni. Founded in 1894, Tyndale is located in Toronto, Ontario.

Mission Statement

Tyndale University is dedicated

to the pursuit of truth,
to excellence in teaching, learning and research,
for the enriching of mind, heart and character,
to serve the church and the world,
for the glory of God.

The Tyndale Crest

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

Statement of Faith

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

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

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

We believe that:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

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

History

Tyndale University has been training Christian leaders for 130 years, with its original mission to provide Christian higher education in service of the church remaining constant. Tyndale is proud to continue the tradition of decades of service embodied in its institutional lineage, including: Toronto Bible Training School, Toronto Bible College, London Bible Institute/London College of Bible and Missions, Ontario Bible College/Ontario Theological Seminary, Tyndale College & Seminary and Tyndale University College & Seminary.

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

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

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

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

In 2007, Tyndale negotiated the purchase of the 56-acre Morrow Park property on Bayview Avenue from the Sisters of St. Joseph of Toronto. Tyndale took possession of the property on April 1, 2013 and began full and complete operations on the new campus in 2015.

In early 2020, following another robust review by the Postsecondary Education Quality Assessment Board (PEQAB) and their recommendation to the Ministry of Colleges and Universities, ministerial consent was granted to use the name Tyndale University. Effective December 2020, Tyndale's name was legally changed to Tyndale University by an act of legislation, and the charter extended to embed the Bachelor of Education degree and offer new degrees including the Bachelor of Business Administration (BBA), the BBA with honours, and the Master of Arts degree.

Outline of Institutional Heritage

Toronto, Ontario

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

London, Ontario

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

Toronto, Ontario

1968	Toronto Bible College and London College of Bible and Missions merge to form Ontario Bible College
1976	Ontario Theological Seminary is established
1998	Ontario Bible College and Ontario Theological Seminary are renamed Tyndale College & Seminary
2003	Tyndale College & Seminary name is changed to Tyndale University College & Seminary
2020	Tyndale University College & Seminary name is changed to Tyndale University

Institutional Leadership

Toronto, Ontario

1894 – 1911	Dr. Elmore Harris, <i>Founder, President</i>
1894 – 1906	Dr. William Stewart, <i>Principal</i>
1906 – 1946	Dr. John McNicol, <i>Principal</i>
1946 – 1953	Dr. John B. Rhodes, <i>Principal</i>
1954 – 1962	Rev. E. L. Simmonds, <i>Principal</i>
1962 – 1968	Dr. Stewart L. Boehmer, <i>President</i>

London, Ontario

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

Toronto, Ontario

1968 – 1973	Dr. Stewart L. Boehmer, <i>President</i>
1973 – 1983	Dr. Victor Adrian, <i>President</i>
1983 – 1991	Dr. William J. McRae, <i>President</i>
1991 – 1992	Dr. Bruce Gordon, <i>Acting President</i>
1992 – 1995	Dr. Bruce Gordon, <i>President</i>
1995 – 2009	Dr. Brian C. Stiller, <i>President</i>
2009 – 2010	<i>Office of the President:</i> Mr. Steven Holmes, <i>Chair, Board of Governors,</i> Mr. Archie McLean, <i>Vice Chair, Board of Governors,</i> and Mrs. Susan Finlay, <i>Member, Board of Governors</i>
2010 – 2020	Dr. Gary V. Nelson, <i>President</i>
2020 – Present	Dr. Marjory Kerr, <i>President</i>

Statement on Academic Freedom

The Faculty and the Board of Governors of Tyndale University have endorsed our “Statement on Academic Freedom” and consider it to be in harmony with Universities Canada’s “Statement on Academic Freedom”, which is quoted in part here:

What is academic freedom?

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

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

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

The responsibilities of academic freedom

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

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

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

Universities Canada Statement on Academic Freedom, 2011

Tyndale's Statement on Academic Freedom

As an evangelical Protestant community of learning, our affirmation of academic freedom is within the context of our orthodox theological heritage and vision of life.

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

Academic freedom is always experienced within a context of standards or norms. Tyndale University affirms the freedom of the academic community both to define its core theological convictions and to maintain its institutional commitments, which guide the pursuit of its mission. At the same time, Tyndale affirms an individual faculty member's freedom to express, in their writing, teaching and activities, personal beliefs and academic positions. While individual faculty members are free to develop and change their views on theological and academic matters, the unique task of the institution requires that the position of faculty members not be at variance with the core theological convictions of the community as set forth in the Statement of Faith and in the Community Standards Statement.

Affirmations of Academic Freedom

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

- Faculty members are entitled to freedom in research and in the publication of the results within their fields of academic competence.
- Faculty members are entitled to freedom in the classroom to address matters within the general subject area implied by the course title and description. Faculty members are not free to use the classroom as a means of promoting causes unrelated to the subject matter of the course at hand.
- Faculty members are free as individuals and as citizens to speak and write about matters whether or not the matters are directly related to their field of academic competence. Although Tyndale University will not limit individual expression in any respect, faculty

members should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should avoid the impression that they are speaking on behalf of Tyndale University.

- Faculty members have the freedom to explore theological understandings which stand in an uncertain relationship to Tyndale's Statement of Faith and/or to the Community Standards Statement, but each member must realize that the institution as a whole, has the task of interpreting the Statement of Faith.
- Students are not required to subscribe to the views of Tyndale and are free to learn and to take reasoned exception to the theological positions or academic views offered in the Tyndale community. In their public expressions, students and student organizations should make clear that they speak only for themselves.
- Faculty members are responsible for safeguarding the academic freedom of their students to learn by encouraging free inquiry into controversial issues, presenting alternative viewpoints, refraining from undue influence of the process of learning, taking dissenting student opinion seriously and offering a forum for discussion.
- Students shall not be penalized merely for holding a reasoned viewpoint on a particular issue that varies from the position of Tyndale or of a faculty member.

Procedures Related to Academic Freedom

1. If any individual believes that a faculty member has separated from the theological community at Tyndale advocating a position clearly at variance from the Statement of Faith and/or the Community Standards Statement, the individual should first approach the faculty member directly and privately for clarification.
2. If this attempt is not successful, the individual should bring evidence, beyond rumour or hearsay, to the Academic Dean. Allegations accusing violation of the Statement of Faith or Community Standards Statement or professional standards shall be reviewed only after evidence is submitted.
3. Allegations about a faculty member referred to an administrator, even if substantiated, without first confronting the individual with the allegations, shall be viewed as a serious breach of ethics and a violation of the policy on academic freedom.
4. Retractions or modification of utterances by faculty members are not required nor expected on the basis of a complaint received against them.

Divergent Viewpoints

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



Introduction to Undergraduate Studies at Tyndale University

A Christian University

At Tyndale, you will have the opportunity to study a wide range of university disciplines, benefiting from the works of scholars who may reach you by their written words in books, articles and websites or by their academic modeling in lectures, presentations, seminars and simple conversation over a cup of coffee. Their work is to help the rest of us to see more clearly and more deeply into the nature of things. We do not study only the works of Christian scholars, for no truth exists that is not from the Author of all truth, and many insights into the nature of reality come to us from scholars of different faith traditions. But here at Tyndale, a community of Christian scholars, we seek to teach and to learn from within a rooted biblical worldview, finding in the truth of God's Word that foundation that gives definition and purpose to all other facets of truth and higher education.

General Description

Tyndale is a transdenominational, evangelical Christian community of scholars, teachers and mentors that offers a range of undergraduate programs. Located in a multicultural urban context, and heir to more than a century's commitment to education, 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; a Tyndale degree is foundational and a firm preparation, both for graduate studies and impactful employment. The curriculum features a strong core of biblical studies, humanities, social and natural sciences and the fine arts. Tyndale University is authorized to grant degrees in accordance with legislation passed by the province of Ontario, and our graduates have gone on to further studies in other universities, law schools and graduate studies throughout Canada and in many other parts of the world.

Undergraduate Studies Mission Statement

Tyndale's university education rooted in the humanities, arts and sciences seeks to deepen knowledge, cultivate wisdom and develop character for service to Christ and the world.

Academic Goals

- 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.
- To produce graduates who are well-equipped to compete for admission to graduate and professional schools or to enter the workforce successfully.
- To produce graduates who will seek to serve God and their fellow human beings through their own vocations and in their lives generally.
- 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.
- To promote the integration of faith and learning so that the wide range of human knowledge and experience can be understood from within a Christian worldview.

Philosophy of Education

Tyndale University 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 undergraduate 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.

Undergraduate Studies Degree Level Expectations

Introduction

Tyndale University is a community of learning in the Christian tradition. We strive to equip our students with an understanding of the two grand narratives that shape our lives and learning: the cultural story of the modern western world, including the advancements in knowledge that have come through academic inquiry, and the biblical story of God's creation of, and continuing involvement in, our world. As Christian scholars, professors and students alike, we stand at the intersection of these traditions, seeking to understand the claims that each tradition exerts on our thinking, and to live faithfully in both. We seek further to give our students opportunity to develop their own gifts of mind, heart and character, to grow in knowledge, understanding and virtue, and to articulate what they have discovered with clarity, precision and grace.

Our study of current culture in the traditional liberal arts and sciences curricula (including language and literature, history, philosophy, the sciences and social sciences, and also such pre-professional disciplines as business administration and education), takes shape within the context of our knowledge of God's plan for His world, as that has been expressed in His written Word, and in the person of Christ, the Word made flesh. Our understanding of the biblical narrative is similarly informed and clarified by our continuing search for truth in the academic disciplines. Our pursuit of knowledge is grounded in the conviction that God created both us and our world, and that we are called to understand it and to develop its potentials in obedience to Him.

We acknowledge with gratitude the many valid insights into the nature of reality that have come to us from scholars of faith traditions different from our own and seek to incorporate such insights into our own understanding. We seek to be active and contributing members of the modern academy, but to pursue our own teaching, learning and research from within the Christian worldview that has given distinctive shape and identity to this community of higher learning. We hold in tension the observation that scholarly work itself, and the intelligence, imagination, insight and discipline that it requires, are the good gifts of God; yet these (like all such gifts) are vulnerable always to the twisting effects of sin.

The degree level expectations articulated here are meant to serve the mission of Tyndale University, "education rooted in the humanities, arts and sciences that seeks to deepen knowledge, cultivate wisdom and develop character for service to Christ and the world," and thus to reflect the evangelical Christian ethos, values and culture of our institution. They have been adapted to this purpose from the "Guidelines for University Undergraduate Degree Level Expectations" proposed by the Ontario Council of Academic Vice-Presidents, endorsed by the Council of Ontario Universities on December 16, 2005, and revised in September 2007.

Bachelor's Degree	Honours Bachelor's Degree
This degree is awarded to students who have demonstrated:	This degree is awarded to students who have demonstrated:
1. Depth and Breadth of Knowledge	
a) an understanding of how academic inquiry within a discipline both shapes and is shaped by philosophical and religious (worldview) assumptions;	a) an understanding of how academic inquiry within a discipline both shapes and is shaped by philosophical and religious (worldview) assumptions;
b) a general knowledge of many key concepts, methodologies, theoretical approaches, and assumptions in an academic discipline;	b) a well-developed understanding of the key concepts, methodologies, theoretical approaches, recent developments, and assumptions in an academic discipline generally, and in at least one specialized area within that discipline;
c) a broad understanding of some of the major fields in a discipline, and of relationships between that discipline and others within the liberal arts curricula;	c) a well-developed understanding of many of the major fields in a discipline and of relationships between that discipline and others within the liberal arts curricula;
d) an ability to gather, review, evaluate, and interpret information relevant to one or more of the major fields of a discipline;	d) a well-developed ability to gather, review, evaluate, and interpret information, and to compare the merits of alternative hypotheses or creative options, relevant to one or more of the major fields in a discipline;
e) some detailed knowledge in an area of the discipline;	e) well-developed, detailed knowledge of and research experience in an area of the discipline;
f) critical thinking and analytical skills appropriate both to the discipline and its liberal arts context;	f) well-developed critical thinking and analytical skills appropriate both to the discipline and its liberal arts context;
g) the ability to apply learning from other branches of the liberal arts to the study of one's own discipline.	g) the ability to apply learning from other branches of the liberal arts to the study of one's own discipline.
2. Knowledge of Methodologies	
... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:	... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:
a) evaluate the appropriateness of different approaches to problem-solving, using well-established ideas and techniques;	a) evaluate approaches to problem-solving using well-established ideas and techniques;
b) devise and sustain arguments, or solve problems, using these methods.	b) devise and sustain arguments, or solve problems, using these methods;
	c) describe and comment upon particular aspects of current research and scholarship in the discipline.

continued

3. Application of Knowledge

a) an understanding of how worldview assumptions shape the interpretation, evaluation and application of knowledge.	a) an understanding of how worldview assumptions shape the interpretation, evaluation and application of knowledge, and an ability to evaluate such influences from within a thoughtful Christian worldview.
b) the ability to review, present, and interpret quantitative and qualitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study.	b) the ability to review, present and critically evaluate qualitative and quantitative information to: i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv) where appropriate, to use this knowledge in the creative process.
c) the ability to use a basic range of established techniques to: i) analyse information; ii) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; iii) propose solutions.	c) the ability to use a wider range of established techniques to: i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem or create a new work.
d) the ability to make use of scholarly reviews and primary sources.	d) the ability to make critical use of scholarly reviews and primary sources.

4. Communication Skills

... the ability to communicate accurately and reliably to a range of audiences, in forms both oral and written appropriate to the discipline.	... the ability to communicate factual information, opinion, argument and analysis, accurately and reliably to a range of audiences, in forms both oral and written appropriate to the discipline.
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5. Awareness of Limits of Knowledge

... an understanding of the limits to human knowledge generally, and to their own knowledge in particular, and how these limitations might influence enquiry, analysis and interpretation.	... an understanding of the limits to human knowledge and ability; an appreciation of the tension between the orderliness of the created world and the contingency of our knowledge of it; insight into how these limitations might influence enquiry, analysis and interpretation.
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6. Maturity and Professional Deportment

a) behaviour consistent with academic integrity, social responsibility and Christian maturity, committed to using their gifts in service to their neighbour for the glory of God;	a) behaviour consistent with academic integrity, social responsibility and Christian maturity, committed to using their gifts in service to their neighbour for the glory of God;
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b) the ability to identify and address their own learning needs in changing circumstances, and to devise and pursue an appropriate program of continuing learning;	b) the ability to identify and address their own learning needs in changing circumstances, and to devise and pursue an appropriate program of continuing learning whether in their first discipline or another;
c) qualities and transferable skills necessary for further study, employment, community involvement and service, and other activities requiring: – the exercise of personal responsibility and decision-making, and – the ability to work effectively and graciously with others.	c) qualities and transferable skills necessary for further study, employment, community involvement and service, and other activities requiring: – the exercise of initiative, personal responsibility and accountability, – the ability to work effectively and graciously with others, and – the ability to make decisions well in complex situations.

Diversity of Students

We celebrate our rich diversity. Our faculty and student body represent many different 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 directly from high school, while others are returning to formal education after an absence of some years. Some are seeking direction for their lives, while others clearly see where they are heading and know what educational experience will best prepare them to fulfill their goals. Some live on residence, while the majority live off-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 may learn and grow in their understanding of themselves and one another. Since our goal is to educate and equip a new generation of Christian leaders, it is vitally important 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 training after university, all are challenged to think critically and to cultivate the inner life – to understand what it means to love God with heart, soul, mind and strength and to love one's neighbour. Study is a foundation for life, for vocation and for further education and lifelong learning.

The undergraduate experience helps students clarify their own 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 classroom, a wide range of activities enhance the Tyndale educational experience. Through a variety of partnerships with churches, Christian agencies and other organizations, we seek to build bridges between education and the rest of life. Intentional on-campus and off-campus learning experiences help to create a unified educational experience, so that learning becomes life-changing and not a mere academic exercise. With this in mind, the undergraduate educational experience gives opportunities for students to participate in field education and community service as they proceed through their academic studies.

Accreditations and Associations

Accreditations

Tyndale University is a provincially recognized degree-granting institution within the province of Ontario. Tyndale has the power to grant the degrees under authority granted by the Legislative Assembly of Ontario.

Association of Theological Schools (ATS)

www.ats.edu/member-schools

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

Ontario College of Teachers (OCT)

www.oct.ca/becoming-a-teacher/requirements/teacher-education-program-providers

Tyndale's teacher education program is accredited by the Ontario College of Teachers (OCT). Tyndale Bachelor of Education graduates are eligible to apply for an Ontario Teaching Certificate through the Ontario College of Teachers.

Professional Associations and Memberships

Tyndale is a member of the following professional associations and councils:

Canadian Association for Christians in Student Development – www.thecacsd.org

Canadian Christian Business Federation (CCBF) – www.ccbf.org

Christian Higher Education Canada (CHEC) – www.checanada.ca/chec/members

Council for Christian Colleges & Universities (CCCU) – www.cccu.org/members_and_affiliates

Council for Higher Education Accreditation (CHEA) – www.chea.org

North American Coalition for Christian Admissions Professionals (NACCAP) – www.naccap.org

Academic Partnerships and Affiliations

Canada Institute of Linguistics (CanIL)

CanIL and Tyndale are partners for the purpose of providing Linguistics courses and programs to students in Eastern Canada to prepare students for language-related work, particularly language development and Bible translation.

Dordt University

Dordt University accepts Tyndale graduates from the Psychology and Human Services programs into their Master of Social Work Program with advanced standing.

Internationale Hochschule Liebenzell

Tyndale has partnered with Internationale Hochschule Liebenzell in Germany to offer a collaborative exchange program.

Our Lady Seat of Wisdom College

Tyndale University offers pathways for Our Lady Seat of Wisdom College students to transfer and complete BAs in Business, English, History, Philosophy, Psychology, and BBA.

Palm Beach Atlantic University

Palm Beach Atlantic University accepts Tyndale Philosophy major graduates into their Master of Arts in Philosophy of Religion Program with advanced standing.

Redeemer University

Tyndale University and Redeemer University have partnered to create a pathway for Tyndale students to study the first two years at Tyndale and to transfer to Redeemer to complete a Bachelor of Science in Biology or Health Sciences Pre-Medicine & Chemistry Minor or Health Sciences Professional & Psychology Minor.

Seneca Polytechnic

Tyndale has conjoint programs with Seneca Polytechnic in Early Childhood Education and Social Service Work.

Toolkit Media and Education

Toolkit Media and Education provides media and film training by creating customized online competency-based courses at Tyndale University. Toolkit's expertise and resources are used to offer BA in Media Arts.

United States Veterans Administration

Tyndale University is recognized by the United States Veterans Administration as an eligible training centre under the veteran's benefit.

Centres and Continuing Education Resources

TYNDALE OPEN LEARNING CENTRE

tyndale.ca/open-learning

The Tyndale Open Learning Centre (TOLC) offers professional development and lifelong learning opportunities for Christian leaders in congregational contexts, Christian organizations, the marketplace and the public sector. The Centre directs its attention to the community at large, bringing together strategically placed leaders who are committed to advancing the mission of God in their particular spheres of influence. The Centre also conducts research that articulates a biblical perspective on leadership issues and disseminate leadership resources to the Christian community and broader public. TOLC houses the following centres: Centre for Redemptive Entrepreneurship, Hudson Taylor Centre, Tyndale Intercultural Ministries (TIM) Centre, Tyndale Centre for Leadership, Tyndale Spiritual Formation Centre.

Centre for Redemptive Entrepreneurship

tyndale.ca/cre

Director: Philip Yan | 416.226.6620 ext. 2282 | pyan@tyndale.ca

The Centre for Redemptive Entrepreneurship (CRE) is a creative engine for Canadian redemptive entrepreneurship - to equip, support, and mentor emerging innovators motivated by their faith to shape culture through entrepreneurship.

Hudson Taylor Centre for Chinese Ministries

tyndale.ca/htc

Director: Rev. Warren Lai | 416.226.6620 ext. 2154 | wlai@tyndale.ca

Administrator: Annie Yu | 416.226.6620 ext. 2143 | annieyu@tyndale.ca

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

- facilitate the interchange of insights and concerns between the academy and the church,
- conduct and promote scholarly research in Chinese ministries,
- apply and implement research results into frontline ministry,
- provide forums for dialogue and consultation related to Chinese ministries,
- offer professional development, training, seminars and workshops.

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

Tyndale Intercultural Ministries (TIM) Centre

tyndale.ca/tim

Director: Dorothy Pang | 416.226.6620 ext. 2701 | dpang@tyndale.ca, TIM@tyndale.ca

The mission of the TIM Centre is to act as a catalyst to mobilize the intercultural Christian faith community towards a more intentional and effective engagement in local and global missions. The TIM Centre offers seminars, workshops, inter-mission consultation, training partnerships and networking opportunities for churches, mission agencies and individuals interested in intercultural ministry.

Tyndale Leadership Centre

tyndale.ca/leadership

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

The Centre designs strategies and services that integrate the mission and vision of Tyndale University, developing Christian leaders who serve in the private, public and not-for-profit sectors. The Centre's services include providing leadership development programs, consulting expertise in leading change, research and coaching.

Tyndale Spiritual Formation Centre

tyndale.ca/tsfc

Director: Joseph Wong | 416.226.6620 ext. 2180 | josephwong@tyndale.ca

The Tyndale Spiritual Formation Centre (TSFC) offers practical learning to help people in their spiritual journey through forums, discussions, retreats, spiritual direction, professional development and certificate programs.

WESLEYAN STUDIES CENTRE

The Wesleyan Studies Centre seeks to foster knowledge and appreciation of Wesleyan history and theology by: establishing specialized research collection; fostering a research community; disseminating resources to the Wesleyan and the broader academic community; promoting Centre events; networking with other research centres in Canada and around the world.

LILLY GRANT FUNDED RESEARCH CENTRES

The following two centres are funded through Lilly Endowment's Pathways for Tomorrow Initiative, a three-phase initiative designed to help theological schools across the United States and Canada as they prioritize and respond to the most pressing challenges they face as they prepare pastoral leaders for Christian congregations both now and into the future.

Tyndale Centre for Pastoral Imagination

tyndale.ca/tcpi

The Tyndale Centre for Pastoral Imagination (TCPI) is a collaborative initiative that works with churches to discern, equip, and support pastors. TCPI provides practical and relevant resources and relationships that help pastors navigate the changing contexts and challenges of pastoral ministry. Their vision is to foster a vibrant and diverse community of new and emerging pastors who are faithful to God's mission and who serve with renewed imaginations as they effectively lead the churches of today and tomorrow.

Tyndale Centre for Grief and Loss

tyndale.ca/grief-loss

The Tyndale Centre for Grief and Loss (TCGL) is committed to accompany those who mourn as well as to be a resource for the church, professionals and the general public. TCGL serves the community through support groups and events and by providing network and training opportunities and resources.



Admissions

General Information

Anyone interested in becoming a student at the Undergraduate Studies of Tyndale University must submit a complete application to the Admissions Office. Applications are available online. The Admissions Committee will consider applications upon receipt of the complete application, which includes:

1. An application form.
2. A complete collection of official transcripts from all previously attended educational institutions. An official transcript is one that bears the seal of the institution and/or the signature of the issuing institution, or has been produced on the institution's secured paper. Official transcript(s) must be received from all institutions at which the applicant previously attended or is currently attending. The applicant is responsible for making arrangements whereby each institution mails or emails the official transcript directly to the Tyndale Admissions Office. Tyndale may require a graduation certificate from the institution if the transcript itself does not confirm graduation. All applicants must submit all transcripts (academic records) in English, or the transcript should be accompanied by a notarized English translation. All submitted transcripts become the property of Tyndale University and cannot be returned to the applicant. Copies also cannot be provided.
3. Program-specific supplements.

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

Application Fee

For applicants from Canada or the United States, there is no fee to apply. Applicants from outside Canada and the United States must submit a fee of \$150 in order for the admissions application to be processed. The fee to apply to Tyndale University is non-refundable, will not be applied to tuition costs, and should be submitted in Canadian currency. The fee

may be paid online at pay.tyndale.ca or by mailing a cheque, bank draft or money order to Tyndale University. Should the applicant desire to pay the fee by wire transfer or by using a MasterCard or Visa credit card, please contact the Department of Student Financial Services by calling 416.226.6620, ext. 6735, or 1.877.TYNDAL, ext. 6735, or by email at sfs@tyndale.ca. Please do not send cash.

English Language Requirements

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

Minimum scores for Bachelor of Arts, Bachelor of Business Administration, Bachelor of Religious Education and Certificate

Duolingo English Test	120
IELTS Academic	6.5
TOEFL Internet-based Test (iBT)	90
TOEFL Paper-based Test (PBT)	570
TOEFL Test of Written English (TWE)*	5.0

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

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

Minimum scores for Bachelor of Education

IELTS Academic	7.0
(With a minimum score of 7 in Writing and Speaking, and a minimum score of 6.5 in Listening and Reading)	
TOEFL Internet-based Test (iBT)	96
(With a minimum score of 26 in Writing)	

Minimum scores for Master of Arts

Duolingo English Test	120
IELTS Academic	6.5
TOEFL Internet-based Test (iBT)	90
TOEFL Paper-based Test (PBT)	570
TOEFL Test of Written English (TWE)*	5.0

For Admitted Students

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

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

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

Entering students may be required to complete an RWA that will be used to assist in course selection.

Admission Types

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

Official Admission

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

Conditional Admission

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

Admission on Probation

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

Please note that meeting or exceeding minimum requirements does not guarantee admission. Admission is preferentially based on the qualification of the student. 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 undergraduate-level studies.

Admission Appeals

An applicant who has been denied admission to the Undergraduate Studies at Tyndale University may appeal to the Chief Enrollment Officer in writing. The Chief Enrollment Officer's decision is final. Upon receiving an unfavourable decision, the applicant may appeal to the Academic Dean on matters of process only.

Contact Information

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

Website:	tyndale.ca/contact
Mailing Address:	3377 Bayview Avenue, Toronto, Ontario, M2M 3S4
Canada Phone Number:	416.226.6620, ext. 6757, or 1.877.TYNDALE, ext. 6757
Fax Number:	416.218.6730
Email Address:	admissions@tyndale.ca

Admission Information and Procedures

General Admission Requirements

Applicants from Ontario

The general requirement for admission is the completion of an Ontario Secondary School Diploma with an overall average of at least 65% 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. For students who have achieved the OSSD under the old curriculum, the minimum requirement for admission is OAC (Ontario Academic Credit or Grade 13) English, plus five other OACs (or Grade 13 courses) with an average of 65% or better in those six courses.

Applicants from Other Provinces/Territories

- **Alberta, Nunavut, Northwest Territories:** Students are required to graduate from high school or equivalent with a university preparatory program. This must include English 30 plus four additional academic 30 level subjects with a minimum overall average of 65%.
- **British Columbia and the Yukon Territory:** Students are required to graduate from high school or equivalent with a university preparatory program. This must include English 12 plus three additional Grade 12 academic subjects at a minimum overall average of 65%. Tyndale no longer requires optional provincial exams as an admission requirement. When a student elects to write an optional Grade 12 provincial exam, the higher of the school mark or the blended grade will be used to calculate their admission average. Students must write provincial exams in any subject where it is mandatory in order to meet B.C. graduation program requirements.

- **Manitoba:** Students must be high school or equivalent graduates with an overall average of 65% in five academic S (Specialized), G (General), or U (Dual Credit – University) courses, with one of these courses being English 40S.
- **New Brunswick:** High School Graduation Certificate. 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. A minimum overall average of 65% in 10 credits at the 3000 level, including English 3201.
- **Nova Scotia:** Nova Scotia Graduation Certificate. An overall average of at least 65% in five academic or advanced Grade 12 courses (including English 12 ACAD).
- **Prince Edward Island:** High School Graduation Certificate. An overall average of at least 65% in five academic Grade 12 courses at the 611 or 621 level (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). Extra courses will be assessed for transfer credit. Applicants with the DEC may be awarded up to one full year of transfer credit (30 credits).
- **Saskatchewan:** Students are required to graduate from high school or equivalent with a university preparatory program. This must include English A30 plus four additional academic 30 level subjects with a minimum overall average of 65%.

Home-Based Learning 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 individually in order to gauge readiness for university-level studies.
- Applicants should submit SAT, ACT or CLT scores to be considered for admission. In order to be considered, students must score a minimum combined SAT score of 950 (out of 1600) or 1420 (out of 2400), a minimum ACT score of 20, or a minimum CLT score of 58 (out of 120). Applicants must also provide an educational background chart (including a list of courses taken and textbooks required for each course) to serve as a transcript.

Applicants from the United States

- Applicants graduating from Grade 12 of an accredited high school in the United States are eligible to apply for admission to the Undergraduate Studies of Tyndale University.
- Applicants will be considered for admission on the basis of their SAT, ACT or CLT scores. In order to be considered, students must score a minimum combined SAT score of 950 (out of 1600) or 1420 (out of 2400), a minimum ACT score of 20, or minimum CLT score of 58 (out of 120).
- Students from the United States may apply to Tyndale University through the online application (tyndale.ca/apply) or by completing the paper application.
- Students from the United States are required to meet the criteria outlined in the Applicants from Other Countries section.

Applicants from Other Countries (United States and outside North America)

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

- **Tuition and Fees:** As required by Immigration, Refugees and Citizenship Canada (IRCC), the applicant must give satisfactory evidence of sufficient financial resources to meet the current standards of IRCC when applying for the study permit.
- **Medical Insurance:** Health insurance is mandatory for all US and international students and their families. All students are required to enroll in Tyndale's emergency and extended healthcare benefits unless they have provincial insurance such as OHIP. Spouses and children can be enrolled in the plan as well. Current pricing may be obtained from the Admissions Office. Please remember these costs when you are calculating your living expenses for your studies in Canada, as these are not optional. In order to have insurance coverage once you arrive in Canada, you must inform the Office of the Registrar at least one week prior to departure.
- **Study Permit:** All international applicants are required to provide proof to the Admissions Office that they have received a Study Permit from Immigration, Refugees and Citizenship Canada (IRCC) prior to course registration. Please refer to the IRCC website for detailed information: www.canada.ca/en/immigration-refugees-citizenship.html. Students are responsible to fulfil all IRCC requirements.
- **Application Fee:** International applicants are required to submit a non-refundable application fee of \$150.
- 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 the Admissions Office by the institutions. It is the applicant's responsibility to provide official copies of all supporting documentation.
- Students should apply for admission to Tyndale before April 1 for the fall semester and before August 1 for the winter semester, to ensure timely consideration. The application fee for a non-North American applicant is \$150.

Transfer Applicants

Applicants who have attempted courses at any post-secondary institution will be classified as a transfer student. In order to base an admission decision on studies undertaken at the post-secondary level, an applicant must have attempted at least 12 credit hours (equivalent to one full semester) at an accredited school. If the applicant has not attempted at least 12 credit hours, the Admissions Committee will base the decision on the applicant's high school record. In all cases, all transcripts must be provided to the Admissions Committee, including the high school transcript, regardless of the basis of admission. The general admission requirement for a transfer student is a minimum Grade Point Average (GPA) of 2.0 on a 4.0 scale.

Transfer students who have a cumulative GPA of less than 2.0 may be admitted on probation if they meet the general admission requirements in their high school record.

Applicants who have studied in post-secondary institutions outside of North America are required to have their international academic records evaluated by World Education Services (WES – wes.org). Applicants are to order the Course-by-Course International Credential Advantage Package (ICAP) when making arrangements with WES to evaluate their records.

Transfer Credit Policy

Tyndale University 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's general admission requirements in order to be eligible for transfer credits.
2. Official transcripts are to be sent from each institution attended after high school, even those where no credits were earned.
3. Applicants from Quebec who have successfully completed more than 12 academic semester courses (one year) at a CEGEP may be eligible for up to 30 transfer credits.
4. Courses from unaccredited institutions will not normally receive transfer credits.
5. Courses must be assessed to ensure they fulfil the requirements in the student's chosen Tyndale program, either as required courses or electives.
6. The grade for each course under consideration must be "C" or better.
7. Submission of syllabi or course descriptions for courses under consideration may be required.
8. Up to half of the credits required for a Tyndale Undergraduate Studies program (degree or certificate) may be transferred from another institution.
9. Up to half of the credits required for a Tyndale Undergraduate Studies major may be transferred from another institution.

Occasional Student Applicants

Individuals who wish to take courses at Tyndale University 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 later decide whether to enrol into a program of study. Apply online at tyndale.ca/admissions/undergraduate/visiting-students.

Acceptance as an occasional student does not guarantee acceptance to a degree or certificate program at the Undergraduate Studies of Tyndale University. If at a later date an occasional student wishes to enrol into a degree or certificate program, the student must be accepted under the regular Tyndale admissions procedures. If admitted into a program, the courses the student has completed may be used to fulfil the requirements of that program, provided they

fit into the program outline. 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 (with the exception of those taking online courses in their home country)

Letter of Permission Applicants (LOP)/Visiting Student Application

Applicants wishing to take courses at Tyndale University for credit at other institutions are classified as visiting students enrolling under a Letter of Permission. These students are transferring credits to other institutions and are not working towards a degree or certificate at Tyndale University.

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

1. A completed Tyndale Undergraduate Studies Visiting Student application form (tyndale.ca/admissions/undergraduate/visiting-students).
2. 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 (Grade Point Average).

Students should be aware that they are not eligible to receive a degree or certificate from Tyndale University. Students studying on a Letter of Permission are restricted to taking only the courses listed on their Letter of Permission and must meet the prerequisite requirements. Students are required to complete a Transcript Request form (available from the Office of the Registrar) upon completion of the course(s) they took on Letter of Permission.

Audit Students

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

To audit a course at Tyndale, complete the Visiting Student Application form available from the Admissions Office. To register for courses, the audit student must submit a completed registration form to the Office of the Registrar. Permission from the Registrar and the course professor may be required.

Admission on Probation

Students Possessing an Ontario Secondary School Diploma (OSSD)

Applicants who do not meet the general admission requirements but who possess the OSSD, with at least ten Grade 11 and/or 12U, M, C or O courses, at least five of which are Grade 12, with a minimum average of 75%, may be considered for admission on probation to the degree program of their selection. Applicants who do not meet the general admissions requirements but who possess the OSSD with at least ten Grade 11 and/or 12U, M, C or O courses with a minimum of 65% may be admitted into the Transitions Certificate program. At least five of these courses must be at the Grade 12 level.

Mature Students

An applicant who does not meet the regular academic admission requirements may be eligible for consideration as a mature student. To qualify as a mature student, the applicants must:

1. Be at least 21 years of age by the beginning of the semester for which admission is sought.
2. Have been away from full-time attendance at an educational institution for a minimum of two years.
3. Be a citizen, permanent resident or landed immigrant of Canada.
4. Demonstrate the likelihood of success in university-level studies.
5. Submit a piece of government-issued ID.
6. Ensure that the application essay addresses plans for success in university-level studies and what is to be gained from this academic experience, as well as make reference to academic and career goals.
7. Write an entrance exam.
8. Have completed less than 12 credit hours at any post-secondary institution.

Admissions Probation Restrictions

Applicants accepted on probation may be subject to course load restrictions. All applicants accepted on probation must achieve a GPA of 2.0 to continue their study at Tyndale.

Readmission for Previously Admitted Students

Students who were admitted to a program at Tyndale University and wish to resume studies should first determine when the last semester of enrolment occurred.

If the last semester of enrolment occurred less than three (3) years ago, the student may register online at mytyndale.ca.

Students who have been absent from Tyndale for three (3) years or more must submit a new application packet to the Admissions Office. Alumni who graduated after three (3) years are also required to reapply through Admissions to reactivate their file. If further assistance is required, they may contact the Office of the Registrar directly:

Phone Number: 416.226.6620 ext. 6711
Email Address: registration@tyndale.ca

Special Policies for Specific Programs

Bachelor of Arts, Bachelor of Arts Honours, Bachelor of Business Administration or Bachelor of Business Administration Honours

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

- Recommended: 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.”
- Students who meet the 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 Bachelor of Arts Business program or the Bachelor of Business Administration program beyond the first year, students must complete BUSI 1023 Mathematics for Business with a minimum grade of “C.”

Psychology

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

Bachelor of Arts – Master of Divinity Dual Degree Program

- Must meet a 75% or B average GPA to be granted admission into the program.
- The BA portion of the program requires students to choose a minor. Any minor may be chosen with the exception of Christian Ministry.

Bachelor of Arts Psychology: Degree Completion Program

- 25 years of age or older and present a piece of government-issued ID to validate age.*
- Must have completed at least one year of accredited transferable university or college credit with a cumulative Grade Point Average (GPA) of 2.0 or above.
- Requires initial transfer of between 30-42 credit hours. Students with fewer transferable hours can take additional introductory courses at Tyndale.*

*students who do not meet the age or transfer credit requirements may be considered for admission via petition.

Bachelor of Religious Education: Degree Completion Program

- 25 years of age or older and present a piece of government-issued ID to validate age.
- Must have completed at least one year of accredited transferable university or college credit with a cumulative Grade Point Average (GPA) of 2.0 or above.

- Must have served two or more years in a local church or para-church ministry in some lay or professional ministry.
- Requires initial transfer of between 30-42 credit hours.

Bachelor of Religious Education: Modular Program

- 25 years of age or older and present a piece of government-issued ID to validate age.
- Must be considered for admission under general admission requirements or qualify for admission as a mature student.
- Must have served two or more years in a local church or para-church ministry in some lay or professional ministry.

The Director of the Bachelor of Religious Education (BRE) Modular program will review the files of all applicants and assist in the final admission decision.

Bachelor of Education (Post-Baccalaureate Program)

Offers of Admission to suitable applicants to the Bachelor of Education program will be determined by the BEd Admissions Committee following an admission interview.

Eligibility for an admission interview will be based on the following:

1. Applicants are required to have an officially recognized three-year (90 credit hours, 15 full credits) baccalaureate degree from an officially recognized degree-granting institution with university status.
 - a. Preference will be given to applicants who have completed, or who are completing, a four-year baccalaureate degree (120 credit hours, 20 full credits), or who have completed both a three-year baccalaureate degree plus the equivalent of 30 credit hours at another officially recognized post-secondary institution (i.e., an Ontario College of Applied Arts and Technology).
2. Applicants are required to have a Grade Point Average (GPA) in the "B" range (minimum 70% or 2.7 on a 4.0 scale) or better, calculated on the applicant's best 60 credit hours (10 full credits) of undergraduate university courses. College diploma and/or certificate courses, whether transferred into the university degree program or not, will not be included in the Grade Point Average (GPA) calculation.
 - a. Academic Equivalence: Applicants who do not meet the above Grade Point Average (GPA) requirement may be selected for an admission interview if the Admissions Committee grants academic equivalence. Academic equivalence can be demonstrated by:
 - i. Substantial relevant experience in an educationally-related field (e.g., experience and/or employment as an Educational Assistant or Early Childhood Educator, private school/Montessori teacher); or,
 - ii. Demonstrated proficiency in an identified area of need in the publicly-funded school systems in Ontario (e.g., French language proficiency).
3. Proficiency in English is required (please refer to English Proficiency Requirements for the Bachelor of Education under Admissions – General Information).
4. Meeting the academic requirements does not guarantee admission to the program.

Additional Information:

1. Applicants to the Junior/Intermediate program must be completing or have completed a minimum of 12-18 credit hours (2-3 full credits) in one of the following disciplines (teachable areas): English, French, Geography, History, Mathematics, Music – Instrumental, Science – General.
2. For applicants completing an undergraduate degree during the application process, only courses completed by the application deadline will be assessed. A conditional acceptance, pending receipt of a final, official transcript, may be offered.
3. Primary/Junior applicants who wish to register in the French as a Second Language program must first demonstrate proficiency on the French Language Proficiency Assessment.
4. Junior/Intermediate applicants who wish French as a Second Language to be their teachable must have successfully completed a minimum of 12-18 credit hours (2-3 full credits) in French at the university level and demonstrate proficiency on the French Language Proficiency Assessment.
5. In order to qualify for the Music – Instrumental teachable, applicants will require at least 12-18 undergraduate credit hours in music representing learning in a breadth of theoretical as well as performance-based courses.
6. In order to qualify for the Science – General teachable, applicants will require at least 12-18 undergraduate credit hours in science representing a breadth of learning in Biology, Chemistry, Physics, and Earth and Space science.
7. Applicants must complete the BEd application form and provide all requested documentation, including, but not limited to, all official post-secondary transcripts, written statements and resumé (curriculum vitae).
8. Admission to the BEd is on a full-time basis only.
9. Transfer credit will not normally be granted for BEd applicants.
10. International Students accepted to the BEd program must show confirmation of study permit by June 1st prior to their cohort beginning. If the student's visa does not arrive by June 1st, the student may defer to the following year (one time only). In those cases, the student must show confirmation of study permit by January 1st prior to that next cohort's start to secure their spot.
11. Applicants accepted into the program may request a one-time deferral to the following intake; however, approval is not guaranteed and will be considered on a case-by-case basis.

Master of Arts: Media Arts Program

- Must have completed a bachelor's degree or equivalent with a minimum Grade Point Average (GPA) of 2.3 or 67% or "C+".
- Must provide the following:
 - a) A Curriculum Vitae (CV).
 - b) Introduction letter (250-500 words) demonstrating media interest and proposed project.
 - c) A portfolio of previous work.



Student Development

Community Life and Standards

Tyndale's student body embraces an appreciation of individual diversity and a commitment to fostering a rich community life. Students range in age from recent high school graduates to mature students who continue their education for a number of reasons.

Over 500 undergraduate students from across Canada and around the world come to study at Tyndale University each year. These students represent a wide variety of demographic, ethnic and denominational backgrounds.

Approximately one-quarter of Tyndale's undergraduates live in campus residence halls. These opportunities foster an understanding of our rich diversity and deepen relationships, many of which become life-long friendships. Both commuters and residents alike find that interaction within such a varied community enlarges their perspective and cultivates transformation that transcends their student life.

Rights and Responsibilities

Student membership at Tyndale University is based upon primary rights and responsibilities intended to honour all and maintain the integrity of the community for learning. The policies, regulations, and community standards convey the community's ethos and the expectations that all students, at the point of matriculation, should understand. The rights and responsibilities exercised within the community must be compatible with these qualities and standards.

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

the activity materially affect the safety, integrity and/or educational interests of the Tyndale University community.

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

Spiritual Disciplines and Worship

Tyndale is committed to fostering spiritual growth among its student community. One of the ways we seek to facilitate this goal is through our chapel program, which is designed to promote the holistic development of all community members through corporate worship, to build community and to raise awareness of the issues of living as a Christian in our world. Chapels are offered at 11:15 am on both Tuesdays and Thursdays and we hope that everyone on campus will attend. Many offices and student services are closed for Tuesday chapels to allow staff, faculty, and students alike the opportunity to attend.

Along with the Tuesday and Thursday gatherings, regular student-led chapels are held on other days through the academic year. Check the Student Handbook for more information.

Anti-Discrimination and Harassment Policy

It is official policy that members of the Tyndale community be able to enjoy an environment free from all forms of discrimination and harassment. No employee or student may be discriminated against in any manner that violates the Ontario Human Rights Code. The full policies and procedures to register a complaint are outlined in the Student Handbook. The Student Handbook is available online through the mytyndale.ca student portal.

Student Services

New Student Orientation

Each academic semester begins with a time of orientation for new students organized by the Department of Student Development and student leaders. Orientation activities are provided for new students to acquaint themselves with the people, policies and procedures of Tyndale. The organized activities include opportunities to meet Tyndale personnel and faculty, to interact with student leaders, to gather key information concerning the upcoming year, to experience life in Toronto, and to worship and play together. Orientation for all students continues in various ways at the start of the fall and winter semesters with a desire to see each student become integrated into the Tyndale community and to experience a memorable year.

“Cultivate” – New Student Orientation in September

“Cultivate” is for all new incoming students. During these days, there will be plenty of opportunities to participate in a range of activities. Here’s just a sample:

- Learn more about Tyndale and your academic program
- Meet new friends
- Participate in a wide variety of social activities on campus and in and around Toronto
- Worship together

Every new student taking four credit hours or more during the fall semester is expected to attend “Cultivate” activities and events.

Tyndale House System

Led by a House Team of 10 House Leaders, Tyndale Houses encourage involvement, foster community, and give students an opportunity to build relationships with others they wouldn't otherwise connect with. Through the various House events and competitions, all undergraduate students work together to earn House points.

A new undergraduate student is sorted into one of the five Houses, which remains the student's House through their years at Tyndale and as an alum. Each House is named after a past Tyndale president who had a significant impact on Tyndale during their time in office. The Tyndale House Crest comprises of the symbol of the lamp and the word “serve” taken from Tyndale's crest along with a unique symbol and a group of associated words.

Student Activities

Consistent with our emphasis on balance in the Christian life, Tyndale encourages students to participate in various areas of activity that help to provide social, spiritual, intellectual and physical growth. Campus recreation, events sponsored by the Student Council and a number of student organizations, and House activities all contribute to building an active community. One of the ways in which we equip students is to provide leadership experiences and opportunities within the Tyndale community. Our Student Leadership Team presently consists of Residence Hall leadership, the Undergraduate Studies Student Council, and student organization leadership.

Health Policies

One of the hallmarks of a Tyndale University experience is holistic student development. Tyndale partners with the *Student Benefit Alliance* who provides healthcare benefits for thousands of university students nationwide. The extended healthcare benefits gives all Tyndale students insurance coverage in areas such as:

- Prescription Drugs
- Dental Care
- Chiropractor
- Physiotherapy
- Mental Health Counselling

If students already have extended healthcare benefits through other avenues such as spouse or parents, those will be given an opportunity to opt-out of the plan and receive a refund.

The cost of this benefit for Canadian undergraduate, BEd, and graduate students is available from Student Financial Services (SFS). International students, due to the nature of their status in Canada, have a different plan and details can be found through SFS.

Alumni Association

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

Counselling Services

The Tyndale Wellness Centre offers professional counselling for individuals, couples and families, as well as a variety of seminars designed to help students grow and develop in their personal life and their relationships with others. This team of dedicated and experienced therapists exists to facilitate growth and healing in the lives of students, focusing on prevention and intervention from a Christian perspective.

The Wellness Centre offers therapy sessions and instruments to Tyndale University students on a fee schedule. For more information on fees and services, visit the Wellness Centre website: tyndale.ca/wellness.

Food Services

The Dining Hall, located on Level 200, F Wing of the campus, is open most days through the year (with the exception of the Christmas break). For hours of operation, please refer to the Student Handbook. All Tyndale residents are on a meal plan, which operates on a declining-balance per purchase through tapping their Tyndale ID card.

Library Services

The J. William Horsey Library supports the curricula of Tyndale University. It holds over 150,000 monographs, periodical volumes and audio/visual resources and has particular strengths in church history and Biblical Studies in both English and Chinese. Special collections include the Percival J. Baldwin Puritan Collection, the NAIITS Indigenous Collection, and Education Curriculum Resources.

The library subscribes to thousands of digital periodicals providing access to hundreds of thousands of journal articles. Over 500,000 e-books are also available. Online Library Research Guides lead students to focused resources by subject. Remote access is available to students for most electronic resources. Reference services, online tutorials and information literacy sessions are offered to orient users to resources available at Tyndale and elsewhere.

The library's holdings are available in WorldCat, which is freely accessible through the Internet. Tyndale students are able to renew materials online where permitted. They may also access over 50 research databases remotely. Some library materials are in closed stacks and are available upon request. Visit the library's website at tyndale.ca/library for more information.

Residence

The Tyndale residence is a caring community that fosters growth, accountability, and lifelong relationships.

Tyndale recognizes residence living as a valuable part of students' education. Living in residence provides opportunities to learn more about oneself, build relationships, nurture leadership abilities and develop spiritually. For this reason, all single undergraduate students who are under 20, and not living with their parents, are highly encouraged to live on campus during their first and second years.

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

Commuter/Guest Rooms

To accommodate the needs of our commuter students, guest rooms have been set aside in the Boehmer Centre wing in our facility. Rooms are available for use by commuters or non-Tyndale student guests. These rooms may be booked through Reception by sending an email to reception@tyndale.ca or calling 416.226.6620 ext. 0. A limited number of rooms are available and specific rooms will not be guaranteed. For further information speak to Reception.

Summer Residence

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

Parking

There is no charge or fee for vehicle parking at Tyndale. Please park your vehicle in designated spots on the Tyndale campus. Unless authorized to do so, please refrain from parking in accessibility designated spots and the spots in LOT B designated for Admissions guests.

The Centre for Academic Excellence

The Centre for Academic Excellence is committed to the success, support, and academic flourishing of Tyndale's students. Students at all levels of ability can profit from the Centre's free services by booking one-on-one sessions, attending workshops and group study sessions, and accessing resources both online and at the Centre.

The Centre has been established to help students achieve their full potential as learners. It consists of Writing and Tutoring Services, Accessibility Services, Academic Advising, and Career Services. These areas have been designed to work together, guiding students toward academic success through an integrative, supportive network of skilled advisors.

Writing and Tutoring Services

tyndale.ca/writing-tutoring

Staffed by a team of skilled and approachable student consultants, Writing and Tutoring Services offers two kinds of support: **Academic Tutoring** (for Tyndale undergraduate students [excluding BEd] in multiple areas of study) and **Writing Consultation** (for all students of Tyndale University).

Students interested in becoming a consultant may contact the Learning Specialist for further details. To learn more about these services or to book an appointment, drop by and speak to the staff, send an email, or visit online — tyndale.ca/writing-tutoring.

Academic Tutoring

Consultants are available to help undergraduate students in free one-on-one sessions in multiple areas of study. Tutors can assist students with any of the following:

- Mastering course material
- Sharpening note-taking and research skills
- Refining study and test-taking skills

According to student need, consultants will also host group study sessions for selected courses.

Writing Consultation

The Centre offers a comprehensive program of writing support to students regardless of skill level or area of study. Consultants can assist at any stage of the writing process, including the following:

- Starting an assignment
- Organizing and outlining ideas
- Learning to edit
- Refreshing grammar skills
- Documenting sources
- Refining style

Students may also bring essays that have been graded to identify patterns of concern and improve their skills.

For further details, visit the Writing and Tutoring Services website or contact academictutoring@tyndale.ca, writing@tyndale.ca, or by phone at 416.226.6620 ext. 2179.

Accessibility Services

tyndale.ca/accessibility-services

Accessibility Services supports students who have permanent or temporary disabilities. Services such as academic accommodations, learning strategies, and assistive technology training are provided to support students in meeting their academic demands while managing their disability's functional limitations. Accessibility Services provides accommodations for students to remove barriers in their course and program requirements; modifications to course requirements and learning objectives are not provided.

Accessibility Services strives to create a safe and comfortable environment for students by providing services that respect their dignity, encourage independence and promote full participation throughout their academic journey at Tyndale.

Students experiencing difficulties in their learning and academic performance due to the functional limitations of their disability are encouraged to book a confidential appointment with the Accessibility Specialist.

- **New registrants** must self-identify and register with Accessibility Services before the beginning of the semester or as early as possible to access appropriate services.
- **Current registrants** must renew their accommodation plans every semester to have active accommodations in place.

The Student Accessibility Advisory Committee (SAAC) exists to support student accessibility on campus. It convenes at least once per semester. This committee has the responsibility of examining current internal accessibility and accommodations policy, as well as recommending adjustments or new activities and strategies. The committee also monitors the implementation of policy and decisions, as well as individual accommodations, in order to achieve compliance. Students who wish to appeal accommodation decisions or request changes to current policy can appeal to this committee. The decision of the Student Accessibility Advisory Committee is final.

For more information, please contact Accessibility Services at accessibilityservice@tyndale.ca, or by phone at 416.226.6620 ext. 2189.

Academic Advising and Career Services

tyndale.ca/academic-advising

tyndale.ca/career-services

Academic Advising is available to students at any stage of their academic program. Students can approach Advising Services with questions related to their program of choice, advice on scheduling their courses in proper sequence, guidance on how to balance their workload, or suggestions on how to implement an academic plan. Special attention is given to first-year students who enter under admissions probation or current students who are placed on academic probation. Students can also speak to Advising Services to understand their learning style and how it can best serve their academic experience.

Advising Services has a close relationship with faculty and may intervene and provide assistance to students on a faculty member's recommendation. At any point in the semester, Advising Services may contact students for progress meetings. The purpose of these meetings is to understand how a student is progressing during the semester, identify challenges that might be affecting their performance, and refer students to support services at Tyndale. It is understood that progress meetings are mandatory for students who are contacted.

Mid-term progress reports are administered at the halfway point in the fall and winter semesters. Faculty will release midterm grades to Advising Services and in conjunction with the Office of the Registrar, students will be informed of their progress, if appropriate.

Career Services is available to all students. Students can request support and assistance on finding their strengths and aptitudes towards a particular vocation or request personality inventories to begin the process of finding a suitable vocation. Resume and cover letter assistance, guidance, counsel, and referrals are all included in this service. The Academic Advising and Career Specialist will provide opportunities for the student community to network with various representatives of Tyndale and the broader community in particular areas of the workforce. Workshops will also be available to the student community.

For more information, please contact Academic Advising and Career Services at advising@tyndale.ca, careerservices@tyndale.ca, or by phone at 416-226-6620 ext. 2160.



Fees and Expenses

Tyndale University is an independent, not-for-profit, transdenominational institution that reviews its fee structure each year. Its independent status means that it does not receive denominational support and government funding. The cost of education is therefore subsidized by other income, including substantial donations from the Christian community. The following tuition fees and expenses are effective May 1, 2025 through April 30, 2026:

Tuition Deposit

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

Residence Deposit

The \$1000 Residence Deposit is non-refundable once the residence agreement is signed. It will be applied towards the final Residence payment in Winter 2026.

Fee Schedule

Application Fees and Deposits

Application Fee for non-North American applicants	\$150
Application Fee for North American BEd applicants	\$75
Application Fee for non-North American BEd applicants	\$150
Tuition Deposit (<i>non-refundable</i>)	\$300
Tuition Deposit for BEd (<i>non-refundable</i>)	\$500
Tuition Deposit for International Students*	\$10,000
Tuition Deposit for American Students*	\$3,000

*\$1,000 is non-refundable. However, should the study permit be denied, the full tuition deposit will be refunded.

Tuition & Fees

Undergraduate Programs

Tuition (<i>per 3 credit hour course</i>)	\$1,593
Student Activity Fee	\$18
Resource Fee	\$99

continued

Administration Fee (<i>non-refundable</i>)	\$60
Total Tuition & Fees (<i>per 3 credit hour course</i>)	\$1,770
Audit (<i>per 3 credit hour course</i>)	\$400
Undergraduate Programs (Academy Courses)	
Tuition (<i>per 3 credit hour course</i>)	\$1,155
Student Activity Fee	\$18
Resource Fee	\$99
Administration Fee (<i>non-refundable if dropping/withdrawing a course</i>)	\$498
Total Tuition & Fees (<i>per 3 credit hour course</i>)	\$1,770
Bachelor of Education (16-month program)	
Primary/Junior and Junior/Intermediate Programs	\$35,460
Primary/Junior with a Focus on Teaching French as a Second Language Program	\$37,230
Alternative Placement Fee	\$300
Course/Program Fees	
Additional Fees for Development Trips	\$2,000 - \$4,000
BA Music Program Incidental Fee (<i>per semester</i>)	\$50-\$225
Recital/Worship Leadership Project Fee	\$250
Course Material Fee (<i>per credit hour as required</i>)	\$10 - \$50
First Year Fee (<i>required for all new students taking 2 or more courses</i>)	\$350
Extended Healthcare benefits (required for all students taking 2 or more courses)	
Undergraduate (<i>September 1, 2025 to August 31, 2026 coverage</i>)	\$605
Bachelor of Education (<i>August 1, 2025 to July 31, 2026 coverage</i>)	\$605
International Student Fees	
International Visa Student Fees (<i>per credit hour</i>)	\$81
American Student Fees (<i>per credit hour</i>)	\$23
Emergency Medical Plan (<i>September 1, 2025 to August 31, 2026 coverage</i>)*	\$750
<i>*in addition to Extended Healthcare benefits</i>	
General Fee Schedule	
NSF cheque fee	\$25
Finance Administration Fee	\$100
Late Drop Fee (<i>per course</i>)	\$100
Late Registration (<i>full-time and part-time returning students</i>)	\$50
Letter of Permission (<i>per course</i>)	\$25
Official Statement/Letter	\$10
Official Transcript	\$10
Official Transcript – additional requests (<i>ordered at same time</i>)	\$8
Official Transcript – rush service	\$20
Replacement of ID Card	\$10
Replacement of Diploma	\$60
Replacement of T2202 per tax year	\$10
Transfer Credit Evaluation (<i>per course</i>)	\$25
Graduation Late Application Fee	\$35

Residence Fees (per semester)

Residence Fees are calculated based on your choice of Room Type and Mandatory Meal Plan.

Residence Fees by Room Type	no sink	with sink	with Shared Half Bath	with Half Bath
Double Room	\$2,128	\$2,178	\$2,208	\$2,243
Single Room	\$3,683	\$3,733	\$3,763	\$3,793
Apartment on Level C600 – Quadruple Occupancy				\$2,558
Apartment on Level E500 – Quadruple Occupancy				\$2,503
Apartment on Level E600 – Triple Occupancy				\$2,518

Mandatory Tax-Free Meal Plan

Base	\$1,800
White	\$2,050
Purple	\$2,190

Residence fees already include residence administration fees.

Meal credits expire at the end of each semester and cannot be converted to cash.

For further details please visit our website (tyndale.ca/financial-aid-services/tuition-fees/residence).

BEd Student (August – April)

Residence Fees by Room Type (9 months commitment)

Single Room no Sink	\$8,257
Single Room with Shared Half Bath	\$8,438
Single Room with Half Bath	\$8,506

Mandatory Tax-Free Meal Plan

Base	\$3,600
White	\$4,100
Purple	\$4,380

BEd 25-26 Residence Payment Plan

1. If minimum payment is not made by July 31, a \$100 financial administration fee will be added to your account.
2. The interest charge of 12% per annum will be applied to all students, including those who have applied for government assistance but have not received it by January 31.

	Jul 31, 2025	Sep 30, 2025	Jan 31, 2026	Remaining balance after Jan 31, 2026
All BEd students in residence	Minimum payment of \$4,000	Half of remaining balance for residence	Remaining balance for residence	12% p.a. interest will be charged

Payment Plans and Methods

Payment Plans

Fall 2025

	Aug 15, 2025	Sep 30, 2025	Oct 31, 2025	Remaining balance after Oct 31, 2025 ⁽³⁾
All students	Minimum payment ⁽¹⁾ of \$1,500 (1-2 courses) \$2,000 (3 or more courses)	Half of remaining balance	Remaining balance	12% p.a. interest will be charged
Students in residence	Tuition: Minimum payment ⁽¹⁾ of \$1,500 (1-2 courses) \$2,000 (3 or more courses) Residence: Minimum payment ⁽¹⁾ of \$2,000 (single room) \$1,500 (other room types)	Half of remaining balance for both tuition and residence	Remaining balance for both tuition and residence	12% p.a. interest will be charged
Students with government assistance	No minimum payment ⁽²⁾ if supporting documents submitted by Aug 15	Half of remaining balance (after government assistance)	Remaining balance	12% p.a. interest will be charged
Students in residence with government assistance	Tuition: No minimum payment ⁽²⁾ if supporting documents submitted by Aug 15 Residence: Minimum payment ⁽¹⁾ of \$2,000 (single room) \$1,500 (other room types)	Half of remaining balance for both tuition and residence (after government assistance)	Remaining balance for both tuition and residence	12% p.a. interest will be charged

1. If minimum payment is not made by August 15, a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.
2. If you are a student applying for government assistance, your supporting documents must be submitted to your government assistance account by August 15, otherwise a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.
3. The interest charge of 12% per annum will be applied to all students, including those who have applied for government assistance but have not received it by October 31.
4. If registering after August 15, minimum payment must be made (or supporting documents for government assistance must be submitted) within 48 hours of registration, otherwise a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.

Winter 2026

	Dec 5, 2025	Jan 31, 2026	Feb 27, 2026	Remaining balance after Feb 27, 2026 ⁽³⁾
All students	Minimum payment ⁽¹⁾ of \$1,500 (1-2 courses) \$2,000 (3 or more courses)	Half of remaining balance	Remaining balance	12% p.a. interest will be charged
Students in residence	Tuition: Minimum payment ⁽¹⁾ of \$1,500 (1-2 courses) \$2,000 (3 or more courses) Residence: Minimum payment ⁽¹⁾ of \$2,000 (single room) \$1,500 (other room types)	Half of remaining balance for both tuition and residence	Remaining balance for both tuition and residence	12% p.a. interest will be charged
Students with government assistance	No minimum payment ⁽²⁾ if supporting documents submitted in Fall 2025 or by Dec 5	Half of remaining balance (after government assistance)	Remaining balance	12% p.a. interest will be charged
Students in residence with government assistance	Tuition: No minimum payment ⁽²⁾ if supporting documents submitted in Fall 2025 or by Dec 5 Residence: Minimum payment ⁽¹⁾ of \$2,000 (single room) \$1,500 (other room types)	Half of remaining balance for both tuition and residence (after government assistance)	Remaining balance for both tuition and residence	12% p.a. interest will be charged

1. If minimum payment is not made by December 5, a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.
2. If you are a student applying for government assistance, your required supporting documents must be submitted to your government assistance account by December 5, otherwise a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.
3. The interest charge of 12% per annum will be applied to all students, including those who have applied for government assistance but have not received it by February 27.
4. If registering after December 5, minimum payment must be made (or supporting documents for government assistance must be submitted) within 48 hours of registration, otherwise a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.

All outstanding accounts must be cleared by the end of each 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. Unpaid school fees may be forwarded to a collection agency if alternative efforts to collect outstanding amounts are not successful. In this event, \$500 or 25% of the outstanding balance (whichever is higher) will be added to your account. Returning student with prior financial hold will be subject to certain conditions for future registration.

Payment Methods

- 1. Online Payment through a Canadian financial institution** (*preferred payment method to keep Tyndale's processing fee low*): Please add "Tyndale University" 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. ex. 000123456. Please note that online payments can take up to 48 hours to reach our bank, please allow for sufficient processing time.
- 2. Visa or MasterCard:** Please submit your payment at <https://pay.tyndale.ca>. A 2% charge will be added to all credit card transactions to cover transaction costs.
- 3. PayMyTuition (preferred payment method for International Students):** Tyndale University has partnered with PayMyTuition for international tuition payments. With PayMyTuition, you can pay your tuition payments from any bank, in any country in any currency at better than bank exchange rates. PayMyTuition is fast, simple, and cost-effective. Please submit your payment at <https://payment.paymytuition.com/paynow/tyndale>
- 4. Cheques:** Please send a cheque by mail or drop off a cheque at the campus Reception. (please make the cheque payable to "Tyndale").

International Student Payment Plan for 2025–2026

Total costs for Undergraduate Studies (including 10 courses, fees, application fee, health insurance, and orientation) are approximately \$22,000.

Fall 2025 & Winter 2026 Registration

Tuition Payment Plans	Tuition Deposit ⁽¹⁾	Prior to or at time of registration (Registration Deadline: Aug 15, 2025)
Undergraduate	\$10,000	Remaining tuition balance

- \$1,000 of the tuition deposit is non-refundable. However, should your study permit be denied, the full tuition deposit will be refunded.
- 12% per annum interest charged if the balance is not cleared by October 31, 2025.

Residence Payment Plans	Submit with Residence application	Upon acceptance to Residence	By Dec 12, 2025
Students living in Residence	\$1,000 non-refundable residence deposit ⁽¹⁾	Fall residence fees	Winter residence fees

- Residence deposit will be applied to the Winter residence fees.

Winter 2026 Registration (*students starting in Winter 2026*)

Tuition Payment Plans	Tuition Deposit ⁽¹⁾	By Dec 5, 2025 ⁽²⁾
Undergraduate	\$10,000	Remaining tuition balance

1. \$1,000 of the tuition deposit is non-refundable. However, should your study permit be denied, the full tuition deposit will be refunded.

Residence Payment Plans	Submit with Residence application	Upon acceptance to Residence
Students living in Residence	\$1,000 non-refundable residence deposit	Winter residence fees

Note: Programs and courses that are offered in conjunction with other post-secondary institutions (such as the Bachelor of Arts Human Services degree being offered with Seneca Polytechnic) are subject to that institution's international student tuition fee.

Refund Schedule

There are deadlines for adding and dropping courses. The academic and financial dates are **different**. See the Academic Policies and Procedures section for the academic deadlines.

Fall 2025 Refund Schedule – Undergraduate Studies (12-Week Courses)

1. Refer to the chart below to determine eligible refund amounts during the specified weeks.
2. Switching sections is considered adding and dropping and must be done by September 17, 2025.
3. Switching from credit to audit is considered dropping and adding and must be done by September 17, 2025.
4. Use a Registration (Add/Drop) form to withdraw from a course or switch classes. This form is available at tyndale.ca/registrar or in the Office of the Registrar.
5. The date the Registration (Add/Drop) form is received in the Office of the Registrar will determine the refund amount.

Drop Date	Refund*
Up to Sep 17, 2025	100%
Sep 18 to Sep 24, 2025	80%
Sep 25 to Oct 1, 2025	70%
Oct 2 to Oct 8, 2025	60%
Oct 9 to Oct 15, 2025	50%
After Oct 15, 2025	0%

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

*Administration fee (\$60 per course) is not refundable after September 17, 2025.

*For Acadeum courses, administration fee (\$498 per course) is not refundable as of the first day of the course.

Winter 2026 Refund Schedule – Undergraduate Studies (12-Week Courses)

1. Refer to the chart below to determine eligible refund amounts during the specified weeks.
2. Switching sections is considered adding and dropping and must be done by January 23, 2026.
3. Switching from credit to audit is considered dropping and adding and must be done by January 23, 2026.
4. Use a Registration (Add/Drop) form to withdraw from a course or switch classes. This form is available at tyndale.ca/registrar or in the Office of the Registrar.
5. The date the Registration (Add/Drop) form is received in the Office of the Registrar will determine the refund amount.

Drop Date	Refund*
Up to Jan 23, 2026	100%
Jan 24 to Jan 30, 2026	80%
Jan 31 to Feb 6, 2026	70%
Feb 7 to Feb 13, 2026	60%
Feb 14 to Feb 20, 2026	50%
After Feb 20, 2026	0%

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

*Administration fee (\$60 per course) is not refundable after January 23, 2026.

*For Acadeum courses, administration fee (\$498 per course) is not refundable as of the first day of the course.

Spring/Summer 2026 Refund Schedule (12-Week Courses)

Drop Date	Refund*
Before class starts	100%
Week 1-2	100%
Week 3	80%
Week 4	70%
Week 5	60%
Week 6	50%
After Week 6	0%

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

*Administration fee (\$60 per course) is not refundable after Week 2.

*For Acadeum courses, administration fee (\$498 per course) is not refundable as of the first day of the course.

Refund Schedule for Intensive Courses

Certain programs, such as the Degree Completion Program, are in an intensive format that can vary from 5 to 7 classes/weeks in length. Use a Registration (Add/Drop) form to withdraw from a course. The date the Registration (Add/Drop) form is received by the Office of the Registrar determines the refund amount. The Registration (Add/Drop) form is available at tyndale.ca/registrar or in the Office of the Registrar.

The refund will be calculated based on the percentage of course duration completed by the drop date. For example, a student withdrawing from a 5-week course starting on October 1, will receive an 80% refund if the drop date falls between October 7-9 (Day 7-9).

Please contact Student Financial Services for other course durations not covered below.

5-DAY COURSE	
Drop Date	Refund*
Day 1	100%
Day 2	80%
Day 3	60%
After Day 3	0%

5-WEEK COURSE	
Drop Date	Refund*
Day 1-6	100%
Day 7-9	80%
Day 10-12	70%
Day 13-15	60%
After Day 15	0%

6-WEEK COURSE	
Drop Date	Refund*
Day 1-8	100%
Day 9-11	80%
Day 12-15	70%
Day 16-18	60%
After Day 18	0%

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

*Administration fee (\$60 per course) is not refundable.

*For Acadeum courses, administration fee (\$498 per course) is not refundable as of the first day of the course.

Bachelor of Education 2025–2026 Refund Schedule

The refund will be calculated for each course based on the percentage of course duration completed on the date of withdrawal approved by the Office of the Registrar.

Deadlines	Refund*
Less than 20% of course duration	100%*
Less than 30% of course duration	80%**
Less than 40% of course duration	70%**
Less than 50% of course duration	60%**
50% of course duration	50%**
More than 50% of course duration	0%**

*Drop Fee of \$100 per course will be charged.

**Refund % applies to Tuition, Resource Fee, Student Activity Fee and Graduation Fee. Administration fee is not refundable.

Refund Policy: Students can request a refund for the credit balance on their student account by filling out and submitting a Refund Request Form. These forms are available on tyndale.ca/financial-aid-services/services/refunds. Refund requests may take up to 2 weeks to process from the date the request and all supporting documents are submitted.



Financial Aid

Tyndale University understands that financing university education is a major concern of students. Therefore, Tyndale has a number of funds to assist students in meeting their educational costs. For example, there are a variety of scholarships, bursaries, grants, sponsorship programs, and loans available to Tyndale students. Students are encouraged to apply for financial aid early.

In addition, the Financial Aid Office regularly receives numerous award notices from external organizations that are distributed to students throughout the academic year. Information on these awards is made available to students. In most cases, all necessary information is available online. Students are welcome to come for a one-on-one meeting with the Specialist for Student Financial Resources before the next year of attendance to discuss their personal financial situation in more detail. The specialist can be contacted at 416.226.6620 ext. 2177 or at financialaid@tyndale.ca.

Many of the financial aid programs have requirements that students study full-time (12 credit hours per semester). Eligible students can apply for scholarships, bursaries and other awards online at tyndale.ca/financial-aid-services/aid/undergraduate.

Undergraduate Studies Financial Aid

Entrance Scholarships

Each fall, Tyndale offers new undergraduate students various scholarships and awards worth up to \$5,000.

President's Scholarship (Entrance)

The President's Scholarship of Distinction of \$5,000 is an entrance scholarship awarded to every new full-time student who is accepted into a Bachelor of Arts (BA), Bachelor of Business Administration (BBA), Bachelor of Religious Education (BRE) or Transitions program at Tyndale with a minimum average of 90% (3.9 GPA or 1200 SAT or 27 ACT) from their top six grade 12 U or M courses (including ENG4U).

The President's Scholarship of Excellence of \$2,000 is an entrance scholarship awarded to every new full-time student who is accepted into a Bachelor of Arts (BA), Bachelor of Business Administration (BBA), Bachelor of Religious Education (BRE) or Transitions program at Tyndale with an average between 80% and 89.9% (3.7 – 3.89 GPA or 1130 – 1190 SAT or 25-26 ACT) from their top six grade 12 U or M courses (including ENG4U).

The President's Scholarship of Merit of \$1,000 is an entrance scholarship awarded to every new full-time student who is accepted into a Bachelor of Arts (BA), Bachelor of Business Administration (BBA), Bachelor of Religious Education (BRE) or Transitions program at Tyndale with an average between 75% and 79.9% (3.0 – 3.69 GPA or 1060 – 1120 SAT or 23 – 24 ACT) from their top six grade 12 U or M courses (including ENG4U).

Note: Transfer or mature student's GPA will be taken from their most recent academic transcript.

Christian Camp Service Award (\$500)

Awarded up to a maximum of five full-time students with financial need being an essential criterion. Student must be working full-time at a partnering Christian camp for the summer leading up to their academic year at Tyndale. A supporting document confirming employment is required.

For complete information on how to apply for Entrance Scholarships, please visit tyndale.ca/financial-aid-services/aid/undergraduate/scholarships-awards/entrance.

Returning and Graduating Student Scholarships and Awards

These monetary scholarships and awards are given on the basis of academic achievement. Some scholarships and awards may consider other factors such as student life or community involvement, qualities of leadership or other criteria. For scholarships and awards requiring an application, the relevant application forms will be available online during the winter semester. For complete information and full list of scholarships and awards, please visit tyndale.ca/financial-aid-services/aid/undergraduate/scholarships-awards/returning-graduating.

Note:

1. Scholarships and awards for returning students are awarded to the current students who are returning to Tyndale in the next academic year and not currently in their final year of the program.

2. Scholarships and awards for graduating students are awarded to students in the final year of their program.

President's Scholarship (Returning Students)

The President's Scholarship of Distinction of \$4,000 is a scholarship awarded to every returning student who is enrolled full-time in a Bachelor of Arts (BA), Bachelor of Business Administration (BBA) or Bachelor of Religious Education (BRE) at Tyndale with a minimum CGPA of 3.90.

The President's Scholarship of Excellence of \$2,500 is a scholarship awarded to every returning student who is enrolled full-time in a Bachelor of Arts (BA), Bachelor of Business Administration (BBA) or Bachelor of Religious Education (BRE) at Tyndale with a CGPA between 3.70 – 3.89.

The President's Scholarship of Merit of \$1000 is a scholarship awarded to every returning student who is enrolled full-time in a Bachelor of Arts (BA), Bachelor of Business Administration (BBA) or Bachelor of Religious Education (BRE) at Tyndale with a CGPA between 3.30 – 3.69.

Note:

1. Qualified returning students must have completed at least 12 credit hours at Tyndale University.
2. A student's qualifying CGPA is determined upon completion of the most recent winter semester.

Bursaries and Grants

A bursary is a non-repayable sum of money awarded to a student on the basis of financial need. A grant is a non-repayable sum of money awarded to a student based on a set of criteria. Tyndale University has a number of bursaries and grants available to full-time students. The application for Tyndale Bursaries & Grants may be submitted online to be considered for all general bursaries and grants Tyndale offers.

For a list of bursaries and grants, instructions on how to apply, and full eligibility requirements, please visit tyndale.ca/financial-aid-services/aid/undergraduate/bursaries-grants/general.

Tuition Aid Bursaries (based on application and student's status)

Tuition Aid Bursaries are bursaries available to full-time and part-time undergraduate students based on the student's status.

Senior Bursary – Tyndale University students who are 65 years of age or over are eligible to receive a bursary equal to 10% of the tuition fee.

Tyndale Bursary for Partnering Organizations – Full-time staff members of the Association of Christian Schools International (ACSI), Christian Schools International (CSI), Inter-Varsity Christian Fellowship (IVCF), the Navigators, Power to Change (P2C), UrbanPromise, or Youth for Christ/Youth Unlimited (YFC) who are studying at Tyndale are eligible for a bursary equal to 25% of the tuition fee. A supporting document confirming valid membership is required.

Graduation Audit Discount – Graduates of degree and certificate programs are eligible to audit courses for the reduced fee of \$200.

The applications for Tuition Aid Bursaries are unique and separate from the application for Tyndale Bursaries & Grants. For complete information and a full list of Tuition Aid Bursaries, please visit tyndale.ca/financial-aid-services/aid/undergraduate/bursaries-grants/tuition-aid.

Note: Tuition Aid Bursaries are not applicable to students in the BEd program.

Program-Specific Bursaries

Financial Aid through CanIL

Through a partnership with Canada Institute of Linguistics (CanIL), students at Tyndale who are enrolled in qualifying linguistics courses may be eligible for financial aid provided by CanIL. CanIL offers an average of \$500 for each qualifying linguistics course. For more details about this opportunity, please visit www.canil.ca/admissions/financial-aid.

For eligibility requirements, please speak with the Financial Aid Office.

Sponsorship Programs

Leadership Scholarship (Church Match Program)

This 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 (up to \$1,000 per academic year). For a full-time student, taking 10 courses per year, this could equal up to \$2,000 in aid.

Forgivable Loan Program

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

Interest Subsidy Program

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

Tyndale will pay the interest on loans up to \$2,000 to qualified full-time students for a maximum of three years of study. The subsidy will be calculated based on the prime interest rate in Canada plus 1%. Some conditions apply.

For complete information on all sponsorship programs, please visit tyndale.ca/financial-aid-services/aid/undergraduate/sponsorship-programs.

Government Aid

Canadian Students

Students enrolled in degree programs at Tyndale may be eligible, if qualified, for government assistance under the Canada Student Loans Program (CSL) and/or provincial student loan programs. Please visit your respective provincial student aid program's website for more information.

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

- National Student Loans Service Centre (NSLSC) – csnpe-nslsc.canada.ca/en/home
- Government of Canada – Student Financial Assistance – canada.ca/en/services/benefits/education/student-aid.html
- Alberta Student Aid – studentaid.alberta.ca
- British Columbia Student Aid – studentaidbc.ca
- Manitoba Student Aid – edu.gov.mb.ca/msa
- New Brunswick Student Financial Services – studentaid.gnb.ca
- Newfoundland and Labrador Student Financial Services – gov.nl.ca/education/studentaid/
- Northwest Territories Student Financial Assistance – ece.gov.nt.ca/en/services/student-financial-assistance
- Nova Scotia Student Assistance – novascotia.ca/studentassistance
- Nunavut Student Funding – gov.nu.ca/en/education-and-schools/student-funding
- Ontario Student Assistance Program (OSAP) – ontario.ca/page/osap-ontario-student-assistance-program
- Prince Edward Island Student Financial Services – studentloan.pe.ca
- Quebec* Student Financial Aid – quebec.ca/education/aide-financiere-aux-etudes
- Saskatchewan Student Loans – saskatchewan.ca/studentloans
- Yukon Student Financial Assistance – yukon.ca/en/education-and-schools-student-financial-support

**Note: Not all programs are eligible for Quebec Student Financial Aid. Please check program eligibility with Student Financial Services.*

U.S. Students

American students are eligible to apply for U.S. Direct Loans, as Tyndale is a recognized institution with the United States Department of Education. Visit studentaid.gov for an application and conditions.

The United States Department of Education excludes distance education, including directed reading and research (DRR) courses, directed study (DS) courses, theses, live stream courses, online courses, and hybrid courses, from the Direct Loan Program. American students who are receiving Direct Loans are prohibited from taking directed reading and research (DRR) courses, directed study (DS) courses, theses, live stream courses, online courses, and hybrid courses, as either core or elective options. Many undergraduate programs do not require online courses. Please check with the Financial Aid Office for eligible programs.

For details about applying for U.S. Federal Student Aid, please visit tyndale.ca/financial-aid-services/aid/us.

International Students (non-U.S.)

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

Students are encouraged to minimize the amounts that they borrow. Repayment usually begins six months after graduation.

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

For complete details on financial aid related matters please visit tyndale.ca/financial-aid-services/aid/undergraduate.

External Financial Aid

In addition to financial aid offered by Tyndale, there are various external financial aid sources that offer scholarships and awards across Canada. For a list of external financial aid opportunities, please visit tyndale.ca/financial-aid-services/aid/undergraduate/external.

Bachelor of Education Financial Aid

The Bachelor of Education Founders' Award

The Bachelor of Education Founders' Award is offered to one applicant to the Tyndale Bachelor of Education program. All applicants to the program who qualify for an interview will automatically be considered for this award.

A suitable candidate should exhibit the "heart of a teacher" demonstrated through their experience working with children, their skills, attitudes and understanding of the teaching profession, openness to learning, and articulation of their understanding of faith-based teacher education. Applicants with experience in international education, and/or special education will be given higher consideration.

Graduate Award (\$3,000)

Awarded up to a maximum of 5 successful Bachelor of Education (BEd) applicants who are Tyndale graduates. This award will be given to the recipients with the five highest entering cumulative GPA's.

Leadership Scholarship (Church Match Program)

Tyndale will match, dollar-for-dollar, church sponsorships towards a student's education to a maximum of \$1,000. This could equal up to \$2,000 in aid for BEd students. This program partners with congregations to develop able leaders and help students afford the costs of tuition. Connect your church to this innovative and helpful program.

The Clarion Bursary (\$2,500/recipient)

The Clarion Bursary is awarded to five new students enrolled in the Bachelor of Education program. Applicants must be in good academic standing. They should have an understanding (or be able to articulate) that professional teaching is a vehicle through which Christ is served and also demonstrate an interest in teaching in culturally diverse contexts. Financial need must be demonstrated.

The Alfred and Marjorie Hill Education Bursary (\$4,000)

The Alfred and Marjorie Hill Education is awarded to a student enrolled in the Bachelor of Education program in the Primary/Junior program. Student must be in good academic standing and demonstrates financial need. The student should have a passion for teaching and missions.

The Betty Ballantyne Brown Bursary (\$4,000)

The Betty Ballantyne Brown Bursary is awarded to five students enrolled in the Bachelor of Education program who are in good academic standing and demonstrate financial need. The student should be a parent who is balancing education and parenting responsibilities.

Forgivable Loan Program

The Forgivable Loan Program permits qualified students to raise funds to pay for part or all of their tuition and living expenses. All funds raised for the program will be placed in a general pool and then distributed to those students involved in the program with financial needs. Some conditions apply.

Only extended family members and friends can make donations to the pool. Charitable tax receipts for the full amount of the donation will be issued to the donor(s) for income tax purposes.

Interest Subsidy Program

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

Tyndale will provide a subsidy for the interest on loans up to \$5,000 to qualified full-time students enrolled in the BEd program. The subsidy will be calculated based on the prime interest rate in Canada plus 1%. Some conditions apply.

For complete information on all available financial aid programs, please visit tyndale.ca/financial-aid-services/aid/undergraduate/bed.

Government Aid

Canadian Students

Students enrolled in degree programs at Tyndale may be eligible, if qualified, for government assistance under the Canada Student Loans Program (CSL) and/or provincial student loan programs. Please visit your respective provincial student aid program's website for more information.

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

- National Student Loans Service Centre (NSLSC) - csnpe-nslsc.canada.ca/en/home
- Government of Canada – Student Financial Assistance - canada.ca/en/services/benefits/education/student-aid.html
- Alberta Student Aid – studentaid.alberta.ca
- British Columbia Student Aid – studentaidbc.ca
- Manitoba Student Aid – edu.gov.mb.ca/msa
- New Brunswick Student Financial Services – studentaid.gnb.ca
- Newfoundland and Labrador Student Financial Services – gov.nl.ca/education/studentaid/
- Northwest Territories Student Financial Assistance – ece.gov.nt.ca/en/services/student-financial-assistance
- Nova Scotia Student Assistance – novascotia.ca/studentassistance
- Nunavut Student Funding - gov.nu.ca/en/education-and-schools/student-funding

- Ontario Student Assistance Program (OSAP) – ontario.ca/page/osap-ontario-student-assistance-program
- Prince Edward Island Student Financial Services – studentloan.pe.ca
- Quebec* Student Financial Aid – quebec.ca/education/aide-financiere-aux-etudes
- Saskatchewan Student Loans – saskatchewan.ca/studentloans
- Yukon Student Financial Assistance – yukon.ca/en/education-and-schools-student-financial-support

**Note: Not all programs are eligible for Quebec Student Financial Aid. Please check program eligibility with Student Financial Services.*

External Financial Aid

In addition to financial aid offered by Tyndale, there are various external financial aid sources across Canada that offers scholarships and awards. For a list of external financial aid opportunities, please visit tyndale.ca/financial-aid-services/aid/undergraduate/bed.



Undergraduate Studies Programs

Overview of Academic Programs

Undergraduate Studies at Tyndale University is divided into 13 departments:

Biblical Studies and Theology
Business
Christian Ministries
Education
English
Health and Human Services
History and Global Studies

International Development
Linguistics
Media Arts
Music
Philosophy
Psychology

In addition, a variety of other **General Studies** courses function under the direct supervision of the Academic Dean.

Tyndale offers the following undergraduate degrees:

Bachelor of Arts (BA) degree with majors in:

Biblical Studies and Theology
Business
English
History and Global Studies
Health and Human Services (Minor in Psychology)
Human Services — Early Childhood Education
Human Services — Social Service Work
International Development
Linguistics
Media Arts
Music
Philosophy
Psychology

Bachelor of Arts Honours (BA Honours) *degree with majors in:*

Biblical Studies and Theology
English
History and Global Studies
International Development
Media Arts
Philosophy
Psychology

Minors in:

Biblical Studies and Theology
Business Administration
Christian Apologetics
Christian Ministries
English
Ethics and Law
History and Global Studies
International Development
Linguistics
Media Arts
Music and Worship Arts
Philosophy
Psychology
Sociology

Bachelor of Business Administration (BBA)

Bachelor of Business Administration Honours (BBA Honours)

Bachelor of Religious Education (three-year program)

Certificate in Christian Studies (one-year program)

Tyndale also offers the following degrees:

Bachelor of Education (16-month post-baccalaureate program)

Master of Arts (graduate-level program)

Bachelor of Arts Degree

The Bachelor of Arts (BA) degree at Tyndale University prepares students for further studies in graduate or professional programs and, more broadly, for a life of service in the world. 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 culture in 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 school or seminary are encouraged to acquire the BA degree with a major in Biblical Studies and Theology, English, History and Global Studies, Media Arts, Music, Philosophy or Psychology. Those planning on acquiring a Bachelor of Education degree should major in a teachable subject (e.g., English, History, or Music). Those planning to specialize in counselling should consider majoring in Psychology. Students may also major in Human Services; this is a four-year conjoint program which enables a student to earn a BA degree from Tyndale, plus a Diploma in either Early Childhood Education or Social Service Work from Seneca Polytechnic, all in four years of full-time study. Those students planning to pursue a pastoral/preaching ministry might well decide to do an honours degree in Biblical Studies and Theology with concentrated 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. The following regulations apply to double major degrees:

- All core and breadth requirements for the BA must be completed.
- All requirements for both majors must be completed.
- It is possible to fulfil the requirements for some double majors within the usual 120 credit hours required for a degree; other combinations will require additional credit hours.
- Students completing an honours degree are encouraged to take extra credit hours in their major up to 60 credit hours.
- Students may complete an honours major in one discipline and a non-honours major in a second discipline. Students may not complete a double honours degree.
- Students may not pursue a double major within the BA Media Arts degree.

Bachelor of Business Administration Degree

The Bachelor of Business Administration (BBA) degree at Tyndale University provides students with a comprehensive professional program geared towards the shifting needs and opportunities of the business world. The BBA and BBA Honours degrees encourage students to discover creative business solutions while integrating Christian faith and a broad understanding of culture in a comprehensive Christian worldview. A foundational premise

within this professional program is Tyndale's core curriculum, enabling students to acquire a logical and discriminating method of thinking, and an informed appreciation of the fine arts, literature, and the various ways in which our common culture is shaped and directed.

Bachelor of Arts (U.S. Student Stream) and Bachelor of Business Administration (U.S. Student Stream)

The United States Department of Education excludes distance education, including directed study (DS) courses, theses, live stream courses, online courses, and hybrid courses, from the Direct Loan Program. American students who are receiving the Direct Loan are prohibited from taking directed study (DS) courses, theses, live stream courses, online courses, and hybrid courses, as either core or elective options. Most undergraduate programs do not require distance education courses. Please check with Student Financial Resources for eligible programs.

Please refer to the BA (U.S. Student Stream) and BBA (U.S. Student Stream) program requirements available from the Office of the Registrar.

Bachelor of Arts and Bachelor of Business Administration Degree Requirements

Degree candidates must:

1. Complete a minimum of 120 credit hours.
2. Maintain a minimum cumulative Grade Point Average (GPA) of 2.0 (3.0 for BA Honours and BBA Honours).
3. Complete a minimum of 60 credit hours at Tyndale University.
4. Fulfil all liberal arts core curriculum requirements.
5. Fulfil the requirements of a major (half of which must be completed at Tyndale).
6. Complete 45 credit hours at the 3000- or 4000- level.
7. Based on the results of the Reading and Writing Assessment (RWA) given at the time of admission, additional course work such as INDS 110 Academic Achievement Strategies and ENGL 171 Literature and Composition may be required.

Bachelor of Arts and Bachelor of Business Administration Liberal Arts Core Curriculum

One of the fundamental beliefs of Tyndale University is that every undergraduate student should have a well-balanced general education, which is a preparation for living and for service, regardless of vocation or professional interests. The core curriculum is intended to help students develop a logical and discriminating method of thinking, and an informed appreciation of the fine arts, literature, and the various ways in which our common culture is shaped and directed. Accordingly, a selection of courses has been prescribed to be taken by all BA and BBA students. There are some minor variations in certain programs, as noted below.

English, History and Global Studies, and Philosophy

Foundational courses in History and Global Studies, Literature, and Philosophy may be taken during the first year of a student's academic career at Tyndale and will be of particular interest to those students who read widely, who are interested in understanding the surrounding culture from an informed historical perspective, and who relish the insights that an interdisciplinary study of culture can provide.

Students will take:

Two of:

ENGL 101	(3)	Introduction to Literature I <i>(included in English major)</i>
ENGL 102	(3)	Introduction to Literature II <i>(included in English major)</i>
ENGL 171	(3)	Literature and Composition

One of:

HIST 101	(3)	History of Western Civilization in Global Perspective I <i>(included in History and Global Studies major)</i>
HIST 102	(3)	History of Western Civilization in Global Perspective II <i>(included in History and Global Studies major)</i>

And

PHIL 171	(3)	Introduction to Philosophy <i>(included in Philosophy major)</i>
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Interdisciplinary Studies

Two interdisciplinary courses are also included in the general education core:

INDS 101	(3)	University Studies in Christian Perspective <i>(required for all students)</i>
INDS 475	(3)	Christianity and Culture

Biblical Studies and Theology

BSTH 101	(3)	Old Testament Scripture <i>(included in Biblical Studies and Theology major)</i>
BSTH 102	(3)	New Testament Scripture <i>(included in Biblical Studies and Theology major)</i>
BSTH 201	(3)	Hermeneutics <i>(included in Biblical Studies and Theology major)</i>
BSTH 270	(3)	Introduction to Christian Theology <i>(included in Biblical Studies and Theology major)</i>

Fine Arts

3 credit hours from courses such as the following:

ARTM ____
MEDA ____
MUSC ____

Language

Students must have demonstrated proficiency in a second modern language. Criteria for fulfilling this requirement are as follows:

1. Students are required to complete 6 credits in a language other than English.
 - Students entering Tyndale with Grade 12 in a second modern language (minimum 65%) may be exempted from both university language courses (6 credits);
 - Those entering Tyndale with Grade 9 in a second modern language (minimum 65%) may be exempted from one university language course (3 credits);
 - Students eligible for course exemption will still be expected to complete 120 course credits.
 - Those with no high school or equivalent preparation in a second modern language will receive no exemption.
2. Tyndale courses that may be used to meet this requirement include American Sign Language, LING 101 (3) Introduction to Linguistics I, LING 102 (3) Introduction to Linguistics II, French, Greek and Hebrew. Additional language courses designated with a LANE course code may also be used to fulfill this requirement.
3. This requirement may also be met by transferring in comparable courses.
4. Biblical Studies and Theology majors must satisfy this requirement by completing 6 credits in Greek or 6 credits in Hebrew.
5. Students not majoring in Biblical Studies and Theology who are able to demonstrate equivalent proficiency in a second modern language may apply to the Registrar to have the course requirements waived. The Registrar may require additional documentation and/or assessment of the ability. Students in this category will still be expected to complete 120 course credits.

Natural Sciences

3 credit hours from courses such as the following:

BIOL ____	(3)	Biology course
CHEM ____	(3)	Chemistry course
ENVS 151	(3)	Introduction to Environmental Science
GEOG 101	(3)	Introduction to Physical Geography: Earth Science
GEOG 102	(3)	Introduction to Physical Geography: Weather, Climate, and Ecosystems
MATH ____	(3)	Mathematics course (<i>note specific Business, Health and Human Services, Human Services and Psychology program requirements</i>)
PHYS ____	(3)	Physics course

Social Sciences

3 credit hours from courses such as the following:

BUSI ____	(3)	Business elective
ECON ____	(3)	Economics course (<i>note specific Business and International Development program requirements</i>)
HEAL ____	(3)	Health and Human Services elective
IDVP ____	(3)	International Development elective
PSYC ____	(3)	Psychology elective (<i>note specific Psychology, Health and Human Services, and Human Services major requirements</i>)
SOCI ____	(3)	Sociology elective (<i>note specific Health and Human Services and Human Services major requirements</i>)

Grade Point Average Requirements

- For admission to the Seneca Polytechnic element of the BA Human Services program, a minimum cumulative Grade Point Average (GPA) of 2.3 is required.
- For graduation from a Tyndale BA or BBA program, a minimum cumulative GPA of 2.0 is required.

Bachelor of Arts Honours and Bachelor of Business Administration Honours Degrees

The Bachelor of Arts Honours (BA Honours) and the Bachelor of Business Administration Honours (BBA Honours) degrees involve more concentrated study in the major and, normally, the completion of a thesis or project. These degrees normally require four years of full-time study.

Students may complete a BA Honours degree in the following majors:

Biblical Studies and Theology
English
History and Global Studies
International Development
Media Arts
Philosophy
Psychology

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.

Students may apply to an honours program as early as the winter semester of their second year and no later than February 28 of their third year. The application is available at flow.tyndale.ca.

The following conditions must be met in order for students to be considered for admission to honours programs:

1. An application to do an honours thesis must be submitted to the Office of the Academic Dean by February 28.
2. This application must be approved by a full-time faculty member, indicating that the student has met with the intended thesis supervisor and 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 cumulative Grade Point Average (GPA) of at least 3.0.
4. The student must have completed a minimum of 18 credit hours within the major with a GPA of at least 3.0.
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 honours application.

Bachelor of Arts Honours (U.S. Student Stream) and Bachelor of Business Administration Honours (U.S. Student Stream)

The United States Department of Education excludes distance education, including directed study (DS) courses, theses, live stream courses, online courses, and hybrid courses, from the Direct Loan Program. American students who are receiving the Direct Loan are prohibited from taking directed study (DS) courses, theses, live stream courses, online courses, and hybrid courses as either core or elective options. Most undergraduate programs do not require distance education courses. Please check with Student Financial Resources for eligible programs.

Please refer to the BA Honours (U.S. Student Stream) and BBA Honours (U.S. Student Stream) program requirements available from the Office of the Registrar.

Honours Thesis Program – Courses and Grading

Each honours thesis program consists of two parts, in two semesters of study:

- () 497(3): Honours Thesis in _____ I
- () 499(3): Honours Thesis in _____ II

Each part (semester) of the honours thesis will be assigned a grade.

Criteria for evaluation of each part will be outlined in the course syllabus.

Examination of the Honours Thesis

The following procedure will apply to students whose work on their honours thesis is carried out within the two terms of one academic year (fall and winter). An appropriate timeline for thesis work done at other times of the year must be negotiated among the student, the supervisor, registration, and the Office of the Academic Dean at the time such a project is approved.

1. The honours thesis will be examined by a committee of three: the thesis supervisor and two others. (The second and third readers are appointed by the Academic Dean on the recommendation of the supervisor or academic department Chair or both: recommendations are due at the Office of the Academic Dean by January 31; readers will be notified by February 15.)
2. An electronic copy of the final draft of the written thesis (normally 60-80 pages, or 15,000-20,000 words) must be submitted to the thesis supervisor two weeks before the examination date.
3. The defense will be scheduled by the Office of the Academic Dean (on the advice of the thesis supervisor) to take place in the month of March.
4. 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.
5. 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.
6. 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.

After the thesis is approved

A *pdf* copy of the final thesis must be submitted to the Academic Dean's Office with a signed Tyndale Library Release Form. On recommendation of the Dean's Office the Library will deposit the thesis into Tyndale's institutional digital repository.

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 cumulative Grade Point Average (GPA) of 3.0 or higher in the 120 credit hours presented for the degree is required.
3. A cumulative GPA of 3.0 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 BA degree.

Program Objectives

Graduates of the Tyndale Bachelor of Arts 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 Bachelor of Arts Honours degree program will, in addition to points 1 to 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 or major project, the ability to formulate a research question or thesis, use the scholarly methods and theories current in the discipline, and critically evaluate primary sources and/or research data in the discipline at an advanced undergraduate level.

Graduates of the Tyndale Bachelor of Business Administration and the Bachelor of Business Administration Honours degree programs will:

1. Develop an understanding of business that includes good stewardship of financial, human and environmental resources, reflecting our shared responsibilities as treaty people within Canada, as global citizens and as followers of Christ.
2. Equip students with the knowledge and skills they need to serve in for profit, not-for-profit and entrepreneurial business contexts locally, nationally and globally whether they enter the workforce, go on to further study or seek professional accreditation.
3. Promote excellence in financial, marketing and human resource management while also reflecting a biblical understanding of business ethics.
4. Encourage the thoughtful use of technology to serve with integrity in a variety of business contexts, demonstrating an awareness of how data can be misused.
5. Prepare students to combine business with social responsibility, demonstrating an awareness of the importance of ESG (Environmental, Social, Governance) compliance.

Bachelor of Religious Education Degree

The Bachelor of Religious Education (BRE) is a three-year professional degree designed to prepare students for ministry in the local church, para-church 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.

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 enrol in the Degree Completion Program and complete the degree in approximately two years.

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.

Please see the Bachelor of Religious Education section of this Academic Calendar for a detailed description of this program.

Bachelor of Science Degree

(offered in partnership with Redeemer University)

Tyndale University's 2+2 Bachelor of Science programs are academic pathways where students spend two years at Tyndale before transferring to Redeemer University to complete their bachelor's degree. Students will complete a series of first- and second-year science-related courses, along with a portion of Tyndale's Core courses. They will then enter Year Three of Redeemer's four-year BSc programs to complete their chosen degree. There are three options of BSc degrees to work towards in this pathway: 1) Biology 2) Health Sciences Professional with a Minor in Psychology 3) Health Sciences Pre-Medicine with a Minor in Chemistry.

Certificate in Christian Studies – Transitions

Transitions is a one-year certificate program that 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 undergraduate studies after some time away.

Program Objectives

Graduates of the 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 an undergraduate degree program at Tyndale University.
6. Have an exposure to a variety of Tyndale courses and disciplines.

Transitions is a one-year introductory program in Christian Studies that requires 30 credit hours of study (10 courses). The program is designed to allow students to make the transition from high school to university 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 semester 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 (GPA) 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 credit 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		Credit Hours
Core Requirements		15
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
CHRI 203	Spiritual Formation	3
ENGL 171	Literature and Composition	3
INDS 101	University Studies in Christian Perspective	3
Electives		15
Total Transitions Program Requirements		30

Certificate in Christian Studies – Pentecostal

The Certificate in Christian Studies - Pentecostal is a one-year certificate program that may be taken full-time or part-time. It is a good option for those who are unsure as to whether they wish to complete a four-year degree in Biblical Studies and Theology - Pentecostal. It provides students with introductory theological training and ministry preparation, and can be transferred to the four-year program if desired.

Please see the Department of Biblical Studies and Theology section of this Academic Calendar for a detailed description of this program.

Bachelor of Education Degree

Please see the Bachelor of Education section of this Academic Calendar for a detailed description of this program. The Bachelor of Education is a post-baccalaureate degree program.

Master of Arts Degree

Please see the Master of Arts: Media Arts section of this Academic Calendar for a detailed description of this program. The Master of Arts is a graduate-level degree program.

Off-Campus Programs

Students interested in off-campus programs may contact the Office of the Registrar for additional information.

Council for Christian Colleges and Universities International Studies Program

In association with the Council for Christian Colleges and Universities (CCCCU), Tyndale University undergraduate students are able to study abroad for a semester. Participation in these programs requires approval of both CCCC and Tyndale. Interested students may visit the website (www.cccuglobaled.org) for details regarding the various off-campus programs offered. Additional fees will apply.

Oxford Studies Program

Offered by arrangement with Crandall University, the Oxford Studies Program provides to a limited number of qualified Tyndale students the historical, cultural and educational riches of a semester's study in England with academic credit toward a Tyndale BA. Minimum requirements include a cumulative GPA of 3.0 and positive recommendations from two faculty members; the application deadline is April 1.

Liebenzell Exchange Program

An agreement between Tyndale University and Internationale Hochschule Liebenzell in Germany allows students in BA programs, from both Tyndale and Liebenzell, to study for one semester at the partner institution abroad. Credits earned at the partner institution will be transferred to their current program. Minimum requirements include a cumulative GPA of 2.5 or the equivalent as defined by the sending institution and agreed to by the receiving institution; applicants must have successfully completed at least two full years of academic work by the beginning of the exchange period for which the student is applying. Applicants must also demonstrate adequate language preparation.

Online Learning

For students who are challenged by time conflicts or distance, online learning is a solution. Tyndale University has a growing number of courses available through online delivery. Some courses are offered in fully online formats, and others use the system to support and augment traditional classes. For more information regarding online courses, students may contact the Office of the Registrar.

Students are advised that the time commitment for online learning is comparable to that for traditional courses. Students are required to participate in online activities, such as discussion forums, regularly.

Note Regarding Course Numbering in the Programs Section and the Course Descriptions Section

- Each course number consists of a three-digit identifying number, followed by a number in parentheses that indicates the credit hours assigned to that course, e.g., HIST 234 (3). Most courses are three credit hours.
- When registering, please note that the course code consists of the departmental prefix, the course number and the credit hours. For example, a course number showing as "HIST 156 (3)" will be entered on MyTyndale as "HIST 1563." A 2-digit section code follows, indicating the course's time, delivery format, and any special program associations. For the current list of course offerings and their corresponding course codes, please see tyndale.ca/registrar.
- Course numbers beginning with "1" are intended for the first year of a four-year program; course numbers beginning with "2" for the second year, etc.
- Course requirements designated as "1__" may be satisfied by a course at any level.
- Course requirements designated as "2__" may be satisfied by a course at the 2000, 3000, or 4000 level.
- Course requirements designated as "3__" may be satisfied by a course at the 3000, or 4000 level.
- Course requirements designated as "4__" must be satisfied by a course at the 4000 level.



Bachelor of Arts Departments and Degree Requirements

Department of Biblical Studies and Theology

Dr. Benjamin Reynolds, Chair Dr. Jen Gilbertson Dr. Cyril Guérette Dr. Andrew Witt

The Bachelor of Arts in Biblical Studies and Theology offers excellent biblical and theological courses on books of the Bible, Jesus, archaeology, history, interpretation, and the historical and systematic theology of Christianity. Because of the importance of the Bible for the past and present life of the followers of Jesus, students will study the biblical languages of Hebrew and Greek. The Biblical Studies and Theology major is excellent preparation for a life of learning, for graduate school and seminary studies, as well as being an excellent major for any career benefiting from a liberal arts and humanities degree.

A Bachelor of Arts Honours degree in Biblical Studies and Theology is also offered. Students majoring in Biblical Studies and Theology may apply to this program in the winter semester of their third year. See below for specific degree requirements. Graduates in the Biblical Studies and Theology major have been accepted into Master of Arts programs at McGill University, McMaster University, University of Birmingham, University of Durham, University of Edinburgh, University of St. Andrews, University of Toronto, and Wilfrid Laurier University.

Biblical Studies and Theology majors planning to serve in ministry may consider enrolling in the BA + MDiv dual degree offered in conjunction with Tyndale Seminary. Students successfully completing the program earn a Bachelor of Arts degree in Biblical Studies and Theology and a Master of Divinity degree. Program requirements include a minor such as English, History and Global Studies, Linguistics, Music, Philosophy, or Psychology.

The Tyndale Biblical Studies and Theology department also offers a program in Pentecostal Studies for any students considering ministry credentials with a Pentecostal denomination. Students seeking credentialing with the Pentecostal Assemblies of Newfoundland and Labrador will need to complete a ministry internship in Newfoundland and Labrador. Students seeking credentialing with other Pentecostal denominations should contact those denominations about specific requirements.

BA Biblical Studies and Theology Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		27

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
One of		3
BSTH 280	Introduction to World Religions	3
BSTH 382	Judaism	3
BSTH 383	Islam	3
BSTH 387	Contemporary Religious Movements	3
BSTH 3__	Old Testament course (BSTH 310 – 329)	3
BSTH 3__	New Testament course (BSTH 330 – 349)	3
BSTH 3__	Christian Theology courses (BSTH 360 – 379)	6
BSTH 3__	Biblical Studies and Theology courses	6
BSTH 4__	Biblical Studies and Theology course (not BSTH 450)	3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3

continued

Greek or Hebrew courses	6
GREE ____ Greek courses (GREE 201, 202)	6
OR	
HEBR ____ Hebrew courses (HEBR 201, 202)	6
<i>Students may take GREE 301, 302 and/or HEBR 301, 302 in place of one or more 3000-level BSTH major electives.</i>	
Total Major Requirements	48

Electives	Credit Hours
Total Elective Requirements	45

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Honours Biblical Studies and Theology Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		27

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
One of		3
BSTH 280	Introduction to World Religions	3
BSTH 382	Judaism	3
BSTH 383	Islam	3
BSTH 387	Contemporary Religious Movements	3
BSTH 3__	Old Testament course (BSTH 310 – 329)	3
BSTH 3__	New Testament course (BSTH 330 – 349)	3
BSTH 3__	Christian Theology courses (BSTH 360 – 379)	6
BSTH 3__	Biblical Studies and Theology courses	9
BSTH 4__	Biblical Studies and Theology courses (not BSTH 450)	6
BSTH 497	Honours Thesis in Biblical Studies and Theology I	3
BSTH 499	Honours Thesis in Biblical Studies and Theology II	3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
Greek and/or Hebrew courses		12
GREE ____	Greek courses (GREE 201 – 451)	12
HEBR ____	Hebrew courses (HEBR 201 – 302)	12
<i>Students may take GREE 301, 302 and/or HEBR 301, 302 in place of one or more 3000-level BSTH major electives.</i>		
Total Major Requirements		66
Electives		Credit Hours
Total Elective Requirements		27
Total Degree Requirements		Credit Hours
<i>Core, Major & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 120 credit hours.

BA Biblical Studies and Theology – Pentecostal Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Natural Sciences	Natural Sciences elective course	3
Total Core Requirements		24
Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
One of		3
BSTH 280	Introduction to World Religions	3
BSTH 382	Judaism	3
BSTH 383	Islam	3
BSTH 387	Contemporary Religious Movements	3
BSTH 3__	Old Testament course (BSTH 310 – 329)	3
BSTH 3__	New Testament course (BSTH 330 – 349)*	3
BSTH 4__	Biblical Studies and Theology course (not BSTH 450)	3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
Greek or Hebrew courses		6
GREE ____	Greek courses (GREE 201, 202)	6
OR		
HEBR ____	Hebrew courses (HEBR 201, 202)	6
<i>Students may take GREE 301, 302 and/or HEBR 301, 302 in place of one or more 3000-level BSTH major electives.</i>		
Total Major Requirements		36

Pentecostal Program Requirements (Credit hours in bold are required)		Credit Hours
CHRI 121	Foundations of Christian Ministry and Practical Theology	3
BSTH 267	Pentecostal History and Spirituality	3
BSTH 386	Pentecostal Theology	3
CHRI 343	Preaching	3
CHRI 344	Seminar in Ministry	3
CHRI 308	Internship in Pentecostal Ministry	9
Five of		15
BSTH 332	Luke and Acts*	3
BSTH 335	1&2 Corinthians*	3
BSTH 374	Doctrine of Christ	3
BSTH 376	Doctrine of the Holy Spirit	3
BSTH 377	Doctrine of Salvation	3
BSTH 378	Doctrine of the Church	3
BSTH 379	Doctrine of Eschatology	3
<i>*Note: If at least one of BSTH 332 or BSTH 335 is picked under Pentecostal Program Requirements, any elective may be selected in place of the New Testament elective under Major requirements.</i>		
Two of		6
BUSI 383	Personal Finance	3
BUSI 317	Financial Management and Evaluation in Nonprofit Organizations	3
CHRI 243	Introduction to Pastoral Counseling	3
PSYC 211	Developmental Psychology I	3
PSYC 212	Developmental Psychology II	3
Total Pentecostal Program Requirements		45
Elective		Credit Hours
Total Elective Requirements		15
<i>Students should have enough electives to complete a Christian Ministries Minor. Please speak to your faculty advisor.</i>		
Total Degree Requirements		Credit Hours
<i>Core, Major, Pentecostal Program & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Biblical Studies and Theology – MDiv Dual Degree Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		27
Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
One of		3
BSTH 280	Introduction to World Religions	3
BSTH 382	Judaism	3
BSTH 383	Islam	3
BSTH 387	Contemporary Religious Movements	3
BSTH 3__	Old Testament course (BSTH 310 – 329)	3
BSTH 3__	New Testament course (BSTH 330 – 349)*	3
BSTH 3__	Christian Theology courses (BSTH 360 – 379)	6
BSTH 3__	Biblical Studies and Theology courses	6
BSTH 4__	Biblical Studies and Theology course (not BSTH 450)	3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
Greek or Hebrew courses		6
GREE ____	Greek courses (GREE 201, 202)	6
OR		
HEBR ____	Hebrew courses (HEBR 201, 202)	6
<i>Students may take GREE 301, 302 and/or HEBR 301, 302 in place of one or more 3000-level BSTH major electives.</i>		
Total Major Requirements		48

BA Minor* Requirements	Credit Hours
Total BA Minor Requirements	24

* Note: Minor cannot be in Christian Ministries. If Minor can be completed in less than 8 courses, the remaining courses may be taken as electives

Elective	Credit Hours
Total Elective Requirements	6

Elective (Advance Standing)	Credit Hours
<i>Five Seminary courses will be eligible for Advanced Standing and transfer as electives</i>	
Total Elective (Advanced Standing) Requirements	15

Total Degree Requirements	Credit Hours
<i>Core, Major, BA Minor, Elective & Elective (Advanced Standing) Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.
- Electives (Advanced Standing): Towards completion of the MDiv program, 5 courses will be transferred from the MDiv to the BA to meet the 120 credit hours (40 courses) required to complete the BA Biblical Studies and Theology program.
- The BA Biblical Studies and Theology and MDiv degrees will be conferred once the entire dual degree program is completed.

Biblical Studies and Theology Minor Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
BSTH 3__	Old Testament course (BSTH 310 – 329)	3
BSTH 3__	New Testament course (BSTH 330 – 349)	3
BSTH 3__	Christian Theology course (BSTH 360 – 379)	3
BSTH 3__	Biblical Studies and Theology course	3
Total Minor Requirements		24

Certificate in Christian Studies – Pentecostal Requirements

<i>(Credit hours in bold are required)</i>		Credit Hours
Fall Semester		
INDS 101	University Studies in Christian Perspective	3
BSTH 101	Old Testament Scripture	3
HIST 101	History of Western Civilization in Global Perspective I	3
CHRI 121	Ministry Today	3
One of		3
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
Winter Semester		
BSTH 102	New Testament Scripture	3
CHRI 203	Spiritual Formation	3
PHIL 171	Introduction to Philosophy	3
BSTH 201	Hermeneutics	3
BSTH 267	Pentecostal History and Spirituality*	3
Total Certificate Requirements		30

*Course substitution may be granted by the Registrar if the course is not offered.

Department of Business

Prof. Samuel Alagurajah

Dr. Tony Gentilucci

The Bachelor of Arts in Business is a business program with a strong foundation in the liberal arts. 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 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, Accounting or Law. A particular focus of the department is on non-profit organizational management and leadership.

BA Business Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Total Core Requirements		39

Major Requirements (Credit hours in bold are required)		Credit Hours
BUSI 101	Introduction to Business	3
BUSI 215	Business Ethics	3
BUSI 231	Marketing	3
BUSI 411	Strategy	3
BUSI ____	Business courses	12
ECON 101	Microeconomics	3
ECON 102	Macroeconomics	3
MATH 121	Introduction to Statistics	3
Three of		9
HIST 384	North American Economic History: 1919 to the Present	3
MATH 323	Data Analysis	3
PHIL 201	Critical Reasoning	3
PSYC 345	Consumer Psychology	3
Total Major Requirements		42

Electives		Credit Hours
Total Elective Requirements		39

Total Degree Requirements		Credit Hours
<i>Core, Major & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

Business Administration Minor Requirements

Minor Requirements (Credit hours in bold are required)		Credit Hours
BUSI 101	Introduction to Business	3
BUSI 215	Business Ethics	3
BUSI 231	Marketing	3
BUSI 261	Introduction to Financial Accounting	3
BUSI 262	Introduction to Managerial Accounting	3
BUSI 2__	Business course	3
BUSI 3__	Business courses	6
Total Minor Requirements		24

Department of Christian Ministries

Dr. Daniel Scott, Chair

The Bachelor of Arts in Christian Ministry and Practical Theology, beginning in Fall of 2026, centres on the theological examination of Christian Ministry by reflecting on the practices of the church—spiritual formation, worship, preaching, Christian education, fellowship and pastoral care. It draws heavily on biblical studies, theology and church history as well as a broad grounding in the liberal arts in order to integrate those disciplines with the full spectrum of ministries within the church and the world. The major in Christian Ministry & Practical Theology is excellent preparation for ministry candidates, graduate school and seminary studies, as well as any career in which a liberal arts background is beneficial.

CHRISTIAN MINISTRIES MINOR

The Christian Ministry minor is intended to give excellent practical training in one of four specific ministry areas (Youth Ministry, Children's Ministry, Pastoral Ministry and Intercultural Studies). Students desiring practical ministry training as a complement to their chosen major, such as Biblical Studies and Theology, English, Business, or Psychology, may take a Christian Ministry minor to achieve this goal. Students may choose from one of the four Christian Ministry foci.

Youth Ministry Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
CHRI 121	Foundations of Christian Ministry and Practical Theology	3
CHRI 339	Internship in Youth Ministry	3
CHRI 344	Seminar in Ministry	3
One of:		3
CHRI 331	Canadian Youth Culture	3
CHRI 332	Youth at Risk	3
Two of:		6
CHRI ____	Christian Ministries Course	3
CHRI ____	Christian Ministries Course	3
PSYC 211	Developmental Psychology I	3
Total Minor Requirements		18

Children's Ministry Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
CHRI 121	Foundations of Christian Ministry and Practical Theology	3
CHRI 322	Nurturing the Spiritual Lives of Children	3
CHRI 329	Internship in Children's Ministry	3
CHRI 344	Seminar in Ministry	3
Two of:		6
CHRI ____	Christian Ministries Course	3
CHRI ____	Christian Ministries Course	3
PSYC 211	Developmental Psychology I	3
Total Minor Requirements		18

Pastoral Ministry Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
CHRI 121	Foundations of Christian Ministry and Practical Theology	3
CHRI 343	Preaching	3
CHRI 344	Seminar in Ministry	3
CHRI 349	Internship in Pastoral Ministry	3
Two of:		6
CHRI ____	Christian Ministries Course	3
CHRI ____	Christian Ministries Course	3
PSYC 211	Developmental Psychology I	3
PSYC 212	Developmental Psychology II: Adulthood and Aging	3
Total Minor Requirements		18

Intercultural Studies Requirements

Minor Requirements <i>(Credit hours in bold are required)</i>		Credit Hours
CHRI 121	Foundations of Christian Ministry and Practical Theology	3
CHRI 344	Seminar in Ministry	3
CHRI 361	Global Christianity	3
CHRI 369	Internship in Intercultural Studies	3
Two of:		6
CHRI ____	Christian Ministries Course	3
CHRI ____	Christian Ministries Course	3
IDVP ____	International Development Course	3
IDVP ____	International Development Course	3
Total Minor Requirements		18

Department of English

Dr. Scott Masson, Chair

Dr. Adam Lee

The works of authors such as C.S. Lewis and J.R.R. Tolkien have inspired millions. But what inspired them? The same works that form the staple of an English degree at Tyndale. Taking a Bachelor of Arts (BA) 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 second year. See below for specific degree requirements.

BA English Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL ____	English course	3
One of		3
ENGL 262	Foundations in Rhetoric	3
ENGL 263	Foundations in Writing	3
ENGL 375	Shakespeare	3
ENGL 378	Milton	3
ENGL 3__	English courses	9
ENGL 4__	English course	3
One of		3
ENGL 383	American Literature I	3
ENGL 384	American Literature II	3
ENGL 387	Literature Across the Americas	3
ENGL 388	Canadian Literature and Culture	3
ENGL 403	Indigenous Writers of North America	3
One of		3
ENGL 301	Anglo-Saxon Literature	3
ENGL 303	Sixteenth-Century Literature	3
ENGL 305	Classics of Medieval Literature	3
ENGL 310	Seventeenth-Century Literature	3
ENGL 320	Irony's Edge: Eighteenth-Century Satire	3
ENGL 331	Romantic Poetry	3
ENGL 332	The Early Novel	3
ENGL 333	Victorian Poetry	3
ENGL 340	Twentieth-Century Literature	3
ENGL 372	Jane Austen	3
Total Major Requirements		36
Electives		Credit Hours
Total Elective Requirements		45
Total Degree Requirements		Credit Hours
<i>Core, Major & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Honours English Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL ____	English course	3
One of		3
ENGL 262	Foundations in Rhetoric	3
ENGL 263	Foundations in Writing	3
ENGL 375	Shakespeare	3
ENGL 378	Milton	3
ENGL 3__	English course	3
ENGL 4__	English course	3
ENGL 400	History of Literary Theory	3
One of		3
ENGL 383	American Literature I	3
ENGL 384	American Literature II	3
ENGL 387	Literature Across the Americas	3
ENGL 388	Canadian Literature and Culture	3
ENGL 403	Indigenous Writers of North America	3

continued

Three of		9
ENGL 301	Anglo-Saxon Literature	3
ENGL 303	Sixteenth-Century Literature	3
ENGL 305	Classics of Medieval Literature	3
ENGL 310	Seventeenth-Century Literature	3
ENGL 320	Irony's Edge: Eighteenth-Century Satire	3
ENGL 331	Romantic Poetry	3
ENGL 332	The Early Novel	3
ENGL 333	Victorian Poetry	3
ENGL 340	Twentieth-Century Literature	3
ENGL 372	Jane Austen	3
One of		6
ENGL 497 & 499	Honours Thesis in English I & II	6
ENGL 4__	English courses	6
Total Major Requirements		45

Electives	Credit Hours
Total Elective Requirements	36

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 120 credit hours.

English Minor Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
One of		3
ENGL 262	Foundations in Rhetoric	3
ENGL 263	Foundations in Writing	3
ENGL 3__	English courses	6
ENGL __	English courses	9
Total Minor Requirements		24

Note:

Tyndale University BA programs provide course work preparation (12-18 credits) for Bachelor of Education (BEd) teachables in English, History, Mathematics and Science. Students are encouraged to include the following courses as a part of this preparation:

English (Canadian Literature)

History (Canadian History)

Mathematics (Calculus)

Science (Earth Science, Physical Geography, Biology, Chemistry)

BA English, Writing and Communication Concentration Requirements

Concentration Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
One of (cannot count toward Major requirements)		3
ENGL 262	Foundations in Rhetoric	3
ENGL 263	Foundations in Writing	3
PHIL 201	Critical Reasoning	3
Three of (with at least one at the 3000- or 4000-level)		9
ARTM 340	Cinema and Christianity	3
ARTM 344	Film and Western Culture	3
BUSI 203	Business Communication	3
ENGL 361	Creative Writing	3
ENGL 363	Playwriting	3
ENGL 440	English Internship	3
MEDA 212	Writing for Media	3
MEDA 214	Screenwriting	3
MEDA 280	Marketing and Media	3
MEDA 3xx	Corporate Storytelling	3
PHIL 323	Aesthetics	3

Note:

- 15 hours on top of BA English Major requirements.

Department of General Studies

Directed by the Office of the Academic Dean

General Studies courses are not related to one particular department, but are under the direct supervision of the Academic Dean. Courses in Biology, Chemistry, Environmental Science, Fine Arts, French, Geography, Interdisciplinary Studies, Language and Mathematics fall under this category. For specific course information, please see the Course Descriptions section of this Academic Calendar.

Department of Health and Human Services

Prof. Rebekah McNeilly

The Bachelor of Arts in Human Services (Social Service Work track or Early Childhood Education track), the Bachelor of Arts Health and Human Services with a Minor in Psychology and Minor in Sociology are offered through Tyndale's Department of Health and Human Services.

The Social Service Work (SSW) and the Early Childhood Education (ECE) programs are completed in partnership with Seneca Polytechnic. These programs allow students to complete a Bachelor of Arts degree at Tyndale, plus a diploma in either Early Childhood Education or Social Service Worker at Seneca, all in four years of full-time study. Students study at Tyndale for the first two years and then complete a one-year 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.

The Bachelor of Arts in Health and Human Services is fully completed at Tyndale whereby students receive credit for a four-year university degree.

BA Health and Human Services (with a minor in Psychology) Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Total Core Requirements		39

Interdisciplinary Studies/Major Requirements (Credit hours in bold are required)		Credit Hours
HEAL 102	Human Biology	3
HEAL 301	Social Determinants of Health	3
HEAL 310	Brain and Behaviour	3
HEAL 391	Applied Skills for Practice in Health and Human Services	3
HEAL 3__	Health and Human Services course	3
HEAL 493	Practicum in Psycho-Social Health and Health Determinants	3
HEAL 4__	Health and Human Services course	3
MATH 121	Introduction to Statistics	3
MATH 322	Data Analysis	3
PSYC 101	Introduction to Psychology I	3
PSYC 102	Introduction to Psychology II	3
PSYC 211	Developmental Psychology I	3
PSYC 212	Developmental Psychology II: Adulthood and Aging	3
PSYC 360	Research Methods in the Social Sciences	3
PSYC 3__	Psychology courses	9
SOCI 101	Introduction to Sociology I	3
SOCI 102	Introduction to Sociology II	3
SOCI 3__	Sociology courses	6
SOCI ____	Sociology courses	9
Total Interdisciplinary Studies/Major Requirements		72
Electives (Credit hours in bold are required)		Credit Hours
Total Elective Requirements		9
Total Degree Requirements		Credit Hours
<i>Core, Interdisciplinary Studies/Major & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative grade point average of 2.0 and a minimum of 120 credit hours.

BA Human Services – Early Childhood Education Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Total Core Requirements		39

Interdisciplinary Studies Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
HEAL 301	Social Determinants of Health	3
MATH 121	Introduction to Statistics	3
MATH 322	Data Analysis	3
PSYC 101	Introduction to Psychology I	3
PSYC 102	Introduction to Psychology II	3
PSYC 211	Developmental Psychology I	3
PSYC 212	Developmental Psychology II: Adulthood and Aging	3
PSYC 360	Research Methods in the Social Sciences	3
SOCI 101	Introduction to Sociology I	3
SOCI 102	Introduction to Sociology II	3
Total Interdisciplinary Studies Requirements		30

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
PSYC 3__	Psychology course	3
PSYC 4__	Psychology course	3
SOCI 321	Marriage and the Family	3
___ __	Transfer courses	30
<i>(Student must be admitted to and complete the one-year diploma program in Early Childhood Education at Seneca Polytechnic during their third year. 30 credit hours of transfer work are granted for this diploma.)</i>		
Total Major Requirements		39
Electives		Credit Hours
Total Elective Requirements		12
Total Degree Requirements		Credit Hours
<i>Core, Interdisciplinary Studies, Major & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Human Services – Social Service Work Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Total Core Requirements		39

Interdisciplinary Studies Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
HEAL 301	Social Determinants of Health	3
MATH 121	Introduction to Statistics	3
MATH 322	Data Analysis	3
PSYC 101	Introduction to Psychology I	3
PSYC 102	Introduction to Psychology II	3
PSYC 211	Developmental Psychology I	3
PSYC 212	Developmental Psychology II: Adulthood and Aging	3
PSYC 360	Research Methods in the Social Sciences	3
SOCI 101	Introduction to Sociology I	3
SOCI 102	Introduction to Sociology II	3
Total Interdisciplinary Studies Requirements		30

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
SOCI 251	Introduction to Social Welfare	3
SOCI 252	Introduction to Social Work	3
SOCI 321	Marriage and the Family	3
— —	Transfer courses	30
<i>(Student must be admitted to and complete the one-year diploma program in Social Service Worker at Seneca Polytechnic during their third year. 30 credit hours of transfer work are granted for this diploma.)</i>		
Total Major Requirements		39

Electives	Credit Hours
Total Elective Requirements	12

Total Degree Requirements	Credit Hours
<i>Core, Interdisciplinary Studies, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

Sociology Minor Requirements

Sociology Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
SOCI 101	Introduction to Sociology I	3
SOCI 102	Introduction to Sociology II	3
SOCI 2__	Sociology courses	6
SOCI 3__	Sociology courses	12
Total Minor Requirements		24

Department of History and Global Studies

Dr. Brad Faught, Chair

Dr. Eric Crouse

The Bachelor of Arts in History and Global Studies 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 and Global Studies also prepares students for graduate studies in history.

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

BA History and Global Studies Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		42

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
HIST 301	The Historian's Craft	3
HIST 2__	History and Global Studies course	3
HIST 3__	History and Global Studies courses	12
HIST 4__	History and Global Studies course	3
One of		3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
HIST 312	The World of the Early Christians, from the Time of Christ to 200 AD	3
HIST 313	The World of the Early Christians, c. 200 AD to the Rise of Islam	3
One of		3
HIST 263	Prosperity and Poverty: An Economic History of the World since 1700	3
HIST 271	Canada and the Western World, 1500-1867	3
HIST 272	Canada and the World since 1867	3
HIST 281	America and the Western World 1500-1865	3
HIST 282	America and the World since 1865	3
HIST 372	The Global History of Population and the Family, 1500 to the present	3
HIST 375	The United States and the Middle East since 1945	3
HIST 376	Israel and the Muslim World	3
HIST 382	Global Evangelicalism since 1900	3
HIST 384	North American Economic History: 1919 to the Present	3
HIST 387	Film and Western Culture	3
HIST 481	The Great Depression: America from the Great Crash to Pearl Harbor	3
One of		3
HIST 240	Introduction to British History I	3
HIST 241	Introduction to British History II	3
HIST 242	England, Ireland and Cromwell in the Sixteenth and Seventeenth Centuries	3
HIST 291	The Great War and the Making of the Modern World	3
HIST 292	The Second World War	3
HIST 321	The Crusades in World History	3
HIST 331	The Reformation Era	3
HIST 342	Henry VIII and Oliver Cromwell, 1500-1660	3
HIST 343	England from the Restoration to the Industrial Revolution, 1658-1815	3
HIST 344	Modern Britain	3
HIST 345	Lion Rampant: British Imperial History in Global Perspective, 1800-1980	3
HIST 346	Winston Churchill: His Life, Times, and Leadership	3
HIST 363	Modern Europe: 1789 to the Present	3
HIST 441	Colossus: Britain in the Age of Queen Victoria	3
Total Major Requirements		36

Electives	Credit Hours
Total Elective Requirements	42

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Honours History and Global Studies Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		42

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
HIST 301	The Historian's Craft	3
HIST 3__	History and Global Studies courses	18
One of		3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
HIST 312	The World of the Early Christians, from the Time of Christ to 200 AD	3
HIST 313	The World of the Early Christians, c. 200 AD to the Rise of Islam	3
One of		3
HIST 263	Prosperity and Poverty: An Economic History of the World since 1700	3
HIST 271	Canada and the Western World, 1500-1867	3
HIST 272	Canada and the World since 1867	3
HIST 281	America and the Western World, 1500-1865	3
HIST 282	America and the World since 1865	3
HIST 372	The Global History of Population and the Family, 1500 to the present	3
HIST 375	The United States and the Middle East since 1945	3
HIST 376	Israel and the Muslim World	3
HIST 382	Global Evangelicalism since 1900	3
HIST 384	North American Economic History: 1919 to the Present	3
HIST 387	Film and Western Culture	3
One of		3
HIST 240	Introduction to British History I	3
HIST 241	Introduction to British History II	3
HIST 242	England, Ireland and Cromwell in the Sixteenth and Seventeenth Centuries	3
HIST 291	The Great War and the Making of the Modern World	3
HIST 292	The Second World War	3
HIST 321	The Crusades in World History	3
HIST 331	The Reformation Era	3
HIST 342	Henry VIII and Oliver Cromwell, 1500-1660	3
HIST 343	England from the Restoration to the Industrial Revolution, 1658-1815	3
HIST 344	Modern Britain	3
HIST 345	Lion Rampant: British Imperial History in Global Perspective, 1800-1980	3
HIST 346	Winston Churchill: His Life, Times, and Leadership	3
HIST 363	Modern Europe: 1789 to the Present	3
HIST 441	Colossus: Britain in the Age of Queen Victoria	3
HIST 481	The Great Depression: America from the Great Crash to Pearl Harbor	3
HIST 497	Honours Thesis in History and Global Studies I	3
HIST 499	Honours Thesis in History and Global Studies II	3
Total Major Requirements		48

Electives	Credit Hours
Total Elective Requirements	30

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 120 credit hours.

History and Global Studies Minor Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
HIST 2__	History and Global Studies courses	15
HIST 301	The Historian's Craft	3
Total Minor Requirements		24

Note:

Tyndale University Bachelor of Arts programs provide course work preparation (12-18 credits) for Bachelor of Education teachables in English, History, Mathematics, and Science. Students are encouraged to include the following courses as a part of this preparation:

English (Canadian Literature)

History (Canadian History)

Mathematics (Calculus)

Science (Earth Science, Physical Geography, Biology, Chemistry)

Department of International Development

The Bachelor of Arts in International Development program focuses on the social, political, and economic dimensions of international development. The course tackles a diverse range of topics, covering issues such as poverty, inequality, conflict, social change and justice. The program enables students to develop a thorough understanding of contemporary issues in international development. They also learn to integrate their faith with their understanding of issues in international development. Students will also have the chance to develop a range of skills valued by employers, including hands-on project management skills, the ability to develop grant proposals, prepare reports, give presentations, and work as part of a team.

As an interdisciplinary program, it is recommended that students consider a minor or a second major in another discipline, such as Business, History and Global Studies, etc. Minors and double majors provide additional opportunities for students to pursue graduate studies in more than one area.

BA International Development Major Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Natural Sciences	Natural Sciences elective course	3
Language	Language elective courses	6
Total Core Requirements		42

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BUSI 101	Introduction to Business	3
BUSI 203	Business Communication	3
BUSI 261	Introduction to Financial Accounting	3
BUSI 311	Managing Non-Profit Organizations	3
ECON 101	Microeconomics	3
ECON 102	Macroeconomics	3
IDVP 101	Introduction to International Development	3
IDVP 201	Justice, Poverty and Theology	3
IDVP 300	Theories of International Development	3
IDVP 303	Cross-Cultural Studies	3
IDVP 391	Project Management I	3
IDVP 392	Project Management II	3
IDVP 401	International Development Internship	3
IDVP 442	The Politics of Foreign Aid	3
IDVP 3__	International Development courses	6
Total Major Requirements		48
Electives		Credit Hours
Total Elective Requirements		30
Total Degree Requirements		Credit Hours
<i>Core, Major & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average [GPA] of 2.0 and a minimum of 120 credit hours.

BA Honours International Development Major Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3

continued

One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BUSI 101	Introduction to Business	3
BUSI 203	Business Communication	3
BUSI 261	Introduction to Financial Accounting	3
BUSI 311	Managing Non-Profit Organizations	3
ECON 101	Microeconomics	3
ECON 102	Macroeconomics	3
IDVP 101	Introduction to International Development	3
IDVP 201	Justice, Poverty and Theology	3
IDVP 300	Theories of International Development	3
IDVP 303	Cross-Cultural Studies	3
IDVP 391	Project Management I	3
IDVP 392	Project Management II	3
IDVP 401	International Development Internship	3
IDVP 442	The Politics of Foreign Aid	3
IDVP 497	Honours Thesis in International Development I	3
IDVP 499	Honours Thesis in International Development II	3
MATH 121	Introduction to Statistics	3
SOCI 360	Research Methods in the Social Sciences	3
Total Major Requirements		54

Electives	Credit Hours
Total Elective Requirements	27

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average [GPA] of 3.0 and a minimum of 120 credit hours.

International Development Minor Requirements

Minor Requirements <i>(Credit hours in bold are required)</i>		Credit Hours
BUSI 261	Introduction to Financial Accounting	3
IDVP 101	Introduction to International Development	3
IDVP 201	Justice, Poverty and Theology	3
IDVP 300	Theories of International Development	3
IDVP 391	Project Management I	3
IDVP 442	The Politics of Foreign Aid	3
IDVP 3__	International Development course	6
Total Minor Requirements		24

Department of Linguistics

Dr. Paul Arsenault, Chair

Prof. Matt Merritt

Linguistics is the study of human language – how it is structured in the mind and how it is used in human societies. The courses deal with general principles basic to all human languages and teach skills necessary for learning, analyzing and describing the great diversity of languages in the world. Qualified graduates are prepared to face any language, even those that have no literature written in or about them.

Students of Linguistics have opportunities in the areas of translation, cross-cultural communication, international development (especially literacy programs) and teaching English as a second language. The major is good preparation for entrance to Speech Language Pathology programs at other universities or for further graduate studies in linguistics, including the Master of Applied Linguistics and Exegesis program or the Master of Arts in Linguistics program, both offered by the Canada Institute of Linguistics. The minor makes a good companion to any discipline in which language plays a prominent role, including International Development, Psychology, English Literature, Philosophy, and Biblical Studies and Theology.

BA Linguistics Major Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Natural Sciences	Natural Sciences elective course	3
Total Core Requirements		36

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
LING 101	Introduction to Linguistics I	3
LING 102	Introduction to Linguistics II	3
LING 201	Phonetics	3
LING 203	Phonology I: Phonological Analysis	3
LING 204	Morphology and Syntax I	3
LING 211	Language and Society	3
LING 3__	Linguistics courses	12
LING 4__	Linguistics courses	6
Total Major Requirements		36

Electives	Credit Hours
Total Elective Requirements	48

Total Degree Requirements	Credit Hours
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

Linguistics Minor Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
LING 101	Introduction to Linguistics I	3
LING 102	Introduction to Linguistics II	3
LING 2__	Linguistics courses	12
LING 3__	Linguistics courses	6
Total Minor Requirements		24

BA Linguistics, Bible Translation Concentration Requirements

Concentration Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
CHRI 366	Anthropology for Humanitarian Work	3
LING 405	Field Methods	3
LING 471	Semantics and Pragmatics	3
LING 475	Principles of Bible Translation	3
Four of		12
GREE 201	Elementary New Testament Greek I	3
GREE 202	Elementary New Testament Greek II	3
GREE 301	Readings in New Testament Greek I	3
GREE 302	Readings in New Testament Greek II	3
HEBR 201	Introduction to Biblical Hebrew I	3
HEBR 202	Introduction to Biblical Hebrew II	3
HEBR 301	Readings in Biblical Hebrew I	3
HEBR 302	Readings in Biblical Hebrew II	3

Department of Media Arts

Dr. Murray Stiller, Chair

Tyndale's Media Arts program offers four unique degrees to mentor students as filmmakers, media artists, and content leaders to tell 21st century audio-visual stories. The BA in Media Arts degrees include: Business, Fine Arts, Media Ministry, and Production. Students learn how to tell compelling stories, make films in multiple formats, and create original media while being encouraged by mentors and fellow-students as they develop their talents. Students will work with charities and non-profit organizations creating media for clients, learning professional etiquette, and making contacts for employment after graduation.

The BA Media Arts is an intense program with high expectations of students, preparing them for graduate studies, helping them start media businesses, and motivating them to discover their unique voices to provide creativity to corporate and non-profit employers as faith-based leaders in a market eager to utilize their talents.

The BA Media Arts-Business degree prepares students to start media business and/or work with corporations as media and production managers. The BA Media Arts-Fine Arts supports students to develop their focus in motion graphics, animation, experimental media, and art for commercial installation. Students in Media Arts-Media Ministry work with and create media for churches and non-profit ministries. The BA Media Arts-Production prepares students to work in a variety of environments, including the film industry, making narrative films, documentaries, and corporate media.

BA Media Arts – Business Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
One of		3
MEDA 111	Introduction to Cinematography	3
MEDA 113	Introduction to Filmmaking	3
MEDA 121	Language of Media	3
MEDA 210	The Art of Editing	3
One of		3
MEDA 230	Film as Philosophy	3
PHIL 241	Philosophy and Film	3
MEDA 212	Writing for Media	3
One of		3
BUSI 231	Marketing	3
MEDA 280	Marketing and Media	3
One of		3
ARTM 340	Cinema and Christianity	3
MEDA 232	Christianity on Screen	3
One of		3
HIST 387	Film and Western Culture	3
MEDA 3XX	Story of the World Cinema	3
MEDA 3XX	Small Media Business Ownership	3
MEDA 3XX	Corporate Storytelling	3
One of		3
MEDA 3XX	Research Skills and Statistics	3
PSYC 360	Research Methods in the Social Sciences	3
MEDA 4XX	Advanced Project Management for Media	3
Total Major Requirements		36

Major Elective Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
3 courses from the following		9
One of		3
ARTM 310	Digital Technology and Sound Engineering	3
MEDA 3XX	Media Sound	3
MEDA 214	Screenwriting	3
MEDA 220	Introduction to Graphic Design for Media	3
MEDA 3XX	The Bible, Story, and Media	3
MEDA 3XX	Social Media Production	3
MEDA 320	Motion Graphics and Animation for Media	3
MEDA 3XX	Hermeneutics and the Modern Message of Jesus in Media	3
MEDA 3XX	Media, Meaning, Ethics, and Faith	3
MEDA 3XX	Advanced Directing and Producing	3
MEDA 3XX	Artificial Intelligence and Creativity in Media	3
MEDA 3XX	Documentary Filmmaking	3
MEDA 4XX	Ethnography and Media	3
MEDA 4XX	Film as Christian Witness; Apologetics	3
MEDA 410	The Practice of Film Theory and Advanced Filmmaking	3
MEDA 4XX	The History and Practice of Experimental Media	3
MEDA 4XX	Media as Culture; the Theology of Making	3
Total Major Elective Requirements		9
Electives		Credit Hours
Total Elective Requirements		36
Total Degree Requirements		Credit Hours
<i>Core, Major, Major Elective & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Honours Media Arts – Business Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Total Core Requirements		39
Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
One of		3
MEDA 111	Introduction to Cinematography	3
MEDA 113	Introduction to Filmmaking	3
MEDA 121	Language of Media	3
MEDA 210	The Art of Editing	3
One of		3
MEDA 230	Film as Philosophy	3
PHIL 241	Philosophy and Film	3
MEDA 212	Writing for Media	3
One of		3
BUSI 231	Marketing	3
MEDA 280	Marketing and Media	3
One of		3
ARTM 340	Cinema and Christianity	3
MEDA 232	Christianity on Screen	3
One of		3
HIST 387	Film and Western Culture	3
MEDA 3XX	Story of the World Cinema	3
MEDA 3XX	Small Media Business Ownership	3
MEDA 3XX	Corporate Storytelling	3
One of		3
MEDA 3XX	Research Skills and Statistics	3
PSYC 360	Research Methods in the Social Sciences	3

continued

MEDA 4XX	Advanced Project Management for Media	3
MEDA 4XX	Internship	6
Either		6
MEDA 4XX	Senior Thesis	6
OR		
ARTM 312	Internship in Digital Technology and Sound Engineering AND	3
ARTM 350	Directed Studies in Visual Arts and Media	3
Total Major Requirements		48

Major Elective Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
3 courses from the following		9
One of		3
ARTM 310	Digital Technology and Sound Engineering	3
MEDA 3XX	Media Sound	3
MEDA 214	Screenwriting	3
MEDA 220	Introduction to Graphic Design for Media	3
MEDA 3XX	The Bible, Story, and Media	3
MEDA 3XX	Social Media Production	3
MEDA 320	Motion Graphics and Animation for Media	3
MEDA 3XX	Hermeneutics and the Modern Message of Jesus in Media	3
MEDA 3XX	Media, Meaning, Ethics, and Faith	3
MEDA 3XX	Advanced Directing and Producing	3
MEDA 3XX	Artificial Intelligence and Creativity in Media	3
MEDA 3XX	Documentary Filmmaking	3
MEDA 4XX	Ethnography and Media	3
MEDA 4XX	Film as Christian Witness; Apologetics	3
MEDA 410	The Practice of Film Theory and Advanced Filmmaking	3
MEDA 4XX	The History and Practice of Experimental Media	3
MEDA 4XX	Media as Culture; the Theology of Making	3
Total Major Elective Requirements		9

Electives	Credit Hours
Total Elective Requirements	24

Total Degree Requirements	Credit Hours
<i>Core, Major, Major Elective & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 120 credit hours.

BA Media Arts – Fine Arts Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
One of		3
MEDA 111	Introduction to Cinematography	3
MEDA 113	Introduction to Filmmaking	3
MEDA 121	Language of Media	3
MEDA 210	The Art of Editing	3
One of		3
MEDA 230	Film as Philosophy	3
PHIL 241	Philosophy and Film	3
MEDA 212	Writing for Media	3
One of		3
ARTM 340	Cinema and Christianity	3
MEDA 232	Christianity on Screen	3
MEDA 320	Motion Graphics and Animation for Media	3
One of		3
HIST 387	Film and Western Culture	3
MEDA 3XX	Story of the World Cinema	3
One of		3
ARTM 310	Digital Technology and Sound Engineering	3
MEDA 3XX	Media Sound	3

continued

MEDA 3XX	Corporate Storytelling	3
MEDA 3XX	Documentary Filmmaking	3
MEDA 4XX	The History and Practice of Experimental Media	3
Total Degree Requirements		36

Major Elective Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
3 courses from the following		9
One of		3
BUSI 231	Marketing	3
MEDA 280	Marketing and Media	3
MEDA 214	Screenwriting	3
MEDA 220	Introduction to Graphic Design for Media	3
MEDA 3XX	Social Media Production	3
MEDA 3XX	The Bible, Story, and Media	3
MEDA 3XX	Small Media Business Ownership	3
MEDA 3XX	Hermeneutics and the Modern Message of Jesus in Media	3
MEDA 3XX	Media, Meaning, Ethics, and Faith	3
MEDA 3XX	Advanced Directing and Producing	3
MEDA 3XX	Artificial Intelligence and Creativity in Media	3
One of		3
MEDA 3XX	Research Skills and Statistics	3
PSYC 360	Research Methods in the Social Sciences	3
MEDA 4XX	Ethnography and Media	3
MEDA 4XX	Film as Christian Witness; Apologetics	3
MEDA 410	The Practice of Film Theory and Advanced Filmmaking	3
MEDA 4XX	Media as Culture; the Theology of Making	3
MEDA 4XX	Advanced Project Management for Media	3
Total Major Elective Requirements		9

Electives	Credit Hours
Total Elective Requirements	36

Total Degree Requirements	Credit Hours
<i>Core, Major, Major Elective & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Honours Media Arts – Fine Arts Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Total Core Requirements		39
Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
One of		3
MEDA 111	Introduction to Cinematography	3
MEDA 113	Introduction to Filmmaking	3
MEDA 121	Language of Media	3
MEDA 210	The Art of Editing	3
One of		3
MEDA 230	Film as Philosophy	3
PHIL 241	Philosophy and Film	3
MEDA 212	Writing for Media	3
One of		3
ARTM 340	Cinema and Christianity	3
MEDA 232	Christianity on Screen	3
MEDA 320	Motion Graphics and Animation for Media	3
One of		3
HIST 387	Film and Western Culture	3
MEDA 3XX	Story of the World Cinema	3
One of		3
ARTM 310	Digital Technology and Sound Engineering	3
MEDA 3XX	Media Sound	3
MEDA 3XX	Corporate Storytelling	3
MEDA 3XX	Documentary Filmmaking	3
MEDA 4XX	The History and Practice of Experimental Media	3
MEDA 4XX	Internship	6

Either		6
MEDA 4XX	Senior Thesis	6
OR		
ARTM 312	Internship in Digital Technology and Sound Engineering AND	3
ARTM 350	Directed Studies in Visual Arts and Media	3
Total Major Requirements		48

Major Elective Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
3 courses from the following		9
One of		3
BUSI 231	Marketing	3
MEDA 280	Marketing and Media	3
MEDA 214	Screenwriting	3
MEDA 220	Introduction to Graphic Design for Media	3
MEDA 3XX	Social Media Production	3
MEDA 3XX	The Bible, Story, and Media	3
MEDA 3XX	Small Media Business Ownership	3
MEDA 3XX	Hermeneutics and the Modern Message of Jesus in Media	3
MEDA 3XX	Media, Meaning, Ethics, and Faith	3
MEDA 3XX	Advanced Directing and Producing	3
MEDA 3XX	Artificial Intelligence and Creativity in Media	3
One of		3
MEDA 3XX	Research Skills and Statistics	3
PSYC 360	Research Methods in the Social Sciences	3
MEDA 4XX	Ethnography and Media	3
MEDA 4XX	Film as Christian Witness; Apologetics	3
MEDA 410	The Practice of Film Theory and Advanced Filmmaking	3
MEDA 4XX	Media as Culture; the Theology of Making	3
MEDA 4XX	Advanced Project Management for Media	3
Total Major Elective Requirements		9

Electives	Credit Hours
Total Elective Requirements	24

Total Degree Requirements	Credit Hours
<i>Core, Major, Major Elective & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 120 credit hours.

BA Media Arts – Media Ministry Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
One of		3
MEDA 111	Introduction to Cinematography	3
MEDA 113	Introduction to Filmmaking	3
MEDA 121	Language of Media	3
MEDA 210	The Art of Editing	3
One of		3
MEDA 230	Film as Philosophy	3
PHIL 241	Philosophy and Film	3
MEDA 212	Writing for Media	3
One of		3
ARTM 340	Cinema and Christianity	3
MEDA 232	Christianity on Screen	3
MEDA 3XX	The Bible, Story, and Media	3
One of		3
HIST 387	Film and Western Culture	3
MEDA 3XX	Story of the World Cinema	3
MEDA 3XX	Hermeneutics and the Modern Message of Jesus in Media	3
MEDA 3XX	Media, Meaning, Ethics, and Faith	3
MEDA 4XX	Film as Christian Witness; Apologetics	3
MEDA 4XX	Media as Culture; the Theology of Making	3
Total Major Requirements		36

Major Elective Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
3 courses from the following		9
One of		3
ARTM 310	Digital Technology and Sound Engineering	3
MEDA 3XX	Media Sound	3
One of		3
BUSI 231	Marketing	3
MEDA 280	Marketing and Media	3
MEDA 214	Screenwriting	3
MEDA 220	Introduction to Graphic Design for Media	3
MEDA 3XX	Social Media Production	3
MEDA 320	Motion Graphics and Animation for Media	3
MEDA 3XX	Small Media Business Ownership	3
MEDA 3XX	Corporate Storytelling	3
MEDA 3XX	Advanced Directing and Producing	3
MEDA 3XX	Artificial Intelligence and Creativity in Media	3
MEDA 3XX	Documentary Filmmaking	3
MEDA 4XX	Ethnography and Media	3
MEDA 410	The Practice of Film Theory and Advanced Filmmaking	3
MEDA 4XX	The History and Practice of Experimental Media	3
MEDA 4XX	Advanced Project Management for Media	3
One of		3
MEDA 3XX	Research Skills and Statistics	3
PSYC 360	Research Methods in the Social Sciences	3
Total Major Elective Requirements		9
Electives		Credit Hours
Total Elective Requirements		36
Total Degree Requirements		Credit Hours
<i>Core, Major, Major Elective & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Honours Media Arts – Media Ministry Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
One of		3
MEDA 111	Introduction to Cinematography	3
MEDA 113	Introduction to Filmmaking	3
MEDA 121	Language of Media	3
MEDA 210	The Art of Editing	3
One of		3
MEDA 230	Film as Philosophy	3
PHIL 241	Philosophy and Film	3
MEDA 212	Writing for Media	3
One of		3
ARTM 340	Cinema and Christianity	3
MEDA 232	Christianity on Screen	3
MEDA 3XX	The Bible, Story, and Media	3
One of		3
HIST 387	Film and Western Culture	3
MEDA 3XX	Story of the World Cinema	3
MEDA 3XX	Hermeneutics and the Modern Message of Jesus in Media	3
MEDA 3XX	Media, Meaning, Ethics, and Faith	3
MEDA 4XX	Film as Christian Witness; Apologetics	3
MEDA 4XX	Media as Culture; the Theology of Making	3
MEDA 4XX	Internship	6

continued

Either		6
MEDA 4XX	Senior Thesis	6
OR		
ARTM 312	Internship in Digital Technology and Sound Engineering AND	3
ARTM 350	Directed Studies in Visual Arts and Media	3
Total Major Requirements		48

Major Elective Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
3 courses from the following		9
One of		3
ARTM 310	Digital Technology and Sound Engineering	3
MEDA 3XX	Media Sound	3
One of		3
BUSI 231	Marketing	3
MEDA 280	Marketing and Media	3
MEDA 214	Screenwriting	3
MEDA 220	Introduction to Graphic Design for Media	3
MEDA 3XX	Social Media Production	3
MEDA 320	Motion Graphics and Animation for Media	3
MEDA 3XX	Small Media Business Ownership	3
MEDA 3XX	Corporate Storytelling	3
MEDA 3XX	Advanced Directing and Producing	3
MEDA 3XX	Artificial Intelligence and Creativity in Media	3
MEDA 3XX	Documentary Filmmaking	3
MEDA 4XX	Ethnography and Media	3
MEDA 410	The Practice of Film Theory and Advanced Filmmaking	3
MEDA 4XX	The History and Practice of Experimental Media	3
MEDA 4XX	Advanced Project Management for Media	3
One of		3
MEDA 3XX	Research Skills and Statistics	3
PSYC 360	Research Methods in the Social Sciences	3
Total Major Elective Requirements		9

Electives	Credit Hours
Total Elective Requirements	24

Total Degree Requirements	Credit Hours
<i>Core, Major, Major Elective & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 120 credit hours.

BA Media Arts – Production Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
One of		3
MEDA 111	Introduction to Cinematography	3
MEDA 113	Introduction to Filmmaking	3
MEDA 121	Language of Media	3
MEDA 210	The Art of Editing	3
MEDA 212	Writing for Media	3
MEDA 214	Screenwriting	3
One of		3
MEDA 230	Film as Philosophy	3
PHIL 241	Philosophy and Film	3
One of		3
ARTM 340	Cinema and Christianity	3
MEDA 232	Christianity on Screen	3
MEDA 3XX	Social Media Production	3
One of		3
HIST 387	Film and Western Culture	3
MEDA 3XX	Story of the World Cinema	3
One of		3
ARTM 310	Digital Technology and Sound Engineering	3
MEDA 3XX	Media Sound	3

continued

MEDA 3XX	Corporate Storytelling	3
MEDA 3XX	Documentary Filmmaking	3
MEDA 410	The Practice of Film Theory and Advanced Filmmaking	3
Total Major Requirements		39

Major Elective Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
2 courses from the following		6
One of		3
ARTM 340	Cinema and Christianity	3
MEDA 3XX	The Bible, Story, and Media	3
One of		3
BUSI 231	Marketing	3
MEDA 280	Marketing and Media	3
MEDA 220	Introduction to Graphic Design for Media	3
MEDA 320	Motion Graphics and Animation for Media	3
MEDA 3XX	Small Media Business Ownership	3
MEDA 3XX	Hermeneutics and the Modern Message of Jesus in Media	3
MEDA 3XX	Advanced Directing and Producing	3
MEDA 3XX	Artificial Intelligence and Creativity in Media	3
MEDA 4XX	Ethnography and Media	3
MEDA 4XX	Film as Christian Witness; Apologetics	3
MEDA 4XX	The History and Practice of Experimental Media	3
MEDA 4XX	Media as Culture; the Theology of Making	3
MEDA 4XX	Advanced Project Management for Media	3
One of		3
MEDA 3XX	Research Skills and Statistics	3
PSYC 360	Research Methods in the Social Sciences	3
Total Major Elective Requirements		6

Electives	Credit Hours
Total Elective Requirements	36

Total Degree Requirements	Credit Hours
<i>Core, Major, Major Elective & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Honours Media Arts – Production Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Total Core Requirements		39
Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
One of		3
MEDA 111	Introduction to Cinematography	3
MEDA 113	Introduction to Filmmaking	3
MEDA 121	Language of Media	3
MEDA 210	The Art of Editing	3
MEDA 212	Writing for Media	3
MEDA 214	Screenwriting	3
One of		3
MEDA 230	Film as Philosophy	3
PHIL 241	Philosophy and Film	3
One of		3
ARTM 340	Cinema and Christianity	3
MEDA 232	Christianity on Screen	3
MEDA 3XX	Social Media Production	3
One of		3
HIST 387	Film and Western Culture	3
MEDA 3XX	Story of the World Cinema	3
One of		3
ARTM 310	Digital Technology and Sound Engineering	3
MEDA 3XX	Media Sound	3

continued

MEDA 3XX	Corporate Storytelling	3
MEDA 3XX	Documentary Filmmaking	3
MEDA 410	The Practice of Film Theory and Advanced Filmmaking	3
MEDA 4XX	Internship	6
Either		6
MEDA 4XX	Senior Thesis	6
OR		
ARTM 312	Internship in Digital Technology and Sound Engineering AND	3
ARTM 350	Directed Studies in Visual Arts and Media	3
Total Major Requirements		51

Major Elective Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
2 courses from the following		6
One of		3
ARTM 340	Cinema and Christianity	3
MEDA 3XX	The Bible, Story, and Media	3
One of		3
BUSI 231	Marketing	3
MEDA 280	Marketing and Media	3
MEDA 220	Introduction to Graphic Design for Media	3
MEDA 320	Motion Graphics and Animation for Media	3
MEDA 3XX	Small Media Business Ownership	3
MEDA 3XX	Hermeneutics and the Modern Message of Jesus in Media	3
MEDA 3XX	Advanced Directing and Producing	3
MEDA 3XX	Artificial Intelligence and Creativity in Media	3
MEDA 4XX	Ethnography and Media	3
MEDA 4XX	Film as Christian Witness; Apologetics	3
MEDA 4XX	The History and Practice of Experimental Media	3
MEDA 4XX	Media as Culture; the Theology of Making	3
MEDA 4XX	Advanced Project Management for Media	3
One of		3
MEDA 3XX	Research Skills and Statistics	3
PSYC 360	Research Methods in the Social Sciences	3
Total Major Elective Requirements		6

Electives	Credit Hours
Total Elective Requirements	24

Total Degree Requirements	Credit Hours
<i>Core, Major, Major Elective & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 120 credit hours.

Media Arts Minor Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
One of		3
MEDA 111	Introduction to Cinematography	3
MEDA 113	Introduction to Filmmaking	3
MEDA 121	Language of Media	3
MEDA 210	The Art of Editing	3
One of		3
MEDA 230	Film as Philosophy	3
PHIL 241	Philosophy and Film	3
MEDA 212	Writing for Media	3
MEDA 3__	Media Arts courses	9
Total Minor Requirements		24

Department of Music

Dr. Ken Michell, Chair

Dr. Joy Lee

Tyndale's Music Department offers an exciting and innovative Bachelor of Arts in Music in two streams: Performance and Worship Arts, that equips students with the skills and tools needed for success in performance, music leadership and music ministry.

The BA in Music, Performance stream and the BA in Music, Worship Arts stream, serve as holistic programs for both the music artist and the music minister and each provides its students with the confidence, skills and techniques needed to creatively influence musical communities locally and globally. Tyndale musicians are encouraged to explore their gift while refining their craft through leading-edge courses, internships, individual studio and ensemble training, mentorship, as well as performance and ministry opportunities. Combining practical studio training with theoretical knowledge, students gain exposure to a wide range of musical traditions, styles, concepts and artistic expressions through both popular music and sacred music genres. Tyndale music students will emerge from their selected programs equipped for careers as solo performers, recording artists, singer/song-writers, music teachers, worship pastors and leaders, and are prepared for graduate studies in music.

A Music and Worship Arts Minor is also offered, combining musicianship and performance studies with music leadership and the theology and history of sacred music.

BA Music: Performance Major Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3

continued

One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		42

Major Requirements: Voice (Credit hours in bold are required)		Credit Hours
MUSC 101	Workshop in Musicianship I *	3
MUSC 140	Group Instruction Piano	2
MUSC 202	Music History and Appreciation	3
MUSC 303	Workshop in Musicianship II	3
MUSC 311	Masterclass in Performance: Voice	3
MUSC 312	Vocal Diction	3
MUSC 335	Conducting	2
MUSC 401	Advanced Workshop in Musicianship	3
MUSC 411	Vocal Pedagogy	2
MUSC 390	Recital I	0
MUSC 490	Recital II	0
MUSC 1V1-4V8	Applied Music: Voice	8
16 credit hours from:		16
MUSC 1S1-4S8	Music Ensemble: Tyndale Singers	
MUSC 1C1-4C8	Music Ensemble: Tyndale Community Choir	

*Students may be exempt from this course if a higher level of theory proficiency is demonstrated by aptitude test or a certificate demonstrating achievement.

Major Requirements: Piano (Credit hours in bold are required)		Credit Hours
MUSC 101	Workshop in Musicianship I *	3
MUSC 141	Introduction to Piano Literature	3
MUSC 202	Music History and Appreciation	3
MUSC 303	Workshop in Musicianship II	3
MUSC 335	Conducting	2
MUSC 341	Masterclass in Performance: Piano	3
MUSC 401	Advanced Workshop in Musicianship	3
MUSC 441	Piano Pedagogy	2
MUSC 442	Advanced Keyboard Skills	2
MUSC 390	Recital I	0
MUSC 490	Recital II	0
MUSC 1P1-4P8	Applied Music: Piano	8

continued

16 credit hours from:	16
MUSC 1B1-4B8	Music Ensemble: Tyndale Band
MUSC 1J1-4J8	Music Ensemble: Tyndale Jazz Combo
MUSC 1R1-4R8	Music Ensemble: Tyndale Chamber Orchestra

**Students may be exempt from this course if a higher level of theory proficiency is demonstrated by aptitude test or a certificate demonstrating achievement.*

Major Requirements: Guitar (<i>Credit hours in bold are required</i>)		Credit Hours
MUSC 101	Workshop in Musicianship I *	3
MUSC 121	Introduction to Guitar Literature	3
MUSC 140	Group Instruction Piano	2
MUSC 202	Music History and Appreciation	3
MUSC 303	Workshop in Musicianship II	3
MUSC 321	Masterclass in Performance: Guitar	3
MUSC 335	Conducting	2
MUSC 401	Advanced Workshop in Musicianship	3
MUSC 421	Guitar Pedagogy	2
MUSC 390	Recital I	0
MUSC 490	Recital II	0
MUSC 1G1-4G8	Applied Music: Guitar	8
16 credit hours from:		16
MUSC 1B1-4B8	Music Ensemble: Tyndale Band	
MUSC 1J1-4J8	Music Ensemble: Tyndale Jazz Combo	

**Students may be exempt from this course if a higher level of theory proficiency is demonstrated by aptitude test or a certificate demonstrating achievement.*

Total Major Requirements	48
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Electives	Credit Hours
Total Elective Requirements	30

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Music: Worship Arts Major Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		42

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
ARTM 310	Digital Technology and Sound Engineering	3
CHRI 346	History of Christian Worship	3
CHRI 347	Theology of Christian Worship	3
MUSC 101	Workshop in Musicianship I *	3
MUSC 202	Music History and Appreciation	3
MUSC 303	Workshop in Musicianship II	3
MUSC 335	Conducting	2
MUSC 369	Internship in Music and Worship Arts	2
MUSC 371	Workshop in Worship Music Leadership	3
MUSC 431	Songwriting and Arranging	3
MUSC 491	Worship Leadership Project	0
4 credit hours from (according to area of study):		4
MUSC 1V1-4V4	Applied Music: Voice	
MUSC 1P1-4P4	Applied Music: Piano	
MUSC 1G1-4G4	Applied Music: Guitar	
MUSC 1E1-4E4	Applied Music: Bass Guitar	
MUSC 1D1-4D4	Applied Music: Drums/Percussion	

continued

16 credit hours from (according to area of study):		16
MUSC 1S1-4S8	Music Ensemble: Tyndale Singers	
MUSC 1C1-4C8	Music Ensemble: Tyndale Community Choir	
MUSC 1B1-4B8	Music Ensemble: Tyndale Band	
MUSC 1J1-4J8	Music Ensemble: Tyndale Jazz Combo	
MUSC 1R1-4R8	Music Ensemble: Tyndale Chamber Orchestra	

**Students may be exempt from this course if a higher level of theory proficiency is demonstrated by aptitude test or a certificate demonstrating achievement.*

Total Major Requirements	48
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Electives	Credit Hours
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Total Elective Requirements	30
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Total Degree Requirements	Credit Hours
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Core, Major & Elective Requirements

Total Degree Requirements	120
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Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

Music and Worship Arts Minor Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
CHRI 346	History of Christian Worship	3
CHRI 347	Theology of Christian Worship	3
MUSC 101	Workshop in Musicianship I	3
MUSC 202	Music History and Appreciation	3
MUSC 369	Internship in Music and Worship Arts	2
One of		2
MUSC 1B1	Music Ensemble: Tyndale Band	2
MUSC 1C1	Music Ensemble: Tyndale Community Choir	2
MUSC 1J1	Music Ensemble: Tyndale Jazz Combo	2
MUSC 1R1	Music Ensemble: Tyndale Chamber Orchestra	2
MUSC 1S1	Music Ensemble: Tyndale Singers	2
Any two Applied Music courses		2
MUSC ____	Applied Music course	1
MUSC ____	Applied Music course	1
Two of		6
MUSC ____	Music course	3
MUSC ____	Music course	3
ARTM 310	Digital Technology and Sound Engineering	3
ARTM 312	Internship in Digital Technology and Sound Engineering	3
CHRI 340	Contemporary Worship in the Church	3
Total Minor Requirements		24

Department of Philosophy

Dr. Richard Davis, Chair

Dr. Paul Franks

Dr. Cyril Guérette

Studying philosophy involves developing one's critical thinking, communication, and debating skills. The Bachelor of Arts in Philosophy is excellent preparation for various professions, including law, politics, teaching, and business. 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.

Tyndale's BA degree in Philosophy is intellectually rigorous and biblically informed. Students have the option to add a Concentration in Christian Apologetics which will help students to be able to understand, articulate, and defend "the faith once for all delivered to the saints" (Jude 1:3). This program will encourage students to develop the intellectual skills to love God with the mind, while also equipping them to engage in apologetics ministries in the workplace, on the web, in the local church, and on college/university campuses. There is also an option to add a Concentration in Law which will provide students with the necessary skills to approach a future career in law or politics from a thoroughly Christian worldview.

A Bachelor of Arts Honours degree in Philosophy is also offered. This is an ideal choice for students who plan to pursue graduate studies in philosophy or related subjects in the humanities. Students majoring in philosophy may apply to this program in the winter semester of their second year. See below for specific degree requirements.

The Department of Philosophy also offers a Minor in Philosophy, a Minor in Christian Apologetics, and a Minor in Ethics and Law. Each is designed to complement a student's major in another discipline and can provide a solid foundation in each of these areas.

BA Philosophy Major Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3

continued

INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		42

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
PHIL 171	Introduction to Philosophy	3
PHIL 201	Critical Reasoning	3
PHIL 2__	Philosophy course	3
PHIL 301	Metaphysics	3
PHIL 302	Belief, Truth and Knowledge	3
PHIL 370	Symbolic Logic	3
One of		3
PHIL 311	Normative Ethical Theory	3
PHIL 330	Political Philosophy	3
One of		3
PHIL 321	Philosophy of Religion	3
PHIL 322	Philosophy of Science	3
One of		3
PHIL 363	Modern Philosophy	3
PHIL 366	Ancient and Medieval Philosophy	3
PHIL 421	The Analytic Tradition	3
PHIL 3__	Philosophy courses	6
PHIL 4__	Philosophy course	3
Total Major Requirements		36

Electives	Credit Hours
Total Elective Requirements	42

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Honours Philosophy Major Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective course	3
Total Core Requirements		42

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
PHIL 171	Introduction to Philosophy	3
PHIL 201	Critical Reasoning	3
PHIL 2__	Philosophy course	3
PHIL 301	Metaphysics	3
PHIL 302	Belief, Truth and Knowledge	3
PHIL 370	Symbolic Logic	3
One of		3
PHIL 311	Normative Ethical Theory	3
PHIL 330	Political Philosophy	3
One of		3
PHIL 321	Philosophy of Religion	3
PHIL 322	Philosophy of Science	3

continued

One of		3
PHIL 363	Modern Philosophy	3
PHIL 366	Ancient and Medieval Philosophy	3
PHIL 421	The Analytic Tradition	3
PHIL 3__	Philosophy courses	9
PHIL 4__	Philosophy courses	6
One of		6
PHIL 497 & 499	Honours Thesis in Philosophy I & II	6
PHIL 4__	Philosophy courses	6
Total Major Requirements		48

Electives	Credit Hours
Total Elective Requirements	30

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 120 credit hours.

Philosophy Minor Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
PHIL 171	Introduction to Philosophy	3
PHIL 201	Critical Reasoning	3
PHIL 370	Symbolic Logic	3
PHIL 2__	Philosophy courses	6
PHIL 3__	Philosophy courses	9
Total Minor Requirements		24

Christian Apologetics Minor Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
PHIL 171	Introduction to Philosophy	3
PHIL 201	Critical Reasoning	3
PHIL 261	The Apologetics of C.S. Lewis	3
PHIL 294	Christian Apologetics	3
One of		3
PHIL 321	Philosophy of Religion	3
PHIL 322	Philosophy of Science	3
Three of		9
ARTM 340	Cinema and Christianity	3
BSTH 280	Introduction to World Religions	3
BSTH 308	Archeology of the Holy Land	3
BSTH 320	Ancient Near East	3
BSTH 346	Jesus and the Synoptic Tradition	3
BSTH 383	Islam	3
BSTH 387	Contemporary Religious Movements	3
ENGL 308	Science Fiction and Subcreation	3
ENGL 374	Studies in C.S. Lewis	3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
HIST 312	The World of the Early Christians, from the time of Christ to 200 AD	3
HIST 313	The World of the Early Christians, c. 200 AD to the Rise of Islam	3
HIST 387	Film and Western Culture	3
PHIL 481	Seminar on Atheism	3
PHIL 481	Seminar on David Hume's Philosophy of Religion	3
PHIL 481	Seminar on the Problem of Evil	3
PYSC 305	The Integration of Christianity and Psychology	3
Total Minor Requirements		24

Note: This minor is only for non-Philosophy major students.

Ethics and Law Minor Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BUSI 321	Canadian Business Law	3
PHIL 201	Critical Reasoning	3
PHIL 243	Introduction to Law	3
PHIL 311	Normative Ethics	3
PHIL 328	Philosophy of Law	3
PHIL 370	Symbolic Logic	3
Two of		6
BSTH 321	Ten Commandments	3
PHIL 213	Bioethics	3
PHIL 215	Business Ethics	3
PHIL 313	Environmental Ethics	3
PHIL 330	Political Philosophy	3
PHIL 481	Seminar on Ethics of War	3
Total Minor Requirements		24

Note: This minor is only for non-Philosophy major students.

BA Philosophy, Christian Apologetics Concentration Requirements

Concentration Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
PHIL 261	The Apologetics of C.S. Lewis	3
PHIL 294	Christian Apologetics	3
Three of		9
ARTM 340	Cinema and Christianity	3
BSTH 280	Introduction to World Religions	3
BSTH 308	Archeology of the Holy Land	3
BSTH 320	Ancient Near East	3
BSTH 346	Jesus and the Synoptic Tradition	3
BSTH 383	Islam	3
BSTH 387	Contemporary Religious Movements	3
ENGL 308	Science Fiction and Subcreation	3
ENGL 374	Studies in C.S. Lewis	3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
HIST 312	The World of the Early Christians, from the time of Christ to 200 AD	3
HIST 313	The World of the Early Christians, c. 200 AD to the Rise of Islam	3
HIST 387	Film and Western Culture	3
PHIL 481	Seminar on the Problem of Evil (<i>cannot count toward Major requirements</i>)	3
PHIL 481	Seminar on Atheism (<i>cannot count toward Major requirements</i>)	3

Note: 12 hours on top of BA Philosophy Major requirements.

BA Philosophy, Law Concentration Requirements

Concentration Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BUSI 321	Canadian Business Law	3
PHIL 243	Introduction to Law	3
PHIL 311	Normative Ethics	3
PHIL 328	Philosophy of Law	3
One of		3
PHIL 213	Bioethics	3
PHIL 215	Business Ethics	3
PHIL 313	Environmental Ethics	3

Note: 12 hours on top of BA Philosophy Major requirements.

Department of Psychology

Dr. Nancy Ross, Chair

Dr. Vivette Henry

Prof. Sammantha Huff

Prof. Mary Kate Schilke

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 Bachelor of Arts 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 University emphasizes clinical, social and developmental psychology. A Bachelor of Arts Honours degree in Psychology is also offered. To enrol in the Bachelor of Arts Honours Psychology track during the fourth year requires completion of PSYC 360 and 461 during the third year and the arrangement of a thesis supervisor by February 28 of the third year.

BA Psychology Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
MATH 121	Introduction to Statistics	3
MATH 322	Data Analysis	3
PSYC 101	Introduction to Psychology I	3
PSYC 102	Introduction to Psychology II	3
PSYC 211	Developmental Psychology I	3
PSYC 301	Personality Psychology	3
PSYC 305	The Integration of Christianity and Psychology	3
PSYC 310	Brain and Behaviour	3
PSYC 321	Abnormal Psychology	3
PSYC 332	Cognitive Psychology	3
PSYC 341	Social Psychology	3
PSYC 360	Research Methods in the Social Sciences	3
PSYC 3__	Psychology courses	6
PSYC 4__	Psychology courses	6
Total Major Requirements		48
Electives		Credit Hours
Total Elective Requirements		33
Total Degree Requirements		Credit Hours
<i>Core, Major & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BA Honours Psychology Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
MATH 121	Introduction to Statistics	3
MATH 322	Data Analysis	3
PSYC 101	Introduction to Psychology I	3
PSYC 102	Introduction to Psychology II	3
PSYC 211	Developmental Psychology I	3
PSYC 301	Personality Psychology	3
PSYC 305	The Integration of Christianity and Psychology	3
PSYC 310	Brain and Behaviour	3
PSYC 321	Abnormal Psychology	3
PSYC 332	Cognitive Psychology	3
PSYC 341	Social Psychology	3
PSYC 360	Research Methods in the Social Sciences	3
PSYC 3__	Psychology courses	6
PSYC 401	History of Psychology	3
PSYC 461	Advanced Research Methods	3
PSYC 497	Honours Thesis in Psychology I	3
PSYC 499	Honours Thesis in Psychology II	3
Total Major Requirements		54

Electives	Credit Hours
Total Elective Requirements	27

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 120 credit hours.

Psychology Minor Requirements

Minor Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
PSYC 101	Introduction to Psychology I	3
PSYC 102	Introduction to Psychology II	3
PSYC 2__	Psychology courses	6
PSYC 3__	Psychology courses	12
Total Minor Requirements		24

BA Psychology Degree Completion Program

The Degree Completion Program (DCP) in Psychology is a non-traditional program specifically designed for adults who want to complete a Bachelor's degree in Psychology but who are unable to attend traditional semester programs.

Full-time undergraduate education is made possible for adults because of the DCP's unique design. Students who transfer 30-42 credit hours into the program can complete the degree within 3 years if they complete 10 courses per year, or within 4 years if they complete 8 courses per year. Most courses consist of one four-hour evening class online per week for 5 weeks, supplemented by 14-18 hours of guided independent study per week. Additional courses are offered during the traditional semester in an asynchronous online format that does not require any evening sessions. Thus, in a particular semester a student might complete a series of three 5-week courses, plus one asynchronous course that extends throughout the entire semester. With courses offered in fall, winter, and summer, it is possible for students to complete 8-10 courses per year. Note: Students who do not have a minimum of 30 credits to transfer into the program can still enroll, but they should expect the program to take longer to complete.

Specific Entrance Requirements

1. Applicants must be 25* years of age or older.
2. Applicants must have completed at least one year of accredited transferable university or college credit with a cumulative Grade Point Average (GPA) of 2.0 or above.
3. Requires initial transfer of between 30-42 credit hours. Students with fewer transferable hours can take additional introductory courses at Tyndale.*

*Students who do not meet the age or transfer credit requirements may be considered for admission via petition.

BA Psychology Degree Completion Program Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
INDS 101	University Studies in Christian Perspective	3
INDS 475	Christianity and Culture	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
MATH 121	Introduction to Statistics	3
MATH 322	Data Analysis	3
PSYC 101	Introduction to Psychology I	3
PSYC 102	Introduction to Psychology II	3
PSYC 211	Developmental Psychology I	3
PSYC 301	Personality Psychology	3
PSYC 305	The Integration of Christianity and Psychology	3
PSYC 310	Brain and Behaviour	3
PSYC 321	Abnormal Psychology	3
PSYC 332	Cognitive Psychology	3
PSYC 341	Social Psychology	3
PSYC 360	Research Methods in the Social Sciences	3
PSYC 392	Research Methods Proposal	3
PSYC 3__	Psychology courses	6
PSYC 401	History of Psychology	3
PSYC 4__	Psychology course	3
Total Major Requirements		51
Electives		Credit Hours
Total Elective Requirements		30
Total Degree Requirements		Credit Hours
<i>Core, Major & Elective Requirements</i>		
Total Degree Requirements		120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.



Bachelor of Business Administration Degree Requirements

Bachelor of Business Administration

Prof. Samuel Alagurajah

Dr. Tony Gentilucci

Bachelor of Business Administration provides students with a recognized, professional, work-ready degree that enables them to make a positive economic, social, spiritual or environmental impact on the world. Students will be equipped to work with integrity and serve God in a wide variety of corporate roles and environments.

Students will be equipped with the knowledge and skills they need to serve in for profit, not-for-profit and entrepreneurial business contexts locally, nationally and globally whether they enter the workforce, go on to further study or seek professional accreditation.

BBA Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
INDS 101	University Studies in Christian Perspective	3
PHIL 171	Introduction to Philosophy	3
INDS 475	Christianity and Culture	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3

continued

Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Total Core Requirements		39

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BUSI 101	Introduction to Business	3
BUSI 201	Organizational Behaviour	3
BUSI 203	Business Communication	3
BUSI 215	Business Ethics	3
BUSI 231	Marketing	3
BUSI 261	Introduction to Financial Accounting	3
BUSI 262	Introduction to Managerial Accounting	3
BUSI 301	Human Resources Management	3
BUSI 314	Data Analytic	3
BUSI 321	Canadian Business Law	3
BUSI 325	Business and the Environment	3
BUSI 372	Operations Management	3
BUSI 381	Corporate Finance	3
BUSI 411	Strategy	3
BUSI 420	Capstone: Management Experience	3
BUSI 3__	Business Administration courses	12
ECON 101	Microeconomics	3
ECON 102	Macroeconomics	3
MATH 121	Introduction to Statistics	3
Total Major Requirements		66

Electives		Credit Hours
Total Elective Requirements		15

BUSI 102 Mathematics for Business is recommended for students who do not have a Gr. 12 math credit.

BBA students will require 6 credit hours of their electives to be at the 3000 or 4000 level to reach the required minimum of 45 upper-level credit hours.

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 120 credit hours.

BBA Honours Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
INDS 101	University Studies in Christian Perspective	3
PHIL 171	Introduction to Philosophy	3
INDS 475	Christianity and Culture	3
One of		3
HIST 101	History of Western Civilization in Global Perspective I	3
HIST 102	History of Western Civilization in Global Perspective II	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
Fine Arts	Fine Arts elective course	3
Language	Language elective courses	6
Total Core Requirements		39

continued

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BUSI 101	Introduction to Business	3
BUSI 201	Organizational Behaviour	3
BUSI 203	Business Communication	3
BUSI 215	Business Ethics	3
BUSI 231	Marketing	3
BUSI 261	Introduction to Financial Accounting	3
BUSI 262	Introduction to Managerial Accounting	3
BUSI 301	Human Resources Management	3
BUSI 314	Data Analytic	3
BUSI 321	Canadian Business Law	3
BUSI 325	Business and the Environment	3
BUSI 372	Operations Management	3
BUSI 381	Corporate Finance	3
BUSI 411	Strategy	3
BUSI 420	Capstone: Management Experience	3
BUSI 3__	Business Administration courses	15
BUSI 4__	Business Administration Courses	6
ECON 101	Microeconomics	3
ECON 102	Macroeconomics	3
MATH 121	Introduction to Statistics	3
Total Major Requirements		75

Electives	Credit Hours
Total Elective Requirements	6

BUSI 102 Mathematics for Business is recommended for students who do not have a Gr. 12 math credit.

Total Degree Requirements	Credit Hours
<i>Core, Major & Elective Requirements</i>	
Total Degree Requirements	120

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 120 credit hours.



Bachelor of Religious Education Degree Requirements

Bachelor of Religious Education

The Bachelor of Religious Education (BRE) is a three-year (90 credit hours) professional degree designed to prepare students for ministry. The BRE provides three foci:

- General Ministries
- Pastoral Ministry
- Youth Ministry

The BRE may also be completed in two formats:

- Modular
- Degree Completion

Notes:

- Not all required courses are offered every year.
- 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 171.
- A minimum of 24 of the 90 credit hours must be taken at the 3000 or 4000 level.
- BRE requires 90 credit hours including core, focus and electives.
- BRE requires a cumulative Grade Point Average (GPA) of 2.0.

General Ministries Focus

The General Ministries focus offers students two foundational ministry courses and an internship. It allows students to choose two other CHRI courses beyond the Ministries Studies core, in consultation with the faculty advisor, according to the unique interests of the student.

Pastoral Ministry Focus

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.

Youth Ministry Focus

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 the faculty advisor, students may choose from a variety of youth-based electives.

BRE General Ministries Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
BSTH 3__	Biblical Studies and Theology courses	6
BSTH ____	Biblical Studies and Theology courses	6
CHRI 203	Spiritual Formation	3
One of		3
CHRI 221	Educational History and Philosophy	3
CHRI 321	Principles and Practices of Teaching	3
One of		3
CHRI 341	Evangelism	3
CHRI 361	Global Christianity	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
INDS 101	University Studies in Christian Perspective	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective courses	6
Total Core Requirements		63

General Ministries Focus Requirements (Credit hours in bold are required)		Credit Hours
CHRI 121	Foundations of Christian Ministry and Practical Theology	3
CHRI 344	Seminar in Ministry	3
CHRI ____	Christian Ministries courses	6
One of		3
CHRI 329	Internship in Children's Ministry	3
CHRI 339	Internship in Youth Ministry	3
CHRI 349	Internship in Pastoral Ministry	3
CHRI 369	Internship in Intercultural Studies	3
Total Focus Requirements		15

Electives	Credit Hours
Total Elective Requirements	12

Total Degree Requirements	Credit Hours
<i>Core, Focus & Elective Requirements</i>	
Total Degree Requirements	90

Notes:

- At least 24 out of 90 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 90 credit hours.

BRE Pastoral Ministry Requirements

Core Requirements (Credit hours in bold are required)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
BSTH 3__	Biblical Studies and Theology courses	6
BSTH ____	Biblical Studies and Theology courses	6
CHRI 203	Spiritual Formation	3
One of		3
CHRI 221	Educational History and Philosophy	3
CHRI 321	Principles and Practices of Teaching	3

continued

One of		3
CHRI 341	Evangelism	3
CHRI 361	Global Christianity	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
INDS 101	University Studies in Christian Perspective	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective courses	6
Total Core Requirements		63

Pastoral Ministry Focus Requirements (Credit hours in bold are required)		Credit Hours
CHRI 121	Foundations of Christian Ministry and Practical Theology	3
CHRI 343	Preaching	3
CHRI 344	Seminar in Ministry	3
CHRI 349	Internship in Pastoral Ministry	3
One of		3
CHRI 341	Evangelism	3
CHRI 346	History of Christian Worship	3
CHRI 347	Theology of Christian Worship	3
Total Focus Requirements		15

Electives	Credit Hours
Total Elective Requirements	12

Total Degree Requirements	Credit Hours
<i>Core, Focus & Elective Requirements</i>	
Total Degree Requirements	90

Notes:

- At least 24 out of 90 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 90 credit hours.

BRE Youth Ministry Requirements

Core Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
BSTH 3__	Biblical Studies and Theology courses	6
BSTH ____	Biblical Studies and Theology courses	6
CHRI 203	Spiritual Formation	3
One of		3
CHRI 221	Educational History and Philosophy	3
CHRI 321	Principles and Practices of Teaching	3
One of		3
CHRI 341	Evangelism	3
CHRI 361	Global Christianity	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
INDS 101	University Studies in Christian Perspective	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective courses	6
Total Core Requirements		63

Youth Ministry Focus Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
CHRI 121	Foundations of Christian Ministry and Practical Theology	3
CHRI 339	Internship in Youth Ministry	3
CHRI 344	Seminar in Ministry	3
Two of		6
CHRI 331	Canadian Youth Culture	3
CHRI 332	Youth at Risk	3
CHRI 338	Special Topics in Youth Ministry	3
CHRI 343	Preaching	3
Total Focus Requirements		15

continued

Electives	Credit Hours
Total Elective Requirements	12

Total Degree Requirements	Credit Hours
<i>Core, Focus & Elective Requirements</i>	
Total Degree Requirements	90

Notes:

- At least 24 out of 90 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 90 credit hours.

BRE Modular

The Bachelor of Religious Education 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 allows 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 the BRE Modular program's unique design. Most courses consist of one four-hour evening class online 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. Additional courses are offered during the traditional semester in an asynchronous online format that does not require any evening sessions.

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 Modular Program Requirements

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
BSTH 3__	Biblical Studies and Theology courses	6
BSTH ____	Biblical Studies and Theology courses	6
CHRI 121	Foundations of Christian Ministry and Practical Theology	3
CHRI 394	Directed Research Methods	3
CHRI 395	Directed Research Project	3
CHRI ____	Christian Ministries courses	9
One of		3
CHRI 329	Internship in Children's Ministry	3
CHRI 339	Internship in Youth Ministry	3
CHRI 349	Internship in Pastoral Ministry	3
CHRI 369	Internship in Intercultural Studies	3
One of		3
CHRI 221	Educational History and Philosophy	3
CHRI 321	Principles and Practices of Teaching	3
One of		3
CHRI 341	Evangelism	3
CHRI 361	Global Christianity	3
Two of		6
ENGL 101	Introduction to Literature I	3
ENGL 102	Introduction to Literature II	3
ENGL 171	Literature and Composition	3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
PHIL 171	Introduction to Philosophy	3
Fine Arts	Fine Arts elective course	3
Natural Sciences	Natural Sciences elective course	3
Social Sciences	Social Sciences elective courses	6
Total Major Requirements		78
Electives		Credit Hours
Total Elective Requirements		12

continued

Total Degree Requirements	Credit Hours
<i>Major & Elective Requirements</i>	
Total Degree Requirements	90

Notes:

- At least 24 out of 90 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 90 credit hours.

BRE Degree Completion Program

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 allows 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 the DCP's unique design. After the student transfers 30-42 credit hours into the program, the remaining courses will be offered over a 24-month period. Most courses consist of one four-hour evening class online 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. Additional courses are offered during the traditional semester in an asynchronous online format that does not require any evening sessions.

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.

The DCP program is also offered in the Chinese language. In this specific track, each module consists of one six-hour class per week for five weeks, supplemented by 14-18 hours of independent guided study per week.

Specific Entrance Requirements

1. Applicants must be 25 years of age or older.
2. Applicants must have completed at least one year of accredited transferable university or college credit with a cumulative Grade Point Average (GPA) 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.
4. Requires initial transfer of between 30-42 credit hours.

BRE Degree Completion Program Requirements

Major Requirements (<i>Credit hours in bold are required</i>)		Credit Hours
BSTH 101	Old Testament Scripture	3
BSTH 102	New Testament Scripture	3
BSTH 201	Hermeneutics	3
BSTH 270	Introduction to Christian Theology	3
BSTH 2__	Biblical Studies and Theology courses	6
BSTH 3__	Biblical Studies and Theology courses	6
CHRI 121	Foundations of Christian Ministry and Practical Theology	3
CHRI 2__	Christian Ministries courses	9
CHRI 394	Directed Research Methods	3
CHRI 395	Directed Research Project	3
ENGL ____	English course	3
One of		3
CHRI 329	Internship in Children's Ministry	3
CHRI 339	Internship in Youth Ministry	3
CHRI 349	Internship in Pastoral Ministry	3
CHRI 369	Internship in Intercultural Studies	3
One of		3
CHRI 221	Educational History and Philosophy	3
CHRI 321	Principles and Practices of Teaching	3
One of		3
CHRI 341	Evangelism	3
CHRI 361	Global Christianity	3
One of		3
HIST 251	History of World Christianity I	3
HIST 252	History of World Christianity II	3
PHIL 171	Introduction to Philosophy	3
Total Major Requirements		60

continued

Transfer Course Requirements (<i>Credit hours in bold are required</i>)	Credit Hours
Transfer courses	18
Humanities/Social Science Transfer courses	12
Total Transfer Course Requirements	30

Total Degree Requirements	Credit Hours
<i>Major & Transfer Course Requirements</i>	
Total Degree Requirements	90

Notes:

- At least 24 out of 90 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 90 credit hours.



Bachelor of Science Degree Requirements *(offered in partnership with Redeemer University)*

Bachelor of Science Degree Requirements *(offered in partnership with Redeemer University)*

A memorandum of understanding outlines the terms and conditions agreed upon between Redeemer University and Tyndale University by which Tyndale students may become eligible for admission with advanced standing into Redeemer's Bachelor of Science or Bachelor of Science (Honours) degree programs in

- Biology
- Health Sciences – Professional Stream
- Health Sciences – Pre-Medicine

Eligible students may transfer from Tyndale, after approximately two years (60 credits) of study, into Redeemer's Bachelor of Science programs, completing their degrees with an additional two years (60 credits) of study at Redeemer.

BSc Biology (Honours)

Years One and Two

In their first two years of study at Tyndale, students will take up to ten courses (30 credits) in Biology, Chemistry, and Mathematics, in addition to courses in Humanities (English, History and Global Studies, Philosophy, Biblical Studies and Theology) and the Social Sciences (Human Services, Psychology, Sociology), for a total of 60 credits, with a grade of C- or higher.

Tyndale students who complete the program outline specified below will enter Redeemer University in their third year and will be able to graduate after two additional years of study.

Core Tyndale Courses

BSTH 101 Old Testament Scripture or BSTH 102 New Testament Scripture
ENGL 101 Introduction to Literature I or ENGL 102 Introduction to Literature II
HIST 101 History of Western Civilization in Global Perspective I or HIST 102 History of Western Civilization in Global Perspective II
INDS 101 University Studies in Christian Perspective
PHIL 171 Introduction to Philosophy

Non-Core Tyndale Courses

MATH 121 Introduction to Statistics
SOCI 101 Introduction to Sociology I
BIOL 103 Introduction to Molecular and Cell Biology
BIOL 104 Introduction to Organismal and Evolutionary Biology
BIOL XXX Flora & Fauna of Southwestern Ontario
BIOL 221 Principles of Ecology
BIOL 231 Genetics
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
MATH 111 Calculus I
MATH 112 Calculus II or PHYS 101 Physics I

BSc Health Sciences Professional & Psychology Minor

Years One and Two

In their first two years of study at Tyndale, students will take up to seven courses (21 credits) in Biology, Chemistry, and Mathematics, in addition to courses in Humanities (English, History and Global Studies, Philosophy, Biblical Studies and Theology) and the Social Sciences (Psychology, Sociology), for a total of 60 credits, with a grade of C- or higher.

Tyndale students who complete the program outline specified below will enter Redeemer University in their third year and will be able to graduate after two additional years of study.

Core Tyndale Courses

BSTH 101 Old Testament Scripture or BSTH 102 New Testament Scripture
ENGL 101 Introduction to Literature I or ENGL 102 Introduction to Literature II
HIST 101 History of Western Civilization in Global Perspective I or HIST 102 History of Western Civilization in Global Perspective II
INDS 101 University Studies in Christian Perspective
PHIL 171 Introduction to Philosophy

Non-Core Tyndale Courses

HEAL 301 Social Determinants of Health
PSYC 101 Introduction to Psychology I
PSYC 102 Introduction to Psychology II
MATH 121 Introduction to Statistics
SOCI 101 Introduction to Sociology I
BIOL 103 Introduction to Molecular and Cell Biology
BIOL 104 Introduction to Organismal and Evolutionary Biology
BIOL 231 Genetics
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
PHYS 101 Physics I
Foundations of Human Anatomy I
Foundations of Human Anatomy II

BSc Health Sciences Pre-Medicine & Chemistry Minor

Years One and Two

In their first two years of study at Tyndale, students will take up to nine courses (27 credits) in Biology, Chemistry, and Mathematics, in addition to courses in Humanities (English, History and Global Studies, Philosophy, Biblical Studies and Theology) and the Social Sciences (Psychology, Sociology), for a total of 60 credits, with a grade of C- or higher.

Tyndale students who complete the program outline specified below will enter Redeemer University in their third year and will be able to graduate after two additional years of study.

Core Tyndale Courses

BSTH 101 Old Testament Scripture or BSTH 102 New Testament Scripture
ENGL 101 Introduction to Literature I or ENGL 102 Introduction to Literature II
HIST 101 History of Western Civilization in Global Perspective I or HIST 102 History of Western Civilization in Global Perspective II
INDS 101 University Studies in Christian Perspective
PHIL 171 Introduction to Philosophy

Non-Core Tyndale Courses

HEAL 301 Social Determinants of Health
PSYC 101 Introduction to Psychology I
MATH 121 Introduction to Statistics
SOCI 101 Introduction to Sociology I
BIOL 103 Introduction to Molecular and Cell Biology
BIOL 104 Introduction to Organismal and Evolutionary Biology
BIOL 231 Genetics
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
MATH 111 Calculus I
MATH 112 Calculus II
PHYS 101 Physics I
Foundations of Human Anatomy I
Foundations of Human Anatomy II



Faculty Advisors

Meeting with an assigned faculty advisor can be extremely helpful for managing an academic program. Advisors can help with personal decision-making, selecting Internship placements, course planning and realistic goal-setting. They can also put students in touch with the available resources for a wide variety of topics. Students are encouraged to meet 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.

Faculty Advisors for 2025–2026

Bachelor of Arts

Biblical Studies and Theology (A-H)	Dr. Benjamin Reynolds	ext. 2145	breynolds@tyndale.ca
Biblical Studies and Theology (I-P)	Dr. Jen Gilbertson	ext. 2141	jgilbertson@tyndale.ca
Biblical Studies and Theology (Q-Z)	Dr. Andrew Witt	ext. 2211	awitt@tyndale.ca
Biblical Studies and Theology – Pentecostal	Dr. Benjamin Reynolds	ext. 2145	breynolds@tyndale.ca
Business	Dr. Paul Franks	ext. 2114	pfranks@tyndale.ca
Christian Ministries Minor	Dr. Daniel Scott	ext. 6740	dscott@tyndale.ca
English	Dr. Scott Masson	ext. 6778	smasson@tyndale.ca
History and Global Studies	Dr. Brad Faught	ext. 6759	bfaught@tyndale.ca
Health and Human Services	Brenda Ho	ext. 2147	bho@tyndale.ca
Human Services (ECE)	Brenda Ho	ext. 2147	bho@tyndale.ca
Human Services (SSW)	Brenda Ho	ext. 2147	bho@tyndale.ca
International Development	Dr. Paul Franks	ext. 2114	pfranks@tyndale.ca
Linguistics	Dr. Paul Arsenaault	ext. 2168	parsenaault@tyndale.ca
Media Arts	Dr. Paul Franks	ext. 2114	pfranks@tyndale.ca
Music – Performance	Dr. Joy Lee	ext. 2166	jlee2@tyndale.ca
Music – Worship Arts	Dr. Ken Michell	ext. 2844	kmichell@tyndale.ca
Philosophy	Dr. Richard Davis	ext. 2124	rdavis@tyndale.ca
Psychology	Dr. Nancy Ross	ext. 2265	nross@tyndale.ca

Bachelor of Business Administration	Dr. Paul Franks	ext. 2114	<i>pfranks@tyndale.ca</i>
Bachelor of Religious Education			
DCP and Modular Program	Dr. Daniel Scott	ext. 6740	<i>dscott@tyndale.ca</i>
General Ministries	Dr. Daniel Scott	ext. 6740	<i>dscott@tyndale.ca</i>
Pastoral Ministry	Dr. Daniel Scott	ext. 6740	<i>dscott@tyndale.ca</i>
Youth Ministry	Dr. Daniel Scott	ext. 6740	<i>dscott@tyndale.ca</i>
CCSTT Chinese Language DCP	Dr. Rocky Fong	ext. 2668	<i>rfong@tyndale.ca</i>
Ministry Internship Coordinator	Allyson MacLeod		<i>amacleod@tyndale.ca</i>
Certificate in Christian Studies			
Transitions	Chad Muise	ext. 2160	<i>cae@tyndale.ca</i>
Pentecostal	Dr. Benjamin Reynolds	ext. 2145	<i>breynolds@tyndale.ca</i>

Note: Students who are registered for two majors should confer with the faculty advisor in each major.



Undergraduate Studies Course Descriptions

AMERICAN SIGN LANGUAGE

ASLN 101 (3) Introduction to American Sign Language I

— Covers basic conversationally relevant signs and grammar principles and other features of ASL (American Sign Language), including a brief history of sign language. The focus is on the development of basic ASL grammar and classifiers, including cultural and linguistic information of deaf people. The content covers fingerspelling, ASL terminology, expressive and receptive vocabulary, basic sentence structures, spatial locations, parameters, conversational signs, and the examination of issues in Deaf culture. This course incorporates the D.E.M. (Direct Experience Method). The ultimate goal is to help students to become comfortable in maintaining the conversation with Deaf people using ASL.

ASLN 102 (3) Introduction to American Sign Language II

— Extends and further develops basic signing vocabulary and grammar. The content covers fingerspelling, ASL terminology, expressive and receptive vocabulary, sentence structure, and conversational signs. Students will begin to discuss personal information, including where they live, family information and various physical activities. They will begin to refine visual perception to assist with comprehension skills in sign language. Students will be introduced to spatial referencing, contrastive structures, the expression of time and the formulation of negative

statements. They will also be introduced to some rules for social interaction. The ultimate goal is to help student to become comfortable in maintaining the conversation with Deaf people using ASL.

Prerequisite: ASLN 101.

ASLN 201 (3) American Sign Language III

— Builds on the curriculum studied in ASLN 102 (units 4-6) and covers units 7-9. The focus is on further development of ASL vocabulary and grammar through dialogues and narratives, including cultural and linguistic information of Deaf people. The content covers fingerspelling, ASL terminology, expressive and receptive vocabulary, classifiers, sentence structure, special locations, parameters, conversational signs, and the examination of issues in Deaf culture. This course incorporates the D.E.M. (Direct Experience Method). The ultimate goals is to help students to become comfortable in maintaining the conversation with Deaf people utilizing appropriate cultural behaviors while increasing fluency and comprehension. *Prerequisites: ASLN 101, 102.*

ASLN 202 (3) American Sign Language IV

— Builds on the curriculum studied in ASLN 201 (units 7-9) and covers units 10-12. The focus is on further development of ASL vocabulary and grammar through dialogues and narratives, including cultural and linguistic information of Deaf people. The content covers fingerspelling, ASL terminology, expressive and receptive vocabulary, classifiers, sentence structure, spatial locations, parameters, conversational signs, and

the examination of issues in Deaf culture. This course incorporates the D.E.M. (Direct Experience Method). The ultimate goal is to help students to become comfortable in maintaining the conversation with Deaf people utilizing appropriate cultural behaviors while increasing fluency and comprehension. *Prerequisites: ASLN 101, 102, 201.*

ARTS AND MEDIA

ARTM 100 (3) Art Appreciation: An Introduction to Visual Language

— 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.

ARTM 113 (3) Introduction to Cinematography

— Introduces the production techniques of single-camera video that are used in television, cinema, and other media. Students will develop skills in designing a video production from the start to the finish. This includes pre-production, on location shooting, and post-production editing and finishing. The world is obsessed with media and many people spend hundreds of hours a year watching television, movies and other online video content. Hundreds of cable TV channels, Netflix, YouTube, and other on demand video services offer an endless supply of video content. With so much choice, the audience has become far more selective in what they will watch which means the quality of video productions must be higher than ever before. This course will help you level the field. *Same as MEDA 111.*

ARTM 130 (3) Introduction to Design

— Explores the power of design as the fundamental creative core of all art making. We explore its motivation, its language, its impact and a sampling of non-computer-based applications in two-dimensional media. Projects will include design of daytimer journals, board game packages, personal trademarks and PPT audio visuals.

ARTM 160 (3) Introduction to Drawing

— Drawing is a wonderful way to touch the world with our eyes. This is a basic introduction to a range of creative drawing materials and techniques, with exercises building skills in gesture, contour, technical and realist chiaroscuro rendering.

ARTM 161 (3) Introduction to Painting

— Painting is a powerful tool for expressing how we see the world. This is an introductory course that focuses on a basic survey of water-based media, namely ink, watercolour and gouache. This course engages the perception of physical and aesthetic space in depth perception with colour.

ARTM 164 (3) Visual Art: Introduction to Studio Practice

— A studio class for students who have a basic knowledge of art and are ready to challenge themselves to discover their own art-making abilities. Self-discipline, self-knowledge and experimentation with various media will be encouraged as students work on several art projects in and out of class times.

ARTM 201 (3) History of Art I

— Examination of the ways in which visual images, sculptural objects and architectural structures have been used in the formation and consolidation of individual and cultural identities throughout history. Chronologically traces some of the major artistic developments that have influenced both Western and Eastern cultures from cave painting to AD 1400 and examines the ways in which these participate in the political, social, religious and economic climates of which they are an integral part. *Same as HIST 201.*

ARTM 202 (3) History of Art II

— Examination of the ways in which visual images, sculptural objects and architectural structures have been produced throughout history. Chronologically traces some of the major artistic developments that have influenced Western cultures from the Renaissance to the present and examines the ways in which these participate in the political, social, religious and economic climates of which they are an integral part. *Same as HIST 202.*

ARTM 220 (3) Introduction to Photography

— An introduction to the skills, concepts and theology of image creation that will broaden students' understanding of contemporary photography. Students will explore photography as a visual art practice, and how this can help them to become engaging, inspired, and active photographers.

ARTM 241 (3) Introduction to Theatre I

— An introduction to theatrical studies, looking at dramatic literature from diverse periods and traditions. The focus of the textual analysis will be on staging history and practices, theatrical space, plot, character, themes and language. There will be a practical element to the course in which students will have the opportunity to dramatize presentations.

ARTM 242 (3) Introduction to Theatre II

— A practical introduction to the fundamentals of acting. This course will introduce students to the foundations of acting through movement, voice, improvisational exercises and text analysis. The students will leave the course with the beginning tools to lift a script from page to the stage. The course will culminate in a monologue and scene study presentation for the public.

ARTM 260 (3) Intermediate Drawing

— Drawing is a wonderful way to touch the world with our eyes. This course focuses on tonal rendering, colour rendering in a range of drawing media and a concentration on figurative work.
Prerequisite: ARTM 160.

ARTM 261 (3) Intermediate Painting

— An intermediate course designed to strengthen the student's technical and observational skills. We will explore a variety of materials, techniques and subject matter (landscape, self-portrait and realism), and continue to build on the fundamentals of composition, light, tone and colour. In class demonstrations and discussions will touch upon concepts integral to the artist such as the creative process, critical thinking, visual literacy, metaphor, discipline and spontaneity.
Prerequisite: ARTM 161.

ARTM 303 (3) Aesthetics

— *Same as PHIL 323.*

ARTM 310 (3) Digital Technology and Sound Engineering

— Allows students to gain an understanding of the basic physics of sound, how we hear it, and how sound can be controlled and manipulated using acoustic and electronic techniques. The differences and similarities of live vs studio sound production will be studied. Students will learn how to use the understanding of these theories and techniques to better prepare them for musical performances either in a live setting or in the studio. Classes will include opportunities for hands on work with audio equipment. *Prerequisites: BA Music: Worship Arts Majors. Must have completed 9 hours of MUSC courses. (Non BA Music: Worship Arts students need permission from the instructor. This course is not open to first year students).*

ARTM 312 (3) Internship in Digital Technology and Sound Engineering

— Designed to give students an in-depth exposure to techniques related to digital technology production and/or sound engineering. The intern is supervised directly by his/her faculty advisor and by a field professional. Internships require a minimum time investment of 140 hours and may be completed over more than one semester. The student should register for the internship in the semester in which they plan to begin the course.
Permission required.

ARTM 340 (3) Cinema and Christianity

— A film survey course designed to study the history and value of cinematic expression in the context of a theological framework. Landmark films will be presented and discussed. These particular films have helped to shape worldwide artistic standards and the language of film literature in relation to Christian faith.

ARTM 344 (3) Film and Western Culture

— *Same as HIST 387.*

ARTM 350 (3) Directed Studies in Visual Arts and Media

— An independent study option open to fourth-year students who wish to pursue an art project or research topic beyond the bounds of the regular curriculum. *Prerequisites: ARTM 160, 161. Permission required.*

ARTM 380 (3) Writing and North American Art

— Examines the relationship between writing and the visual arts by focusing on themes in North American art. Critical essays, manifestos, artist statements, biographies, fiction, poetry, and other creative forms of writing may be examined in their artistic, social, political and intellectual contexts. Themes may include the following: identity, technology, performance art, artistic controversies, Pop Art and materialism, politics of landscape, art and national identity. *Prerequisites: 6 credit hours in ENGL, 3 credit hours in HIST.*

ARTM 390 (3) Studio Practicum: Art in Context

— Introduces a broad range of media including acrylic and acrylic mediums; encaustic; collage assemblage and mixed media techniques; printmaking techniques; photography; handbuilding with clay, and other forms. Recalling the tradition of plein air painting and the more contemporary painting in situ, classes will take place off campus in different spaces and studios located in downtown Toronto. *Prerequisites: ARTM 160, 161.*

BIOLOGY**BIOL 101 (3) Introduction to Biology**

— Developments in the biological sciences are having a major impact on the world around us. 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.

BIOL 102 (3) Human Biology

— Basic structure and function of the human body and the major organ systems. Emphasizes the processes that control and regulate important properties of living systems. Covers regulation of body temperature, blood pressure, blood glucose levels, oxygen and carbon dioxide, and a host of other parameters. Covers various pathologies in the human body. No prior science knowledge required. *Same as HEAL 102.*

BIOL 103 (3) Introduction to Molecular and Cell Biology

— Examines the fundamentals of biology at the molecular and cellular levels. Three hours of lecture and three hours of laboratory work per week.

BIOL 104 (3) Introduction to Organismal and Evolutionary Biology

— An overview of the biological principles and processes at the whole organism level, from an evolutionary perspective. Three hours of lecture and three hours of laboratory work per week. *Prerequisite: BIOL 103.*

BIOL 201 (3) Biology of Seedless Plants

— An examination of the structure, taxonomic and evolutionary relationships, physiology, ecology and economic importance of photosynthetic organisms belonging to the groups cyanobacteria, algae, fungi, lichens, bryophytes, ferns and fern allies. Three hours of lecture and three hours of laboratory work per week. *Prerequisite: BIOL 104.*

BIOL 221 (3) Principles of Ecology

— An introduction to the study of the interaction of organisms and the environment. Topics include physiological ecology, population ecology, ecosystem processes, and life history strategies. An emphasis is placed on selected terrestrial, wetland and aquatic environments. Three hours of lecture and three hours of laboratory work per week. *Prerequisite: BIOL 104.*

BIOL 231 (3) Genetics

— Examines fundamental concepts of genetics. Topics include mechanisms and patterns of inheritance, structure and function of DNA, mutations, population genetics, biological variability, natural selection, and the significance of the Human Genome Project. Three hours of lecture and three hours of laboratory work per week. *Prerequisites: BIOL 103, 104.*

BIOL 310 (3) Brain and Behaviour

— *Same as HEAL 310 and PSYC 310.*

BIBLICAL STUDIES AND THEOLOGY**BSTH 101 (3) Old Testament Scripture**

— 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.

BSTH 102 (3) New Testament Scripture

— 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 and interpretation, and critical issues.

BSTH 201 (3) Hermeneutics

— Provides an orientation to the different types of literature in the Bible, with a practical study of relevant methods used in their interpretation.

BSTH 211 (3) Torah & the Ancient Near East

— Examines 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 to students in Modular programs only.*

BSTH 231 (3) Life and Teachings of Jesus

— 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 today? *Offered to students in Modular programs only.*

BSTH 267 (3) Pentecostal History and Spirituality

— Introduces students to the history and nature of Pentecostal and charismatic movements and examines the influence and acceptance of this global movement, including emphasis on Canadian Pentecostalism. Also, considers the roots of the Pentecostal tradition and the role of the Spirit in the individual and communal life of the church.

BSTH 270 (3) Introduction to Christian Theology

— 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.

BSTH 280 (3) Introduction to World Religions

— Explores various major religions of the world, such as Buddhism, Hinduism, Judaism and Islam. Other topics may include Daoism, Shamanism, animism and traditional religions. Questions of how religions are the same, differ, and have common points of connection will be raised. *Prerequisites: BSTH 101, 102.*

BSTH 307 (3) Israel Study Tour: Historical Geography of the Bible

— A study tour of Israel that combines travel with lectures and readings to provide students with a rich, on-site learning experience. Students will learn about geography and archaeology, exploring how the features of each area shaped the history of its people. *Prerequisites: BSTH 101, 102. (Equivalent to Seminary BIBL 0603.)*

BSTH 308 (3) Archaeology of the Holy Land

— Introduces students to biblical archaeology through a survey of the history of the discipline, highlighting important figures, sites, and artifacts, as well as a basic understanding of archaeological methods. Select topics, sites, and issues related to the field will also be covered by analyzing ancient sources and material cultures of the Holy Land during the Old and New Testament periods. *Prerequisites: BSTH 101, 102, 201. Same as HIST 317.*

BSTH 310 (3) Pentateuch

— A survey of the first five books of the Bible, also called the five books of Moses or the Law (Torah) in Judaism. Examination of the literary character of the material will include narrative and legal aspects, as well as the question of literary formation. *Prerequisites: BSTH 101, 102, 201.*

BSTH 311 (3) Former Prophets (Historical Books)

— Explores aspects and themes of the books of Joshua, Judges, Samuel and Kings. May emphasize some books and texts more than others, but the Former Prophets as a canonical collection and the theory of a Deuteronomistic History will be considered. *Prerequisites: BSTH 101, 102, 201.*

BSTH 312 (3) Latter Prophets: Major

— Study of the theological and literary emphases of Isaiah, Jeremiah or Ezekiel. Will address the themes, historical situation of the prophet(s) and the literary significance of the book(s). *Prerequisites: BSTH 101, 102, 201.*

BSTH 313 (3) Latter Prophets: Minor

— Explores the section of the Latter Prophets known as “The Book of the Twelve.” Considers the relationship of Hosea–Malachi and the problem of their ordering, as well as the reception history of these texts in the church and synagogue. *Prerequisites: BSTH 101, 102, 201.*

BSTH 314 (3) Psalms

— Examines the hymns of the people of Israel with regard to their theology and literary types of the Psalms. The arrangement of the Psalms and the history of reception of specific Psalms will form a significant portion of the course. *Prerequisites: BSTH 101, 102, 201.*

BSTH 315 (3) Writings: Wisdom

— Surveys the wisdom literature of the Old Testament, covering principally Job, Proverbs, and Ecclesiastes. It will address the role of wisdom in Israelite religion and culture. Comparison will be made with ancient Near Eastern parallels and deuterocanonical wisdom texts. *Prerequisites: BSTH 101, 102, 201.*

BSTH 316 (3) Writings: The Five Scrolls

— Explores the content and themes of the megilloth (“five scrolls”), which includes Ruth, Ecclesiastes, Song of Songs, Lamentations, and Esther. Their arrangement in association with Jewish festival days and within reception history will be addressed. *Prerequisites: BSTH 101, 102, 201.*

BSTH 317 (3) Writings: Ezra-Nehemiah and Chronicles

— Introduces certain postexilic biblical narrative texts (Ezra, Nehemiah, and 1-2 Chronicles). The placement of these books within Jewish and Christian canons will be addressed, as well as the relationship with parallel biblical texts and later Jewish and Christian tradition. *Prerequisites: BSTH 101, 102, 201.*

BSTH 320 (3) Ancient Near East

— A study of the archaeology, culture, religions and texts of the Ancient Near East, with particular interest in understanding the people of Israel and the Old Testament. *Prerequisites: BSTH 101, 102, 201. Same as: HIST 316.*

BSTH 321 (3) Ten Commandments

— Explores the legal and cultic context of the Ten Commandments. The course will also address the significance of the Decalogue in Christian interpretation and the history of civilization. Students will become familiar with current scholarship on the Ten Commandments, especially in the context of Christian discourse. *Prerequisites: BSTH 101, 102, 201.*

BSTH 330 (3) Matthew

— Examines the life of Jesus as presented in the Gospel of Matthew. Will consider “What is a gospel?”, the presentation of Jesus as the Jewish Messiah, the significance of Jesus’ teaching, and his teaching about the kingdom of God. *Prerequisites: BSTH 101, 102, 201.*

BSTH 331 (3) Mark

— A study of the structure, message and uniqueness of the Gospel of Mark that is intended to help students interact with the literary genre called “gospel” and to grasp the contemporary meaning and theological themes of the Markan Gospel. *Prerequisites: BSTH 101, 102, 201.*

BSTH 332 (3) Luke and Acts

— Study of the life of Jesus and the beginning of the early church as told in Luke and Acts. Either Luke or Acts will function as the primary focus of the course. Attention will be on the Jewish and Greco-Roman contexts of the narratives, Luke's theology, and the relationship of the two texts in the reception of the early church. *Prerequisites: BSTH 101, 102, 201.*

BSTH 333 (3) John

— Examines the literary structure, narrative development, authorial purpose and interpretation of the Fourth Gospel in its historical context with an effort to discover the continuing relevance of that book in the development of Judeo-Christian theological understanding. Intended to help the student interact with the literary genre called "gospel" and to grasp the contemporary meaning and theological themes of the Fourth Gospel. *Prerequisites: BSTH 101, 102, 201.*

BSTH 334 (3) Romans

— A section-by-section study of Paul's letter to the Romans to determine what Paul wanted his audience in Rome to hear, and then to ask what the Spirit is saying through this letter to the church today. In discussing the letter's major themes and teachings, attention will be given to the historical background, literary style and the nature of Paul's argumentation. *Prerequisites: BSTH 101, 102, 201.*

BSTH 335 (3) 1 & 2 Corinthians

— Explores the historical, cultural, and social contexts of Paul's letters to the Jesus-believing community in Corinth. Discusses Paul's complicated relationship with the Corinthians from the evidence in Acts and the Corinthian letters. Analyzes the text and context of Paul's letters in terms of Paul's concerns for the Corinthian believers and their socio-cultural context, and considers the theological heart of these letters – the nature of wisdom, love, and reconciliation. *Prerequisites: BSTH 101, 102, 201.*

BSTH 338 (3) Pauline Epistles

— Explores the letters of Paul and concentrates on the historical, social and religious contexts of the early Christian communities to which the

letters are addressed. Attention will be paid to the theology of the letters and critical, scholarly issues. *Prerequisites: BSTH 101, 102, 201.*

BSTH 339 (3) Hebrews and General Epistles

— Examines the message, historical situation, Old Testament connections, theology and reception history of Hebrews, James, 1–2 Peter, 1–3 John and Jude. Attention may focus on one or more of the epistles. *Prerequisites: BSTH 101, 102, 201.*

BSTH 342 (3) Revelation

— Study of the Book of Revelation (or the Apocalypse) with special attention to its content, its literary genre of "apocalypses," the various interpretations of the book, the Old Testament connections, and the theological themes. *Prerequisites: BSTH 101, 102, 201.*

BSTH 345 (3) Second Temple Judaism

— Study of the history, culture, religion and literature of the Jewish people from the end of the exile until the destruction of Jerusalem by Rome. Readings will include selections from the Apocrypha, Pseudepigrapha and the Dead Sea Scrolls, with interest in the development of apocalyptic and rabbinic Judaism(s). *Prerequisites: BSTH 101, 102, 201. Same as: HIST 315.*

BSTH 346 (3) Jesus and the Synoptic Tradition

— An exploration of who Jesus was and what he accomplished as recorded by the canonical witnesses of Matthew, Mark and Luke, in conversation with contemporary "historical Jesus" research models. Focus will be on the questions: Where does Jesus belong within the Jewish world of his day? What were Jesus' aims and claims? Why did Jesus die? Why did the early church begin and why did it take the shape that it did? *Prerequisites: BSTH 101, 102, 201.*

BSTH 347 (3) Paul: Apostle and Theologian

— Examination of the person, life and theology of the apostle Paul. Will emphasize Paul's missionary journeys and order of his letters, his Greco-Roman and early Jewish contexts, politics, Paul's perceived theological developments, and his role as pastor. *Prerequisites: BSTH 101, 201.*

BSTH 350 (3) Directed Study in Biblical Studies and Theology

— 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. *Prerequisite: 12 credit hours in Biblical Studies and Theology. Permission required.*

BSTH 360 (3) The Spirituality of the Early Church

— Examines the spirituality and theology of the early Church Fathers by addressing early Christian creeds, liturgies, and teaching on prayer and the Christian life. *Prerequisites: BSTH 101, 102, 270.*

BSTH 362 (3) Augustine of Hippo

— Explores the life and thought of one of the most influential figures in the history of Christianity and Western culture. Particular attention will be given to his Confessions and to a selection of his major controversies, such as his debates with the Manicheans, the Donatists and the Pelagians. *Prerequisites: BSTH 101, 102, 270.*

BSTH 363 (3) Medieval Theology and Spirituality

— Provides an introduction to medieval theology and spirituality in both the Eastern (Byzantine) and Western traditions, from the 6th to the 15th century. *Prerequisites: BSTH 101, 102, 270.*

BSTH 364 (3) Aquinas

— Examination of the life, writings, and thought of Thomas Aquinas. Particular attention will be given to his Summa Theologiae, among other writings, and his theological and philosophical concerns and approaches. Some topics for discussion will include Aquinas' view of God, metaphysics, epistemology, evil and scripture. *Prerequisites: BSTH 101, 102, 270, PHIL 171. Same as PHIL 364.*

BSTH 365 (3) Reformation Theology

— Focuses primarily on the theology of the main Protestant Reformers, including Luther, Zwingli and Calvin. Attention may also be given to the Anabaptists, the English Reformation and the Counter-Reformation, but its main focus will be the continental, magisterial reformers. *Prerequisites: BSTH 101, 102, 270.*

BSTH 367 (3) Modern Theology

— Examines the development of Christian theology from the 17th to the 20th centuries, including post-Reformation scholasticism, the influence of the Enlightenment thought on theology, the rise of liberal Protestantism, the fundamentalist reaction to liberal theology, various developments in Roman Catholic theology, especially with regard to its relationship to modernity, and the theological revolution initiated by Karl Barth in the first half of the 20th century. *Prerequisites: BSTH 101, 102, 270.*

BSTH 368 (3) The Evangelical Movement: From the Great Awakening to the Present

— Addresses the question "What is Evangelicalism?" by examining the origins, development, and theological distinctives of the Evangelical movement from the Great Awakening in the 18th century to the present. *Prerequisites: BSTH 101, 102, 270.*

BSTH 369 (3) Major Theologians

— Examines one or more major theological figures from church history and their contribution to the articulation and development of theological doctrines. The course may cover figures such as Ambrose, Anselm, Luther, Wesley, Barth, etc. *Prerequisites: BSTH 101, 102, 270.*

BSTH 370 (3) Doctrine of Scripture

— Explores the Christian understanding of God's revelation. Although attention may be given to the doctrines of general and special revelation, as well as to the nature of revelation, the major emphasis will be on the doctrine of the inspiration and authority of the Bible. *Prerequisites: BSTH 101, 102, 270.*

BSTH 371 (3) Doctrine of God

— Examines the existence and attributes of God and the relationship of God to the world. It gives particular attention to the biblical and historical foundations for the doctrine of the Trinity. *Prerequisites: BSTH 101, 102, 270.*

BSTH 372 (3) Doctrine of Creation

— Focuses on the doctrine of creation and the related doctrine of providence. Attention will also be given to the doctrine of the human creature, including the Fall into sin. *Prerequisites: BSTH 101, 102, 270.*

BSTH 373 (3) Doctrine of the Human Person

— Endeavors to acquaint students with the theology of the human person. Focuses on biblical and doctrinal issues that bear upon such questions as “What does it mean to be a human being?”, “What is meant by the ‘image of God’?”, “How is the Person of God related to the personhood of human beings?” *Prerequisites: BSTH 101, 102, 270.*

BSTH 374 (3) Doctrine of Christ

— Examines the doctrine of the person and work of Jesus Christ. Attention will be given to controversies in the early church leading to the affirmation of the deity of Christ and to the Chalcedonian definition, as well as to various approaches to the doctrine of the atonement in church history. *Prerequisites: BSTH 101, 102, 270.*

BSTH 376 (3) Doctrine of the Holy Spirit

— Examines the doctrine of the Holy Spirit. Attention is given to fundamental theological questions concerning the person, work and ministry of the Holy Spirit in Scripture throughout church history and in the contemporary church. Emphasis will be given to several controversial issues relating to this area of doctrine. *Prerequisites: BSTH 101, 102, 270.*

BSTH 377 (3) Doctrine of Salvation

— Explores key areas of salvation, such as election, conversion, justification and sanctification, paying close attention to Scripture and also to historical debates throughout church history. Various views on issues such as the fate of the unevangelized and eternal security will also be explored. *Prerequisites: BSTH 101, 102, 270.*

BSTH 378 (3) Doctrine of the Church

— Examines the origin, nature, purpose, polity, mission, and ministry of the church. Some contemporary issues in ecclesiology will be emphasized, such as ecumenism, the use of liturgy, church discipline, and the relationship of the church to culture. *Prerequisites: BSTH 101, 102, 270.*

BSTH 379 (3) Doctrine of Eschatology

— Addresses the doctrine of the return of Jesus Christ in glory and a number of surrounding events, including the millennium, the resurrection

of the dead, the final judgment and the new heavens and the new earth. Attention will also be given to the doctrine of the intermediate state. *Prerequisites: BSTH 101, 102, 270.*

BSTH 382 (3) Judaism

— Examines the religious beliefs and practices of Judaism, including Rabbinic Judaism, Medieval Judaism, and Contemporary Judaism. Topics will include concepts such as, revelation, free will, Torah, and prophecy, as interpreted in the Hebrew Bible, Mishnah, and Talmud. *Prerequisites: BSTH 101, 102.*

BSTH 383 (3) Islam

— Offers a comprehensive study of Islam, examining its history, fundamental beliefs and concepts, schools of thought, rituals and practices, and sects and mystical tradition. It surveys the rise and formation of Islam in Late Antiquity, including the Qur'an and the Hadith, the development of theology and legal schools in medieval era, and the modern reforms. It examines its relations with other faiths and cultures, especially Christianity and the West, and deals with contemporary political, social and cultural themes, such as terrorism, secularism, pluralism, liberalism, and feminism. *Prerequisites: BSTH 101, 102.*

BSTH 386 (3) Pentecostal Theology

— Explores Pentecostalism from a theological perspective. Examines the major doctrines of Christian theology from a distinctly Pentecostal perspective: God, Christ, the Holy Spirit, Salvation, Church, and Eschatology. Special attention will be given to those doctrines for which Pentecostalism is most widely known, such as Spirit baptism (Subsequence and Initial Evidence), healing, worship and the gifts of the Spirit. *Prerequisite: BSTH 270.*

BSTH 387 (3) Contemporary Religious Movements

— Focuses on new religious movements (traditionally referred to as “cults”) that are connected to existing religious traditions yet are no longer part of the mainstream of those religious traditions. *Prerequisites: BSTH 101, 102.*

BSTH 392 (3) Christianity and Science

— A basic exploration of the relationships between science and the Christian faith that 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: BSTH 101, 102, 270. Offered to students in Modular programs only.*

BSTH 394 (3) Marriage in Theological Perspective

— Examines the history of the Christian theological tradition on human nature and marriage and examines recent work in theological anthropology that attempts to give an adequate account of human sexual differentiation and male-female relations. Some attention will be given to the implications of a theology of marriage for issues such as family planning, contraception, abortion, fertility enhancement technology, genetic engineering, homosexuality, divorce and remarriage. *Prerequisites: BSTH 101, 102.*

BSTH 396 (3) Christian Ethics

— Introduction to Christian theological ethics, including the exegetical bases, the historical development and the application of Christian ethics to personal and social ethical issues. *Prerequisites: BSTH 101, 102, 270. Open to students in Modular programs only.*

BSTH 397 (3) Disability and Theology

— Considers the realities of human disabilities in contemporary society and their theological implications. Discusses disability in relation to personhood, the *Imago Dei*, and the Trinity. Moreover, this course will explore the practical theological implications for living and working with disability, as well as caring for those with disabilities. *Prerequisite: BSTH 270. Recommended: PSYC 101 or 102. Must be a 3rd or 4th year student. Same as PSYC 397.*

BSTH 410 (3) Old Testament Theology

— Study of select themes of Old Testament theology, such as: the knowledge of God, God's name, God's will and law, God's agents (Moses, judges, kings, prophets), election, humanity, religious practice (the cult, priests and Levites), the life of obedience (ethics), etc. The history of the discipline and its relation to the New Testament may also be included. *Prerequisites: BSTH 101, 102, 201, 270.*

BSTH 430 (3) New Testament Theology

— Study of the theology of the New Testament with special emphasis on its unity and diversity. Questions of concern will include "What is the New Testament?" and "Is there one or many theologies of the New Testament?" *Prerequisites: BSTH 101, 102, 201, 270.*

BSTH 440 (3) Topics in Biblical Theology

— This seminar-style course involves the advanced study of a particular topic or figure in biblical theology that will change from year to year. It can be taken more than once for credit, provided that the topics are different. Students will be expected to contribute to the seminar by doing research and presenting the results to the seminar. *Prerequisites: BSTH 101, 102, 201 and 270.*

BSTH 450 (3) Advanced Directed Study in Biblical Studies and Theology

— This independent study option is open to fourth year Biblical Studies and Theology 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. *Prerequisite: 18 credit hours in Biblical Studies and Theology. Permission required.*

BSTH 460 (3) Topics in Historical Theology

— This seminar-style course involves the advanced study of a particular topic or figure in historical theology, which will change from year to year. It can be taken more than once for credit, provided that the topics are different. Students will be expected to contribute to the seminar by doing research and presenting the results to the seminar. *Prerequisites: BSTH 101, 102, 201, 270.*

BSTH 470 (3) Topics in Christian Doctrine

— This seminar-style course involves the advanced study of a particular topic in systematic theology, which will change from year to year. It can be taken more than once for credit, provided that the topics are different. Students will be expected to contribute to the seminar by doing research and presenting the results to the seminar.

Prerequisites: BSTH 101, 102, 201, 270.

BSTH 497 (3) and BSTH 499 (3) Honours Thesis in Biblical Studies and Theology I and II

— Students complete a major research project in Biblical Studies and Theology 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. *Offered only to students in their final year of an honours program in Biblical Studies and Theology. Application required.*

BUSINESS

BUSI 101 (3) Introduction to Business

— Outlines the basic principles of business and the history and development of the set of activities, functions and systems that together define the discipline of modern business practice. With a foundation on redemptive business practices, students are prepared for their next step after university into the business world by encouraging them to discover their passion and vocation in the business mission place.

BUSI 102 (3) Mathematics for Business

— 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.

BUSI 201 (3) Organizational Behaviour

— Using the behavioural sciences as a foundation, 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.

BUSI 203 (3) Business Communication

— Intended primarily to develop the writing and presentation skills that professionals require to manage business communications. The effective use of modern communication and presentation technology and the proper use of social and communications media. Students are provided with the essential tools necessary to secure a rewarding business internship and to thrive in a professional environment. *Prerequisite: BUSI 101.*

BUSI 211 (3) Leadership

— *Same as CHRI 211 and SOCI 211.*

BUSI 215 (3) Business Ethics

— *Same as PHIL 215.*

BUSI 231 (3) Marketing

— 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 101. Recommended prerequisite: BUSI 201.*

BUSI 261 (3) Introduction to Financial Accounting

— 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.

BUSI 262 (3) Introduction to Managerial Accounting

— An introduction to cost accounting systems and the use of cost information for decision-making. 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 261.*

BUSI 301 (3) Human Resource Management

— 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. 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 101. Recommended prerequisite: BUSI 201.*

BUSI 311 (3) Managing Non-Profit Organizations

— 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. *Prerequisite: BUSI 101.*

BUSI 314 (3) Data Analytics

— Covers the development and use of a variety of models to support business decision-making. A significant focus of the course is the use of spreadsheets in business modeling and analysis. *Prerequisite: 6 credit hours in BUSI.*

BUSI 317 (3) Financial Management & Evaluation in Nonprofit Organizations

— Explores essential concepts, practices, and tools pivotal for effective financial management and evaluation of nonprofit and charitable organizations, encompassing budgeting, financial reporting, oversight, resource management, planning, tax considerations, performance evaluation, and risk management. Through a blend of assignments, discussions, cases and practical activities, students will have the opportunity to actively apply their learning, fostering a deeper understanding of financial intricacies crucial for organizational success in the nonprofit sector. *Only offered to students in their 3rd and final year. Same as CHRI 317.*

BUSI 321 (3) Canadian Business Law

— Considers terminology, concepts and methodology of law in the context of doing business in Canada. Deals with some of the legal issues and laws commonly encountered by business people, managers and administrators. Includes the Canadian legal system, contract law, forms of business entities, corporation law and torts. Introduction to risks in global and online business, as well as management of legal risks in business. *Prerequisites: BUSI 101, 201.*

BUSI 325 (3) Business and the Environment

— 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. *Prerequisite: 6 credit hours in BUSI.*

BUSI 328 (3) Perspectives on Community Development

— *Same as CDEV 301.*

BUSI 332 (3) Professional Selling

— A course in professional sales which focuses not only on the professional disciplines needed to succeed in sales, but also emphasizes the role character plays in becoming an effective salesperson. *Prerequisite: BUSI 231.*

BUSI 334 (3) Business Negotiations

— Examines the principles and methods of effective negotiation. Students will acquire basic negotiation skills through role plays and exercises. *Prerequisite: 6 credit hours in BUSI.*

BUSI 341 (3) Entrepreneurship and New Ventures

— 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. *Prerequisite: 12 credit hours in BUSI.*

BUSI 350 (3) 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. *Prerequisite: 12 credit hours in BUSI. Permission required.*

BUSI 361 (3) Intermediate Financial Accounting

— 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 are reviewed. The asset side of the balance sheet is analyzed in detail. *Prerequisite: BUSI 261.*

BUSI 362 (3) 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 262.*

BUSI 371 (3) Managing Information Systems

— Takes a strategic perspective to develop the student's critical thinking as to how emerging technologies can be best utilized and managed in order to increase organizational productivity, performances and capacity. Developed to cover the essential fundamental concepts of information systems, as well as challenges of implementing information technology in support of business strategic direction. In addition, a holistic approach is developed throughout the course. Assesses the technological and human resources issues associated with information systems in the context of rapid organizational and business change. *Prerequisite: BUSI 101.*

BUSI 372 (3) Operations Management

— 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. *Prerequisite: 6 credit hours in BUSI.*

BUSI 374 (3) Computerized Accounting Systems

— Intends to provide a well-rounded training of accounting information systems in today's business environment with an in-depth, hands-on study of QuickBooks Pro, the leading accounting software in North America. This course deals with the fundamentals of internal controls and business processes in a computerized environment; it provides practical training in bookkeeping and accounting skills in the day-to-day operations of typical business offices. This course provides students with the necessary skill to fully master the design, implementation and management of the QuickBooks-based accounting information systems for different industries, as well as the necessary internal control and system security procedures. In preparation for future growth, this course will introduce the fundamentals of e-commerce and Enterprise Resource Planning (ERP) computerized systems, as well as computer fraud and system security issues. *Prerequisites: BUSI 261, 262.*

BUSI 381 (3) Corporate 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 101.*

BUSI 383 (3) Personal Finance

— Provides students with an understanding of foundational financial planning concepts. Students will learn how to develop financial goals and build strategies to accomplish those goals.

BUSI 385 (3) Internship

— The Internship course (paid/unpaid; pass/fail) offers students a dynamic blend of real-world experience and academic rigor, allowing them to immerse themselves in a professional environment aligned with their career aspirations.

Through collaborative discussions between the student, employer supervisor, and faculty advisor, customized responsibilities and objectives are established, fostering a tailored learning experience. With a minimum commitment of 120 hours, students engage in meaningful work, whether paid or unpaid, alongside supplementary academic components including reflective journals and comprehensive reports. Students will be equipped with invaluable skills, insights, and networks essential for success in their chosen field. Advanced approval must be received from the coordinating business professor. *Permission required.*

BUSI 391 (3) International Business

— 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. *Prerequisite: 12 credit hours in BUSI.*

BUSI 403 (3) Authentic Leadership

— Designed to address the practical question: "How can my organization achieve extraordinary results?" Participants will delve into three key topics: Understanding human nature and engagement, impact of shared values on commitment, and authentic leadership. The final research project allows students to select a research topic to gain in-depth knowledge about a specific aspect of leadership. *Prerequisite: 18 credit hours in BUSI.*

BUSI 410 (3) History of Management

— A survey of the historical development of management theory and practice. Special attention will be paid to the impact of these historical developments on the current thinking about, and practice of management. *Prerequisite: 18 credit hours in BUSI.*

BUSI 411 (3) Strategy

— 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. *Prerequisite: 18 credit hours in BUSI.*

BUSI 412 (3) Business Policy and Strategy II

— *Continuation of BUSI 411.*

BUSI 415 (3) Business and Society

— Capstone course that acknowledges the dynamics and impact of change and 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. *Prerequisite: 18 credit hours in BUSI.*

BUSI 420 (3) Capstone: Management Experience

— Students have the unique opportunity to apply and showcase their business acumen by managing all aspects of the Tyndale University campus store. Through hands-on experience and practical application, participants gain valuable insights into real-world business practices, enhancing their ability to navigate and excel in business. Management opportunities in other contexts will be provided as available. Each term represents half a course, and the course is completed over the academic year in order that students can experience a full business cycle. *Prerequisite: 18 credit hours in BUSI.*

BUSI 443 Internship

— This internship (paid/unpaid; pass/fail) is a follow-up to BUSI 385 where the student builds on and demonstrates growth in skills and/or responsibilities within a real-world experience. Through collaborative discussions between the student, employer supervisor, and faculty advisor, customized responsibilities and objectives are established, fostering a tailored learning experience. With a minimum commitment of 120 hours, students engage in meaningful work, whether paid or unpaid, alongside supplementary academic components including reflective journals and comprehensive reports. This course equips students with invaluable skills, insights, and networks essential for success in their chosen field. Advanced approval must be received from the coordinating Business professor. *Prerequisites: 18 credit hours in BUSI, BUSI 385. Permission required.*

BUSI 450 (3) 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. *Prerequisite: 18 credit hours in BUSI. Permission required.*

CHEMISTRY

CHEM 101 (3) General Chemistry I

— Examines the fundamental principles of chemistry. Topics include the periodic properties of the elements, reactions of atoms, ions, and molecules, solution stoichiometry, thermochemistry, electronic structure of atoms, basic chemical bonding and molecular geometry. Three hours of lecture and three hours of laboratory work per week. *Prerequisite: 4U Chemistry or equivalent, or instructor's permission.*

CHEM 102 (3) General Chemistry II

— A continuation of CHEM 101(3), covering topics such as general chemical equilibrium theory, solution chemistry, acid-base theory, rates and mechanisms of chemical reactions and chemical thermodynamics. Three hours of lecture and three hours of laboratory work per week. *Prerequisite: CHEM 101.*

CHRISTIAN MINISTRIES

CHRI 101 (3) Christian Life and Discipleship

— 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: CHRI 203. Offered to BRE Chinese Language students only. Offered in Chinese.*

CHRI 121 (3) Foundations of Christian Ministry and Practical Theology

— Explores the biblical and theological foundations of ministry, including calling and ministry as service to God and the people of God. Considers the theological and practical dimensions of ministry, and addresses functions, roles, contexts, and challenges in traditional and non-traditional ministry.

CHRI 131 (3) Foundations of Ministry to Children and Youth

— Designed to help students in the methodology of ministry to children and youth. Constructs a theological, sociological and philosophical foundation for children's and youth ministry. Students gain a working knowledge of ministry strategies, programming models and history.

CHRI 203 (3) Spiritual Formation

— Explores what it means to be a follower of Jesus, to be united with him, and grow and develop in mind, heart, and character through the work of the Holy Spirit. Examines historical and theological approaches to spiritual formation, both for individuals and believing communities, and will consider the reason and practice of spiritual disciplines. *Exclusion: CHRI 101.*

CHRI 211 (3) Leadership

— Prepares students to lead and manage volunteer organizations, with special emphasis on church and church-related organizations. Students will gain a general knowledge of leadership and administrative theory and skills. Methods of personal and corporate organizing, decision making, team building and personal character will be among the specific issues addressed. *Same as BUSI 211 and SOCI 211.*

CHRI 221 (3) Educational History and Philosophy

— Includes an analysis of biblical, historical and philosophical foundations of Christian education, issuing in a personal philosophy of education.

CHRI 231 (3) 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). Specific focus is given to staff relationships and development, strategic planning and management and leadership skills.

CHRI 239 (3) Foundations of Family Ministry

— Provides theological and scientific foundations for family ministry in the setting of a faith community. Equips adult students with proven tools and resources to build healthy couple and family relationships. Proposed psycho-educational framework for family ministry utilizes and enriches existing structures and ministries in the church, such as Christian education, cell groups, fellowships, lay counselling, growth groups and pastoral and professional counselling.

CHRI 243 (3) Introduction to Pastoral Counselling

— Today, perhaps more than ever before, Pastors are being called upon to provide counsel and care to a wide variety of needs and situations. The purpose of this course is to provide students with the tools necessary to address pastoral care and counselling situations in their congregations. Developing fundamental counselling skills through the application of psychological theory and Christian theology will have far reaching implications for Christian Ministry.

CHRI 271 (3) Behaviour in Groups

— 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 analyze the effectiveness of any particular group. *Same as SOCI 271.*

CHRI 274 (3) Why Music Matters

— 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. *Same as MUSC 274.*

CHRI 301 (3) Contemporary Pentecostal Issues

— After experiencing astounding growth in the last 100 years, Pentecostalism now finds itself at many crossroads. With its greater acceptance by the larger evangelical community, influence felt from the wider charismatic world, and changes within, many Pentecostals today question the future of the movement. Explores the theological shifts and trends currently found within Pentecostalism. Innovations and developments in Western Pentecostal (and Charismatic) theology will be discussed and the merit of these will be examined. Also, the challenges and problems that they pose for Pentecostals in the future will be explored.

CHRI 308 (9) Internship in Pentecostal Ministry

— Open only to students in the Pentecostal ministry preparation stream and is offered only on site in Newfoundland and Labrador. It is designed to give in-depth exposure to ministry in an area appropriate to the student's career goals and is a prerequisite for ministry candidates in the Pentecostal Assemblies of Newfoundland and Labrador. The intern will be supervised by his or her faculty member and by a pastor or head of a church-related ministry. Requires full-time work in the ministry placement, except for periodical intensive courses that take place during the semester as part of the Pentecostal ministry preparation program.

CHRI 309 (3) Internship in Student Development Leadership

— 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 Development. Permission required.*

CHRI 317 (3) Financial Management & Evaluation in Nonprofit Organizations

— *Same as BUSI 317.*

CHRI 321 (3) Principles and Practices of Teaching

— Provides 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: BSTH 101, 102.*

CHRI 322 (3) Nurturing the Spiritual Lives of Children

— 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: BSTH 101, 102. Recommended: PSYC 211.*

CHRI 329 (3) Internship in Children's Ministry
— 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. Internships require a minimum time investment of 210 hours. Advance approval must be received from the professor of Internship in Children's Ministry. The student should register for the internship in the semester in which they plan to begin the course. *Prerequisites: BSTH 101, 102, CHRI 121. Permission required.*

CHRI 331 (3) Canadian Youth Culture
— In order to minister effectively to adolescents, an understanding of their context is essential. 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 that shape today's social structures and the youth culture within the Christian framework. *Prerequisites: BSTH 101, 102. Same as SOCI 301.*

CHRI 332 (3) Youth at Risk
— 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: BSTH 101, 102. Same as SOCI 302.*

CHRI 339 (3) Internship in Youth Ministry
— 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. Internships require a minimum time investment of 210 hours. Advance approval must be received from the professor of Internship in Youth Ministry. The student should register for the internship in the semester in which they plan to begin the course. *Prerequisites: BSTH 101, 102, CHRI 121. Permission required.*

CHRI 340 (3) Contemporary Worship in the Church
— Explores the practice, principles and priorities of contemporary corporate worship in the Church. Topics will include an historical overview of contemporary corporate worship, whose story is being told in corporate worship, the dialogical encounter of corporate worship and the formational practice of corporate worship as it relates to discipleship. Worship leadership will also be addressed, with a focus on music, prayer and the incorporation of the Psalms in worship. *Prerequisites: BSTH 101, 102.*

CHRI 341 (3) Evangelism
— 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: BSTH 101, 102.*

CHRI 343 (3) Preaching
— 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. Prerequisites: BSTH 101, 102, 201.*

CHRI 344 (3) Seminar in Ministry
— This seminar course for ministry is designed to discuss the current issues in the life of the church. Emphasis is placed on personal preparation, the practice of ministry and ongoing training. *Prerequisites: BSTH 101, 102, CHRI 121.*

CHRI 346 (3) History of Christian Worship
— Presents a chronological sweep of the development and practice of Christian worship. We will consider the context of Jewish worship and the beginnings of Christian worship through reflections on the biblical text and early church documents. From these beginnings, we will reflect on the development of the western and eastern Catholic traditions, the worship in the reformed traditions, free church worship, Anglicanism and the worship within the evangelical movement, leading up to a consideration of trends in contemporary worship. *Prerequisites: BSTH 101, 102. Exclusion: CHRI 240.*

CHRI 347 (3) Theology of Christian Worship

— Explores the biblical and theological foundations for Christian worship along with related themes. These themes include the purpose of church services and their structure, the church year and worship planning. The course reflects theologically on the concept of worship, who should worship and how to worship God. *Prerequisites: BSTH 101, 102. Exclusion: CHRI 241.*

CHRI 349 (3) Internship in Pastoral Ministry

— 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. Internship requires a minimum time investment of 210 hours. Advance approval must be received from the professor of Internship in Pastoral Ministry. The student should register for the internship in the semester in which they plan to begin the course. *Prerequisites: BSTH 101, 102, CHRI 121. Permission required.*

CHRI 350 (3) 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. *Prerequisite: 12 credit hours in Christian Ministries. Permission required.*

CHRI 361 (3) Global Christianity

— Designed as an introduction to the "holly 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: BSTH 101, 102.*

CHRI 362 (3) 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. 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: BSTH 101, 102.

CHRI 364 (3) Ministry in a Multicultural World

— Explores various methods of the local church to minister effectively in a culturally diverse world. Students examine multicultural, multiethnic and ethnic-specific approaches to ministry. Related issues of leadership, church life, outreach, preaching and teaching are discussed. *Prerequisites: BSTH 101, 102.*

CHRI 366 (3) Anthropology for Humanitarian Work

— Helps students understand the receiver perspective in an international development and humanitarian context. Key questions are asked regarding the advantages and disadvantages of internal development and humanitarian projects. Emphasis is placed on analysing different cultures from an anthropological perspective. *Prerequisite: 6 credit hours in CHRI or IDVP. Same as IDVP 304 and SOCI 306.*

CHRI 367 (3) Cross-Cultural Studies

— *Same as IDVP 303 and SOCI 307.*

CHRI 368 (3) Seminar in Intercultural Studies

— A seminar for ministry designed to explore the "folk" nature of religion and why understanding theological systems alone is inadequate. The majority of world religions are often highly symbolic and ritualistic. This course will explore the implications of introducing Christianity in contexts that are often spirit-oriented, holistic and community-oriented.

CHRI 369 (3) Internship in Intercultural Studies

— 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. Internships require a minimum time investment of 210 hours. *Offered to all. Prerequisite: BSTH 270. Permission required.*

CHRI 370 (3) Ministry in a Muslim Context

— Seeks to understand the globalization of Islam and its challenges to Christianity. It introduces students to a critical understanding of the fundamental tenets of the Islam faith and their differences in comparison with the Christian faith. We will explore potential strategies for churches in Muslim evangelization, including reaching out to local Muslim communities and the training, equipping and sending of missionaries in cross cultural contexts. *Offered to BRE Chinese Language students only. Offered in Chinese.*

CHRI 372 (3) Spiritual Growth and Development

— Provides an integrated approach to the study of Christian spirituality and the development of the Christian life. The course examines the major traditions of spiritual formation, including the spiritual legacy of the Chinese church. In addition to the theological understanding of spiritual formation, practices of personal and corporal spiritual disciplines will be emphasized. *Offered to BRE Chinese Language students only. Offered in Chinese.*

CHRI 394 (3) Directed Research Methods

— Examines various research methods. The student will apply research methods in preparing the initial stages of a Directed Research Project. *Offered to Modular and DCP students only.*

CHRI 395 (3) Directed Research Project

— Student investigates a specific area of ministry under the direction of a mentor who is actively involved in the research and the final report. *Prerequisite: CHRI 394. Offered to Modular and DCP students only.*

COMMUNITY DEVELOPMENT

CDEV 301 (3) Perspectives on Community Development

— An advanced level course on community development which focuses on core aspects of community development with North American and European paradigms (but also incorporates

Aboriginal and cross-cultural perspectives that accommodate human diversity and pluralism). The two-fold purpose of this makes the important connection between being and doing. Before persons can engage in “successful” community development, they must understand the interconnection between community “needs analysis” and “asset mapping” as well as understand how to effectively respond to “people” dynamics as core components of community development. In the first part of the course, students will be required to examine issues “community gaps and needs” with acute attention to challenging societal factors such as poverty, power, privilege, race, class, gender and other social inequalities and health disparities. Students will also be enabled to define “at-risk” communities within a social justice framework. Second, students will explore elements of “community assets” and “community capacity” whereby community can be supported to address many of their own needs “from the inside out”. The course will conclude with students being asked to begin to develop a simple program for community development informed by leading/standard models of community development. *Prerequisites: SOCI 101, 102, 251, 252. Only open to third- or fourth-year students or equivalent. Same as BUSI 328.*

CDEV 302 (3) Applications in Community Development

— A follow-up to CDEV 301. This course allows students to apply theoretical perspectives learned in the previous course. This advanced level course requires focus, maturity and commitment on the part of students to develop a targeted, strategic community development initiative that can be implemented or become a model of implementation for a community interest of each students choosing. It is highly recommended that students use the group case study processes in this course to inform their final individual proposal for a community development project. A major portion of the final course grade is based on a final project proposal developed by each student. *Prerequisite: CDEV 301. Only open to third- or fourth-year students or equivalent.*

ECONOMICS

ECON 101 (3) Microeconomics

— 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.

ECON 102 (3) Macroeconomics

— 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 101.*

ENGLISH

ENGL 101 (3) Introduction to Literature I

— An introduction to literature written by men and women from a variety of countries. This course will include literature up to the year 1660.

ENGL 102 (3) Introduction to Literature II

— An introduction to literature written by men and women from a variety of countries. This course will include literature from 1661 to the present.

ENGL 171 (3) Literature and Composition

— A development of writing skills necessary for university work, including a review of the fundamentals of grammar. Students will be given exercises in writing clear sentences, paragraphs and essays, and instruction in the writing of a research paper. Selected works of literature will provide the basis for the frequent composition assignments.

ENGL 172 (3) Major Authors in English Literature

— 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.

ENGL 260 (3) Practical Criticism

— Develops the basic practical skills of literary criticism. With respect to poetry, among other things, instruction is provided in the use of poetic metre and poetic form and the use of stylistic figures. *Prerequisite: 6 credit hours in ENGL. Exclusion: ENGL 261.*

ENGL 262 (3) Foundations in Rhetoric

— An introduction to the art of persuasion in written, spoken and visual forms. Models of strong rhetoric will be presented as sources to emulate for those who seek to strengthen their writing and speaking skills. *Prerequisite: 6 credit hours in ENGL.*

ENGL 263 (3) Foundations in Writing

— A study of select models of writing in prose, and occasionally verse, combined with frequent practice in composing both fiction and non-fiction, for the purpose of increasing a student's ability to write clearly and compellingly. Through this course, we will emulate models of concise, specific, concrete communication. This course will benefit those who seek to hone their writing and speaking skills. *Prerequisite: 6 credit hours in ENGL.*

ENGL 290 (3) The Short Story

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

ENGL 301 (3) Anglo-Saxon Literature

— 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. *Prerequisite: 6 credit hours in ENGL.*

ENGL 302 (3) Arthurian Literature

— From medieval to modern times, the legends of King Arthur have captured the imaginations of many cultures. Explores diverse articulations of those legends through the works of authors such as Malory, Spenser, Tennyson, Twain and White. *Prerequisite: 6 credit hours in ENGL.*

ENGL 303 (3) Sixteenth-Century Literature

— Explores important works of poetry and prose by authors such as Sidney, Spenser, Erasmus and More and their place in Renaissance culture. *Prerequisite: 6 credit hours in ENGL.*

ENGL 305 (3) Classics of Medieval Literature

— Beginning with Bede's account of the seventh-century conversion of King Edwin and ending with the close of the Middle Ages circa 1400, surveys some of the great classics of early English medieval literature. Some authors of the works studied are anonymous; others may include Bede, King Alfred, Julian of Norwich, Hilton, Langland and Chaucer. All works are read in modern English translations. *Prerequisite: 6 credit hours in ENGL.*

ENGL 306 (3) The Bible as Literature

— 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 and interconnectedness of the Old and New Testaments. *Prerequisites: BSTH 101, 102 plus 6 credit hours in ENGL.*

ENGL 307 (3) Children's Literature

— Intensive introduction to children's literature. Students will investigate various genres of children's literature and critically analyze significant books in each area. Includes a lecture at the Osborne Collection of historical children's literature. *Prerequisite: 6 credit hours in ENGL.*

ENGL 308 (3) Science Fiction and Subcreation

— Focuses on Tolkien and Lewis' response to the problem of alienation in contemporary culture, more specifically 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' science fiction trilogy, as well as the "classics" of the science fiction genre. *Prerequisite: 6 credit hours in ENGL.*

ENGL 310 (3) Seventeenth-Century Literature

— Study of English literature from the reign of James I to the Restoration, emphasizing Donne, Herbert, Bunyan and Milton. *Prerequisite: 6 credit hours in ENGL.*

ENGL 312 (3) Introduction to Old Norse Literature

— Survey of Old Norse literature in translation, including Eddic and Skaldic poetry, King's sagas, Icelandic sagas, ancient sagas and later re-interpretations of such material by writers such as J.R.R. Tolkien or Thomas Gray. *Prerequisite: 6 credit hours in ENGL.*

ENGL 320 (3) Irony's Edge: Eighteenth-Century Satire

— Survey of poetry, drama and prose from 1660–1798, which may include John Dryden, Aphra Behn, Alexander Pope, Jonathan Swift, Samuel Johnson and Frances Burney. *Prerequisite: 6 credit hours in ENGL.*

ENGL 331 (3) Romantic Poetry

— 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. *Prerequisite: 6 credit hours in ENGL.*

ENGL 332 (3) The Early Novel

— Examines representative works of the early novel, including such authors as Austen, Hugo, the Brontës, Dostoevsky, Gaskell, and Eliot. *Prerequisite: 6 credit hours in ENGL.*

ENGL 333 (3) Victorian Poetry

— Focuses on the poetry of the Victorian period (1837–1901), including works by poets such as Tennyson, Arnold, Hardy and Browning. *Prerequisite: 6 credit hours in ENGL.*

ENGL 340 (3) Twentieth-Century Literature

— Study of representative works reflecting the various influences of the major wars and social upheavals characteristic of the 20th century. Authors may include Eliot, Woolf, Morrison, Atwood, Achebe and Marquez. *Prerequisite: 6 credit hours in ENGL.*

ENGL 350 (3) 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. *Prerequisite: 12 credit hours in ENGL. Permission required.*

ENGL 361 (3) Creative Writing

— Instructs and practices the student in the methods of creative writing. Through reading and writing short stories, dramatic works and poetry, students will be familiarized with and coached in aspects of writing such as plot, characterization, point of view, voice, genre and dialogue. Additionally, students may consider matters of inspiration, influence and revision. *Prerequisite: 6 credit hours in ENGL.*

ENGL 363 (3) Playwriting

— Through reading and writing dramatic works students will become familiar with aspects of playwriting such as plotting, characterization, point of view, voice, genre and dialogue. Additionally, students may consider matters of inspiration, influence and revision. Canadian and international plays will be analyzed and students will be encouraged to master the techniques of clear and effective communication. Through the writing and rewriting process, they will begin to discover their unique, creative voice. *Prerequisite: 6 credit hours in ENGL.*

ENGL 370 (3) Chaucer

— 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. *Prerequisite: 6 credit hours in ENGL.*

ENGL 371 (3) George Herbert: Priest and Poet

— A study of the life and works of one of 17th century England's supreme poets, drawing on biographies and other secondary sources to illuminate Herbert's poetry in *The Temple* and his wise reflections on pastoral duties and village life in *The Country Parson*. *Prerequisite: 6 credit hours in ENGL.*

ENGL 372 (3) Jane Austen

— Surveys Jane Austen's major novels in their cultural and religious contexts. Through subtle commentary, Austen's narrators allude to the French Revolution, British imperialism, the oppressive practices of West Indian slavery, and the rise of Anglican evangelicalism. *Prerequisite: 6 credit hours in ENGL.*

ENGL 374 (3) Studies in C.S. Lewis

— 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 ENGL.*

ENGL 375 (3) Shakespeare

— Survey the major genres of Shakespeare's plays and study a series of selected critical works. *Prerequisite: 6 credit hours in ENGL.*

ENGL 378 (3) Milton

— 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 *Christian Doctrine*. *Prerequisite: 6 credit hours in ENGL.*

ENGL 380 (3) Post-Colonial Literature

— 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. *Prerequisite: 6 credit hours in ENGL.*

ENGL 382 (3) African-American Literature

— Study of literature produced by writers of African descent in the United States. Writings include the slave narrative, essay, poetry, novel, short story, play, sermon, prayer and song. Authors include Frederick Douglass, W. E. B. Du Bois, Zora Hurston, Langston Hughes, Ralph Ellison, Lorraine Hansberry and Toni Morrison. *Prerequisite: 6 credit hours in ENGL.*

ENGL 383 (3) American Literature I

— Introduction to influential American writers of the 17th, 18th and 19th centuries up to the Civil War, shaping the direction of American letters, including Edwards, Hawthorne, Melville, Whitman, Emerson and Dickinson. *Prerequisite: 6 credit hours in ENGL.*

ENGL 384 (3) American Literature II

— Focuses on post-Civil War and 20th 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. *Prerequisite: 6 credit hours in ENGL.*

ENGL 387 (3) Literature Across the Americas

— Draws on a selection of twentieth and twenty-first century literature in English from both North and South America. Representative authors may include Jorge Luis Borges, Annie Dillard, Ralph Ellison, Louise Erdrich, Gabriel Garcia Marquez, Yann Martel, Toni Morrison, Alice Munroe, Pablo Neruda, Michael Ondaatje, Amy Tan, and Alice Walker. *Prerequisite: 6 credit hours in ENGL.*

ENGL 388 (3) Canadian Literature and Culture

— An introduction to Canadian literature emphasizing writers of the twentieth and twenty-first centuries. Texts are chosen from works in both English and French (in translation) that show the movement from modern to post-modern, post-colonial and post-national literature. Included in the course is a field trip to the Canadian Art collection in the Art Gallery of Ontario. *Prerequisite: 6 credit hours in ENGL. Exclusions: ENGL 385, 386.*

ENGL 400 (3) History of Literary Theory

— Offers a survey of the major theorists of literature, from Plato and Aristotle to Augustine and Sidney, before looking at neoclassical critics such as Samuel Johnson and the Romantic theorists, such as Wordsworth, Coleridge and Shelley, who set the tone for the modern period. *Required course for students in Honours English. Prerequisite: 6 credit hours in ENGL.*

ENGL 401 (3) Contemporary Literary Theory

— Considers many of the theoretical approaches to literature that have proliferated in the 20th century. Recommended for all students who are considering graduate studies in English. *Prerequisite: 6 credit hours in ENGL. Completion of ENGL 400 is strongly recommended.*

ENGL 403 (3) Indigenous Writers of North America

— Considers literature written by indigenous men and women residing in North America and engages with post-colonial theory in Christian perspective. Texts will be examined to show how they reflect larger topics of identity formation and social regeneration in previously colonized people groups, as well as considering their more specific regional contexts. *Prerequisite: 9 credit hours in ENGL.*

ENGL 411 (3) Psalms as Poetry, Psalms in Poetry

— Surveys poetic techniques in the book of Psalms, including Hebraic parallelism, and their influence on the history of poetry. Poets include Mary Herbert, Richard Crashaw, John Milton, Margaret Avison, and Leonard Cohen. *Prerequisite: 9 credit hours in ENGL.*

ENGL 425 (3) The Romantic Epic

— Observes how the writers of the Romantic age engaged with John Milton both as a political figure and as an epic poet. *Prerequisite: 6 credit hours in ENGL.*

ENGL 426 (3) Shakespeare's History Plays

— Explores Shakespeare's history plays, focusing on his use of political theory. *Prerequisite: 9 credit hours in ENGL.*

ENGL 440 (3) English Internship

— An upper-level individually guided course to accompany an internship in writing or publishing. The internship may be on campus (such as a non-marking teaching assistantship, research assistantship, or a placement with Tyndale's Marketing and Communications department) or it may be off-campus. Students are responsible for finding their own off-campus volunteer internships. *Prerequisite: 12 credit hours in ENGL.*

ENGL 450 (3) 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. *Prerequisite: 18 credit hours in ENGL. Permission required.*

ENGL 497 (3) and ENGL 499 (3) Honours Thesis in English I and II

— 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. *Only offered to students in their final year of an honours program in English. Application required.*

ENVIRONMENTAL SCIENCE

ENVS 151 (3) 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.

FRENCH

FREN 101 (3) Introductory French I

— 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).*

FREN 102 (3) Introductory French II

— *Continuation of FREN 101. Prerequisite: FREN 101.*

FREN 201 (3) Intermediate French I

— The main objective is the further development of written/oral comprehension and expression. This is a continuation of the Introductory French I and II courses. Emphasis will be placed on grasping and applying grammar concepts in a variety of

written exercises. *Prerequisites: FREN 101, 102 or by permission of the instructor.*

FREN 202 (3) Intermediate French II

— *Continuation of FREN 201. Prerequisite: FREN 201.*

FREN 210 (3) Conversational French

— Language students will engage in media responses, dialogues, presentations, debates and interviews as different means to communicate within the range of A2 and B1 (and parts of B2) Common European Framework Reference levels on authentic topics, such as personal likes, opinions, goals, leisure, family, shopping and employment. Pronunciation and intonation, idiomatic expressions, formal and informal speech patterns and cultural norms will be incorporated in the process of communication. Participation in the DELF language testing program will be encouraged. *Prerequisites: FREN 101, 102.*

FREN 230 (3) Everyday French Grammar

— For students who wish to improve their ability to speak and write in French, this course consists of an intensive review of French grammar integrated into writing practices. From standard letters to administrative documents, students will be given the opportunity to further their understanding of the grammatical rules necessary to master the language. Students will learn to apply the acquired knowledge into their own written documents in correct French. *Prerequisites: FREN 101, 102.*

FREN 241 (3) Introduction to French Literature and Media

— Students are given an opportunity to learn the French language through French materials including newspapers, magazines articles, advertising, French songs and films dealing with cultural topics and specificities. Students will gain increased cultural awareness and appreciation for the regional and social aspect of the language and the culture it sustains. The course aims to further develop students' speaking, comprehension and writing skills through the analysis of contemporary issues and their representation in literature and media. *Prerequisites: FREN 101, 102.*

FREN 341 (3) Francophone Literature

— Develops students' understanding of La Francophonie by means of a variety of literary texts from the Francophone world, with special attention to Francophone postcolonial literature in Africa, the Caribbean, Canada, Asia, Polynesia, and the Indian Ocean. It will focus on a number of themes, including colonialism and the other, through the reading and discussion of literary works with analysis of social, historical, and political issues. *Prerequisites: FREN 101, 102, 201, 202, 230, 241.*

FREN 350 (3) Directed Studies in French

— 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. *Prerequisite: 12 credit hours in FREN. Permission required.*

FREN 370 (3) Professional French

— Language learners will compare French and English cultural practices in family, education and business. Students will acquire written and oral skills used in institutional settings: composing letters, emails, résumés, agendas and contracts using legal and business terminology. Employment interviews and standard interactions related to travel and situational problem-solving will form a key component of the communication requirement of the course. *Prerequisites: FREN 101, 102, 201, 202, 230.*

FREN 391 (3) French Travel Practicum

— Language students will prepare for and respond to a five-day, four-night trip to a Francophone city. Components of the preparation phase will include a virtual tour of urban and rural Francophone locations, practicing asking directions of native speakers, designing informal interview questions to collect data on cultural practices, selecting key tourist sites to gather information from, and studying local pastimes and recipes. During the tour, students will be required to speak French only. Data from planned activities will be recorded for further research and discussion. *An additional fee will be required for this course. Prerequisites: FREN 101, 102, 201, 202, 230.*

GEOGRAPHY

GEOG 101 (3) Introduction to Physical Geography: Earth Science

— Introduction to geomorphology, the scientific study of the landscape and landscape formation processes. Introduction to the physical structure of the earth, earth materials, the nature and formation of major landform features on the earth's surface, and the processes that continue to shape the landscape such as rivers, oceans, glaciers, winds, earthquakes, volcanoes and tsunamis. Very beneficial for students interested in other disciplines that consider the natural environment (such as agriculture, ecology, engineering), or fields that deal with human/environment interaction (such as the social sciences, history, anthropology, architecture). It will also be beneficial to students interested in relief, development and mission work.

GEOG 102 (3) Introduction to Physical Geography: Weather, Climate and Ecosystems

— Introduction to atmospheric and soils sciences; physical elements of climate (including seasonal cycles, climate change and global warming); causes, changes, and patterns of weather (including hurricanes, tornadoes and other extreme weather conditions); spatial and dynamic interrelations of climate, soils and vegetation (including soil protection, ecosystems and biodiversity). Basic foundation for further courses in physical geography. Relates to considerations of the natural environment (such as agriculture, ecology or engineering), or fields that deal with human/environment interaction (such as the social sciences, history, anthropology or architecture).

GREEK

GREE 201 (3) Elementary New Testament Greek I

— An introduction to the basic principles of New Testament Greek grammar with emphasis on morphology, declension, conjugation and syntax.

GREE 202 (3) Elementary New Testament Greek II

— A continuation of detailed Greek grammar and syntax study with significant reading and analysis of Greek New Testament passages. *Prerequisite: GREE 201.*

GREE 301 (3) Readings in New Testament Greek I

— 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: BSTH 101, 102, 201, GREE 201, 202.*

GREE 302 (3) Readings in New Testament Greek II

— 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. *Prerequisite: GREE 301.*

GREE 451 (3) Advanced Studies in the New Testament Greek Text

— 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 302.*

HEALTH**HEAL 102 (3) Human Biology**

— *Same as BIOL 102.*

HEAL 301 (3) Social Determinants of Health

— Introduces key social determinants of health (SDOH) to students within a Canadian context. Course content orients learners to view health in relation to key social factors, such as societal equity, diversity, inequalities and social justice. Students will be introduced to basic terms,

concepts and measurements related to health, public health, population health and health inequalities. *Prerequisites: SOCI 101, 102.*

HEAL 302 (3) Mental Health & Social Policy

— Examines issues, concerns, and policies surrounding mental health and their impact on individuals, families, communities, and institutions. This course builds upon knowledge acquired from social welfare programs and policies (SOCI 251) as well as the social determinants of health (HEAL 301), and will analyze the relationship among policy, practice, and research. There will be a brief overview that connects health and human services practice to the policy-making arena, from advocacy to implementation, and a review of the policy-making process. Theories and strategies for policy-practice will be discussed for their relevance in promoting effective and positive change. Students will learn about the history of mental health policy, and gain an understanding about the forces which led to the rehabilitation and recovery movements, including the enactment of various mental health policies from past to present. There will be examination of the complex nature of policy debates and priorities according to the perceptions of legislative bodies, advocacy organizations, and other key constituents. Through core readings students will discover the values, attitudes, and paradigms that have influenced mental health policy. In gaining a comprehensive framework of the social, political, economic, and cultural aspects that have shaped mental health policy, students will develop the critical skills necessary to become policy analysts. *Prerequisites: HEAL 301, SOCI 101, 102, 251.*

HEAL 310 (3) Brain and Behaviour

— *Same as BIOL 310 and PSYC 310.*

HEAL 350 (3) Directed Studies in Health and Human Services

— 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. *Prerequisite: 12 credit hours in HEAL. Permission required.*

HEAL 391 (3) Applied Skills for Practice in Health and Human Services

— Supports students to learn, hone and develop foundational skills that can be used across a range of applied Health & Human Services contexts. It builds on theories and concepts acquired from Introduction to Sociology Part I (SOCI 101) and Introduction to Sociology Part II (SOCI 102) as well as Introduction to Social Welfare (SOCI 251). Students will learn how to apply these theories in practical ways with activities and practice opportunities. This course provides an operational framework whereby theories can provide the lens that shapes how Health & Human Services providers can think and put their thoughts into meaningful action beneficial to people served. This course will also examine how to apply theories in practical examples that a practitioner in Health & Human Services sectors will come across. Through the core readings, students will discover how to critically appraise beliefs, arguments and claims in order to arrive at a well-reasoned judgement. *Prerequisites: SOCI 101, 102, 251.*

HEAL 431 (3) Advanced Studies in Trauma: From Origins to Interventions

— Explains the impact of Trauma on individuals, groups, and society, focusing on the origins and sources; types of trauma disorders; and interventions applied in practice to mitigate the effects. Trauma is a deeply distressing or disturbing experience. Students will use selected case studies to enhance their understanding of the theories covered by the course. *Prerequisites: SOCI 101, 102, PSYC 101, 102. Limited to 3rd and 4th year students or permission from instructor. Recommended: HEAL 302, PSYC 321. Same as PSYC 421.*

HEAL 441 (3) Advanced Studies in Women's Health

— The promotion and maintenance of women's health needs are emphasized in this course based on a social determinants of health perspective within the context of contemporary political economic realities. Historical influences as well as social, political, religious, cultural and economic factors that impact contemporary women's health are explored and addressed. A lifespan perspective is engaged to consider gynecological health needs and sexuality from menarche to menopause.

Course content also includes women's roles in a complex, diverse, multicultural society. Learners will become more aware of self and the needs of women as consumers and providers in traditional and alternative health systems with a focus on becoming effective advocates for women's health priorities. *Prerequisites: HEAL 301, SOCI 101, 102.*

HEAL 450 (3) Directed Studies in Health and Human Services

— 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 the studies. *Prerequisites: 12 credit hours in HEAL including HEAL 391 plus MATH 322 and PSYC 360. Minimum cumulative "B" average. Professor's written permission required to enroll in this course.*

HEAL 493 (3) Practicum in Psycho-Social Health and Health Determinants

—A capstone requirement in the Health & Human Services with a Minor in Psychology program at Tyndale. All program candidates must complete a semester-long minimum of 120 practicum hours (a minimum of 10 hours per week) in a preferred Social Determinant of Health (SDOH) area. The Practicum provides students with a vibrant and transformative context for integrating the theoretical and practical elements of Psycho-Social Health and specific Health Determinant area. The Practicum has a formative aim in developing reflective and professional Health and Human Services leaders for service in a relevant, related area. Through engagement in real-world supervised placements, students are provided with opportunities to work alongside experienced mentors to develop professional competencies, to set and meet individualized learning goals, and to clarify and confirm their gifts and calling. *Prerequisites: HEAL 301, 391. Permission required.*

HEBREW

HEBR 201 (3) Introduction to Biblical Hebrew I

— An introduction to the basic principles of biblical Hebrew with emphasis on morphology, phonology and syntax.

HEBR 202 (3) Introduction to Biblical Hebrew II

— A more detailed study of Hebrew grammar and syntax through the reading of selected portions of the Hebrew Old Testament. *Prerequisite: HEBR 201.*

HEBR 301 (3) Readings in Biblical Hebrew I

— 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, also provides a preliminary introduction to matters of textual criticism and exposure to the Septuagint and Qumran materials. *Prerequisites: BSTH 101, 102, 201, HEBR 201, 202.*

HEBR 302 (3) Readings in Biblical Hebrew II

— As a continuation of Readings in Biblical Hebrew I, 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, features an introduction to biblical Hebrew poetry in the classical writing Prophets. *Prerequisite: HEBR 301.*

HISTORY AND GLOBAL STUDIES**HIST 101 (3) History of Western Civilization in Global Perspective I**

— Traces the development of Western civilization from the ancient world to the seventeenth century. The impact of Hebrew, Greek, Roman, Christian, Asian, and African society is examined through the lens of the rise of Western thought and culture.

HIST 102 (3) History of Western Civilization in Global Perspective II

— Explores Western civilization from the age of the Enlightenment to the present. The key events, ideas, and persons of the last four hundred years are examined — including the ways in which the West has engaged with other parts of the world — in order to gain a fuller understanding of Western civilization today.

HIST 151 (3) History of World Christianity

— 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. *Offered only to students in the Degree Completion Program.*

HIST 201 (3) History of Art I

— *Same as ARTM 201.*

HIST 202 (3) History of Art II

— *Same as ARTM 202.*

HIST 240 (3) 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-17th century revolution; 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 17th century. *Co-requisite: HIST 241.*

HIST 241 (3) 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; examines the rise of Britain to the status of a great world power, the industrial revolution, the empire, the two world wars of the 20th century and the question of political leadership, with particular attention to Winston Churchill and Margaret Thatcher. *Co-requisite: HIST 240.*

HIST 242 (3) 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 (1642-1653), and again by William III (1690-1693). Investigates the origins, progress and long-term consequences of Ireland's subjugation by England.

HIST 251 (3) History of World Christianity I

— Surveys the history of Christianity from the earliest days of the church to the 15th and 16th century calls for reform. The main currents of theology, missions, worship, and organization of the church are examined, as are its major leaders, writings, movements, and national settings.

HIST 252 (3) History of World Christianity II

— Surveys the history of Christianity from the time of the Protestant Reformation to the present. The main currents of theology, missions, worship, and organization of the church are examined, as are its major leaders, writings, and movements. Attention is paid to all the major Christian traditions: Protestant, Roman Catholic, and Orthodox, as well as the rise of the Global church in the contemporary world.

HIST 263 (3) Prosperity and Poverty: An Economic History of the World since 1700

— Examines global economic history with a focus on why some nations were rich and others poor. Considerable attention is paid to evidence-based research and a colourful cast of economists, politicians, and Christian clergy who engaged the issues of wealth and poverty.

HIST 271 (3) Canada and the Western World 1500-1867

— Surveys the history of Canada from the early contact period to Confederation. The main focus is on how Canada developed politically, economically, and culturally within the context of European global expansion.

HIST 272 (3) Canada and the World since 1867

— Surveys the history of Canada from Confederation to the present with an emphasis on its political, cultural, and economic development from colony to nation within the wider context of the British Empire and the rise of the United States.

HIST 281 (3) America and the Western World 1500-1865

— Explores the major political and social developments in U.S. history from the founding of the first colonial settlements, through independence from Britain, to the end of the Civil War. Topics covered include the aggressive displacements of indigenous peoples, political development, religious pluralism, race-based slavery, and irreconcilable sectional differences.

HIST 282 (3) America and the World since 1865

— Examines the major political and social forces in U.S. history from the Reconstruction era to the present. Topics covered include the emergence of modern society, popular culture, the civil rights movement, and the impact of American foreign policy on different parts of the world.

HIST 291 (3) The Great War and the Making of the Modern World

— Probes the history of the First World War from a number of perspectives: military, economic, strategic, diplomatic, religious and cultural. The intent 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.

HIST 292 (3) The Second World War

— Surveys the nature and extent of the war that enveloped the world from 1939-1945. Its roots in the 1920s and 1930s will be examined, as well its military, political, economic and social features. The construction of the post-war world order will also be examined.

HIST 301 (3) The Historian's Craft

— 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. *Prerequisite: 6 credit hours in HIST.*

HIST 310 (3) The Ancient World: From Mesopotamia to Greece, c. 3000-300 BC

— Examines the social, religious, political and cultural history of ancient Mesopotamia, Assyria, Babylon, Persia, Egypt, Israel and Greece. *Prerequisite: 3 credit hours in HIST.*

HIST 312 (3) The World of the Early Christians, from the Time of Christ to 200 AD

— 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. *Prerequisite: 3 credit hours in HIST.*

HIST 313 (3) The World of the Early Christians, c. 200 AD to the Rise of Islam

— Examines the history of Christianity from the time of the early martyrs at the end of the second century to the rise of Islam in the seventh century. *Prerequisite: 3 credit hours in HIST.*

HIST 315 (3) Second Temple Judaism

— *Same as BSTH 345.*

HIST 316 (3) Ancient Near East

— *Same as BSTH 320.*

HIST 317 (3) Archaeology of the Holy Land

— *Same as BSTH 308.*

HIST 321 (3) The Crusades in World History

— Provides an overview of the Crusades through an examination of the major impulses, events, and figures involved in their execution. Placing the Crusades in their wider east-west, Muslim-Christian context is foundational to the approach taken in the course. *Prerequisite: 3 credit hours in HIST.*

HIST 331 (3) The Reformation Era

— Deals with the roots, development and significance of the 16th 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. *Prerequisite: 3 credit hours in HIST.*

HIST 342 (3) Henry VIII and Oliver Cromwell, 1500-1660

— Henry VIII, and his numerous wives and children, with special attention to Elizabeth I. Considers the impact of the Protestant Reformation, the wars with Spain, the translation of the Bible and overseas expansion. It concludes with an examination of the English Revolution (1642-1660), the conquest of Ireland and the role of Oliver Cromwell in these cataclysmic events. Attention is also given to music, architecture and social history. *Prerequisite: 3 credit hours in HIST.*

HIST 343 (3) England from the Restoration to the Industrial Revolution, 1658-1815

— 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. *Prerequisite: 3 credit hours in HIST.*

HIST 344 (3) Modern Britain

— Covers the history of the United Kingdom from the beginning of the 19th 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. *Prerequisite: 3 credit hours in HIST.*

HIST 345 (3) Lion Rampant: British Imperial History in Global Perspective, 1800 — 1980

— 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 wide-ranging impact on the modern world will be considered in the context of such topics such as politics, economics, armies, navies, race, nationalism, gender, society and religion. *Prerequisite: 3 credit hours in HIST.*

HIST 346 (3) Winston Churchill: His Life, Times, and Leadership

— Outside of Shakespeare, Winston Churchill is probably the best-known Englishman of all-time. His varied career as a soldier, journalist, author, parliamentarian, cabinet minister, and prime minister, is without equal in British history. Today, Churchill's reputation as a leader is overwhelmingly heroic, but in his own time he was often controversial and in the years leading up to his becoming prime minister in 1940 many contemporaries thought that his political career was over. This course is full-orbed, in that it attempts to probe the life and times of Churchill as fully as possible. He was a major actor in a number of British and world events spanning over half a century, from the imperial reconquest of Sudan in 1898 to the Cold War of the 1950s. His life in connection with these and many other important events will be examined closely. *Prerequisite: 3 credit hours in HIST.*

HIST 350 (3) Directed Studies in History and Global 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. *Prerequisite: 12 credit hours in HIST. Permission required.*

HIST 363 (3) Modern Europe: 1789 to the Present

— Beginning with the outbreak of the French Revolution in 1789, 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. *Prerequisite: 3 credit hours in HIST.*

HIST 371 (3) Modern Africa: From Empire to Independence

— 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. *Prerequisite: 3 credit hours in HIST.*

HIST 372 (3) The Global History of Population and the Family, from 1500 to the Present

— Examines the origins and impact of the world population explosion that began around 1750. Topics include nutrition, medicine, disease, public health, fertility, marriage, children and the family. *Prerequisite: 3 credit hours in HIST.*

HIST 373 (3) 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, 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. *Prerequisite: 3 credit hours in HIST.*

HIST 375 (3) 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. Study of 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. *Prerequisite: 3 credit hours in HIST.*

HIST 376 (3) Israel and the Muslim World

— Surveys the history of the modern Arab-Israeli conflict. Topics covered include Ottoman and post-World War I Palestine, the establishment of the State of Israel in 1948, the Arab-Israeli wars, and the nature and extent of ongoing strife in the Middle East. *Prerequisite: 3 credit hours in HIST.*

HIST 382 (3) Global Evangelicalism since 1900

— Examines the history of those Christians around the world who espoused traditional, historic Protestant Christianity in the context of twentieth-century modernity and its attendant scientific, liberal, and secular challenges. *Prerequisite: 3 credit hours in HIST.*

HIST 384 (3) North American Economic History: 1919 to the Present

— Explores modern North American economic history including the impact of economic theory, war, urbanization, technology, regionalism, immigration, and globalization on growth and income. *Prerequisite: 3 credit hours in HIST.*

HIST 387 (3) Film and Western Culture

— Examines how various movies portray Western culture from the Roman period to the present. Three major components are cinemas as a popular art form, the rise of the West (including interaction with non-Western cultures), and the influence of movies on our understanding of history and culture. In exploring film and culture, the focus will be on themes, such as sacrifice, survival, family, and faith. *Prerequisite: 3 credit hours in HIST. Same as ARTM 344.*

HIST 441 (3) Colossus: Britain in the Age of Queen Victoria

— Probes in detail the history of 19th century Britain, an era dominated by the idea of progress. Empire, literature, warfare, democracy, religion and gender relations are some 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 HIST and at least third-year standing. Recommended: HIST 301, 342.*

HIST 450 (3) 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. *Prerequisite: 18 credit hours in HIST. Permission required.*

HIST 481 (3) The Great Depression: America from the Great Crash to Pearl Harbor

— The Great Depression caused chaos and struggle for millions of Americans; it was the worst economic downturn in American history (and in the industrialized world). In addition to the drama that people faced in their daily lives, this course covers economic theory to better understand America's declining standard of living and the economic and

political reform of the era. *Prerequisites: 9 credit hours in HIST and at least third-year standing.*

HIST 497 (3) and HIST 499 (3) Honours Thesis in History and Global Studies I and II

— Students will complete a major research project in History and Global Studies that demonstrates the ability to formulate a thesis, use scholarly methods, evaluate primary sources and come to reasonable conclusions. *Only offered to students in their final year of an honours program in History and Global Studies. Application required.*

INTERDISCIPLINARY STUDIES

INDS 101 (3) University Studies in Christian Perspective

— An introduction to university education, and to the place and purpose of academic work in the life of the thoughtful Christian student. In addition to providing an introduction to a biblical worldview, the course will explore such topics as strategies for academic success, preparation for scholarly work, and the integration of faith and learning.

INDS 110 (3) Academic Achievement Strategies

— By focusing on the whole learner, this course equips students with the tools they will need to achieve success in a university setting. Through an integrative approach to study skills, mental health, and personal formation, students are given the chance to identify areas that require further development. Topics include study strategies, on-line learning, critical reading and writing, goal-setting, stress management, motivation, and formation. Through lectures, workshops, and assignments, students will learn practical strategies to improve their academic performance, while also exploring how personal growth impacts university and vocational success. *Permission required. Exclusion: LANG 110.*

INDS 475 (3) Christianity and Culture

— An interdisciplinary upper-level course that explores academic disciplines and culture from an explicitly Christian perspective. *Offered only to Bachelor of Arts and Bachelor of Business Administration fourth-year students.*

INTERNATIONAL DEVELOPMENT

IDVP 101 (3) Introduction to International Development

— International development in its many forms presents one of the most interesting challenges for today's world. 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.

Exclusion: IDVP 301.

IDVP 201 (3) Justice, Poverty and Theology

— Provides a biblical, theological and missiological foundation for ministries of development and disaster relief. Looks at the whole narrative of Scripture and the concept of *missio Dei*, how poverty is conceptualized in the Old and New Testaments, including how the Early Church and then missions throughout history address issues such as social justice as part of Christian missions. Also looks at whether transformation is a biblical concept, and how to balance evangelism and the verbal proclamation of the Gospel with development and disaster relief. *Prerequisite: IDVP 101.*

IDVP 300 (3) Theories of International Development

— Examines how prominent theories of development, namely modernization, dependency, neo-liberalism, Marxism and critical theories have shaped international development. Analyzes the main arguments, similarities and differences of these theoretical approaches and their implications on so-called developing countries. The political, economic and the cultural dimensions of development thinking, including their interrelations will also be examined. *Prerequisite: IDVP 101.*

IDVP 303 (3) Cross-Cultural Studies

— 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. *Prerequisite: 6 credit hours in CHRI or IDVP. Same as CHRI 367 and SOCI 307.*

IDVP 304 (3) Anthropology for Humanitarian Work

— *Same as CHRI 366 and SOCI 306.*

IDVP 311 (3) Microfinance in Theory and Practice

— Microfinance provides financial services to the poor and has often been touted as a model example of a social entrepreneurship innovation that addresses both social and economic problems. However, it has been under scrutiny of late in light of concerns over consumer protection and increasing commercialization of the field, and questions remain about its effectiveness in lifting its clients out of poverty. The course will address these issues from both a theoretical and developmental perspective and provide in-depth discussion on emerging issues in the microfinance world. *Prerequisite: 6 credit hours in IDVP.*

IDVP 332 (3) Livelihoods, Food Security and Development

— Examines key concepts surrounding food security, food sovereignty, livelihoods, and the interrelation between the production and consumption of food. Also explores the evolution of contemporary global agricultural systems as well as the origins and impacts of social movements for sustainable agriculture, animal welfare, and fair trade. *Prerequisite: 6 credit hours in IDVP.*

IDVP 391 (3) Project Management I

— Project management is more than proposal writing. At the core of project management is developing and implementing a theory of change or project logic. It involves every aspect of a project cycle – assessment, design, implementation, evaluation and lessons learnt. This course will introduce students to every aspect of project cycle management. *Prerequisites: BUSI 261, IDVP 101. Exclusion: IDVP 323.*

IDVP 392 (3) Project Management II

— Builds on the concepts and tools introduced in PM I and focuses specifically on project design and proposal writing. Introduces the variety of requirements expected by donors as well as the different formats for proposal writing. Will culminate in students designing a project and writing a full proposal for a donor. *Prerequisite: IDVP 391.*

IDVP 401 (3) International Development Internship

— Students work at a local non-governmental organization (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. *Prerequisite: 12 credit hours in IDVP. Permission required.*

IDVP 431 (3) Operations and Humanitarian Assistance

— Focuses on operations and logistics, specifically in humanitarian assistance. Provides an overview of what is humanitarian assistance, who the various actors are, the sectors in disaster response, and the issues related to implementing humanitarian programs. The second part of the course focuses on field operations for development and humanitarian projects. *Prerequisite: 9 credit hours in IDVP. Exclusion: IDVP 331.*

IDVP 442 (3) The Politics of Foreign Aid

— Examines a wide variety of issues central to the politics of foreign aid. Examines the various actors, dynamics, theories, and challenges that constitute the foreign aid regime. Also explores how the various forms of foreign aid shape development outcomes in the Global South for better or for worse. *Prerequisite: 9 credit hours in IDVP.*

IDVP 497 (3) and IDVP 499 (3) Honours Thesis in International Development I and II

— 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. *Only offered to students in their final year of an honours program in International Development. Application required.*

LINGUISTICS

LING 101 (3) Introduction to Linguistics I

— Introduction to core “technical” areas of linguistics: phonetics, phonology, morphology and syntax. Interplay of linguistics with the related disciplines of psychology, neurology, sociology and literature. Additional topics covered include: animal communication, language and culture, and how languages change over time. Understanding of how human languages are structured in the mind, how language develops in children, and how language is used in human communities. Exposure to data and analysis of languages from around the world.

LING 102 (3) Introduction to Linguistics II

— Continuation of LING 101. This half of the course explores the interface between linguistics and related disciplines such as history, psychology, neurology, and sociology. *Prerequisite: LING 101.*

LING 201 (3) Phonetics

— Introduction to the broad range of human speech sounds used in languages of the world. Students receive training and practice in recognizing, describing and producing speech sounds from a variety of languages, and transcribing them with phonetic symbols. Focuses on the articulatory bases of speech production, but some discussion of the acoustic properties of speech sounds is also provided.

LING 203 (3) Phonology I: Phonological Analysis

— Provides an introduction to the theory and practice of analyzing sound systems in spoken languages. Opportunity to apply the principles of phonological analysis to data from a wide variety of natural languages. Application of phonological analysis to issues of orthography development. *Prerequisite: LING 201.*

LING 204 (3) Morphology and Syntax I

— Introduces theoretical concepts and analytical principles pertaining to the study of words and word-stems (morphology), and phrases and sentences (syntax) in human language. Problem solving with data from a variety of languages is a major part of the course.

LING 211 (3) Language and Society

— Introduction to language as a context-dependent social phenomenon. Students examine how various contexts and social factors, such as age, gender, social class, status, setting and topic, influence linguistic choices, with special attention to multilingual societies. Other topics include language attitudes, the maintenance, shift or loss of languages, language and technology and language in education. *Same as SOCI 272.*

LING 302 (3) Language and Culture Acquisition

— Practical introduction to language and culture learning for linguists, missionaries and professionals who find themselves in areas where no formal language instruction is available. Students learn foundational principles of language acquisition and are exposed to a diverse range of language learning methodologies. Students exercise these methodologies in regular sessions where they meet with a speaker of a non-European language. Students learn how to plan their own language learning, tailoring strategies to their individual learning styles. *Prerequisite: 6 credit hours in LING.*

LING 303 (3) Phonology II: Advanced Phonological Analysis

— Builds upon LING 203 by exploring recent developments and current issues in phonological theory. Attention is given to the interplay between theory and analysis. Experience extending theoretical models to new data, and develop constructive critical thinking in light of problems encountered. *Prerequisite: LING 203.*

LING 304 (3) Morphology and Syntax II

— Explores the rich variety of morphological and syntactic constructions and processes found in human language, deepening the students' understanding of morphosyntactic phenomena from a typological perspective. The topics are examined within the framework of a current theory of Syntax. *Prerequisite: LING 204.*

LING 380 (3) Psychology of Language

— *Same as PSYC 380.*

LING 405 (3) Field Methods

— Being able to gather and organize data, form hypotheses and work ethically with human subjects in research are essential professional skills for any linguistic researcher. Work with speakers from a non-European language community to transcribe utterances, build a rudimentary dictionary and gather data for phonological and grammatical analysis. Involves learning some special computer tools for the creation of lexical databases, and the gathering and organizing of language data. *Prerequisites: LING 201, 203, 204, 211.*

LING 407 (3) Discourse Analysis

— Analysis of structures and meaning beyond the sentence to how information is organized in texts. Consideration of text genres and the study of concepts such as topic, focus, foregrounding, new and old information, etc. Exploration of techniques of narrative text discourse analysis in various languages of the world. *Prerequisites: LING 201, 203, 204.*

LING 432 (3) Historical Linguistics

— Introduces students to the study of language change. It considers how and why languages change over time. Attention is given to the comparative method and principles of internal reconstruction, which are used to reconstruct earlier states of language and to classify languages into families based on historical relations. Students will gain experience applying these methods to data from a diverse range of languages and language families. *Prerequisites: LING 201, 203, 204, 211.*

LING 471 (3) Semantics and Pragmatics

— Provides students with the theoretical tools with which to study meaning at the word and sentence levels, and to explain how people interpret utterances in context. Students will study various models of semantics and pragmatics, and learn how to apply different approaches to the study of meaning in natural language. *Prerequisite: LING 204.*

LING 475 (3) Principles of Bible Translation

— Designed to give the student the theoretical basis and practical skills for the transfer of meaning from one language to another. Topics will include semantic analysis of source language and receptor language, and problems encountered in cross-language transfer, with particular attention to the translation of Scripture. *Prerequisites:* LING 101, 102, 204; BSTH 201. *Pre- or corequisite:* LING 471.

LING 476 (3) Principles of Literacy

— Covers methods used in the introduction of literacy to ethno-linguistic minority groups. It includes orthography design, consideration of socio-historical issues, strategies for literacy programs, stimulation of local authorship, reading theory, and instructional methodologies. *Prerequisites:* LING 201, 203. *Same as EDUC 551.*

LING 480 (6) Internship in Field Linguistics

— Designed to give students practical experience in field-based language work, including language documentation, description and development. Students will work with a Tyndale faculty supervisor and a field mentor to develop their ability as field linguists by making a contribution to a language project. Requires a minimum of 240 hours in a field project. Available only to students enrolled in the BA Linguistics major or minor with a minimum cumulative GPA of 3.5 and the approval of their faculty advisor. *Prerequisite:* LING 405. *Permission required.*

MATHEMATICS**MATH 101 (3) Introduction to Mathematics**

— Provides an introduction to fundamental ideas and methods in the work of mathematics. This will be achieved through a review of key elements of high school level mathematics as well as extensions to more advanced topics, an overview of the applications of mathematics in various fields and reflections on the lessons from mathematics through the eyes of Christian faith.

MATH 111 (3) Calculus I

— A standard first year level Calculus course which covers a wide variety of topics, which include: the real number system, algebra of functions, limits and continuity, inverse functions, differentiation, the intermediate value theorem, the mean value theorem, differentiation of transcendental functions, L'Hôpital's rule, curve sketching and applications of the derivative. *Prerequisite:* MCV4U or MCB4U or OAC Calculus.

MATH 112 (3) Calculus II

— A standard first year level integral Calculus course which covers a wide variety of topics, which include: inverse functions, L'Hôpital's rule, the definite integral, the fundamental theorem of calculus, integration of transcendental functions, the substitution rule, techniques of integration, applications of the integral and improper integrals. *Prerequisite:* MATH 111.

MATH 121 (3) Introduction to Statistics

— Covers the basic techniques of descriptive data analysis and their application to qualitative and quantitative research.

MATH 131 (3) Introductory Linear Algebra

— Linear algebra is the study of linear systems of equations, vector spaces and linear transformations. Solving systems of linear equations is a basic tool of many mathematical procedures used for solving problems in science and engineering. In this class, we will concentrate on the mathematical theory and methods of linear algebra. *Prerequisite:* MCV4U or MCA4U or OAC Algebra and Geometry.

MATH 151 (3) Discrete Mathematics I

— An introduction to discrete mathematics. In contrast to calculus, discrete mathematics deals with structures consisting of distinct, disconnected parts. The nature of discrete math makes it ideally suited to (but not limited to) application in computer science. Discrete math is an extensive field. Topics will include Boolean algebra, elemental set theory, induction, relations

and counting, functions, probability and graph theory. Attention will also be paid to the notions of proof and counterexample. This course is a good opportunity to sharpen your analytical skills and develop your ability to prove theorems. *Prerequisite: Any 4U or OAC Mathematics.*

MATH 322 (3) Data Analysis

— Follows from MATH 121 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 121.*

MATH 324 (3) Statistics for Business

— 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. Introduces methods to understand and interpret data, to deal with variability and to use statistics for process quality. *Prerequisite: MATH 121.*

PHYS 101 (3) Physics I

— Provides understanding of Newtonian Physics and its application to the real world around us. This is an algebra-based course; an understanding of calculus, although not required, is encouraged. An emphasis on mechanics and fluid dynamics make this course particularly valuable to students in the life sciences. *Recommended prerequisite: MATH 111.*

PHYS 102 (3) – Physics II

— Builds upon PHYS 101 to provide an algebra-based exploration of applied physics. Topics covered will include waves, sound, fluid dynamics, thermodynamics, electromagnetism, optics, and nuclear physics. The primary aim of this course is to continue the broad exposure to the discipline of physics started in PHYS 101 and is not intended for students wishing to pursue a major in the subject. *Prerequisite: PHYS 101.*

MEDIA ARTS

MEDA 111 (3) Introduction to Cinematography

— *Same as ARTM 111.*

MEDA 113 (3) Introduction to Filmmaking

— In this introduction to the art and craft of filmmaking, students develop audio-visual storytelling aesthetics and production workflow techniques, learning basic filmmaking skills through a series of exercises before they plan, shoot, and edit short documentary and narrative films. Students are not required to purchase a lot of film equipment or software for this course as mobile devices enable filmmakers to affordably shoot and edit films. Students reflect on what they have learned as they critique the films they have created.

MEDA 121 (3) Language of Media

— While image and sound became the language of the 20th century, audio-visual language has proliferated globally through technology and media platforms in the 21st century. In order to effectively communicate, students must recognize the syntactical nature of media and learn to speak with it as a language. Students create media projects that demonstrate their grasp of media linguistics. Topics include an introduction to the philosophical and theoretical basis of media as language, semiotics and juxtaposition theory, media as art, story, technology, perception, and experience.

MEDA 210 (3) The Art of Editing

— The Art of Editing introduces students to the creative, theoretical, and applied workflow of picture and sound editing for media. Outcomes include analysis, creative activities, and critiques. Students are taught the history, process, and approaches to picture and sound editing for audio-visual media while working with professional software. Exercises and lectures encourage students to create meaningful media for the viewers' experiences.

MEDA 212 (3) Writing for Media

— This media-writing course introduces students to storytelling techniques of writing fictional screenplays, reality-based scripts, and text for corporate productions. The course includes theoretical components of writing, demonstrations of writing for various formats, and encourages students to develop their personal, Christian, and creative voices through critical study and dedicated work. Exercises include character development, premise, structure, conflict, and theme, leading to projects for narrative and creative non-fiction scripts.

MEDA 214 (3) Screenwriting

— Screenwriting introduces students to applied storytelling techniques in order to write scripts for dramatic film and video productions. This course covers the theoretical components of screenwriting and involves personal, Christian, and moral/philosophical reflection, critical study, and dedicated creative work. Storytelling topics include character development, premise, structure, conflict, and themes.

MEDA 220 (3) Introduction to Graphic Design for Media

— Visual communication techniques are critical to graphic design and storytelling for media. While students do not need to become expert visual artist, they will increase their knowledge of graphic design and build skills to frame their ideas visually. At the end of this course students will create a digital workbook of exercises that demonstrates what they have learned, ready to apply to future projects and classes.

MEDA 230 (3) Film as Philosophy

— Media in the 21st century is an expression of philosophy and theology. Demonstrated in Film as Philosophy, students hear from philosophers through history as they reflect on motion pictures as a means to think-out-loud, revealed consciously by sophisticated storytellers, filmmakers, and unconsciously through social media. Through this course students show their understanding of philosophical concepts by creating projects that use filmmaking-as-thought.

MEDA 232 (3) Christianity on Screen

— Depicted on film since the advent of cinema, this course surveys the history, representation, and misrepresentation of faith in media from Samson and Delilah in (1903) through modern YouTube videos. Student research and create video essays, assessing media, faith, and history to demonstrate their understanding how Christianity has been portrayed through different formats and streams of media.

MEDA 280 (3) Marketing and Media

— Like traditional approaches to marketing, media advocates for businesses. Media also exists as a business to create marketing content. Students develop an appreciation for the scope, practice, and techniques of media marketing. Creating marketing campaigns and content, students demonstrate their ability to harness media as a marketing tool.

MEDA 3XX (3) Advanced Directing and Producing

— Directors are responsible for what ends up on screen, including performances and audio-visuals. Producing involves leadership and logistics to create content. Advanced Directing and Producing takes students through a series of increasingly complex exercises as they learn by studying master-directors while developing their workflow, project management, and producing skills. At the end of the course students will demonstrate an ability to direct and produce media based on the kind of specifications and expectations that they will professionally encounter. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 320 (3) Motion Graphics and Animation for Media

— Teaches the process of designing characters, illustrations, shapes, and text in motion. Building on MEDA 210 The Art of Editing, students engage in a variety to motion graphic and animation projects to create a series of short graphic projects for variety of media sources. *Prerequisites: MEDA 111 or 113, and MEDA 210.*

MEDA 3XX (3) Artificial Intelligence and Creativity in Media

— Artificial Intelligence is the most important and controversial development of technology in the 21st century. As AI increasingly contributes to media creation, it poses either a challenge or opportunity for creativity. As a generative tool, AI still requires human creativity to prompt meaningful stories. Students study the development and ethics of Artificial Intelligence while using AI tools to explore, research, and create media productions. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 3XX (3) The Bible, Story, and Media

— The Bible, Story and Media studies stories in the Bible that express God's relationship with Creation. Demonstrating ways these stories have been effectively told through media, students learn the literary forms of Biblical traditions, story points-of-view, and genre. By understanding how themes in the Bible are told as stories, students adapt approaches into their own creative allegorical work. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 3XX (3) Corporate Storytelling

— Finding people who can tell stories for businesses and organizations is in high demand by employers. Corporate Storytelling introduces ways students can tell stories for business, non-profit organizations, and ministries through motion picture, images, and social media. Students create a variety of different corporate media projects related to their personal interests to show their understanding of the scope of corporate storytelling. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 3XX (3) Documentary Filmmaking

— Filmmaking that observes and presents factual information is an essential skill for every twenty-first century media practitioner. This course surveys the history of documentary filmmaking, ethical approaches to documenting stories,

techniques and artistic skills, and workflow unique to factual media. Students make a series of one-minute documentaries using a variety of genres, themes, and tactics to show their understanding reality-based filmmaking. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 3XX (3) Hermeneutics and the Modern Message of Jesus in Media

— Hermeneutical approaches to understanding the Bible share a similar activity to assessing the meaning of a media production. By learning about hermeneutics, students are equipped to analyze and discover deeper meanings in the message of Jesus as portrayed through storytelling mediums. This critical skill becomes creative exercises as students explore and explain the story of Christ by telling original stories. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 3XX (3) Media, Meaning, Ethics, and Faith

— Media is entertaining, educational, poetic, and a dialectic tool that requires an ability to discern the messages behind content. Media, Meaning, Ethics, and Faith takes students through formats and platforms to study how meaning is embedded in media, ways media impact faith, and employ ethical principles to assess the moral value of the message. Students develop media projects to critically reflect on faith and values in modern media. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 3XX (3) Media Sound

— Because sound is emotive, not seen or easily rationalized, it tends to be a hidden art in media. Media Sound explores different ways sound is used in narrative and documentary films, podcasts, and as a design for media presentations. Students are introduced to a number of sound design approaches, styles, and techniques. By the end of the course students will demonstrate skills they have developed by creating sound for a variety of media projects. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 3XX (3) Research Skills and Statistics

— An essential skill in creating media is learning to research well and assess statistical information. Research Skills and Statistics provides an overview of research approaches and statistical analysis particular to media as students develop professional practices involved in working with businesses, non-profit organizations, government, and media platform. At the end of the course students will demonstrate their research abilities and understanding of statistical methods by creating video essays on a broad number of topics related to their particular interests. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 3XX (3) Small Media Business Ownership

— Many graduates will become entrepreneurs and start their own business because of the contractual nature of media projects. Media producers need to have a working knowledge of standards, operations, and practices to successfully turn their creativity into a business. With exercises that ensure students understand and possess necessary introductory financial and management skills, this course takes students through steps required to start and operate a small media business. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 3XX (3) Social Media Production

— An extension of the introductory filmmaking course, Social Media Production is an exploratory overview of how social media tells stories, engages audiences, and is used by businesses. Using techniques described in lectures and demonstrations, the course focuses on advanced artistic techniques. Students create projects for different social media platforms and practice different approaches to express unique messages related to their interests. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 3XX (3) Story of the World Cinema

— Film is worldwide, practiced in every nation and culture over the past one-hundred-plus years. This course looks at the major social-political movements, national and regional films, and the stories of filmmakers. Students research and

create video essays that compare the use of media between eras, countries, and ideas, demonstrating how media is a form of cultural and historical expression. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 2XX.*

MEDA 4XX (3) Advanced Project Management for Media

— Media creation is a team-activity that requires organized workflow to manage people to complete projects. Advanced Project Management for Media takes students through a series of workshops to appreciate what needs to be done to produce media, organize people, and manage deliverables. Students demonstrate their project management skills as they produce projects that require effective attention to schedules, creativity, quality assurance, and workflow. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 3XX.*

MEDA 4XX (3) Ethnography and Media

— Ethnography is the anthropological study of human development and practices. Media has become an important means used to record and understand our world. Similar to what was learned in documentary filmmaking, Ethnography and Media uses techniques to observe and assess behaviour. At the end of this outcome, students will create projects that they both shoot and collect to generate ideas about behaviour related to the practice of ethnography. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 3XX.*

MEDA 4XX (3) Film as Christian Witness; Apologetics

— Filmmakers have always used film as a vehicle to explore and express beliefs. Christians have used film as a means to evangelize and confirm Biblical and theological perspectives. Film as Christian Witness; Apologetics analyzes narrative and documentary films to recognize apologetic approaches in films. Students assess Christian themes and meaning behind films, comparing aesthetic approaches and effectiveness as apologetic art that reveals truth. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 3XX.*

MEDA 4XX (3) Financial Management for Media

— As a business, media producers must understand financial and cash flow management. Expanding on Introduction to Business Skills for Media, students develop the knowledge to manage money and operate the finances involved in running a media business. Exercises, real-world scenarios, and challenges related to their mock business gives students the opportunity to demonstrate their ability to manage the finances of a media business. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 3XX.*

MEDA 4XX (3) The History and Practice of Experimental Media

— Initially meant to show the process of thought on screen, experimental media has pushed the boundaries of what media can achieve and represent in both narrative and reality-based film and design. The History and Practice of Experimental Media explores media art, taking students through exercises that mimic techniques as they create projects that push original ideas and possibilities with experimental media approaches. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 3XX.*

MEDA 4XX (6) Internship

— An internship involves 120 hours of work in a professional setting outside of the school. The internship is an opportunity for students to practice a skill they feel they want to continue into their media career. Students work for a corporate, not-for-profit, broadcast, or media production business to assist in creating and managing their media. Under the supervision of the host company, the internship can be paid or unpaid. Students work with their instructor to determine appropriate internships. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 3XX. Permission required.*

MEDA 4XX (3) Media as Culture; the Theology of Making

— A representation-of and influence-on culture, media shapes how people understand theology. Media as Culture; The Theology of Making reflects how media influences modern culture

before exploring the theological implication of creativity. Students analyze contemporary topics where media is used to shape public theological thought, while creating corresponding content that demonstrates constructive ways that media develops theology and spiritual contemplation. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 3XX.*

MEDA 410 (3) The Practice of Film Theory and Advanced Filmmaking

— The Practice of Film Theory is a survey of the aesthetic, cultural, and social 'isms' of the 20th century. Students learn about modern movements as represented through media theory. Putting theory into practice, students create weekly media projects that reflect and demonstrate ideologies and theoretical movements in creative ways. Students expand their filmmaking skills as they are rehired to use unique aesthetic techniques and approaches with these projects. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 3XX.*

MEDA 4XX (6) Senior Thesis

— Students create a project based on their personal focus at the end of their degree. This calling-card media represents their skills and interests to potential employers. Students apply what they have studied to develop fifteen minutes of media screen-time (or related project for non-time-based interests), a producer's pitch deck, and written/graphic visualizations of the project. *Prerequisites: MEDA 111 or 113, and 3 credit hours in MEDA 3XX. Application required.*

MUSIC AND WORSHIP ARTS**MUSC 101 (3) Workshop in Musicianship I**

— Teaches the building blocks of standard musical notation for the reading and writing of music. Students will study scale modes, chords, rhythm, key signatures, time signatures, transposition and common musical terms, drawing primarily from the standard repertoire of classical music.

MUSC 121 (3) Introduction to Guitar Literature

— Explores the array of guitar repertoire in the Classical, Romantic and Modern eras. Student will engage in an in-depth study of iconic works and also lesser known pieces of each era, analyzing scores and critically listening for the composer's intentions. Students will have the opportunity to play for one another in class and engage in interpretative discussions.

MUSC 140 (2) Group Instruction Piano

— Designed as a beginner group instruction piano class for music majors whose primary instrument is voice or guitar. Students will strengthen their skills and technique by studying simple piano literature, sight reading, five-finger patterns, scales, harmonization, transposition, and improvisation. *Prerequisite: Music Major only. Exclusion: Music – Performance (Piano) track.*

MUSC 141 (3) Introduction to Piano Literature

— Explores the array of piano repertoire in the Classical, Romantic, and Modern eras. Students will engage in an in-depth study of iconic works and also lesser known pieces of each era, analyzing scores and critically listening for the composer's intentions. Students will have the opportunity to play for one another in class and engage in interpretative discussions.

MUSC 202 (3) Music History and Appreciation

— 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. Concert attendance, outside of class time, with and accompanying evaluation will also be a requirement of the course. *Exclusion: MUSC 102.*

MUSC 251 (3) Introduction to DAWs and Music Production

— Provides a comprehensive overview of the essential skills needed to navigate any Digital Audio Workstation (DAW). Students will gain a solid understanding of the tools and functions within a DAW, enabling them to effectively record, edit, and export their own music productions. Throughout the course, they will explore the multistep process involved in creating a polished track, starting from recording audio to refining it through editing. Additionally, students will learn the techniques required for mixing their projects, adjusting levels, applying effects, and achieving a balanced sound. By the end of the course, students will be equipped with the knowledge to produce and present their own music in a professional manner.

MUSC 274 (3) Why Music Matters

— *Same as CHRI 274.*

MUSC 301 (3) Music Performance, Composition and Worship Music Leadership

— Students will be introduced to three connected disciplines in music – Performance, Composition and Worship Leadership. As a 5-week intensive, students will study the skills of performance in Guitar, Piano or Vocal music while learning the concepts and techniques of song-writing and the effective skills of Worship Leadership. *Prerequisite: MUSC 101 or permission from instructor.*

MUSC 302 (3) Music of World Cultures

— Offers an introduction to the music of various cultures throughout the world. The course will provide an overview of the music of the Americas, Africa, Europe, Asia, Indonesia and the Pacific within the context of transnationalism and globalization. Course content will include the study of musical religious practices throughout various world cultures.

MUSC 303 (3) Workshop in Musicianship II

— Teaches advanced forms of music theory. Students will study the tenets of harmony and counterpoint, analyzing chordal structure and devices found in various musical passages. *Prerequisite: MUSC 101.*

MUSC 311 (3) Masterclass in Performance: Voice

— Designed to be a complementary course to a student's weekly applied voice lessons. Provides students with a constructive and supportive environment where students will learn the discipline of singing for an audience of their peers while receiving guidance and performance critique from the instructor. Students will be strengthened in their performance skills and will grow in confidence in this specialized performance environment. *Prerequisite: 2 credit hours of Applied Music: Voice.*

MUSC 312 (3) Vocal Diction

— Examines the fundamentals of speech and effective singing through the teaching of proper pronunciation of song text in multiple languages: English, German, Italian and French. Students will learn to apply these practices through class performances as well as oral and written examinations. *Prerequisite: 2 credit hours of Applied Music: Voice.*

MUSC 321 (3) Masterclass in Performance: Guitar

— Provides students with individual sessions with the instructor within a group context. Students will learn to master guitar techniques while workshopping course material in a group setting, playing pieces that sharpen their technique and performance skills. *Prerequisite: 2 credit hours of Applied Music: Guitar.*

MUSC 335 (2) Conducting

— Introduces the principles and art of solid conducting technique. Examining the relationship between gesture and sound, students will explore various skills employed by the choral and instrumental ensemble conductor including baton technique, score reading, gesturing and non-verbal communication. *Prerequisite: MUSC 101.*

MUSC 341 (3) Masterclass in Performance: Piano

— Provides students with individual sessions with the instructor within a group context. Students will learn to master piano techniques while workshopping course material in a group setting,

playing pieces that sharpen their technique and performance skills. *Prerequisite: 2 credit hours of Applied Music: Piano.*

MUSC 369 (2) Internship in Music and Worship Arts

— 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. Internships require a minimum time investment of 140 hours and may be completed over more than one semester. The student should register for the internship in the semester in which they plan to begin the course. *Prerequisite: Music Major/Minor only.*

MUSC 371 (3) Workshop in Worship Music Leadership

— Students will be introduced to a wide variety of worship music in many styles and will learn how to effectively lead a congregation in worship music. Students will develop skills coordinating, rehearsing and leading worship bands and singers while developing their own skills as musicians. Students will learn how to build quality congregational repertoire, how to plan worship services, and how to arrange music for worship ensembles. Students will be guided through the spiritual disciplines associated with the role of a Worship Leader. *Recommended prerequisites: MUSC 101, 1V1.*

MUSC 390 (0) Recital I

— Performed in the third year of study, students in the vocal or instrumental disciplines will display their skill through the performance of studied repertoire in Applied music lessons. Students will receive training and preparation techniques throughout the academic year, culminating in this final public performance.

MUSC 401 (3) Advanced Workshop in Musicianship

— Teaches advanced forms of music theory. Students will study the tenets of form and analysis. *Prerequisite: MUSC 303.*

MUSC 411 (2) Vocal Pedagogy

— Designed for vocal performers, choral conductors, vocal instructors, and other professionals working in the discipline of voice. Examines scientific methodology, research in vocal development and the practice of vocal art to inform the vocal pedagogue in the areas of solo vocal performance, choral work as well as therapeutic and other professional uses of the voice. Students will learn about vocal anatomy, acoustic properties of sound, and pedagogical strategies for vocal instruction for beginner, intermediate and advanced vocalists. *Prerequisite: Music Major (Voice) in their 3rd or 4th year or permission from instructor.*

MUSC 421 (2) Guitar Pedagogy

— Designed as a study of methodology involved in teaching classical guitar. Students will learn the healthy and effective practices of classical guitar technique surveying methods and materials that may be used in private guitar instruction. *Prerequisite: Music Major (Guitar) in their 3rd or 4th year or permission from instructor.*

MUSC 431 (3) Songwriting and Arranging

— Examines the functions of lyrics, melody, harmony and form used to create songs. Students will have the opportunity to write songs using techniques discussed in class and will use both hand-written music notation materials as well as a computer notation software to create, notate and listen to their work. *Prerequisite: MUSC 101.*

MUSC 441 (2) Piano Pedagogy

— Designed to equip students for piano teaching. Examines methodology, techniques and historical performance practices that may be used in teaching pianists. Piano performers and accompanists may also find the course material valuable for refining their craft. Through the study of various philosophies and performance practices, students will learn strategies for teaching solid piano technique to pianists of varying skill levels and pursuits. *Prerequisite: Music Major (Piano) in their 3rd or 4th year or permission from instructor.*

MUSC 442 (2) Advanced Keyboard Skills

— Designed as an advanced group instruction piano class for piano music majors. Students will strengthen their skills and technique by studying advanced piano literature, sight reading, patterns, harmony, transposition, and the art of improvisation. Students will also learn about the art of accompaniment versus performance. *Prerequisite: 6 credit hours of Applied Music: Piano*

MUSC 490 (0) Recital II

— Performed in the final year of study, students in the vocal or instrumental disciplines will display their skill through the performance of studied repertoire in Applied music lessons. Students will receive training and preparation techniques throughout the academic year, culminating in this final public performance. *Students must perform the project at the end of their final semester in order to complete their studies.*

MUSC 491 (0) Worship Leadership Project

— Performed in the final semester of study, students will display their skill in leading various music ensembles – vocal and instrumental, demonstrating their knowledge and grasp of worship leadership in multiple contexts. This project will function in partnership with Tyndale's music ensembles, as Worship Arts majors will be required to show their leadership skills in leading Tyndale's various musical ensembles. *Non-credit course. Offered to students in Music – Worship Arts track only. Students must enroll in this course in their final semester of study and must perform the project at the end of their final semester in order to complete their studies.*

MUSC 1D1 (1), 2D2 (1), 3D3 (1), 4D4 (1), 4D5 (1), 4D6 (1), 4D7 (1), 4D8 (1) Applied Music: Drums/Percussion

— Provides individual weekly lessons in drum/percussion-playing and techniques. The content will vary between students based on their individual goals and needs. Students will review the rudiments of drum/percussion-playing with a focus on tone production, repertoire, improvisation, notation, rhythm, and overall musicality. *Students must undergo an assessment at the beginning of the semester.*

MUSC 1E1 (1), 2E2 (1), 3E3 (1), 4E4 (1), 4E5 (1), 4E6 (1), 4E7 (1), 4E8 (1) Applied Music: Bass Guitar

— Provides individual weekly lessons in bass guitar-playing and techniques. The content will vary between students based on their individual goals and needs. Students will review the rudiments of bass guitar-playing, with a focus on tone production, repertoire, improvisation, notation, rhythm, and overall musicality. *Students must undergo an assessment at the beginning of the semester.*

MUSC 1G1 (1), 2G2 (1), 3G3 (1), 4G4 (1), 4G5 (1), 4G6 (1), 4G7 (1), 4G8 (1) Applied Music: Guitar

— Provides individual weekly lessons in guitar-playing and techniques. The content will vary between students based on their individual goals and needs. Students will review the rudiments of guitar-playing, with a focus on tablature reading, open and barre chords and strumming and picking patterns. Lessons will include a private performance as the midterm exam and an individual performance for the studio as the final exam. Learned repertoire includes traditional roots music (folk music) as well as popular styles and sacred music. *Students must undergo an assessment at the beginning of the semester.*

MUSC 1P1 (1), 2P2 (1), 3P3 (1), 4P4 (1), 4P5 (1), 4P6 (1), 4P7 (1), 4P8 (1) Applied Music: Piano

— Weekly piano lessons, 30 minutes in length. The lessons will be private, with an occasional master class open to all piano students, held at a mutually convenient time. Students will study repertoire for the piano of different time periods, and learn some progressive technical skills. *Students must undergo an assessment at the beginning of the semester.*

MUSC 1V1 (1), 2V2 (1), 3V3 (1), 4V4 (1), 4V5 (1), 4V6 (1), 4V7 (1), 4V8 (1) Applied Music: Voice

— Provides individual weekly lessons teaching fundamentals of singing and healthy vocal production. The content will vary between students based on their individual goals and needs. Content will be taught through solo vocal repertoire, voice exercises, information provided by instructor, and performances. Lessons will include an individual performance midterm and a group class final recital. *Students must undergo an assessment at the beginning of the semester.*

MUSC 1B1 (2), 2B2 (2), 3B3 (2), 4B4 (2), 4B5 (2), 4B6 (2), 4B7 (2), 4B8 (2) Music Ensemble: Tyndale Band

— Serves the Tyndale University community as a course meant to further develop the skills of talented musicians who will serve in Chapel services and at various campus events. The band is a campus-wide ensemble, meeting regularly for rehearsals with performances and ministry opportunities throughout the semester. Band members will play for Chapels on rotation as well as other campus-wide and external engagements, as invited. *Students must audition for this course near the beginning of the semester.*

MUSC 1C1 (2), 2C2 (2), 3C3 (2), 4C4 (2), 4C5 (2), 4C6 (2), 4C7 (2), 4C8 (2) Music Ensemble: Tyndale Community Choir

— The Tyndale Community Choir (TCC) serves as Tyndale's primary vocal ensemble. TCC is both a campus-wide and community-based ensemble connecting Tyndale University's students, staff and faculty with multi-generational singers throughout the GTA. The choir meets regularly for rehearsals throughout the semester with a variety of ministry and performances opportunities both on campus and at external events throughout the city. This choral course will serve the Tyndale University community as well as the community at large as a course meant to further develop the skills of talented singers who will represent Tyndale University and act as a ministry team in the GTA. *Singers must audition for this course near the beginning of the semester.*

**MUSC 1J1 (2), 2J2 (2), 3J3 (2), 4J4 (2), 4J5 (2), 4J6 (2), 4J7 (2), 4J8 (2) Music Ensemble:
Tyndale Jazz Combo**

— Designed to give students experience in creating music in a small jazz ensemble setting. Learning the fundamentals of arranging and improvisation, students will learn the role of their particular instrument in a small ensemble and how it functions within the group context. Students will have the opportunity to play as a combo for various Tyndale-sponsored events and work with practicing professional jazz artists in masterclasses and guest performances. *Prerequisite: Students will be required to audition for this class. Please contact the instructor to arrange an audition.*

**MUSC 1R1 (2), 2R2 (2), 3R3 (2), 4R4 (2), 4R5 (2), 4R6 (2), 4R7 (2), 4R8 (2) Music Ensemble:
Tyndale Chamber Orchestra**

— Designed to give students experience in creating music in a small chamber music setting, with exposure to a variety of chamber orchestra repertoire. Learning how to function in relationship with one another, each orchestra member will learn how their instrument family complements another in order to function well as a whole. The orchestra will play for various Tyndale-sponsored events and play alongside the Tyndale Community Choir for large campus and community events. *Prerequisite: Students will be required to audition for this class. Please contact the instructor to arrange an audition.*

**MUSC 1S1 (2), 2S2 (2), 3S3 (2), 4S4 (2), 4S5 (2), 4S6 (2), 4S7 (2), 4S8 (2) Music Ensemble:
Tyndale Singers**

— Serves the Tyndale University community as a course meant to further develop the skills of talented singers who will serve in Chapel services and at various campus events. The choir is a campus-wide ensemble, meeting regularly for rehearsals with performances and ministry opportunities throughout the semester. *Students must audition for this course near the beginning of the semester.*

PHILOSOPHY

PHIL 171 (3) Introduction to Philosophy

— 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. *Exclusion: PHIL 101, 102.*

PHIL 201 (3) Critical Reasoning

— 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 learned in the course to evaluating ethical, scientific, statistical, and legal arguments.

PHIL 213 (3) Bioethics

— 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.

PHIL 215 (3) Business Ethics

— 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. — *Same as BUSI 215.*

PHIL 241 (3) Philosophy and Film

— Aims to examine and critically evaluate various philosophical themes and problems by means of the visual medium of film. It will be divided into two sections. The first half will consider films that explore the nature of knowledge and reality. The second half will consider films that look at how we ought to act in the world in which we find ourselves.

PHIL 243 (3) Introduction to Law

— Introduction to the legal system of Canada from a Christian perspective, including the interaction between church and state. Students will learn about the foundations of Canadian law, including the Constitution, the Charter of Rights and Freedoms, and the role of the courts. Topics covered will include criminal law, contract law, tort law, and property law. Through the course, students will develop a basic understanding of the Canadian legal system, its operation, and the underlying principles that guide it. The course will also provide an overview of the legal profession in Canada, including the roles and responsibilities of lawyers, judges, and other legal professionals.

PHIL 261 (3) The Apologetics of C.S. Lewis

— An examination of the apologetic system of C.S. Lewis, as found in his major philosophical works. The course is divided into two parts. In the first, Lewis' arguments for theism based on reason, morality, and desire are examined. In the second, the case for Christianity emerging from his work on naturalism, miracles, and the so-called "Trilemma Argument" is explored.

PHIL 294 (3) Christian Apologetics

— Examines the Christian worldview and various issues in Christian apologetics. After considering the biblical basis for Christian apologetics and various methods for engaging in it, a positive case for the Christian faith will be developed using arguments for the existence of God, the deity of Jesus Christ and the divine authority of the Bible. Addresses objections to Christian belief, such as the presence of apparent discrepancies in the Bible, the alleged conflict between science and the Bible, and common misunderstandings

of Christianity's teachings as evidenced in the writings of the New Atheists.

PHIL 301 (3) Metaphysics

— 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 171, 201.*

PHIL 302 (3) Belief, Truth and Knowledge

— 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 171, 201.*

PHIL 311 (3) Normative Ethical Theory

— 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 171, 201. Exclusion PHIL 211.*

PHIL 313 (3) Environmental Ethics

— An in-depth investigation of our ethical relationship to the environment and the ecological systems of which we are a part. Focus will be on four central issues—the relation of the environment to (1) skeptical and leading theories in ethics, (2) the moral standing of animals, future generations, and the natural world itself, (3) theories of ecological justice, and finally (4) the role of various eco-political movements in shaping the climate change debate. *Prerequisites: PHIL 171, 201.*

PHIL 321 (3) Philosophy of Religion

— Undertakes an investigation of some of the problems in the philosophy of religion, including the interface between faith and reason, religious epistemology, divine attributes, arguments for God's existence, miracles, the problem of religious diversity, and the problem of evil. *Prerequisites: PHIL 171, 201.*

PHIL 322 (3) Philosophy of Science

— 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 171, 201.*

PHIL 323 (3) Aesthetics

— Provides an introduction to problems, classical, medieval, modern, 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, sublimity and aesthetic experience; meaning and interpretation; art and ethics; criticism, interpretation and evaluation. Cases are drawn from a cross-section of the arts, such as painting, music, literature, sculpture, dance, and film. *Prerequisite: PHIL 171. Same as ARTM 303.*

PHIL 326 (3) 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. *Prerequisites: PHIL 171, 201.*

PHIL 328 (3) Philosophy of Law

— Introduction to the philosophy of law from a Christian perspective. Students will explore the concepts and theories that underpin the legal system, including the nature of law, legal reasoning, and the relationship between law and morality. The course will also examine the historical and contemporary debates surrounding the role of religion in law and society. Legal Positivism and Natural Law will both be explored to see how each has shaped legal reasoning. Students will also have the opportunity to analyze various legal systems of the world and compare and contrast them with the legal system of Christianity. The course will be taught from a Christian perspective and will encourage students to think critically about the intersection of faith and law. *Prerequisite: PHIL 201.*

PHIL 330 (3) Political Philosophy

— What is the state? Why should citizens allow the state to exercise control over various aspects of life within that state? Are there limits to the exercise of that control, and if so, how does one determine them? What type of obligations, if any, do governments have toward the poor? How does one understand the government's role in protecting various rights of its people? Political philosophy is not primarily about politics, but instead is about the foundation of societies that allows political discourse to be possible. 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 state and its relationship to the people in it. *Prerequisites: PHIL 171, 201.*

PHIL 350 (3) 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: PHIL 171, 201. Permission required.*

PHIL 361 (3) Plato

— Provides a substantial treatment of an important Platonic dialogue by emphasizing both its philosophical contributions and its historical/dramatic context. Begins with an overview of some characteristic philosophical themes and controversies found across the Platonic corpus. Includes a careful investigation of the structure, style and arguments of that dialogue. *Prerequisites: PHIL 171, 201.*

PHIL 362 (3) Aristotle

— Provides a sustained treatment of a significant treatise of Aristotle. Begins with an overview of important themes, problems and distinctions across the Aristotelian corpus. 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 171, 201.*

PHIL 363 (3) Modern Philosophy

— Critical examination of the philosophical traditions and developments of the 17th and 18th 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). Includes a careful consideration of Kant's Copernican Revolution, synthesizing these great traditions, and its implications for the postmodern world. *Prerequisites: PHIL 171, 201.*

PHIL 364 (3) Aquinas

— Beginning with Aquinas' reflections on the nature of God, traces 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: BSTH 101, 102, 270, PHIL 171. Same as BSTH 364.*

PHIL 366 (3) Ancient and Medieval Philosophy

— Focuses on the major philosophical developments between the ancient Greeks and the medieval period. Special emphasis will be given to examining the influence of Plato and Aristotle on the Christian thought of St. Augustine and St. Thomas Aquinas, in particular their views of the relationship between faith and reason. *Prerequisites: PHIL 171, 201.*

PHIL 370 (3) Symbolic Logic

— Provides 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, examines propositional logic, natural deduction and predicate logic. Promotes active learning through the use of problem solving and written exercises. *Prerequisites: PHIL 171, 201.*

PHIL 421 (3) The Analytic Tradition

— 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. Concludes with an examination of Kripke's revival of essentialism. *Prerequisites: PHIL 171, 201, 370.*

PHIL 430 (3) Philosophy of Language

— Advanced survey of the major topics and issues in contemporary philosophy of language. Meaning, truth, names and descriptions, reference, syntax and semantics, various linguistic constructions, modality and possible worlds, speech act theory. *Prerequisites: PHIL 171, 201, 370.*

PHIL 450 (3) 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: PHIL 171, 201, 370. Permission required.*

PHIL 481 (3) Seminar in Philosophy

— Advanced study of a topic in contemporary philosophy. Students are expected to contribute to the seminar by conducting research and presenting their results to the seminar.

Prerequisites: PHIL 171, 201, 370.

PHIL 497 (3) and 499 (3) Honours Thesis in Philosophy I and II

— 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. *Prerequisite: Only offered to students in their final year of an honours program in Philosophy. Prerequisites: PHIL 171, 201, 370.*

Application required.

PSYCHOLOGY**PSYC 101 (3) 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.

PSYC 102 (3) Introduction to Psychology II

— This introductory survey follows on from PSYC 101 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.

PSYC 211 (3) Developmental Psychology I

— The characteristics and needs of children at each stage of their development are surveyed. Particular attention is paid to the influences that are shaping children's lives in contemporary society.

PSYC 212 (3) Developmental Psychology II: Adulthood and Aging

— A survey of current theories of physical, cognitive, personality and social development as applied to adults and the elderly is the focus.

PSYC 301 (3) Personality Psychology

— General survey of the major theories that attempt to explain the underlying structure and dynamics of variations in individual behaviour in life situations. *Prerequisite: PSYC 102.*

PSYC 305 (3) 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 101, 102.

PSYC 308 (3) Counselling Psychology

— Introduces students to the basic issues and skills involved in people-helping relationships, such as active listening, appropriate responding skills and intake skills. Ethical principles are also covered. Comprised of two parts: (1) in-class lectures and demonstrations, and (2) practice of basic counselling skills in class and in a lab setting. *Prerequisites: PSYC 101, 102. Exclusion PSYC 202.*

PSYC 310 (3) Brain and Behaviour

— 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. *Prerequisite: PSYC 101. Same as BIOL 310 and HEAL 310.*

PSYC 320 (3) Health Psychology

— Explores concepts, issues and methods of health psychology. Topics will include: health maintenance and illness prevention integrating biological, psychological, and social factors; utilization of health psychological assessments; and interdisciplinary aspects of health psychology. *Prerequisites: PSYC 101, 102.*

PSYC 321 (3) Abnormal Psychology

— 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 101, 102.*

PSYC 332 (3) Cognitive Psychology

— Explores research and theories pertaining to the psychology of higher mental processes for information acquisition, information processing and utilization in diverse cognitive tasks. Topics covered include perception, attention, learning, memory, knowledge, language, problem solving, and decision making. Students will be able to apply a breadth of cognitive principles to their own lives. *Prerequisites: PSYC 101, 102.*

PSYC 337 (3) Cognitive Neuroscience

— Explores the interdisciplinary field of cognitive science. We will examine common themes and topics (e.g., mind representation and computation, the mind-body problem, consciousness, and machine thinking) that are investigated by the disciplines of psychology, philosophy, computer science, linguistics and neuroscience. As such, its emphasis is on broad coverage of important concepts rather than detailed analysis of any single area. No prior knowledge or experience with any of the subfields is assumed or necessary. Ideally, this course will lead students to understand the commonalities, as well as the differences, among the various approaches to cognitive science. *Prerequisites: PSYC 101, 102, 310, 332.*

PSYC 340 (3) Cross-Cultural Psychology

— Cultures are socially constructed and transmitted to enhance human beings' survival and well-being. Cultural differences exist not only in languages, norms and shared values, but also in ways of coping. A major part of the human drama is about how human beings adapt to changes and overcome adversities in order to achieve life goals. Focuses on the theory and research of the stress-and-coping process from different cultural perspectives. *Prerequisites: PSYC 101, 102.*

PSYC 341 (3) Social Psychology

— 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. *Prerequisite: PSYC 102.*

PSYC 345 (3) Consumer Psychology

— Focuses on the psychological study of consumer behaviour. It examines the roles that 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 101, 102.*

PSYC 350 (3) 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 the studies. *Prerequisite: 12 credit hours in PSYC. Permission required.*

PSYC 360 (3) Research Methods in the Social Sciences

— 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: MATH 121, PSYC 101, 102. Same as SOCI 360.*

PSYC 380 (3) Psychology of Language

— Provides an introduction to theories and research findings in the field of psychology of language (or psycholinguistics). We will cover a broad range of topics, such as the different components of language (phonology, morphology, syntax and semantics), language production and comprehension, discourse processing, the relationship between language and thought, language acquisition, language impairments/disorders and bilingualism/multilingualism in connection with memory, perception, mental representation and neuroscience. *Prerequisites: PSYC 101, 102 or LING 101, 102. Same as LING 380.*

PSYC 391 (3) Basic Research Project in Psychology

— Provides students with the opportunity to gain practical research experience working with a researcher within the field of psychology. Depending on the research team joined, students may be involved in a variety of activities, including gathering background literature search materials, gathering research data, advertising for recruiting participants, scoring and coding data, and/or helping with general research preparation and completion activities. Students will complete 120 hours of research experience as well as write their own term paper on a topic related to the larger team project of which they have been a part. *Limited to third- and fourth-year students majoring in Psychology or Human Services who have received the permission from the research project advisor.*

PSYC 393 (3) Practicum in Psychology

— Provides students with the opportunity to gain practical experience working within the field of psychology. Practicum sites include such opportunities as: special needs summer camp, autism intensive behavioral intervention clinic, special education school placements, and psychology clinic placements. Students and their on-site supervisors will work with the Tyndale practicum coordinator to set personal training and learning goals focused on applying theoretical, psychological principles learned in classroom

courses in the practicum environment. Students interested in this course are responsible for contacting the practicum coordinator one semester in advance of the course in order to arrange for a placement, which is contingent upon site and supervisor availability and willingness to take on the student. *Limited to third- and fourth-year students majoring in Psychology or Human Services who have received the permission of their psychology faculty advisor.*

PSYC 397 (3) Disability and Theology

— Same as BSTH 397.

PSYC 401 (3) History of Psychology

— Examines the principal trends of psychological explanation and events in the history of psychology, from the earliest times to the present. The major personalities and schools of thought that have shaped the development of the field of psychology will be explored. *Limited to third- and fourth-year students majoring in psychology, except by permission of the instructor.*

PSYC 404 (3) Psychotherapeutic Interventions

— Surveys the major approaches to psychotherapeutic interventions, including: Psychoanalytic Therapy, Adlerian Therapy, Existential Therapy, Person-Centred Therapy, Gestalt Therapy, Behaviour Therapy, Cognitive Behaviour Therapy, Reality Therapy and Feminist Therapy. *Prerequisites: PSYC 101, 102, 301, 321. Exclusion: PSYC 304.*

PSYC 411 (3) Special Topics in Psychology

— Specific topics relating to the professor's research interests. Seminar format. Topics will vary from year to year. *Prerequisite: 12 credit hours in PSYC.*

PSYC 414 (3) Autism and Developmental Delays

— Provides a comprehensive introduction to autism spectrum disorders. Uses a variety of teaching methods, including lectures, case studies, role play and practicum experiences. *Prerequisites: PSYC 101, 102, 211.*

PSYC 417 (3) Child and Adolescent Abnormal Psychology

— Provides an in-depth review of the most common childhood developmental delays, their causes, diagnosis, prognosis and treatment. Uses a variety of teaching methods, including lectures, student presentations and practicum experiences. *Prerequisites: PSYC 101, 102, 211.*

PSYC 421 (3) Advanced Studies in Trauma: From Origins to Interventions

— *Same as HEAL 431.*

PSYC 423 (3) Educational Psychology

— Students will come to understand how a child and adolescent's transition through developmental stages affects their learning. They will develop an understanding of the development of the learners' cognitive, emotional, physical and social characteristics from infancy through adolescence will be explored. A review of common development delays and learning challenges will provide a framework for understanding how to support typical students. Case studies will be used to enhance practical application of theoretical understanding and will incorporate indigenous perspectives. *Prerequisite: 12 credit hours in PSYC.*

PSYC 425 (3) Mindfulness

— This experiential course will use a psychological lens to explore contemplative practices. The students will be invited to participate in mindfulness practices during and outside of class and to discuss the integration of Christianity, psychology, and contemplative practices. *Prerequisites: PSYC 360, 12 credit hours in PSYC.*

PSYC 431 (3) Psychology of Mass Media

— Focuses on the topics of Cognitive Psychology and the Mass Media. It will be a textbook-based course with 7 assignments and a final exam. This course will examine how mass communication and the media interact with our society and us as individuals in today's world. A cognitive psychology framework will be used to examine various types of mass media and how they impact our world today. *Prerequisites: PSYC 101, 102, 332.*

PSYC 450 (3) 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 the studies. *Prerequisite: 18 credit hours in PSYC. Permission required.*

PSYC 461 (3) Advanced Research Methods

— Provides 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 121, 322; PSYC 101, 102, 360.*

PSYC 491 (3) Advanced Research Project in Psychology

— Provides students with the opportunity to gain leadership experience working on a research project within the field of psychology. Students may, on some occasions, develop and carry out their own small independent research projects, or they may assist in the implementation of a professor's research project. Depending on the research project undertaken, this could involve in a variety of activities, including gathering background literature search materials, gathering research data, advertising for recruiting participants, scoring and coding data, analyzing data, and/or helping with general research preparation and completion activities. Students will complete 120 hours of research experience as well as write their own term paper examining in-depth the research topic they have been studying and reporting on the results when possible. *Prerequisites: MATH 121, 322, PSYC 101, 102, PSYC/SOCI 360. Limited to third- and fourth-year students majoring in Psychology or Human Services who have received the permission from the research project advisor.*

PSYC 493 (3) Advanced Practicum in Psychology

— Provides students with the opportunity to gain advanced, practical experience working within the field of psychology. Students will return to the same site that was attended during PSYC 393 or will move on to a similar site which allows for further development of the same skills. Students and their on-site supervisors will work with the Tyndale practicum coordinator to set personal training and learning goals focused on continuing and advancing the process of applying theoretical, psychological principles learned in classroom courses in the practicum environment. A review of skills learned during PSYC 393 will be used to identify how these preliminary skills may be expanded. Students interested in this course are responsible for contacting the practicum coordinator one semester in advance of the course in order to arrange for a placement which is contingent upon site and supervisor availability and willingness to take on the student. *Prerequisite: PSYC 393. Limited to third- and fourth-year students majoring in Psychology or Human Services who have received the permission of their psychology faculty advisor.*

PSYC 497 (3) 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. *Prerequisites: PSYC 360, 461. Only offered to students in their final year of an honours program in Psychology. Taught as a regularly scheduled course. Application required.*

PSYC 499 (3) 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. *Prerequisite: PSYC 497. Only offered to students in their final year of an honours program in Psychology. Taught as a regularly scheduled course. Application required.*

SOCIOLOGY**SOCI 101 (3) Introduction to Sociology I**

— 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.

SOCI 102 (3) Introduction to Sociology II

— *Continuation of SOCI 101. Prerequisite: SOCI 101.*

SOCI 211 (3) Leadership

— *Same as BUSI 211 and CHRI 211.*

SOCI 250 (3) Social Problems in a Diverse Society

— Supports students in reflecting on and understanding the major social concerns our society must deal with today. The course focuses on the significance of racialization and ethnicity, age, sexual orientation, class, ability, and gender in understanding social problems in Canada and around the world. The course is grounded within a social justice, anti-oppression framework that is inclusive of a Christian worldview contrary to other contemporary paradigms that externalize Christianity from social justice focused solutions. *Prerequisites: SOCI 101, 102.*

SOCI 251 (3) Introduction to Social Welfare

— Involves a critical and analytical examination of theoretical, ideological, philosophical, political and socio-economic bases within social welfare that underlie social work practice. Specific topics covered may include: child poverty, homelessness and visible minority youth violence. *Prerequisites: SOCI 101, 102. Exclusion: SOCI 351.*

SOCI 252 (3) Introduction to Social Work

— 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. 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. *Prerequisites: PSYC 101, 102, SOCI 251. Exclusion: SOCI 151.*

SOCI 271 (3) Behaviour in Groups

— Same as CHRI 271.

SOCI 272 (3) Language and Society

— Same as LING 211.

SOCI 301 (3) Canadian Youth culture

— Same as CHRI 331.

SOCI 302 (3) Youth at Risk

— Same as CHRI 332.

SOCI 306 (3) Anthropology for Humanitarian Work

— Same as CHRI 366 and IDVP 304.

SOCI 307 (3) Cross Cultural Studies

— Same as CHRI 367 and IDVP 303.

SOCI 321 (3) Marriage and the Family

— Provides a study of Christian marriage and family life in accordance 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 101, 102.*

SOCI 331 (3) Violent Crime: Clinical and Social Implications

— Offers a unique and interdisciplinary focus on the roots of violence. It explores cutting-edge research on the etiology, nature, assessment and treatment of individuals who commit violent crimes. This course builds on theories and concepts acquired from the prerequisite courses. This course examines the origins of violence, including family and other social factors, media violence, genetics, biochemistry and head injuries. It also delves into research on specific subgroups of offenders, including sex offenders, domestic violence perpetrators, murderers and serial murderers, as well as focuses on issues related to victimology, prevention and the treatment of violent offenders. *Prerequisites: SOCI 101, 102, 251.*

SOCI 341 (3) Sociology of Mass Media

— Explores the role of Mass Media in North American society, focusing on (radio, television, film, social media). Mass media consists of various means by which information reaches society. This course will provide a foundation for students to critically analyze mass media using two critical perspectives on mass media – political economy and cultural studies. These Marxian-influenced perspectives focus on issues of power, inequality and conflict in relation to mass media. Political economy ties the issues to media production while cultural studies links the issues to media content. *Prerequisites: SOCI 101, 102.*

SOCI 360 (3) Research Methods in the Social Sciences

— Same as PSYC 360.

SOCI 411 (3) Special Topics in Sociology

— Specific topics relating to the professor's research interests. Seminar format. Topics will vary from year to year. *Prerequisite: SOCI 101 or SOCI 102. Limited to third- and fourth-year students.*



Bachelor of Education Degree Program, Requirements and Course Descriptions

Department of Education

Dr. Heather J. S. Birch, Director

Prof. Charmain Brown

Dr. Rob Foster

Dr. Genie Kim

Prof. Beverley Muir

Prof. Blair Pike

Dr. Kenneth Badley, Research Professor

Shari Russell, Indigenous Community Leader

Adrian Jacobs, Indigenous Community Leader

Conceptual Framework

The conceptual framework of Tyndale's teacher education program leading to a Bachelor of Education degree emerges from two central Biblical commands. The first is to "love God with our whole selves." This implies, among other responsibilities, that we maintain a high degree of professionalism and excellence in everything we do, including the application of current educational theory, critical thinking and inquiry, and reflective practice. The second is to "love our neighbour as ourselves." This implies that our teacher education includes a strong focus on collegiality and community, equity and social justice, and service and stewardship.

We therefore intend that our graduates will understand the need to cultivate a nurturing learning community that values and respects the whole person, that enables children to mature intellectually, emotionally, socially and spiritually, and that promotes responsibility for the natural and social world in which we live. As educators fully prepared to teach in all schools, our graduates will embrace their roles in the formation of children who will become both informed citizens and responsible participants in a civil society.

Mission Statement

To educate and equip graduates to teach with the utmost commitment to professionalism, collegiality, equity, service and excellence.

Program Description

The Tyndale Bachelor of Education (BEd) is a 16-month, four-semester, full-time program, beginning in August of each year. Teacher candidates will participate in a wide variety of educational activities three to five days per week.

Teacher candidates will have approximately 100 days of classroom observation, participation and practice teaching, divided into three distinct placements in three different educational settings. Each of the placements will be with OCT-certified teachers in schools where the Ontario curriculum is taught, one in each of the divisions of the teacher candidate's approved program. Placements are typically arranged in nine publicly-funded School Boards in the Toronto, Peel, York, Halton, and Durham regions.

Tyndale's education department recognizes that the teaching profession cannot be completely compartmentalized into stand-alone courses. It has therefore adopted two models – Student Agency (Universal Design for Learning) Model, and Teacher Agency Model, as frameworks to understand the complexity and inter-relatedness of the many elements necessary for effective teaching. It also emphasizes cross-discipline integration, teacher well-being, and Indigenous ways of understanding.

All successful applicants to the BEd program are required to obtain and submit a vulnerable sector screening (VSS) police report that is satisfactory to the Department prior to beginning the practicum components of the program.

Bachelor of Education Degree

The Department of Education offers a Bachelor of Education degree (BEd), which leads to registration and certification with the Ontario College of Teachers (OCT). The OCT certification requirements state that teachers must be qualified to teach in at least two 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 BEd program have the opportunity to focus on one of three programs:

- the Primary/Junior program
- the Primary/Junior program with a Focus on Teaching French as a Second Language
- the Junior/Intermediate program

Candidates in the Primary/Junior and Junior/Intermediate programs will complete 60 credit hours of course work, including practica experience. Candidates in the Primary/Junior program with a focus on Teaching French as a Second Language will complete 63 hours of course work, including practica experience.

Bachelor of Education Graduation Requirements

Teacher candidates are eligible to graduate if:

1. They complete all courses in the program;
2. They achieve a minimum Cumulative Grade Point Average (GPA) of at least 2.3 (C+);
3. They successfully complete all practicum components;
4. They earn a grade of C- or above in each course.

Learning Outcomes

Graduates of the Tyndale BEd degree program will:

1. Be eligible to apply for an Ontario Teaching Certificate through the Ontario College of Teachers;
2. Have a thorough knowledge of Ontario's curricular areas in either the Primary and Junior (including The Kindergarten Program) or the Junior and Intermediate divisions;
3. Be committed to professionalism, collegiality, equity, service and excellence;
4. Engage the diversity of learners in today's classrooms through utilizing the framework of Universal Design for Learning, developing awareness of culturally relevant and responsive pedagogy, and special learning needs, as well as gaining competency in the use of assistive technologies;
5. Recognize and honour the rich cultural heritage and knowledge systems of Indigenous peoples, and foster learning environments that actively promote reconciliation and understanding;
6. Develop the ability to cultivate nurturing learning environments that value and respect the whole person and that enable children to mature intellectually, emotionally, socially and spiritually;
7. Understand that their beliefs, values and knowledge directly influence professional practice; and,
8. Deepen their awareness of self, others, and emotions as they hone their understanding of well-being and emerging teacher identity.

Additional Qualification Courses

Tyndale University's Education Department also offers Holistic Ongoing Professional Education [HOPE] for educators. Additional Qualification Courses with the lens of well-being and emotional awareness are available throughout the year. More information is available at tyndale.ca/education/aq.

BEd – Primary/Junior Program Degree Requirements

(60 credit hours and 100 practicum days)

Concept Requirements		Credit Hours
One of		3
EDUC 501	Democratic Values, Christian Perspectives and Education	3
EDUC 510	Religious Education: Democratic Values, Catholic Perspectives and Education	3
EDUC 503	The Developing Learner	3
EDUC 511	Reflective Practice	3
Total Concept Requirements		9
Content Requirements		Credit Hours
EDUP 521	Language & Literacy PJ (Part 1)	3
EDUP 522	Language & Literacy PJ (Part 2)	3
EDUP 523	Mathematics PJ (Part 1)	3
EDUP 524	Mathematics PJ (Part 2)	3
EDUP 503	Science and Technology PJ	3
EDUP 505	Social Studies PJ	3
EDUP 506	Health & Physical Education PJ	3
EDUP 507	Arts PJ	3
One of		3
EDUP 502	Environmental Education PJ	3
EDUP 508	Early Years PJ	3
Total Content Requirements		27
Context Requirements		Credit Hours
EDUC 506	Creating Brave, Engaging and Inclusive Learning Environments	3
EDUC 508	Education Act and Ethical Standards for the Teaching Profession	3
EDUC 512	Educational Technology	3
EDUC 521	Universal Design and Differentiated Instruction to Support Learners	3
EDUC 522	Teaching and Learning in Diverse & Equitable Classrooms	3
Total Context Requirements		15
Professional Seminar and Practica Requirements		Credit Hours
EDPR 531	Practicum 1	2
EDPR 532	Practicum 2	2
EDPR 533	Practicum 3	2
EDPR 534	Professional Seminar	3
Total Professional Seminar and Practica Requirements		9

BEd – Primary/Junior Program with a Focus on Teaching French as a Second Language Degree Requirements

(63 credit hours and 100 practicum days)

Concept Requirements		Credit Hours
One of		3
EDUC 501	Democratic Values, Christian Perspectives and Education	3
EDUC 510	Religious Education: Democratic Values, Catholic Perspectives and Education	3
EDUC 503	The Developing Learner	3
EDUC 511	Reflective Practice	3
Total Context Requirements		9

Context Requirements		Credit Hours
EDUP 521	Language & Literacy PJ (Part 1)	3
EDUP 522	Language & Literacy PJ (Part 2)	3
EDUP 523	Mathematics PJ (Part 1)	3
EDUP 524	Mathematics PJ (Part 2)	3
EDUP 503	Science and Technology PJ	3
EDUP 505	Social Studies PJ	3
EDUP 506	Health & Physical Education PJ	3
EDUP 507	Arts PJ	3
EDUP 509	French as a Second Language PJ (Part 1)	3
EDUP 510	French as a Second Language PJ (Part 2)	3
Total Context Requirements		30

Context Requirements		Credit Hours
EDUC 506	Creating Brave, Engaging and Inclusive Learning Environments	3
EDUC 508	Education Act and Ethical Standards for the Teaching Profession	3
EDUC 512	Educational Technology	3
EDUC 521	Universal Design and Differentiated Instruction to Support Learners	3
EDUC 522	Teaching and Learning in Diverse & Equitable Classrooms	3
Total Context Requirements		15

continued

Professional Seminar and Practica Requirements		Credit Hours
EDPR 531	Practicum 1	2
EDPR 532	Practicum 2	2
EDPR 533	Practicum 3	2
EDPR 534	Professional Seminar	3
Total Professional Seminar and Practica Requirements		9

Notes:

- PJ teacher candidates who wish to include a Focus on Teaching French as a Second Language in their program must first demonstrate proficiency in the French Language Proficiency Assessment. They will then be registered in, and must successfully complete, EDUP 509, EDUP 510, plus all other program requirements.
- Should a PJ teacher candidate successfully complete EDUP 509 and all other program requirements, but not successfully complete EDUP 510, s/he may graduate with the Bachelor of Education, Primary/Junior program, degree.

BEd – Junior/Intermediate Program Degree Requirements

(60 credit hours and 100 practicum days)

Concept Requirements		Credit Hours
One of		3
EDUC 501	Democratic Values, Christian Perspectives and Education	3
EDUC 510	Religious Education: Democratic Values, Catholic Perspectives and Education	3
EDUC 503	The Developing Learner	3
EDUC 511	Reflective Practice	3
Total Concept Requirements		9

Content Requirements		Credit Hours
EDUI 521	Language & Literacy JI (Part 1)	3
EDUI 522	Language & Literacy JI (Part 2)	3
EDUI 523	Mathematics JI (Part 1)	3
EDUI 524	Mathematics JI (Part 2)	3
EDUI 503	Science and Technology JI	3
EDUI 505	Social Studies J and History/Geography I	3
EDUI 506	Health & Physical Education JI	3
EDUI 507	Arts JI	3
One of		3
EDIT 502	Music – Instrumental I	3
EDIT 504	English I	3
EDIT 505	French as a Second Language I	3
EDIT 507	Mathematics I	3
EDIT 509	Science – General I	3
EDIT 511	Geography I	3
EDIT 512	History I	3
Total Content Requirements		27

Context Requirements		Credit Hours
EDUC 506	Creating Brave, Engaging and Inclusive Learning Environments	3
EDUC 508	Education Act and Ethical Standards for the Teaching Profession	3
EDUC 512	Educational Technology	3
EDUC 521	Universal Design and Differentiated Instruction to Support Learners	3
EDUC 522	Teaching and Learning in Diverse & Equitable Classrooms	3
Total Context Requirements		15

Professional Seminar and Practica Requirements		Credit Hours
EDPR 531	Practicum 1	2
EDPR 532	Practicum 2	2
EDPR 533	Practicum 3	2
EDPR 534	Professional Seminar	3
Total Professional Seminar and Practica Requirements		9

Notes:

- J/I teacher candidates who wish to register in the French as a Second Language Intermediate teachable must first demonstrate proficiency on the French Language Proficiency Assessment and must have successfully completed at least 12 university credit hours in French.
- All Intermediate-level teachable courses have the prerequisite of a minimum of 12-18 university credit hours in the discipline.

Bachelor of Education (BEd) Policies

In the absence of a specific policy for the BEd program, Undergraduate Studies policies will be considered the default policy.

Academic Advancement

Teacher candidates must demonstrate diligent progress towards successfully completing all components of the program. It is expected that teacher candidates achieve a minimum Cumulative Grade Point Average (CGPA) of 2.30 with no final grade for any course below C-.

If a teacher candidate is not successful in a course or practicum component, they may request in writing, through a letter addressed to the Director, the opportunity to repeat the component in which they were unsuccessful. The Director and a departmental committee will consider requests on a case-by-case basis. Only one repeat per component will be considered. If the repeat of a component is granted, it will be bound to a specific time frame, have clearly described expectations and be subject to additional costs.

Involuntary Withdrawal

A teacher candidate may be involuntarily withdrawn from a practicum component if the teacher candidate demonstrates a breach of professional conduct in a practicum placement setting (e.g., seriously disrupting the functioning of the host classroom and/or the well-being of the students in the classroom). After consultation with the Director, the Associate Director, the Faculty Advisor, the Principal of the partner school, and the Associate Teacher, a decision will be made. If involuntary withdrawal is invoked for a practicum component of the program, the candidate may request in writing, through a letter addressed to the Director, the opportunity to repeat the component from which they were withdrawn. The conditions as stated in the Academic Advancement Policy apply.

Classroom Expectations and Guidelines

The expectations of the BEd program regarding attendance are founded on the following premise: The BEd program is a professional program, and therefore participants in the program need to demonstrate the same responsibilities that an employer would place upon them. Teacher candidates are therefore expected to be present at all of the classes and practicum components in which they are registered. All absences are to be reported by email to the appropriate instructor, faculty advisors and partner school contacts. Missed or late course assignments due to an absence, whether excused or unexcused, are to be negotiated with the professor.

In keeping with most collective agreements between teachers' federations and school boards, there are some circumstances wherein an absence will be excused. These include illness, the death of a family member and the graduation of a family member. For each of these instances, a three-day maximum absence will be granted at the discretion of the Director, and may require appropriate documentation.

In regard to the practicum components of the program, teacher candidates are to be aware that time missed is a reflection of the teacher candidate's commitment, as well as a great inconvenience for the Associate Teacher. Please see the Practica Handbooks for additional details.

To request an extended absence (i.e., more than three days), the teacher candidate needs to request special exemption by writing a letter addressed to the Academic Standards Committee and copied to the Director. It is recommended that the request be submitted at least one month prior to the intended absence.

Syllabi Availability

Course syllabi are made available to teacher candidates electronically.

Education Course Descriptions

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

EDIT 502 (3) Music – Instrumental I

— Designed to facilitate deeper study for teacher candidates wishing to teach music at the Intermediate level in Ontario schools. Teacher candidates will have the opportunity to explore a variety of resources (texts, instruments, media and human) and approaches to the delivery of music education to diverse learners. They will practice their teaching of the music strand of the Arts curriculum through developing expertise in vocal and instrumental program delivery and consider the opportunity that music offers to adolescents as they transition from elementary to secondary school. *Prerequisite: A minimum of 12 university credit hours in Music.*

EDIT 504 (3) English I

— Designed to prepare future teachers in developing an informed and reflective practice while working with intermediate students in a diverse society. It provides teacher candidates with an increased knowledge of the intermediate learner, the learning environment, the English curriculum (Grades 7 to 10), the challenges adolescents face as they transition from elementary to secondary school and the foundational knowledge, skills and technology necessary for the planning and implementation of an effective and motivating language arts program. *Prerequisite: A minimum of 12 university credit hours in English.*

EDIT 505 (3) French as a Second Language I

— Provides teacher candidates with a knowledge, understanding and practice of teaching French to intermediate level students whose first language is not French, in Core, Extended and Immersion classes. Teacher candidates will learn about their role in supporting the diverse learning needs of students who are coming to French as language learners. *Prerequisite: Demonstration of proficiency based on the French Language Proficiency Assessment and a minimum of 12 university credit hours in French.*

EDIT 507 (3) Mathematics I

— Builds on EDUI 5233 and EDUI 5243. It provides teacher candidates with the theory, methodology, assessment strategies, knowledge and conceptual understanding of content to help them facilitate the teaching of mathematics to intermediate students. The components of the course will help teacher candidates to develop the confidence, resources and necessary background knowledge that will enable them to meaningfully engage all adolescent learners. *Prerequisite: A minimum of 12 credit hours of Mathematics.*

EDIT 509 (3) Science – General I

— Science Intermediate builds on EDUI 5033, exposing teacher candidates to more in-depth issues related to the teaching of science in Grades 7 to 10. Concept development, assessment, evaluation, and hands-on activities, together with detailed safety procedures, will be emphasized. Detailed lesson and unit planning will be a key part of this course with consideration given to First Nation, Métis and Inuit perspectives, environmental stewardship, integration of literacy and numeracy and the transition into science specialties. *Prerequisite: A minimum of 12 university credit hours in Science.*

EDIT 511 (3) Geography I

— Designed for those teacher candidates who wish to acquire a subject specialty in Geography at the Intermediate Division (Grades 7 to 10). Teacher candidates will investigate geographic issues in Canada and build their awareness of connections between Canada and the world. Teacher candidates will have opportunities to analyze, interpret and implement the Ontario Ministry intermediate Geography curriculum and resource documents and become familiar with theoretical understandings, curriculum applications, basic principles, concepts, skills, strategies, values and attitudes that are necessary in order to design, implement and assess intermediate geography programs. *Prerequisite: A minimum of 12 university credit hours in Geography.*

EDIT 512 (3) History I

— Builds on EDUI 5053 and focuses on the design and implementation of the Intermediate History and Civics programs for Grades 7 to 10 based on the overall and specific expectations outlined in the Ontario Ministry curriculum documents. Through an understanding of the four concepts of historical thinking in an inquiry-based approach to learning, teacher candidates will be able to support students in understanding history as an interpretive discipline where students can rethink assumptions and consider the validity and credibility of evidence in order to construct/re-construct new perspectives. *Prerequisite: A minimum of 12 university credit hours in History.*

EDPR 531 (2) Practicum I

— For 30 to 35 days, teacher candidates will be learning from and collaborating with an OCT certified associate teacher in a school setting that teaches the Ontario curriculum. The Practicum has an Observation/Participation Phase and a Practice Teaching Phase. Using a gradual release of responsibility structure, teacher candidates move from Observation and Participation to a co-planning and teaching partnership with the Associate Teacher in the areas of language and math. Teacher candidates may also assume responsibility for teaching other curricular areas.

EDPR 532 (2) Practicum II

— For 40 to 45 days, teacher candidates will be learning from and collaborating with an OCT certified associate teacher in a school setting that teaches the Ontario curriculum. The Practicum has an Observation/Participation Phase and a Practice Teaching Phase. Using a gradual release of responsibility structure, teacher candidates move from Observation and Participation to assuming the full responsibilities of their Associate Teacher by the end of the Practice teaching Phase. *Prerequisite: EDPR 531.*

EDPR 533 (2) Practicum III

— For 35 to 40 days, teacher candidates will be learning from and collaborating with an OCT certified associate teacher in a school setting that teaches the Ontario curriculum. The Practicum has an Observation/Participation Phase and a Practice Teaching Phase. Using a gradual release of responsibility structure, teacher candidates move

from Observation and Participation to assuming the full responsibilities of their Associate Teacher by the approximately the midpoint of the Practice Teaching Phase. *Prerequisite: EDPR 532.*

EDPR 534 (3) Professional Seminar

— Supports teacher candidates in the practicum components of the program. The classes are distributed throughout the duration of the program to coincide with the three practicum placements. The seminar and the practica work together to provide an overview of key issues and skills related to curriculum, teaching, and learning and to provide the opportunity to integrate theory and practice. The course includes scheduled classes before and after each practicum which incorporate opportunities to meet with faculty advisors. Teacher candidates are encouraged to think of the Professional Seminar as an apprenticeship in professional knowledge and practice development.

EDUC 501 (3) Democratic Values, Christian Perspectives and Education

— Introduces and reviews the concepts of worldviews, curriculum orientations, values, and educational ideals. It reviews the questions that worldviews typically answer and the central principles and beliefs of Christian worldviews. It attends to the values of western, liberal democracies, noting especially the concerns for diversity, equity, and social justice as expressed in documents from a variety of jurisdictions, including Ontario. It builds critical conversation between these democratic values and religious worldviews, asking specifically about the ideals that classroom teachers will attempt to realize in their day-to-day practice in curriculum, instruction and assessment.

EDUC 503 (3) The Developing Learner

— Teacher candidates will come to understand how a child and adolescent's transition through developmental stages affects their learning. They will learn how to support students as they transition through these stages. A thorough understanding of the development of the learners' cognitive, emotional, physical, and social characteristics from infancy through adolescence will be explored. An understanding of typical development will help teachers detect, address, and foster the development of their students.

EDUC 506 (3) Creating Brave, Engaging and Inclusive Learning Environments

— Supports teacher candidates in developing the knowledge, skills and pedagogical practices that allow each student to feel respected, confident and safe so that they can learn to their highest potential. They will be introduced to a variety of research-based practices, equitable and inclusive policies, and effective strategies for establishing safe, engaging and inclusive learning environments in their classrooms and school communities. They will develop professional judgment regarding proactive and responsive approaches to understand how to support positive environments so that all students feel welcome in the environment in which they are learning.

EDUC 508 (3) The Education Act and Ethical Standards for the Teaching Profession

— Designed to provide 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. The Ontario College of Teachers' document entitled *Foundations of Professional Practice* and *The Education Act* will provide the framework for case study learning.

EDUC 510 (3) Religious Education: Democratic Values, Catholic Perspectives and Education

— Helps teacher candidates prepare to teach in Ontario Catholic schools. It is recommended for teacher candidates with a demonstrated commitment to the Catholic faith who are planning to apply for employment with Catholic school boards. Teacher candidates will explore the Catholic worldview using official curriculum documents for Religious and Family Life Education as well other foundational pedagogical documents in the Ontario Catholic educational community.

EDUC 511 (3) Reflective Practice

— Intended to help teacher candidates develop an educational foundation and an inquiry stance towards their on-going teaching identity through developing a critical, ethical, informed and reflective habit of mind; one that considers the perspectives of various educational philosophers, theorists, researchers and practitioners on the journey to teaching excellence. Using a case study approach, teacher candidates will consider authentic school-based dilemmas through a variety of lenses: Personal, Philosophical, Professional, Pedagogical, Parental and Political.

EDUC 512 (3) Educational Technology

— Designed to equip teacher candidates with the understanding and skills necessary to utilize educational technology and cloud-based computing for teaching and learning activities. The instructional activities and tasks focus on: communication with students, parents and colleagues; differentiating content, process and product; providing accessibility to learning materials for learners of different abilities; creating and providing descriptive feedback; integrating various digital tools into lessons; and developing ongoing organizational strategies. Understanding and skills will be developed through critical reflection on the value of digital technology, the creation of digital products, and development of a Professional Teaching e-Portfolio.

EDUC 521 (3) Universal Design and Differentiated Instruction to Support Learners

— Facilitates teacher candidates' understanding of and ability to program for the diversity of learners in Ontario classrooms. Teacher candidates will consider the nature of diversity (i.e., race, ethnicity, culture, gender, sexual orientation, social class, religion, ability, and language), and the related impacts on student learning. They will explore and apply Universal Design for Learning (UDL) and Differentiated Instruction (DI) frameworks for addressing learner variability, creating an atmosphere of welcome, and meeting the diverse needs of students.

EDUC 522 (3) Teaching and Learning in Diverse & Equitable Classrooms

— Facilitates teacher candidates' understanding that diversity within a learning community is a rich resource, and one that requires commitment to policies and practices that ensure equitable opportunities for academic success and well-being. Teacher candidates will explore how the intersectionalities of gender, socio-economic status, race, language, faith, culture, sexual orientation, and ability position students differently with respect to power and privilege. Examination of ministry publications and culturally responsive teaching strategies for using students' prior linguistic and cultural knowledge, as well as other aspects of their identities will scaffold the learning of new concepts and skills. Specific emphasis on learners with exceptionalities and multilingual language learners will be explored. *Prerequisite: EDUC 521.*

EDUC 551 (3) Principles of Literacy

— Covers methods used in the introduction of literacy to ethno-linguistic minority groups. It includes orthography design, consideration of socio-historical issues, strategies for literacy programs, stimulation of local authorship, reading theory, and instructional methodologies.

EDUI 503 (3) Science and Technology JI

— Introduces teacher candidates to science and technology in the Junior and Intermediate divisions, including Grades 9 and 10 science. The course examines the Ontario learning expectations of the science and technology program, strategies for implementing the expectations in a diverse classroom, and methods of assessment and evaluation.

EDUI 505 (3) Social Studies J and History/Geography I

— Focuses on the design and implementation of Junior Social Studies, Intermediate History, and Geography programs based on the overall and specific expectations outlined in the Ontario Ministry curriculum documents. Teacher candidates will acquire knowledge and understanding of the Six Concepts of Social Studies/Historical Thinking. These conceptual

understandings frame and inform key pedagogies that undergird an inquiry-based approach to the social studies/history/geography program.

EDUI 506 (3) Health and Physical Education JI

— Prepares teacher candidates to work with students in Grades 4 to 10 in ways that enable and encourage them to develop the commitment and capacity to lead healthy, active lives, including participation in, and appreciation of, Health and Physical Education. Teacher candidates will be provided with the knowledge and skills they need to deliver meaningful, effective and balanced programs to diverse learners.

EDUI 507 (3) Arts JI

— Designed to prepare teacher candidates to teach the four strands of the Ontario Arts curriculum— Music, Drama, Dance and Visual Arts – to students in the junior and intermediate divisions. Teacher candidates will learn to facilitate the creative process that enables diverse students to develop lifelong enjoyment of the Arts.

EDUI 521 (3) Language and Literacy JI: Part I

— Designed to introduce teacher candidates to foundational knowledge and skills in the six language arts (speaking, listening, reading, writing, viewing, and visually representing). Teacher candidates will explore these areas as outlined in the Ministry's language and literacy expectations for Grades 4 to 10. Making use of the curriculum document, relevant policy documents, and current research, teacher candidates will begin to build their skills of lesson planning and assessment.

EDUI 522 (3) Language and Literacy JI: Part II

— Builds upon the language and literacy knowledge and skill base acquired in EDUI 521 for teaching the six language arts. Teacher candidates will continue to use the Ministry's curriculum and policy documents, in light of relevant research, to guide the design of language units, lessons, activities, and a variety of assessment strategies applicable to a diverse range of learners in Grades 4 to 10. *Prerequisite: EDUI 521.*

EDUI 523 (3) Mathematics JI: Part I

— Provides JI teacher candidates with current and relevant instructional methodologies and pedagogical strategies that are foundational to the effective teaching and learning of mathematics in the Junior and Intermediate Grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge and conceptual understanding of mathematics pedagogy, and the six strands of the Ontario Mathematics Curriculum. The components of the course sessions will help teacher candidates engage with effective teaching methods and tools that function to foster confidence and a growth mindset among their learners in the Junior and Intermediate grades.

EDUI 524 (3) Mathematics JI: Part II

— Provides JI teacher candidates with current and relevant instructional methodologies and pedagogical strategies that are foundational to the effective teaching and learning of mathematics in the Junior and Intermediate Grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge of assessment, the 7 mathematical processes, and T.A.C.K. - as it pertains to mathematics instruction. Significant emphasis is placed on building a 'Thinking Classroom' (Peter Lildejaht), centered on effective questioning techniques. The components of the course sessions will help teacher candidates engage with effective teaching methods and tools that function to foster confidence and a growth mindset among their learners in the Junior and Intermediate grades. *Prerequisite: EDUI 523.*

EDUP 502 (3) Environmental Education PJ

— Invites teacher candidates to grow deeper roots and taller branches, as we follow the narrative of transformation: construction (inherited worldview and identity) – deconstruction (critical analysis) – reconstruction (vision of a new world). We will answer the questions, *“What is your relationship to the environment?” “What is the optimal environment for learning and growth for teachers and students?”* and *“What positive local and global impact do I have/can I make?”* Educators will carefully consider key principles, biases and issues surrounding our planet, our relationship to it, and the culture of environmental sustainability and

citizenship we want to cultivate in our classrooms, to impact current and future generations.

EDUP 503 (3) Science and Technology PJ

— Introduces teacher candidates to science and technology in the Primary and Junior divisions, including the Kindergarten program. The course examines the Ontario learning expectations of the science and technology program, strategies for implementing the expectations in a diverse classroom, and methods of assessment and evaluation.

EDUP 505 (3) Social Studies PJ

— Provides teacher candidates with an understanding of the Ontario Social Studies Curriculum Grades 1 to 6, The Kindergarten Program, and other policy documents. Teacher candidates will explore ways to help students understand and reflect upon their world, the people they encounter, and the human interactions that have occurred in the past, that are occurring in the present, and which are likely to occur in the future. Teacher candidates will delve deeply into the Six Concepts of Social Studies Thinking, which are to frame and inform all aspects of their instruction.

EDUP 506 (3) Health and Physical Education PJ

— Prepares teacher candidates to work with students in Kindergarten to Grade 6 in ways that enable and encourage them to develop the commitment and capacity to lead healthy, active lives, including participation in, and appreciation of, Health and Physical Education. Teacher candidates will be provided with the knowledge and skills they need to deliver meaningful, effective and balanced programs to diverse learners.

EDUP 507 (3) Arts PJ

— Designed to prepare teacher candidates to teach the four strands of the Ontario Arts curriculum— Music, Drama, Dance and Visual Arts – to students in the kindergarten program and the primary and junior divisions. Teacher candidates will learn to facilitate the creative process that enables diverse students to develop lifelong enjoyment of the Arts.

EDUP 508 (3) Early Years PJ

— Builds teacher candidates' knowledge of The Kindergarten Program (2016) as outlined by the Ontario Ministry of Education. The course will focus on planning instruction that embraces the growth of the whole child, including physical, emotional, social, spiritual, and academic growth. A focus on the foundational skills in both language and math, along with appropriate instructional and assessment methods, will be included. Teacher candidates will learn how to use pedagogical documentation to assess student learning and plan in a responsive manner. They will gain an understanding of the importance of, and strategies for implementing an active play- and inquiry-based approach to learning that enables young children to build their critical and creative thinking skills while meeting the needs of a wide range of diverse learners.

EDUP 509 (3) French as a Second Language PJ: Part 1

— Provides teacher candidates with the knowledge, understanding and practice of teaching students French in Kindergarten, Primary and Junior levels whose first language is not French, in Core, Extended and Immersion programs. Teacher candidates will consider how additional languages are learned, will develop an understanding of current pedagogy and assessment practices, and will learn about their role in supporting the diverse learning needs of students, including those in early years, who are coming to French as language learners. Offers in-depth knowledge and experience of culturally inclusive pedagogies, connections with students' authentic experiences, action-oriented learning situations, curricular integration, program design, use of technological communication resources, collaboration with parents/guardians and the community, differentiated instruction as well as assessment and evaluation strategies and tools linked to student interests. *Prerequisite: Demonstration of proficiency based on the French Language Proficiency Assessment.*

EDUP 510 (3) French as a Second Language PJ: Part 2

— After the successful completion of EDUP 5093, teacher candidates will develop competency in planning and delivering both Play-Based and Project-Based Learning opportunities for students in Kindergarten, Primary and Junior grade levels whose first language is not French in Core, Extended and Immersion programs. Teacher candidates will build a detailed FSL unit plan for each of the three programs. *Prerequisites: Demonstration of proficiency based on the French Language Proficiency Assessment and EDUP 509.*

EDUP 521 (3) Language and Literacy PJ: Part I

— Designed to introduce teacher candidates to foundational knowledge and skills in the six language arts (speaking, listening, reading, writing, viewing, and visually representing). The foundations of language will be introduced. Teacher candidates will explore these areas as outlined in the Ministry's language and literacy expectations for students in Kindergarten to Grade 6. Making use of the curriculum document, relevant policy documents, and current research, teacher candidates will begin to build their skills of lesson planning and assessment.

EDUP 522 (3) Language and Literacy PJ: Part II

— Builds upon the language and literacy knowledge and skill base acquired in EDUP 521. Teacher candidates will continue to use the Ministry's curriculum and policy documents, in light of relevant research, to guide the design of language units, lessons, activities, and a variety of assessment strategies applicable to a diverse range of learners in Kindergarten to Grade 6. *Prerequisite: EDUP 521.*

EDUP 523 (3) Mathematics PJ: Part I

— Provides PJ teacher candidates with current and relevant instructional methodologies and pedagogical strategies that are foundational to the effective teaching and learning of mathematics in the Primary and Junior Grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge and conceptual understanding of mathematics pedagogy, and the six strands of the Ontario Mathematics Curriculum. The components of the course sessions will help teacher candidates engage with effective teaching methods and tools that function to foster confidence and a growth mindset among their learners in the Primary and Junior grades.

EDUP 524 (3) Mathematics PJ: Part II

— Provides PJ teacher candidates with current and relevant instructional methodologies and pedagogical strategies that are foundational to the effective teaching and learning of mathematics in the Primary and Junior Grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge of assessment, the 7 mathematical processes, and T.A.C.K. - as it pertains to mathematics instruction. Significant emphasis is placed on building a 'Thinking Classroom' (Peter Lildejaahl), centered on effective questioning techniques. The components of the course sessions will help teacher candidates engage with effective teaching methods and tools that function to foster confidence and a growth mindset among their learners in the Primary and Junior grades. *Prerequisite: EDUP 523.*



Master of Arts: Media Arts Degree Requirements

Master of Arts: Media Arts

Media includes text, audio, images, motion pictures, art, and digital deliveries. Students in the Masters degree in Media Arts at Tyndale University have unique goals and vocational aspirations, ranging from writing, documentary and narrative film, sound and visual production, entrepreneurship, ministry, education, and technology development. Professors mentor students through online, project-oriented courses to develop unique voices through media. This experiential media MA is designed for students who want practical opportunities to shape their professional and creative competencies as Tyndale builds a collaborative community that focuses on the redemptive message of the Gospel.

MA Media Arts Degree Requirements

Courses	Credit hours
Storytelling Media starts with ideas, formed into words to communicate and capture the reader's imagination. Great media comes from meaningful stories that create cathartic experiences for an audience. Storytelling mentors students to develop thoughtful stories from page to pitches for projects related to their field of media-interest.	3
Media Production Narrative, documentary, and poetic media require perspective. To tell meaningful stories that stands out to audiences, producers must enhance their technical and artistic skills with media tools. Media Production turns storytelling knowledge into compelling media, preparing producers for future employment, with the ability to effectively communicate through forms of media, and develop creative content with aesthetic and technical proficiency.	3

continued

Theology of Creativity	3
Media is the expression of 21st century philosophical ideas and is an expression of the artist's religious values. This course mentors students to reflect on their faith to discover what it means to be creative, learning from global voices, philosophical perspectives, and theological insights that connect our work in media to Creation. Theology of Creativity gives students the opportunity to dig into their research, readings, viewings, and assignments to create media that explores expressions of faith as creative action.	
Entrepreneurial Leadership in Media	3
With the ubiquitous need for media, corporations search for people who can provide quality content, creating a vacuum for media entrepreneurs. Producers need to have a business vision to service global demands for media. This knowledge and practice include business skills, leadership, and knowledge of needs, demands, and markets. Entrepreneurship Leadership in Media prepares students to respond to needs with their unique media interests, a business plan, and a content strategy for a potential business venture.	
The Artist's Voice	3
Every artist has a unique voice and approach to creating media. All artists are challenged to find topics, themes, and styles to represent their ideas and particular art. The Artist's Voice explores the means by which media artists can discover what matters to them, find engaging content, and use their voice to tell stories through their chosen craft while considering the broader story of the Gospel.	
Producing as Leadership	3
Producers initiate media projects through leadership, research and creativity, developing media 'properties' that combine a creative vision, entrepreneurship, and human resources. Producing as Leadership enables students to develop viable media content as they prepare their thesis and projects after graduation.	
Storytelling Internship	3
Asserting their focus on media and professional craft, students connect with an organization, charity, or ministry outside the program to create, help tell their stories and provide services and expertise to help the organization with their media needs.	
Thesis	9
The thesis is significant media project related to the student's craft. Thesis projects reflect what students have learned and how they have developed through their degree, demonstrating their competency in media specializations. Length and amount of work in the thesis will be determined by mentors based on media, content, and vision of the student. The thesis is done in collaboration and guidance with an appropriate mentor who has experience in the student's craft.	
Electives	6
Total Degree Requirements	36



Undergraduate Studies Academic Policies and Procedures

Registration and Courses

Course Load

In order to complete academic programs in the time frame specified in the Academic Calendar, students need to take 15 credit hours each semester. A student must be registered for a minimum of 9 credit hours per semester in order to be a full-time student. Permission to take more than a normal course load must be secured from the Registrar prior to registration.

Course Registration

1. Students must register for all courses through the Office of the Registrar or via the online MyTyndale system. The current list of course offerings can be found at tyndale.ca/registrar.
2. A \$50 late fee will be charged to returning students who register after the respective August and December dates published in the Academic Calendar and on the website.
3. Students will not be allowed to enrol in courses after the add/drop period of the course.
4. International students are required to submit the International Student Registration Form at flow.tyndale.ca for course registration. Refer to the [How to Register for International Students](#) page on the Office of the Registrar's website for more details.

Course Changes and Add/Drop Deadlines

1. Up until the last day to add a course, registration changes may be made online through MyTyndale or with the Office of the Registrar.
2. After the last day to add a course, courses may be dropped until the final day to drop courses. Students are required to fill out the Registration (Add/Drop) form found at tyndale.ca/registrar.
3. There are deadlines for adding and dropping courses. The academic and financial dates are **different**. See the Fees and Expenses section for the refund policies and schedules.

Add/Drop Date	Grade on Transcript
Fall 2025	
Sep 17, 2025	Last day to add a course
From initial registration to Sep 17, 2025	Dropped course removed from transcript
Sep 18 to Nov 12, 2025	Dropped course with W (Withdrawal) grade – does not affect grade point average
After Nov 12, 2025	Too late to drop a course – final grade is recorded on transcript and calculated into GPA
Winter 2026	
Jan 23, 2026	Last day to add a course
From initial registration to Jan 23, 2026	Dropped course removed from transcript
Jan 24 to 20, 2026	Dropped course with W (Withdrawal) grade – does not affect grade point average
After Mar 20, 2026	Too late to drop a course – final grade is recorded on transcript and calculated into GPA
Spring/Summer (12-Week Courses)	
By Week 2	Last day to add a course
From initial registration to Week 2	Dropped course removed from transcript
Week 3-9	Dropped course with W (Withdrawal) grade – does not affect grade point average
After Week 9	Too late to drop a course – final grade is recorded on transcript and calculated into GPA
5-DAY Intensive Courses	
Day 1	Last day to add a course
Day 1	Dropped course removed from transcript
Day 2-4	Dropped course with W (Withdrawal) grade – does not affect grade point average
After Day 4	Too late to drop a course – final grade is recorded on transcript and calculated into GPA

5-WEEK Intensive Courses	
Day 7	Last day to add a course
From initial registration to Day 7	Dropped course removed from transcript
Day 8-28	Dropped course with W (Withdrawal) grade – does not affect grade point average
After Day 28	Too late to drop a course – final grade is recorded on transcript and calculated into GPA
6-WEEK Intensive Courses	
Day 7	Last day to add a course
From initial registration to Day 7	Dropped course removed from transcript
Day 8-35	Dropped course with W (Withdrawal) grade – does not affect grade point average
After Day 35	Too late to drop a course – final grade is recorded on transcript and calculated into GPA

Waitlist Policy

1. Course enrollment may be limited due to the instructional design of the course or the size of the classroom.
2. Students attempting to register for a course that is full will be placed on the waitlist through online registration or by the Office of the Registrar.
3. All waitlists are compiled and implemented on a first-come, first-served basis. Students seeking to audit a course may be added to the waitlist but will have second priority after credit students.
4. No student will be offered a vacant place unless they are on the waitlist.
5. By decision of the Registrar, a student may be placed in a course without regard to the order of the waitlist. Such matters as degree requirements and immediacy of graduation are factors in these cases.
6. Instructors may not grant permission to students to register for their courses outside of the waitlist process.
7. Instructors may not allow students on the waitlist to attend classes in the hope that openings will occur.
8. The Registrar reserves the right to withdraw a student who is auditing a course up until the end of the add/drop period of the course 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 full tuition refund.
9. Instructors may not allow students to attend a course without being registered either for credit or audit.

Withdrawal Policy

- A student who chooses to withdraw from Tyndale University must fill out the Registration (Add/Drop) Form found at tyndale.ca/registrar. Tuition refund is based on the date the completed form is submitted to the Office of the Registrar.
- For students withdrawing after the last day to drop a course without a transcript record, but before the last day to drop a course, the grade of "W" (withdrawal) will be recorded on the transcript.
- Students who withdraw after the last day to drop a course will normally receive the grade reflective of the evaluated work up to the time of withdrawal. Any student who withdraws without completing the official withdrawal procedure will have a grade of "F" (fail) recorded for all courses in which they were enrolled.
- Appeals will be reviewed as appropriate and must be submitted in writing to the Registrar.
- Up until the last day to add a course, registration changes may be made online through MyTyndale or with the Office of the Registrar.
- After the last day to add a course, courses may be dropped until the final day to drop courses. Students are required to fill out the Registration (Add/Drop) form.
- There are deadlines for adding and dropping courses. The academic and financial dates are **different**. See the Fees and Expenses section for the refund policies and schedules.

Course Substitutions

Students are expected to complete all required courses. Permission to substitute a required course may be granted by the Registrar.

Auditing Courses

1. Students must register to audit a course by submitting a completed registration form to the Office of the Registrar.
2. Prior to auditing any course, a student must have been admitted to Tyndale.
3. Students desiring to change a course from audit to credit or from credit to audit must do so within the first two weeks of the fall or winter semester or before the second class of a Degree Completion Program/Modular or spring/summer course.
4. No credit hours shall be awarded for courses audited.
5. Only lecture courses may be audited. Courses such as internships, directed studies and practica courses may not be audited.
6. Attendance is required.
7. The taking of examinations is not permitted, except by arrangement with the instructor.
8. The instructor is not obligated to evaluate any submitted assignments.
9. At the end of the semester, a grade of "AU" (Audit) will be recorded on the transcript.
10. Priority will be given to credit-seeking students enrolling in a course. Audit students may be placed on a course waitlist.
11. Permission from the Registrar or instructor may be required.

Directed Studies Courses

1. Students must have completed at least one year in their program before requesting 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. A Directed Studies course may not be taken as a substitute for an equivalent classroom/online course.
5. The desired course must be discussed with the professor of the course, and written approval must be obtained from the Academic Dean prior to registration for the course.
6. The student should complete and submit a Registration for Non-Classroom Course form, available at tyndale.ca/registrar, to the Office of the Registrar.
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

Undergraduate students wishing to take courses at other institutions for the purpose of gaining credit toward Tyndale degrees or certificates may apply for letters of permission. A Letter of Permission form can be accessed at tyndale.ca/registrar or through the Office of the Registrar. 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 Grade Point Average (GPA) of 2.3 (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 paid before they are 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.
2. The course in question must adequately reflect and augment the program of the student as decided by the Department Chair 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 the Chair of the department corresponding to the course; second, to the Registrar; and third, to the Academic Dean.
2. The student is responsible for all communication between the home and host institutions, including all syllabi, official transcripts and the letters of permission themselves.

3. The student must achieve a minimum Grade Point Average (GPA) of 2.0 (C) or equivalent in the course in question to have it transferred to their program at Tyndale.
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, the student will most likely not graduate in that session, but must wait for the next graduating session.

Repeating Courses

1. A student may repeat any course once in which a grade of "D" or "F" was received at Tyndale.
2. Special cases, including when a student must repeat a course more than once, will require the permission of the Registrar.
3. Only the higher earned grade in any repeated courses will count in the computation of the Grade Point Average (GPA).
4. Earned credit hours in repeated courses will count only once.
5. The repeated course must be completed in its entirety.

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 Office of the Registrar using the Change of Program form found at flow.tyndale.ca.
2. Upon receipt of the application, the Registrar will review it and come to a decision in consultation with the student's academic advisor.
3. The Academic Standards Committee or the Registrar reserves the right to request or require a student to change to the certificate program, to another degree program or to another major.

Transfer Credit

Undergraduate Studies at Tyndale has a long tradition of academic excellence in the liberal arts and business, as well as in biblical and theological studies and ministry preparation. For decades, students have been going on from Tyndale to other universities and receiving credit for their work here.

As we have expanded our offerings in the arts, business and sciences to grant the Bachelor of Arts and Bachelor of Business Administration degree, universities increasingly are recognizing our 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 Tyndale continues to grow in both size and quality.

Transcripts

Students requiring Tyndale transcripts should submit a Transcript Request form, available at tyndale.ca/registrar, to the Office of the Registrar and pay the posted fees.

Second Undergraduate Degrees

A graduate of Tyndale University with a (Pass) Bachelor of Arts degree in any academic discipline may apply to register in an Honours Bachelor of Arts program in the same discipline.

1. Additional academic work, often including honours-level courses and an honours thesis, will be required. (Specific requirements for each applicant will be established by the Academic Standards Committee in consultation with the Registrar and the academic department concerned.)
2. When all academic requirements have been met, and the Pass Bachelor of Arts diploma has been surrendered, such a student may graduate (again) with an Honours Bachelor of Arts degree.
3. No graduate will be entitled to hold both a Pass and an Honours Bachelor of Arts in the same academic discipline.

A Tyndale Pass or Honours Bachelor of Arts graduate in any academic discipline may apply to study toward a Pass or Honours degree in another discipline.

1. Additional academic work, including course work and (in the case of application to an honours program) honours-level courses and an honours thesis in the second discipline, will ordinarily be required (Specific requirements for each applicant will be established by the Academic Standards Committee in consultation with the Registrar and the academic department concerned).
2. Graduates of Tyndale University may only possess one undergraduate degree. When all academic requirements have been met, the previous Pass or Honours Bachelor of Arts degree must be surrendered before a student may graduate (again) with a Pass or Honours Bachelor of Arts degree in another discipline.

A Tyndale Bachelor of Arts in Business Administration graduate may apply to upgrade the Bachelor of Arts degree to a Bachelor of Business Administration degree.

1. Additional academic work will be required (Specific requirements for each applicant will be established by the Registrar).
2. When all academic requirements have been met, the previous Bachelor of Arts degree must be surrendered before a student may graduate (again) with a Bachelor of Business Administration degree.

Updating Personal Information

It is important that student information remain current and up-to-date on Tyndale records. Tyndale students are expected to provide accurate personal information starting from their Admissions application all the way to graduation. Current students can update their address, e-mail, and phone number through the classes.tyndale.ca website.

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, provided that they graduate within the number of years specified below for each program. 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.
2. Notwithstanding the above, Tyndale University reserves the right to substitute courses in cases where required courses are no longer offered.
3. The following time limits apply:
 - a. Students in the Bachelor of Arts, Bachelor of Arts Honours, Bachelor of Business Administration and Bachelor of Business Administration Honours degrees have eight years to complete their program.
 - b. Students in the Bachelor of Education degree have four years to complete their program.
 - c. Students in all other Bachelor's degrees have seven years to complete their program.
 - d. Students in all Certificate programs have five years to complete their program.
 - e. Students in the Master of Arts Media Arts degree have seven years to complete their program.
4. 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.
5. 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. 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 kept in the student's file.
6. In exceptional cases, a second one-year extension may be approved by the Registrar.
7. If the extension is not approved, the student may appeal this decision by writing a letter of appeal to the Academic Standards Committee.
8. 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.
9. 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.
10. A student suspended because the statute of limitations runs out can apply for readmission to the University 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.

Classroom Expectations and Guidelines

Course Syllabi

Course expectations will be outlined in the syllabus at the beginning of each course. These include, but are not limited to, course learning outcomes, required texts, an evaluation and grading scheme, assignments, a course schedule and classroom policies.

The syllabus will be available to students on the course webpage. The syllabus contains information that students need in order to succeed in each course. Therefore, students are strongly encouraged to download a copy of the syllabus for each of their courses from the course webpage.

Textbooks

The syllabus for each course will list the required texts, which will be available for purchase through Cornerstone Bookshop.

Attendance

Faithful attendance at classes is an important indicator of student maturity and involvement. Class attendance and participation are part of the evaluation of the student and may have a bearing on the final grade for the course.

All students attending a class remotely are expected to have their camera switched on. Failure to do so may result in being marked absent. If a student has a legitimate accommodation that means their camera cannot be on, their professor will be aware.

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

The undergraduate faculty have adopted the following guidelines to define student responsibilities in this matter and to assist the student in developing a disciplined life.

Attendance Policy for Fall and Winter Courses:

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 who are absent 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 semester, the student must have a reduced load in the following semester.

Absence from twice-per-week courses

1 to 4 absences:	Absence from class for any reason (including illness) is permitted four times without penalty.
5 to 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 who are absent 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 semester, the student must have a reduced load in the following semester.

Attendance Policy for Spring/Summer Courses:

Absence from 6-week courses (two classes per week):

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 who are absent 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 semester, the student must have a reduced load in the following semester.

Absence from 1-week intensive courses (five days per week) and weekend courses:

As a result of the intensive nature of the 1-week and weekend courses, attendance in each class is a requirement for these types of courses.

Any unexcused absence from an intensive course indicates that a student has chosen not to complete the course, and a grade of "F" will be assigned.

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| 1 absence: | Students may be granted one excused absence for legitimate reasons, including personal illness, injury or death in the immediate family. Students are responsible to report to the instructor the reason for all absences. |
| 2 absences or more: | Students who are absent 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. |
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Attendance Policy for Asynchronous Online Courses:

Students enrolled in asynchronous online courses demonstrate attendance by regular log-ins and consistent participation in course activities.

Attendance Policy for Modular Courses:

Students in modular courses should refer to the attendance policy noted in the Student Guide for Modular Programs (a supplement to the Academic Calendar). The guide is available online at tyndale.ca/dcp/student-resources.

Attendance Policy for Bachelor of Education Courses:

The Bachelor of Education program has a different attendance policy. Teacher candidates should refer to the course syllabi for details.

The above policies 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.

Assignments

Major assignments will be specified at the beginning of a semester 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, instructors shall:

- Comment in writing on the deficient parts of the essay or other written assignment;
- Recommend that the student get help from the Centre for Academic Excellence; and
- Lower the grade in proportion to the seriousness of the deficiency.

Research papers for undergraduate courses should conform to the style requested by the professor. Writing resources and tip sheets can be found on the Writing Services webpage: tyndale.ca/writing-tutoring/resources.

Students are required to keep backup copies of all assignments submitted.

Electronic Submission

1. For courses where electronic submission of assignments is required, it is the responsibility of the student to ensure that the instructor has received the assignment by the established due date and to ensure that the assignment submitted is the complete and correct version.
2. Any student may be requested to submit papers in electronic form to facilitate the professor's routine checks for academic fraud.

Late Assignments

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 instructor will reduce the assigned grade by one-third 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 instructor indicates otherwise at the beginning of the semester in the syllabus. Instructors have the prerogative of implementing their own late assignment policies for individual courses.
3. Excessively late assignments may 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.

Extensions on Assignments

No instructor may grant extensions on any assignments, nor accept assignments after the final day of exams in the fall or winter semesters. Students requiring extensions must follow the procedures outlined below.

Penalties for late assignments and attendance expectations will be stipulated in each course syllabus. The following procedure will be followed for students requesting extensions:

1. If a student is not able to complete all assignments within a course by the last day of exams, the student may appeal to the Registrar for an extension. Such an appeal should be made in writing using a form available from the Office of the Registrar or online at tyndale.ca/registrar.
2. Extensions will be granted by the Registrar only in cases where the student was clearly prevented 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.
3. 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 Registrar, the Director of the Centre for Academic Excellence or the Dean of Student Life.

4. If an extension or grade of "Incomplete" is granted by the Registrar, work for the course will be due with a new deadline. Once an "Incomplete" is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work.
5. At the discretion of the Registrar, a new deadline may be granted beyond the start date of the following semester. If the requested extension overlaps with the subsequent semester, the Registrar reserves the right to adjust the student's course load or impose restrictions on further registration until the outstanding course is completed.
6. Failure to submit assignments by the deadline set by the Registrar will result in failing grades (a grade of "F") on those assignments, and the final grades on courses will be calculated accordingly.
7. The decision of the Registrar may be appealed in writing to the Academic Standards Committee. The Academic Standards Committee will respond in writing to the student and provide a copy of the decision to the various parties. The decision of the Academic Standards Committee is final.

Assignment Policy for Spring/Summer Courses

The Undergraduate Studies policy on assignments for fall and winter courses also applies to spring/summer courses. Instructors have the prerogative of implementing their own late assignment policies for individual courses.

Final assignments for spring/summer courses must be submitted by the due date outlined in the course syllabus, which must be no later than three weeks after the final scheduled class of the course.

Assignment Policy for Modular Courses

Students in modular courses should refer to the assignment policy noted in the Student Guide for Modular Programs in conjunction with the policies outlined here. The guide is available online at tyndale.ca/dcp/student-resources.

Electronics Policy

Professors have the right to prohibit the use in class of some or all electronic communication devices. Students who require electronic devices (such as laptop computers) because of officially documented disabilities will be exempted from such prohibitions.

Recording of Classes

1. Students must request permission from the professor of the particular class that they would like to record.
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 recorded, it is the responsibility of the student to obtain the professor's permission, find another student to record the lecture and to supply that student with the recording device.

Course Evaluations

At the end of each academic term, students will be given the opportunity to provide meaningful feedback and evaluation on the courses they have taken. The results of these evaluations are compiled and distributed to the instructors, the respective department chairs and the Academic Dean for consideration. Student feedback and evaluation are important aspects of course development and planning; students are encouraged to provide meaningful feedback using these forms.

Every effort is made to ensure the anonymity of the students completing course evaluations, as well as to ensure the integrity of the evaluation process. Therefore, course evaluations will not be made available for Directed Studies, Honours Thesis or Internships as these are most often one-on-one courses. Students wishing to submit comments or concerns regarding these courses can feel free to contact the Office of the Academic Dean.

Examinations

Midterm Examinations, Tests and Quizzes

1. Instructors will assign the times for midterm examinations, tests and quizzes throughout the semester.
2. 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 that do not exceed the number of school days missed. Example: If a student is ill for three days and in that time misses 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.

The following rules apply to every final examination:

1. No student is permitted to take into the examination room any materials relating to the examination subject, including Bibles, unless otherwise indicated.
2. No student may leave the room without permission from the exam proctor.
3. Students who are more than 30 minutes late will not be allowed into the examination room.
4. Students will not be allowed to leave the examination room during the first 30 minutes of the examination period.
5. No student may leave his or her seat during the final fifteen minutes.
6. Students must not linger in the halls outside the examination rooms while examinations are being written.
7. No student will be permitted to write beyond the allotted time without special permission of the Registrar.

Exam Conflicts and Rescheduling

1. 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, dated on or before the date of the exam, is required if a student misses an exam due to illness.
2. If there are unusual circumstances (such as a death in the family), an exam may be rescheduled within the regular exam period at the discretion of the Registrar.
3. To reschedule an exam, a student must submit an Exam Reschedule Form to the Office of the Registrar by the deadline stated on the Exam Reschedule Form. Forms are available at tyndale.ca/registrar.
4. If a student is ill on the day of the exam, they should not call the Registrar or professor, but submit an Exam Reschedule Form and doctor's note to the Office of the Registrar within 48 hours of the originally scheduled exam time.

Examination Policy for Spring/Summer Courses

1. Final in-class examinations may be held on the last class of the course, as indicated in the course syllabus (In-class examinations will not be held after the last scheduled class of a spring/summer course).
2. Final take-home examinations, as noted in the course syllabus, may be assigned with a due date of no later than three weeks after the final scheduled class of the course.
3. For further information on examination policies and scheduling, please see the above policies on "Final Examinations" and "Exam Conflicts and Rescheduling."

Academic Standing and Grades

Grading System and Scale

Grades which count in the Grade Point Average (GPA):			
Letter Grade	Numerical Value	Grade Points	Definition
A+	90-100	4.0	Excellent, Superior Achievement surpasses expectations.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Good, Clearly Acceptable Achievement definitely meets expectations.
B	73-76	3.0	
B-	70-72	2.7	
C+	67-69	2.3	Adequate, Reasonably Acceptable Achievement moderately meets expectations.
C	63-66	2.0	
C-	60-62	1.7	
D+	57-59	1.3	Deficient, Minimally Acceptable Achievement falls below expectations.
D	53-56	1.0	
D-	50-52	0.7	
F	0-49	0.0	Inadequate, Unacceptable Achievement does not sufficiently meet expectations.

Grades which do not count in the Grade Point Average (GPA):			
AG	Aegrotat Standing	P	Pass
AU	Audit (non-credit)	W	Withdrawal
I	Incomplete (granted by the Registrar)	N	No Pass
IP	In Progress		

Incomplete Grade

A temporary grade of Incomplete ("I") may be granted by the Registrar in cases such as death in the family or medical emergency. Needing more time is not a criterion for an "Incomplete." Once an "incomplete" is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A student who receives an "I" must complete the work by the extended deadline. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

Aegrotat Standing

Aegrotat standing, a final grade given in a course for which the required examination was not taken, may be granted in exceptional circumstances. The instructor 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 (GPA), successful completion of three-quarters of the semester in which the course(s) are taken, a minimum of 65% (C) 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).

Dean's Honour List

A student who takes a minimum of 12 credit hours in either the fall or winter semester and achieves a Grade Point Average (GPA) of 3.7 or higher is eligible for the Dean's Honour List for that semester.

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 or the Academic Dean.
3. The cumulative GPA must be at least 2.0 (C) in order to qualify for graduation (Refer to the Bachelor of Education section for Bachelor of Education graduation requirements).
4. Students must normally complete the last year of work at Tyndale in order to graduate.

Graduating with Distinction

A student who achieves a cumulative GPA of 3.7 or higher on the 120 credit hours presented for the Bachelor of Arts or Bachelor of Business Administration degree, or the 90 credit hours presented for the Bachelor of Religious Education degree will be awarded the degree "with distinction."

Academic Policies and Procedures

Academic Integrity

Integrity in all academic work is required from all students. Academic fraud violates the academic integrity which is to be the foundation of Christian university studies: it 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 range of consequences leading up to and including expulsion.

Definition of Academic Fraud:

Academic fraud is defined as, but not limited to, the following:

1. Falsification of Data or Citation

- a. Giving false information for the purpose of gaining admission or credits.
- b. Fabricating, forging or altering Tyndale documents.
- c. Fabricating, forging or altering transcripts, letters of reference or other official documents.
- d. Providing false information or forged medical documentation to gain extensions, exemptions or advantages for any academic work.
- e. Presenting information or research data that has been falsified; providing statements or referencing sources that have been invented.

2. Interference with or Falsification of Academic Assessment

- a. Tampering with, stealing or destroying another student's academic work.
- b. Preventing another student from completing a task for academic assessment.
- c. Altering a grade on academic work for the purposes of having the recorded grade changed.
- d. Impersonating other students for the purpose of academic assessment.

3. Multiple Submission

- a. Submitting an assignment for which previous academic credit was given, either at Tyndale or at another institution, or submitting the same assignment for two or more courses.
- b. In some circumstances, an expanded paper or project common to two or more courses of study may be submitted with prior approval.

4. Cheating

- a. Copying another person's test, examination, or coursework or allowing another student to copy one's work and submit it as his or her own.
- b. Accepting credit for group work or a group project for which the student did not provide assistance or participate.
- c. Using notes, electronic devices, or other aids during a test or examination without permission from the instructor or disregarding instructions and guidelines set forth by the instructor for take-home or online examinations.
- d. Obtaining or distributing unauthorized tests, examinations or other course materials for academic assessment.

5. Plagiarism

Plagiarism may be attributed (but is not limited) to any of the following types of academic work: papers, essays, tests, exams, research reports, theses (oral or written), lab reports, oral presentations, music, or artwork.

Any of the following may constitute plagiarism:

- a. Submitting academic work that has been, entirely or in part, copied from or written by another person without full and proper acknowledgement. "In part" can be as little as a sentence or two: plagiarism is not a matter of quantity.

- i. Using the exact wording of a source without putting the borrowed words in quotation marks, or following the syntax (structure) 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.
- ii. Paraphrasing words or ideas from a source without full and proper acknowledgement of the source.
- iii. Including a source in the "works cited" list or 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.
- b. Submitting academic work which has been written, rewritten or substantially edited by another person.
 - i. Submitted work must be representative of a student's current academic writing skills.
 - ii. Review of a student's work for the purpose of editing is permitted, but should be limited to indicating errors, flagging problems, and offering advice for potential revision by the student.
 - iii. Students must edit their own work, making corrections and revisions themselves. The reviewer should never modify a student's work on their behalf.
- c. Submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program.
- d. Instructors can use discretion to determine whether a technical error has been made or academic fraud (plagiarism) has been committed.

Technical errors are mistakes made by students in their submitted work, made unintentionally or in ignorance of proper citation rules. This would include, for example, inadequate documentation (e.g., incomplete citations from a source) or technical plagiarism (e.g., the absence of quotation marks around a quoted source with proper citation of that source).

If instructors deem that a technical error has occurred rather than academic fraud, they can determine the severity of the error and impose one or more of the following penalties:

- i. A grade deduction on the assignment (e.g., reduction of one grade level)
- ii. Granting a re-write of the assignment with a set deadline and a maximum grade limit
- iii. Referral to the Centre for Academic Excellence—Writing & Tutoring Services
 - General referral: Instructors can suggest an appointment and not require a follow-up.
 - Verified appointment: Instructors write to the Learning Specialist with the name of the student, a summary of the errors, and conditions that should be noted (e.g., rewrite by a specific deadline). The Learning Specialist will arrange an appointment with a Writing Consultant and write to the instructor after the appointment is completed. It is recommended that professors set a deadline on when the student should have this appointment.

Instructors may contact the Chair of the Academic Standards Committee for guidance on matters concerning technical error.

Artificial Intelligence (AI)

Definition

Artificial Intelligence (AI) is not new, and its definition is ever evolving. AI is not monolithic, and it is important to evaluate the suitability of tools on their own merits. More recently, the use of generative AI, that is, AI that can use historical data to create new content based on a text prompt, has become more prominent. These tools can be used to generate and create new content, be it pictures, video, or text.

Artificial Intelligence (AI) is a broad term applied to a group of technologies that *perform tasks that typically require human intelligence, including but not limited to, learning, problem-solving, reasoning, perception, and language understanding. These systems may adapt their behaviour, based on data and experience, with the goal of enhancing decision-making, automation, and analysis across various domains.**

**Italicized text is from Claude.AI*

AI Translation Tools

The use of AI-powered translation software to complete assessments is banned unless explicitly stated otherwise in the course syllabus. Tyndale University has English language requirements for admission to all its programs delivered in English. Students are expected to be able to write assessments in English without the assistance of AI-powered translation applications.

The successful completion of an English language program requires both proficiency in the English language and the conceptual maps associated with that language. In the short term, the use of AI powered translation software affords an unfair advantage to students. In the long run, the use of AI-powered translation software disadvantages students who must demonstrate and enrich both these competencies as a key learning outcome of their program.

AI and Assessments

The capabilities of artificial intelligence (AI) programming are expanding quickly and there are many benefits associated with using AI as a tool for writing. Tyndale University is committed to stewarding the use of technology well. Therefore, this section of the policy is subject to regular review by Tyndale Senate. The Office of the Provost will inform faculty and students with any updates.

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 assignments for the improper use of AI sources.

Instructors may use AI detection programs as part of Tyndale's academic honesty policy. Should the likelihood of improperly* using artificial intelligence be found in an assessment, instructors may avail themselves of all the available options for dealing with plagiarism.

** Artificial intelligence (AI) sources used improperly without citation and outside of the guidance in the course syllabus.*

Plagiarism Detection Software

Tyndale has a subscription to text-matching software called *Turnitin*. This software can be used by students to ensure the originality of academic writing and check all of the sources used have been cited correctly. The use of this software in a course is at the discretion of faculty. The software works by comparing text with documents submitted by other students, published works, and a range of other sources including online text and generates an originality report. Submissions are stored on a server in the United States and subject to potential review. The software does not make academic judgements about plagiarism; faculty will evaluate the originality report together with the submitted text and decisions about plagiarism will be made in accordance with Tyndale's academic policy. For some courses, faculty may ask students to submit their written work for text matching as part of the assessment process.

For further guidelines on proper acknowledgement of sources, consult the Centre for Academic Excellence.

Procedure in Cases of Academic Fraud

In all cases of alleged academic fraud, the instructor or staff member will inform the Academic Standards Committee. He or she will notify the student of the alleged offence. Whenever possible the instructor will take the opportunity to review the situation with the student for instructional purposes.

1. The instructor will provide the Committee with evidence of the alleged offence.
 - a. For all cases of alleged academic fraud the instructor, staff member or faculty member will submit a written statement and/or evidence that substantiates the allegation. When applicable, this will include submitting an original copy of the student's academic work.
 - b. For all cases of alleged plagiarism, the instructor must also submit an original copy of the student's academic work or assignment, along with its instructions or guidelines, as well as written indications as to which aspects or sections of the academic work or assignment may have been plagiarized. The instructor will also provide copies of any sources from which material is alleged to have been plagiarized.
2. The Chair of the Academic Standards Committee will give written notice to the student, which will be placed in the student's file, 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 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 or to appear in person.
3. After the hearing, the Academic Standards Committee will rule on the allegation. The Chair will then notify the student of the committee's ruling, in writing, including any penalties imposed. A copy will go to the instructor and be placed in the student's file.
4. Appeals of decisions concerning academic fraud may be made, on procedural grounds only, in writing, to the Academic Dean. Such appeals must be made within fourteen calendar days of the student's having received notification of the decision of the Academic Standards Committee. The policies for appeals of grades on assignments and appeals of final grades do not apply to decisions concerning academic fraud.

Penalties in Cases of Academic Fraud

In cases of academic fraud a written reprimand will be placed in the student's academic file and at the discretion of the Academic Standards Committee, one or more of the following penalties may be applied:

Penalties in Cases of Academic Fraud

1. *For cases where academic fraud is established within the context of a student's course or coursework.*
 - a. in cases of plagiarism, cheating, falsification of data or citation, or interference with academic assessment:
 - i. the assignment of a failing grade on the academic work
 - ii. the assignment of a grade of zero in the course.
 - b. in successive cases of plagiarism, cheating, falsification of data or citation, or interference with academic assessment:
 - i. the assignment of a grade of zero for the course(s) in question
 - ii. suspension from Tyndale University
 - iii. expulsion from Tyndale University.
 - c. when a student voluntarily withdraws from a course in which it is determined that he or she committed academic fraud:
 - i. the assignment of a grade of zero on that course.
 - d. when academic fraud is discovered after a student has received a passing grade on an assignment, test or examination:
 - i. the retroactive assignment of a failing grade on the academic work
 - ii. the retroactive assignment of a grade of zero in the course.
 - e. When a student submits an assignment for which previous academic credit was given, either at Tyndale or at another institution, or has submitted the same assignment for two or more courses without prior approval:
 - i. the assignment of a grade of zero on one or more of the assignments in question.

In all cases the Academic Standards Committee shall refer the student to the Centre for Academic Excellence.

2. *For cases where academic fraud is established within the broader context of a student's relationship to Tyndale University*
 - a. where false information is given for the purpose of gaining admission or credits:
 - i. revoking the falsely obtained credits
 - ii. expulsion from Tyndale University.
 - b. when university documents, letters of reference or other official documents have been fabricated, forged or altered:
 - i. expulsion from Tyndale University.

Readmission after Suspension by the Academic Standards Committee

1. A student placed on academic suspension due to academic fraud is ineligible for readmission to Tyndale until one semester has elapsed (not including summer). Credit for coursework taken elsewhere during the period of suspension will not be accepted as transfer credit at Tyndale upon readmission.
2. A student may request to be readmitted to the University by the date outlined in their suspension letter. The readmittance letter must be addressed to the Chair of the Academic Standards Committee adhering to the guidelines in the suspension letter. It will be reviewed by the Academic Standards Committee and a decision will be communicated in writing. A student who wishes to return to their studies after three (3) years from the point of suspension must contact the Admissions Office and go through the readmission process.

Academic Probation and Suspension

1. At the end of the fall and winter semesters, the academic progress of all students will be reviewed by the Registrar.
2. Any student who does not meet the minimum cumulative Grade Point Average (GPA) standard of 2.0 ("C" average) will be placed on academic probation for one semester.
3. Any student who does not meet the minimum cumulative GPA standard of 2.0 ("C" average) at the end of the probationary semester may be subject to academic suspension for a period of one semester (not including summer). The records of all students will be monitored regarding suspension, on a yearly basis. Suspension decisions will be made at the end of the fall and winter semesters.
4. A student who does not achieve the cumulative GPA of 2.0 but whose semester GPA is at least 2.3 may be allowed to continue on probation for an additional semester.
5. Probationary standing may be cleared only with grades and grade points earned at Tyndale. A probationary student who achieves the 2.0 GPA standard will be removed from probation.
6. A student who earns a cumulative GPA of less than 1.0 ("D" average) in the first semester at Tyndale may be subject to academic suspension at the end of that semester without a period of academic probation.
7. A student placed on academic suspension is ineligible for re-admission to Tyndale until one semester has elapsed (not including summer). Credit for course work taken elsewhere during the period of suspension will not be accepted as transfer credit at Tyndale upon readmission.
8. A student may request to be readmitted after serving their suspension by writing a letter to the Director of the Centre for Academic Excellence. The letter is reviewed by multiple student support offices and a decision is communicated in writing. A student who wishes to return to their studies after 3 years from the point of suspension must contact the Admissions Office and go through the readmission process.
9. A student who has been readmitted following a period of academic suspension will remain eligible to continue as long as their semester GPA for each semester is at least 2.3, even though their cumulative standing may be below the 2.0 requirement.

10. A student placed on probation or returning from suspension will be required to enroll in INDS 110 Academic Achievement Strategies (if not previously completed) and may be required to enroll in specific courses in an effort to improve their Grade Point Average (GPA). A student in this category may not enroll for more than twelve (12) credit hours (including INDS 110) or nine (9) credit hours in each semester if INDS 110 was previously completed until satisfactory standing is achieved.
11. A student who is placed on academic suspension may appeal in writing to the Academic Standards Committee. The student will receive a final written response from the committee.
12. A student on academic probation may not represent Tyndale or participate in co-curricular activities.

Academic Appeals

Appeal of a Grade on an Assignment

A student may informally appeal a grade on an assignment by first discussing it with the professor within 14 days of receiving the grade. If this does not bring about a 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 Academic Standards Committee, outlining the reasons for appealing the grade. The decision of the committee may result in the grade increasing, decreasing or staying the same. The student will be informed in writing of the committee's decision.
2. If this does not bring about a satisfactory resolution, the student may appeal in writing to the Academic Dean within 14 days of receiving the committee's decision. The written appeal must include a copy of the student's statement to the Academic Standards Committee and the committee's written response. The Academic Dean will evaluate the student's appeal and the committee's assessment. The resulting decision of the Academic Dean is final.

Appeal of a Final Grade for a Course

A student may informally appeal a final grade in a course by first discussing it with the professor upon receipt of the grade. If this does not bring about a satisfactory resolution, the student may formally appeal the grade in writing within 14 days from the date the grades are released from the Office of the Registrar. 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 Academic Standards Committee, outlining the reasons for appealing the grade. The decision of the committee may result in the grade increasing, decreasing or staying the same. The student will be informed in writing of the committee's decision.
2. If this does not bring about a satisfactory resolution, the student may appeal in writing to the Academic Dean within 14 days of receiving the committee's decision. The written appeal must include a copy of the student's statement to the Academic Standards Committee and the committee's written response. The Academic Dean will evaluate the student's appeal and the committee's assessment. The resulting decision of the Academic Dean is final.

Intellectual Property Policy

The objectives of this Intellectual Property (hereafter IP) Policy (hereafter Policy) are:

- a. To encourage any member of Tyndale University (hereafter Tyndale) who may have created or discovered IP to share that property with the public in a manner that is beneficial to the member and to the mission of Tyndale;
- b. To determine the ownership of IP created by members of Tyndale;
- c. To clearly outline the obligation for costs in the development of IP and the division of revenues derived from such IP; and
- d. To provide for the rights and obligations of Tyndale and its members in relation to IP.

The meaning of the following terms pertain specifically to this Policy:

Author means members of Tyndale's faculty staff, or administration, students of Tyndale (student) and third parties (e.g. visitors and contractors) who create, write or discover any IP.

Commercialize means to make a work available outside of the institution on a for-profit basis, but does not include publication or distribution of books by faculty members.

Copyright has the meaning prescribed by the Copyright Act.

Copyright Act means the Canadian Copyright Act (R.S.C. 1985, c. C-42), as amended, or any related succeeding legislation.

Intellectual Property includes:

- A. any and all proprietary rights provided under:
 - a. patent law;
 - b. copyright law;
 - c. trademark law;
 - d. design patent or industrial law; or
 - e. any other statutory provision or common law principle applicable to the Policy or the IP which may provide a right in:
 - i. ideas, designs, formulae, algorithms, concepts, processes, materials, trade secrets, discoveries, inventions; or
 - ii. the expression or use of such ideas, formulae, algorithms, concepts, processes, materials, trade secrets, discoveries, inventions or know-how; and
- B. any and all applications, registrations, licenses, sub-licenses, franchises, agreements or any other evidence of a right in any of the foregoing; and
- C. all other products of research and scholarship where any of the foregoing are created; whether by discovery, invention or otherwise by an Author.

The responsibility for the administering the Policy lies with the President of Tyndale. The President may find it necessary to form an IP Committee to oversee the implementation of the Policy.

The IP Committee shall establish its own rules of procedure. Such rules will provide that the IP Committee acts in accordance with the rules of natural justice when executing decisions.

The duties of the IP committee shall include:

- a. The recommendation to the Board of Governors of any revisions required to this or any other Tyndale policy relating to IP;
- b. The resolution of issues of disputed discovery among two or more Authors of the same IP or the division of income between Authors;
- c. The resolution of any other issues relating to the commercialization of IP at and outside Tyndale; and
- d. The recommendation to the President of the manner in which income earned by Tyndale from IP should be allocated.

All Tyndale Authors are subject to the Policy.

- a. The Author shall be the owner of all newly created, written or discovered IP. The benefits that may accrue to the Author may be limited only by the terms of the external contracts and licensing agreements.
- b. Tyndale shall make no claim to the proceeds of publication for which it has provided no more than normal academic facilities. Whenever a publication subsidy is made, Tyndale shall stipulate at the time it offers the subsidy if it wishes to negotiate a claim to royalties that may accrue from publication thus supported; and if it does not, it shall be deemed to have waived any claim to royalties or other income.
- c. Certain agreements (such as grants, sponsorships, research and affiliation agreements) have been or will be entered into by Tyndale with third parties. Such agreements may contain provisions whereby IP is transferred, assigned, licensed or otherwise disposed of to such third parties. The provisions of such agreements shall supersede the Policy.
- d. Faculty members may be requested by Tyndale to develop Distance Education courses (and other forms of nontraditional learning). At such time, the faculty member will be contracted for this work. The provisions of such agreements shall supersede this Policy.
- e. Tyndale maintains the right to utilize syllabi prepared by faculty in the normal course of their teaching for consultative purposes in the ongoing development and refinement of courses. In such cases, the Authors agree to waive all moral rights that he or she may have in favour of Tyndale.

The IP Committee will handle questions regarding the application, interpretation or implementation of the policy, or regarding disagreement among creators concerning assignment of rights or sharing of royalties. Disagreement with any determination made by the IP Committee may be directed to the President for a final determination.



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CMA/CPA, 1999; MBA, Schulich School of Business, York University, 1993; BA (Spec. Hons) Economics, York University, 1987.

Areas of Specialization: Corporate finance, financial and managerial accounting.

PAUL ARSENAULT

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Chair, Department of Linguistics

PhD, University of Toronto, 2012.; MA, University of Hyderabad, India, 2002; BTh, Eastern Pentecostal Bible College, 1995.

Areas of Specialization: Phonology, Phonetics, Morphology & South Asian languages.

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PhD, Ontario Institute for Studies in Education, University of Toronto, 2018; MA, Ontario Institute for Studies in Education, University of Toronto, 2013; BEd, University of Windsor, 1997; BA University of Waterloo, 1995; BRS, Ontario Bible College, 1993; ARCT, Piano Performance, Royal Conservatory of Music, 1993.

Areas of Specialization: Arts education, educational technology integration, knowledge media design.

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BEd, Tyndale University College, 2013; BSc (Honours), University of Toronto, 2001.

Areas of Specialization: Microbiology, molecular genetics and human pathobiology.

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MEd, York University, 1999; BEd, York University, 1995; Honours PGDip, Seneca College of Applied Arts & Technology, 1991; BA, York University, 1990.

Areas of Specialization: Curriculum development, instruction, development of publications and resources focused on various equity issues, qualified Tribes Trainer.

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PhD, Queen's University, 1997; MA, University of Calgary, 1993; BA, University of Calgary, 1991.

Areas of Specialization: 20th Century American Politics and economic theory.

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PhD, University of Toronto, 1998; MA, University of Toronto, 1993; BSc, University of Alberta, 1986.

Areas of Specialization: Metaphysics, epistemology.

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PhD, University of Toronto, 1996; MA, Queen's University at Kingston, 1990; MSt, Oxford University, 1987; BA, University of Calgary, 1985.

Areas of Specialization: 19th Century British imperial, military, political and religious history, India & Africa.

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EdD, Ontario Institute for Studies in Education,
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Areas of Specialization: Philosophy of
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DMin, Gordon-Conwell Theological Seminary,
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PhD, The University of St Andrews, Scotland,
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Areas of Specialization: New Testament, Gospel
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PhD, University of St. Michael's College,
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Areas of Specialization: Mathematics Pedagogy,
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Areas of Specialization: Criminology.

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PhD (Candidate), Columbia International
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Areas of Specialization: Field Data Collection,
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DWS, The Robert E. Webber Institute for Worship
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MEd, Ontario Tech University, 2023; BEd,
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Areas of Specialization: School Leadership;
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*Professor of New Testament Chair, Department
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PhD, University of Aberdeen, 2007; ThM,
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Areas of Specialization: The Gospels with
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CLAUDETTE WHITE

MEd, York University, 2005; BEd, Western
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FACULTY WITH SPECIAL DISTINCTION

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Research Professor of Education

PhD, University of British Columbia, 1986; MCS, Regent College, 1983; MEd, University of Regina, 1980; BEd, University of Regina, 1975; BA (Honours), University of Saskatchewan, 1974.

Area of Specialization: Philosophy of Education.

CRAIG A. CARTER

Research Professor

PhD, University of St. Michael's College, 1999; MDiv, Acadia Divinity College, Acadia University, 1983; BA (Honours), Mount Allison University, 1979; AA, Atlantic Baptist College, 1976.

Areas of Specialization: Systematic and moral theology, doctrine of God, theological interpretation of scripture, theology of culture.

RUPEN DAS

Research Professor

DMin, Acadia Divinity College, Acadia University, 2014; MA, Syracuse University, 1979; BSc, Syracuse University, 1977.

Areas of Specialization: Missions, global Christianity, the local church in the global South and international development, the interface of theology, poverty, compassion and social justice.

W.L. ALAN FUNG

Research Professor

ScD, Harvard University, 2013; SM, Harvard University, 2008; MD, University of Toronto, 2004; MPhil, University of Cambridge, 2002; BSc, University of Toronto, 1999.

Areas of Specialization: Cultural and spiritual dimensions of mental health and psychotherapy; partnerships between mental health and faith communities; medical humanities (especially ethics and education); neuropsychiatric epidemiology and genetics; neurodevelopmental, neurodegenerative and sleep disorders.

IAN GENTLES

Distinguished Professor of History and Global Studies

PhD, University of London, England, 1969; MA, University of Toronto, 1965; BA (Honours), University of Toronto, 1963.

Areas of Specialization: British History, particularly 1500-1800, history of population and family, early Christian history, ancient history.

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Adjunct Professor of Christian Ministries

ThM, Toronto School of Theology, 1995; DMin, Bethel Theological Seminary, 1989; MDiv, Tyndale University College & Seminary, 1980; BA (Honours), York University, 1977; Dip. Music, Humber College, 1975.

Areas of Specialization: Worship and Christian spirituality.

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Adjunct Professor of Biblical Studies and Theology

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

Areas of Specialization: Systematic theology, modern theology “especially the theology of Karl Barth” and theology of the resurrection.

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MEd, Ontario Institute for Studies in Education, University of Toronto, 1981.

Area of Specialization: Educational administration.

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Areas of Specialization: Patristic Studies and Theology.

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