



SEMINARY

ACADEMIC CALENDAR

2026 – 2027

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Message from the Academic Dean



Although the expression "May you live in interesting times" has become a truism, "interesting" times are usually times of turbulence and disruption. Our world has become turbulent and disruptive, resulting in uncertainty and unpredictability. We view theological education as part of a prophetic call to see this world transformed by the power of the Gospel. Our priority at Tyndale Seminary has always been the formation of people for effective Christian ministry through dedication "to the pursuit of truth, to excellence in teaching, learning and research, for the enriching of mind, heart and character."

Therefore, our courses are designed to stretch you intellectually, invigorate you spiritually, challenge your presuppositions, and strengthen your foundations. Our faculty are committed to design programs and approaches that equip you with skills for thoughtful ministry and service so that you can "serve the church and the world for the glory of God." Whether online or on campus, when you study at Tyndale Seminary you are invited to be immersed in our vibrantly diverse community of faith and learning.

Our purpose is to walk alongside those whom God is calling to prepare them for effective and faithful participation in the mission of God during these interesting times. It will not always be easy. The faculty and staff of Tyndale count it a privilege to be your companions on this exciting and challenging journey of faith and learning amidst the complexities of a turbulent world.

We pray that this will be one of the most transformative experiences of your life.

Grace and Peace,

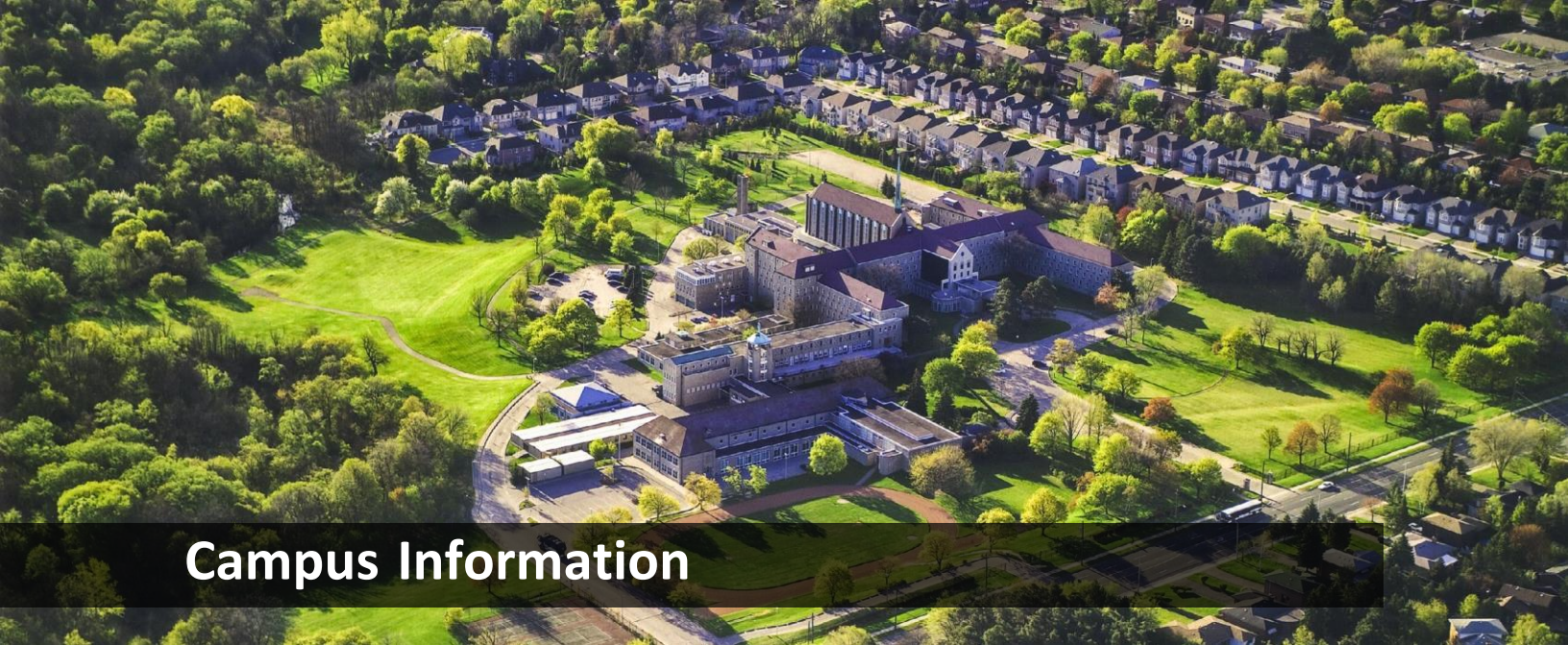
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*Vice President Academic
& Dean of Seminary*

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An aerial photograph of the Tyndale University campus. The university buildings, including a large central hall and several smaller structures, are situated in the center. The campus is surrounded by lush green lawns, trees, and a residential neighborhood with houses and streets visible in the background. A semi-transparent black banner is overlaid at the bottom of the image, containing the text 'Campus Information' in white.

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 2026-2027 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 2026-2027

Spring/Summer 2026

May 4	Monday	Spring/Summer courses begin
May 18	Monday	Victoria Day (<i>no classes</i>)
June 1 – 12	Mon – Fri	DMin Clinical Counselling & Psychotherapy Residency
June 8 – 19	Mon – Fri	DMin Leadership Residency (<i>including Communicating the Gospel, Non-Profit Organizational Leadership, and Reframing Church in Context Concentrations</i>)
June 14 – 26	Sun – Fri	DMin Spiritual Formation Residency
June 14 – 26	Sun – Fri	DMin Pastoral Thanatology Residency
July 1	Wednesday	Canada Day (<i>no classes</i>)
August 3	Monday	Civic Holiday (<i>no classes</i>)

Fall 2026

August 21	Friday	Fall Registration deadline
August 31	Monday	Fall Paper Graduation Application deadline
September 7	Monday	Labour Day
September 9	Wednesday	Resident Move-In begins
September 10 – 11	Thu – Fri	New Student Orientation (<i>Sep 10 evening – online; Sep 11 morning – in-person</i>)
September 14	Monday	Fall classes begin
September 15	Tuesday	Commencement Chapel
September 25	Friday	Last day to add/drop Fall courses without penalty
October 12	Monday	Thanksgiving (<i>no classes</i>)
Oct 27 – Nov 1	Tue – Sun	Readings Days (<i>no classes</i>)
November 2	Monday	Fall Paper Graduation
November 20	Friday	Final day to drop a course
December 4	Friday	Spring Graduation Early Application deadline (<i>late fee applies after this date</i>)
December 11	Friday	Winter Registration deadline (<i>late fee applies after this date</i>)
December 11	Friday	Last day of classes
December 14 - 18	Mon – Fri	Final Exams
Dec 24 – Jan 3	Thu - Sun	Tyndale closed to students*

* Pre-approved exceptions only

Winter 2027

January 4	Friday	Tyndale Re-opens
January 4 – 8	Mon – Fri	DMin Clinical Counselling & Psychotherapy Residency
January 4 – 8	Mon – Fri	DMin Leadership Residency (<i>including Communicating the Gospel, Non-Profit Organizational Leadership, and Reframing Church in Context Concentrations</i>)
January 4 – 8	Mon – Fri	January Intersession
January 7	Thursday	New Student Orientation (<i>evening – online</i>)
January 11	Monday	Winter classes begin
January 22	Friday	Last day to add/drop Winter courses without penalty
January 24 – 29	Sun – Fri	DMin Spiritual Formation Residency
January 24 – 29	Sun – Fri	DMin Pastoral Thanatology Residency
January 31	Sunday	Spring Graduation Final Application deadline
February 15	Monday	Family Day (<i>no classes</i>)
February 16 – 21	Tue – Sun	Reading Days (<i>no classes</i>)
March 19	Friday	Final day to drop a course
March 26	Friday	Good Friday (<i>no classes/exams</i>)
April 6	Tuesday	Convocation Chapel
April 12	Monday	Last day of classes – makeup date for classes scheduled March 26 (Good Friday)
April 13 – 19	Tue – Mon	Final Exams
May 15	Saturday	Spring Convocation – Seminary



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. Students may also pursue a post-baccalaureate degree, such as a Bachelor of Education (BEd), or a graduate program such as 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, Universities, Research Excellence and Security, 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, the Bachelor of Fine Arts (BFA) 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, and</i> 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.



About Tyndale Seminary

Introduction

Tyndale Seminary of Tyndale University, is a transdenominational, evangelical Christian community offering graduate theological education aimed at equipping God's people for faithful and effective ministry in the church and in the world.

Tyndale Seminary is Canada's largest seminary and is located in the multicultural urban context of Canada's largest city, Toronto, Ontario. It is heir to more than a century's commitment to Christian theological education with a view to the global mission of the church. Accredited by the Association of Theological Schools in the United States and Canada (ATS), the Seminary's programs are grounded in a commitment to academic excellence, spiritual and character formation, and the development of skills for Christian leadership and service in its various forms. Our faculty and students come from a rich diversity of denominational and ethnocultural backgrounds.

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

A primary purpose is to develop leaders for the Christian church within both the Canadian and global contexts. Through our educational programs, the school endeavours to renew the church and to strengthen its mission to the world by providing students with the biblical and theological foundations, personal and professional development and ministry skills needed for leadership in the 21st century.

Theological Identity

Tyndale is a transdenominational, evangelical community of faith and learning. We stress the historic Christian faith of the gospel as expressed in the creeds of the early church, the affirmations of the Protestant Reformation and the emphases of noted evangelical awakenings. Tyndale's Statement of Faith reflects the truths we consider of primary importance.

There are other matters of faith and practice that we consider as secondary. These relate to matters on which the biblical data does not appear conclusive or on which Christians have not reached a clear consensus. Thus, while affirming primary truths shared by evangelicals, we recognize the right of congregations and denominations to develop and teach their own distinctives. We help students relate positively to their heritage and to work wholeheartedly in the affiliations to which God calls them. We are committed to demonstrating, through a fair consideration of various perspectives and with due sensitivity, how Christians should deal with divergent understandings. Every encouragement is given to exercise responsible freedom and to discuss such matters in keeping with Scripture and the guidance of the Spirit.

Theological Education

Missional Perspective

At Tyndale Seminary, theological education is grounded in a missional understanding of the church. We view the church as the people of God, gathered, reconciled, equipped and sent by God into the world, to provide witness to the gospel in the power of the Spirit. Thus, we understand ministry as the obedient and faithful use of gifts on the part of the whole people of God. We see Christian scholarship, spiritual formation and the practice of ministry as having a common focus in being properly oriented toward the expression of the gospel for and in the world. Our approach to theological education provides the context within which we pursue the integration of our theological task in these three areas:

1. ***Christian scholarship***, which aims to provide grounding in the Christian tradition of biblical, theological and historical reflection, engender confidence in the gospel, foster spiritual vitality and animate creative and faithful ministry.
2. ***Spiritual formation***, the continuing response to the reality of God's grace that shapes us into the likeness of Jesus Christ, through the work of the Holy Spirit, and in the community of faith for the sake of the world.
3. ***Preparation for the practice of ministry*** in its varied forms that is shaped by biblical-theological convictions, operating with sound theological reflection and expressed through the lives of people being shaped by the gospel.

Community Life

A key component of our educational mission is the community life of the Seminary. In an effort to overcome the individualism and fragmentation that characterizes contemporary culture, the Seminary worships regularly as a community, structures itself for small group interaction and pastoral care, plans regular social and academic events on campus, engages in retreats and encourages an atmosphere of openness, caring and sensitivity toward one another.

Canadian Perspective

While acknowledging the global character of the church, Tyndale Seminary is particularly concerned about the Canadian context of Christian faith and ministry. In developing faculty, we have formed a body of strong Canadian scholars. We also invite Christian scholars and leaders from across Canada and the world to the campus for conferences, lectures and special courses.

Urban-Intercultural Perspective

Toronto is the largest city in Canada and considered one of the most multicultural cities in the world. Our community reflects the cosmopolitan nature of Toronto, with students from over 50 ethnic and cultural backgrounds. The Seminary is committed to equipping students with the intercultural competencies needed for ministry and service in the urban Canadian context and around the world.

Faculty

Our faculty members are central to fulfilling the Seminary's mission and its commitment to Christian scholarship, spiritual formation and preparation for varied forms of ministry. The faculty reflect the diversity of the student body and includes men and women of many different denominations and ethnic backgrounds. Our visiting faculty come from around the globe to teach on a short-term basis.

Fundamental to any faculty appointment are the qualities of academic competence, teaching effectiveness and spiritual maturity. The normative educational requirement for faculty is an earned doctorate. Seminary faculty are engaged in ministry to the wider Christian and academic communities through their writing, lecturing, preaching, consulting, advising and providing visionary leadership in a wide variety of associations. The Seminary encourages its faculty to think strategically, to act creatively, and to look for new possibilities to extend our educational mission beyond the confines of the institution.

Statement on Women and Men in Ministry

Tyndale Seminary affirms that both men and women are created in the image of God, that they are equally recipients of the redemptive grace of God and that the Spirit of God is conferred upon men and women alike. All academic programs at Tyndale Seminary are open to women and men.

The Seminary further recognizes that both men and women sense a divine calling to professional ministry. Because the Seminary is not a church, nor does it represent a single denomination, it does not ordain or make the decision of whom shall be ordained. Students come to us from a variety of churches and denominations, some that ordain women and some that do not.

Within the evangelical tradition of Christianity, differences of opinion exist regarding the roles of men and women. Discussions of such topics shall be conducted openly and sensitively. All persons shall be honoured and their principled convictions recognized. We value reasoned dialogue on these issues, which should be guided by Scripture, our supreme authority in matters of faith and practice.

While respecting divergent viewpoints and ecclesiastical traditions on the issue of the role of women within the church's organizational structures, the faculty of Tyndale Seminary are fully committed to supporting women who sense God's calling into the full scope of ministry responsibilities, including the ordained ministries of the church.

Flexible Course Scheduling

Tyndale Seminary provides flexible scheduling and delivery formats for those who are combining their studies with employment, ministry and family commitments. In addition to a full range of semester-long, daytime classes, courses are also held in the evenings, on weekends, in summer, and in intensive formats. A wide range of courses may be completed online in synchronous or asynchronous formats. The Master of Divinity Interdisciplinary program, Master of Theological Studies degree, and Graduate Diploma in Christian Studies may be completed fully online.

Fall semester (September – December)

January Intersession (one-week intensive courses offered in early January)

Winter semester (January – April)

Spring/Summer semester (May – August)

This scheduling allows students four different entry points for their academic programs and enables them to accelerate their progress toward completing programs through year-round study.

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](http://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

Booth University College

Tyndale Seminary and Booth University College formed a collaborative agreement to offer an accredited Master of Theological Studies (MTS) degree with a distinctive focus on Salvation Army Studies. For more information, see the description in the Program section of this Academic Calendar, or contact Dr. James Pedlar: jpedar@tyndale.ca.

Canadian Chinese School of Theology Toronto (CCSTT)

An agreement between Tyndale University and the Canadian Chinese School of Theology Toronto (CCSTT) provides opportunity for Chinese-speaking students to take the Master of Arts (MA) in Marketplace Theology, Master of Divinity (MDiv), Master of Theological Studies (MTS), Graduate Diploma and CCSTT Extended Education at Tyndale Seminary in the Chinese language. All courses in the Chinese-language MA, MDiv, MTS and Graduate Diploma are approved by Tyndale Seminary and taught by qualified professors. For further information, see the description in the Program section of this Academic Calendar, or contact ccstt@tyndale.ca.

Canadian Association for Spiritual Care (CASC)

The Canadian Association for Spiritual Care (formerly CAPPE) is a national organization committed to the professional education, certification and support of people involved in pastoral care and pastoral counselling. Tyndale Seminary students may take Supervised Pastoral Education (SPE) and Clinical Pastoral Education (CPE) for credit toward their degree program, provided that the courses fit with their particular program of study.

The Korean Evangelical Church of America (KECA)

Tyndale is home to the Korean Evangelical Church of America's theological institute, the Sangjoon Hall of Theology. The partnership between the Korean Evangelical Church of America (KECA) and Tyndale establishes a framework for English-speaking students to do their Master of Divinity (MDiv) studies at Tyndale in a manner that would qualify them to be considered for ministry in the Korean Evangelical Church of America.

MCS-Horizon

An agreement between MCS-Horizon and Tyndale Seminary provides opportunity for students preparing for ministry within a Pentecostal context to concentrate in Pentecostal Studies as part of their degree program. Courses are offered throughout the year in a variety of formats. While Pentecostal Studies courses are designed with Pentecostal students in mind, they are open to all eligible seminary students. See the description in the Program section of this Academic Calendar, or contact Dr. Van Johnson: vjohnson@tyndale.ca.

NAIITS: An Indigenous Learning Community

An agreement between Tyndale University and NAIITS: An Indigenous Learning Community provides the opportunity for Indigenous students, or those preparing to work in Indigenous contexts, to take the Master of Theological Studies (MTS) degree at Tyndale Seminary. The MTS Indigenous Studies program is designed and taught by qualified, primarily Indigenous instructors, using Indigenous methodologies within a contemporary context. For further information, see the description in the Program section of this Academic Calendar, or contact office@naiits.com.

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: Hudson Taylor Centre, Tyndale Intercultural Ministries (TIM) Centre, Tyndale Centre for Leadership, Tyndale Spiritual Formation Centre.

Hudson Taylor Centre for Chinese Ministries

tyndale.ca/htc

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

Administrator: Wai-Ling Pang | 416.226.6620 ext. 2143 | wlpang@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

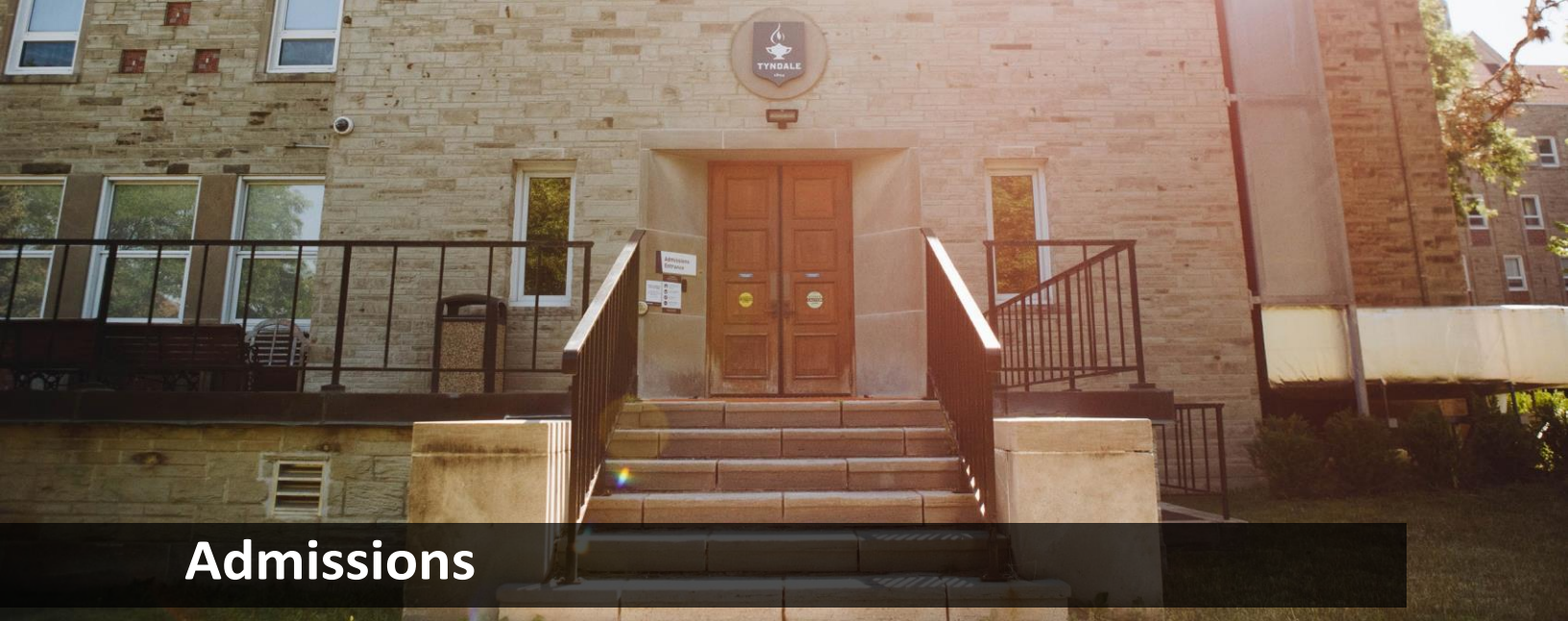
tyndale.ca/tcpj

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 Tyndale Seminary 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. Responses to essay questions
3. Reference form(s)

Two references are required using the forms provided by the Seminary at <http://tyndale.ca/seminary/apply>. The reference forms should be completed by and sent directly to the Tyndale Admissions Office from:

- a. A pastor or leader from a Christian congregation or organization who can assess the applicant's personal qualities and suitability for seminary studies.
 - b. An academic reference from a professor who is familiar with the applicant's academic performance and can assess the applicant's suitability for graduate studies. The academic references may be replaced with a reference from someone such as a recent employer, supervisor or other church leader. Please note that the academic reference for the MA Historical and Theological Studies and ThM programs cannot be replaced with a recent employer, supervisor or other church leader.
4. 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, with the exception of the Chinese Language MA/MDiv/MTS (Canadian Chinese School of Theology Toronto — CCSTT) 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 and cannot be returned to the applicant. Copies also cannot be provided.

5. Program-specific supplements

For application deadlines and to apply online, visit app.tyndale.ca. Admissions applications may be completed and submitted online, or by using printable forms downloaded from tyndale.ca/seminary/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 the fee of \$150 in order for the admissions application to be processed. The fee to apply to Tyndale Seminary 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 Student Financial Services Office 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 the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Duolingo English Test. Visit ets.org/toefl.html, ielts.org or englishtest.duolingo.com 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), IELTS or Duolingo English Test in the country from which they are applying. Tyndale's TOEFL institution code is 0532.

Minimum scores for Graduate Diploma, Post-Graduate Diploma, MTS, MDiv and MA

Duolingo-----	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

Minimum scores for ThM, DMin and Post-DMin Certificate

Duolingo-----	130
IELTS – Academic-----	7.0
TOEFL Internet-based Test (iBT)-----	100
TOEFL Paper-based Test (PBT)-----	600
TOEFL Test of Written English (TWE)* -----	5.0

Minimum scores for CCSTT

Duolingo-----	60
IELTS – Academic-----	4
TOEFL Internet-based Test (iBT) -----	45
TOEFL Paper-based Test (PBT) -----	450
TOEFL Test of Written English (TWE)* -----	not applicable

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

Students are expected to write coherent essays, using correct grammar and spelling. 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 Seminary. Additional testing may be required before admittance is granted. Students who experience minor difficulties with writing may be referred to the Centre for Academic Excellence.

Admission Types

All acceptances are valid for two years. Applicants may defer their initial enrolment at Tyndale Seminary 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 Seminary and are approved by the Admissions Committee.

Conditional Admission

Applicants who have met most of the admission requirements set forth by Tyndale Seminary and demonstrate potential to succeed in graduate theological 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 Academic Policy section.

Please note that meeting or exceeding minimum requirements does not guarantee admission. Admission is preferentially based on the qualification of the students. Each applicant is evaluated individually, and the Admissions Committee must be satisfied that the student is ready for graduate-level studies.

Admission Appeals

An applicant who has been denied admission to Tyndale Seminary 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/admissions
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 Standards for All Applicants

Tyndale Seminary welcomes applicants with Christian commitment who desire to further their studies and gain new levels of academic, professional and ministerial expertise within a vibrant community of faith and learning.

As a graduate theological school, Tyndale Seminary admits students who have completed a baccalaureate degree from an accredited university or college. In exceptional circumstances, mature students without an accredited baccalaureate degree may be considered for admission if the Admissions Committee is satisfied that their educational background and life experience have prepared them for theological study at the graduate level. Applicants are advised that a strong background in the humanities and social sciences is advantageous.

Those accepted for study at Tyndale Seminary are expected to enter heartily into community life of the Seminary, to cooperate with other students in the self-government of the student body and cultivate a sympathetic understanding of Tyndale's denominational and ethnic diversity.

Applicants wishing to apply to Tyndale Seminary must meet the following requirements.

	Degree Required	Grade Point Average Required
Graduate Diploma, MTS, MDiv, MA Children, Youth and Adult Discipleship, and MA Thanatology	Bachelor's degree or equivalent	67% or "C+", or 2.3 on 4.0 scale
MA Clinical Counselling	Relevant Bachelor's degree	3.0 on 4.0 scale; must have completed at least four Psychology courses in undergraduate degree (with a cumulative GPA of 3.0 in four Psychology courses)
MA Historical and Theological Studies	A first degree (Bachelor's or Master's) in a related discipline	77% or "B+", or 3.3 on a 4.0 scale
Post-Graduate Diploma	MDiv/MTS or equivalent	67% or "C+", or 2.3 on 4.0 scale
ThM	MDiv/MTS or equivalent	77% or "B+", or 3.3 on a 4.0 scale in Bible, Theology and Church History courses
DMin	Master of Divinity or equivalent	73% or "B", or 3.0 on a 4.0 scale plus three years of ministry experience after the first graduate degree
Post-DMin Certificate	Doctor of Ministry	73% or "B", or 3.0 on a 4.0 scale from DMin studies

In some circumstances, the Admissions Committee may consider applicants who do not meet the minimum Grade Point Average (GPA) requirement for admission on probation if there is evidence of potential to engage and succeed in graduate theological education.

Please note that meeting these minimum requirements does not guarantee admission.

Admission Standards for International Applicants (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 enrol 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. For DMin and Post-DMin Certificate students, proof of travel insurance during residency must be provided to the Office of the Registrar.
- **Study Permit:** All international applicants are required to provide proof to the Tyndale Admissions Office that they have received a Study Permit from Immigration, Refugees and Citizenship Canada (IRCC) prior to registration. Please refer to the IRCC website for detailed information: www.canada.ca/en/immigration-refugees-citizenship.html.

- **Application Fee:** International applicants are required to submit a non-refundable application fee of \$150.

Admission on Probation

Any student admitted with less than the required Grade Point Average (GPA) in their previous degree will automatically be placed on probation. Students entering on “special admission” status without an accredited bachelor’s degree will automatically be placed on probation.

Visiting Students

A visiting student can enrol in a limited number of courses at Tyndale Seminary. There are three types of visiting students: **Occasional Students**, **Post-Graduate Certification Students** and **Letter of Permission Students**.

These categories are not available to applicants in the following situations:

1. Applicants who do not have an undergraduate degree.
2. International students (an exception may be made for those who only wish to enrol in online courses while remaining in their home country).
3. Students who do not meet Tyndale’s English language requirements.

Occasional Students

1. An Occasional Student is one who has already completed a baccalaureate degree and wishes to take graduate-level course work before formally applying to a Tyndale Seminary degree program. Occasional Students may complete five courses for credit, which may be applied to a program of study at Tyndale Seminary. Students who later desire to pursue a degree or diploma program must meet regular admissions standards and complete the full application process (see Application Procedures).
2. Admission as an Occasional Student does not guarantee acceptance into a degree or diploma program at Tyndale Seminary.
3. Occasional Student applications are available online at: tyndale.ca/seminary/apply.

Post-Graduate Certification Students

Students wishing to complete course work required for post-graduate certification, such as the College of Registered Psychotherapists of Ontario (CRPO) and the American Association for Marriage and Family Therapy (AAMFT) certification, must have already completed a master’s degree. Applicants in this group are required to contact the major coordinator to discuss course enrolment and receive approval for enrolment in restricted courses.

Dr. Helen Noh, Counselling
416.226.6620 ext. 2118, or hnoh@tyndale.ca

Please refer to the Seminary Programs section for more information.

Admission by Letter of Permission (LOP)

1. Students registered at another graduate theological institution are eligible to take courses at Tyndale Seminary provided that they submit a Letter of Permission from their home institution. This letter should indicate the course(s) they wish to take and their current academic standing. If any of the desired courses require the completion of prerequisites, the student must provide proof that the requirements have been met. This can be indicated in the Letter of Permission or by submission of a transcript. Students admitted on Letter of Permission should be aware that they are not eligible to receive a degree or diploma from Tyndale Seminary.
2. LOP students must contact the Office of the Registrar to request for an official transcript to be sent to their home institution once their final grades are in.

To apply for Admission on a Letter of Permission, submit the Visiting Student Application form.

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 or online at tyndale.ca/seminary/apply.

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.

Readmission to a Second Degree

Graduates from the MA, MDiv and MTS programs may obtain a second degree in MA, MDiv and MTS (must not be the degree they graduated with). In most cases, this is possible with additional year(s) of study. Students need to complete the application process, as they are requesting entrance into a new program of study (see Application Procedures). Upon acceptance, the Registrar will determine the courses required to complete the second degree.

Reapplication

If the last semester of enrolment occurred less than three (3) years ago, the student may register online at mytyndale.ca. If further assistance is required, students may contact the Office of the Registrar directly.

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

Students who have been absent from the Seminary for three (3) years or more must submit a new application to the Admissions Office. Alumni who graduated are also required to reapply after three (3) years through the Admissions Office to reactivate their file.

Special Admission

The following admission regulations apply to students wishing to enrol in the Seminary without qualifying under the regular admission standards. Special consideration will be given to applicants who possess the following qualifications: maturity, professional and ministry experience, abilities, educational background and life experiences that have prepared them for theological study at the graduate level. Applicants must be citizens, permanent residents or landed immigrants of Canada and be at least 35 years of age.

Special admission entry is not permitted into the Doctor of Ministry, Master of Theology, Master of Arts Clinical Counselling, Master of Arts Historical and Theological Studies, Post-Doctor of Ministry Certificate, and Post-Graduate Diploma.

Additional application materials required of special admission applicants are: a resumé (including ministry and professional experience), a list of training seminars, conferences attended and awards received.

Deadlines for Special Admissions

	Fall 2026	Winter 2027	Fall 2027	Winter 2028
First Round	March 1, 2026	October 1, 2026	March 1, 2027	October 1, 2027
Second Round	May 1, 2026	November 15, 2026	May 1, 2027	November 15, 2027
Third Round	July 1, 2026	Not applicable	July 1, 2027	Not applicable

Notes:

1. Students admitted for the fall semester will be permitted to take spring/summer courses if they wish.
2. Students admitted for the winter semester will be permitted to take an Intersession course if they wish.

Application Deadlines

The complete application packet must be submitted by the following dates (applications received after the following dates may prevent the applicant from entering the program of choice):

	Fall	Winter	Summer
Graduate Diploma	before August 1	before December 1	
Master of Theological Studies	before August 1	before December 1	
Master of Divinity (except MDiv Counselling)	before August 1	before December 1	
Master of Arts (except MA Clinical Counselling)	before August 1	before December 1	
Post-Graduate Diploma	before August 1	before December 1	
Master of Theology	before August 1	before December 1	
Master of Divinity Counselling	before April 15		
Master of Arts Clinical Counselling	before April 15		
Doctor of Ministry (international applicants without an MDiv)			December 15
Doctor of Ministry (international applicants with an MDiv)			December 15
Doctor of Ministry (Canadian and US applicants without an MDiv)			December 15
Doctor of Ministry (Canadian and US applicants with an MDiv)			January 15
Post-DMin Certificate (Canadian and US applicants)			January 15
Post-DMin Certificate (international applicants)			December 15
Special Admission	Please see Special Admission section		

Policies for Specific Programs

1. Supplemental Materials

- **MDiv Counselling and MA Clinical Counselling:** Require an essay supplement and an interview with the Counselling department. Once the application has been submitted, supplements will be sent automatically to the applicant by the Admissions Office. Interviews are scheduled in April/May, with notification of the admission decision in June.
- **CCSTT Diploma, MTS, and MA:** Require the following:
 - a) A written testimony regarding the applicant's personal faith and ministry calling.
 - b) The completion of a one-hour Bible test*
 - c) An interview with faculty members of CCSTT. See tyndale.ca/seminary/programs/ccstt for more information.

** Students who fail to achieve 60% on the test are required to take a remedial course in New Testament Bible and Old Testament Bible of the Extension Education program.*

- **CCSTT MDiv:** Requires the following:
 - a) A written testimony regarding the applicant's personal faith and ministry calling.
 - b) One additional pastoral reference.
 - c) The completion of a one-hour Bible test*
 - d) An interview with faculty members of CCSTT. See tyndale.ca/seminary/programs/ccstt for more information.

** Students who fail to achieve 60% on the test are required to take a remedial course in New Testament Bible and Old Testament Bible of the Extension Education program*
- **MA Historical and Theological Studies:** Requires submission of a research paper in the applicant's proposed area of study (historical or theological studies). An interview with the Program Coordinator is required.
- **ThM:** Requires the following:
 - a) A second academic reference from a faculty member in the applicant's proposed area of study.
 - b) A research paper in the applicant's proposed area of study.
 - c) Advanced courses at the master's degree level in the area of the student's selected focus.
 - d) Proficiency in biblical languages relevant to the applicant's proposed area of study (see the ThM Program Section for specific requirements).
 - e) An interview with the program director.

Doctor of Ministry (DMin)

1. References

- a. **Two letters of reference** (one academic reference from a professor who has taught the applicant in their most recent graduate or postgraduate degree, and one professional/character reference).
- b. **Letter of endorsement:**
 - *Applicants to all tracks other than Clinical Counselling and Psychotherapy:* letter of endorsement of your involvement in this Doctor of Ministry program from the person or board to whom you report. This letter should specifically recognize the need for scheduled time for residencies and research and indicate support for you to carry out a field research project in your ministry.
 - *Applicants to the Clinical Counselling and Psychotherapy track who are practitioners under clinical supervision:* letter of endorsement of your involvement in this Doctor of Ministry program from the person and/or regulatory body and/or professional association who governs the legal and ethical guidelines to which you are accountable. This letter should specifically recognize the need for scheduled time for residencies and research and indicate support for you to carry out a field research project in your vocational context.
 - *Applicants to the Clinical Counselling and Psychotherapy track who are independent practitioners:* letter of commitment of your involvement in this Doctor of Ministry program from yourself as an independent

practitioner. This letter should specifically name your regulatory body and/or professional association who governs the legal and ethical guidelines to which you are accountable, recognize the need for scheduled time for residencies and research and indicate support for you to carry out a field research project in your vocational context.

2. Supplemental Materials

a. Written Personal Statement (6-8 double-spaced pages in paragraph form using the headings below) outlining:

- Please provide key milestones in your spiritual and ministry/vocational journey.
- Describe your ministry/vocational roles over your lifetime and over the past 12 months.
- Share how you understand the nature of ministry/vocation, why you initially entered your ministry/vocational role, and why you continue in a ministry/vocational role.
- Explain your reasons for applying to this Doctor of Ministry program (include how you hope to grow and develop, how the program will be of benefit to your ministry/vocational context, goals and vision for the future, etc.).
- Please share how your lived experience has shaped and been shaped by your ministry/vocational context. This could include your family dynamics, ethnocultural background, church context, and the places you have lived and traveled.
- Describe the key ministry/vocational questions you are interested in exploring during this program.
- Give examples of your recent and ongoing professional development (e.g., seminars, courses, conferences, reading).
- Given that your expanded resume (CV) has already been received, please elaborate on your professional background and share a bit more about the experiences you have had and the skills you have acquired which will be an asset to you in a Doctor of Ministry program. Please discuss insights, failures, ministry understandings
- and values.

Written Personal Statement For Spiritual Formation Track (6-8 pages, double-spaced) outlining the following:

- Describe your current understanding of spiritual formation.
- Considering your understanding above, share some examples of your own formation in the last twelve months, what has happened between you and God, your relationships, and your ministry. Include both difficult and joy-filled experiences.
- Describe the ministry roles you have filled, on a volunteer or paid basis, over your lifetime and, in particular, over the last year twelve months.
- Explain why you initially entered your ministry role and why you continue in a ministry role.
- Share how your life has been shaped by your ministry and your ministry shaped by your life. This could include family dynamics, ethnocultural background, church context, and the places you have lived and travelled.
- Explain your motivation for applying to the Doctor of Ministry in Spiritual Formation. Include how you hope to be formed, how the program might benefit your ministry, and your hopes for your ministry's future.

- Given your understanding of spiritual formation, describe how your ministry is or could be one of spiritual formation.
 - Provide some of the spiritual formation questions you are interested in exploring during this program and explain how they are related to your ministry.
 - Give examples of your recent and ongoing professional development (e.g., seminars, courses, conferences, podcasts, reading).
 - Given that your expanded resume (CV) has already been received, please elaborate on your professional background and share a bit more about the experiences you have had and the skills you have acquired, which will be an asset to you in a Doctor of Ministry program.
- b. Résumé or CV** which includes all ministry/vocational experience (paid and unpaid), education (formal and informal), postsecondary teaching experience (if any) with corresponding descriptions of courses taught, number of semesters taught, level of study, and credit hours per course (paid and unpaid, teaching assistant/guest lecturer/faculty assistant/faculty member), and a list of publications (if any).

For DMin Clinical Counselling & Psychotherapy applicants, please provide proof of good standing with the regulatory body and/or professional association who governs the legal and ethical guidelines to which you are accountable.

- c. Interview** with the track leader or designate may be required.

3. Additional Requirements for DMin Clinical Counselling and Psychotherapy Track

- Must be a registered/licensed psychotherapist/clinician, or if in a related profession, must be registered/licensed to practice psychotherapy.
- A supplemental integration of vocation and Christian perspectives paper may be required for a DMin Clinical Counselling and Psychotherapy applicant at the request of the DMin Admissions Committee.

Post-Doctor of Ministry Certificate

1. *Official transcript from DMin program*
2. *Academic Reference from DMin program*



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 at the Seminary range in age from recent university graduates to mature students who desire to continue their education for a number of reasons.

Over 1,000 students from across Canada and around the world study at Tyndale Seminary each year. These students represent a wide variety of demographic, ethnic and Christian denominational backgrounds.

Rights and Responsibilities

Student membership at Tyndale Seminary 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, aspirations and expectations required of all students. The rights and responsibilities exercised within the community must be compatible with these qualities and standards.

Tyndale Seminary 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 Seminary 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 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 Tuesdays on campus and online and several other times throughout the week. 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 gathering, regular student-led and other formational meetings 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 in conjunction with the Academic Dean's office. Orientation activities are provided for new students to acquaint themselves with the people, policies and procedures of the Seminary. The organized activities include opportunities to meet key Tyndale personnel and the faculty, to interact with student leaders, to gather important information concerning on-campus services and to build community.

Health Policies

One of the hallmarks of a Tyndale University experience is holistic student development. Tyndale partners with Gallivan Student Health & Wellness 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, they 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 Seminary. 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 subscribe to 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 135,000 monographs, periodical volumes and audio/visual resources and has particular strengths in church history, Theology 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, with all services offered both virtually and in person.

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 accountability and lifelong relationships. While most residents are undergraduate students, there are limited options for Seminary students to live in residence.

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 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 Learning 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.

Learning Services

tyndale.ca/writing-tutoring

Staffed by a team of skilled and approachable consultants (trained staff and students), Learning Services offers Writing Consultations for any enrolled students.

Students interested in becoming a consultant may contact the Manager, Learning Services, 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.

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 Learning Services website or contact 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 for the Tyndale Community. 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

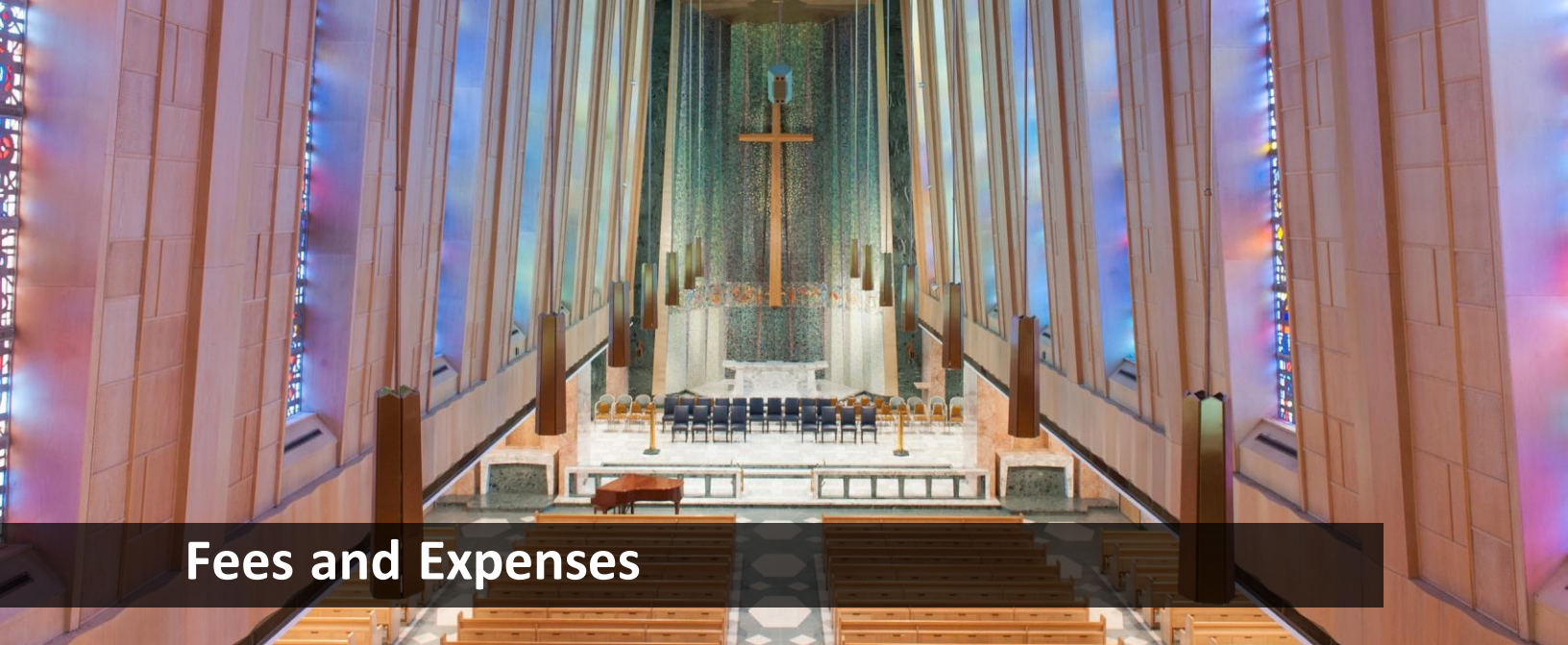
tyndale.ca/career-services

Advising Services 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.

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, 2026 through April 30, 2027:

Tuition Deposit

All new students must submit a one-time \$300 deposit (\$500 for Doctor of Ministry [DMin] students) by August 1 if they start in the fall semester and 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 2027.

Fee Schedule

Application Fees and Deposits

Application Fee for non-North American applicants	\$150
Tuition Deposit (<i>non-refundable</i>)	\$300
Tuition Deposit for DMin (<i>non-refundable</i>)	\$500
Tuition Deposit for International Students*	
MTS/MDIV	\$18,000
MA	\$23,000
DMin	\$9,000

**\$1000 is non-refundable. However, should the study permit be denied, the full tuition deposit will be refunded.*

Tuition & Fees

Seminary Programs

Tuition (<i>per 3 credit hour course</i>)	\$1,464
Student Activity Fee	\$18
Resource Fee	\$99
Administration Fee (<i>non-refundable</i>)	\$60
Total Tuition & Fees (<i>per 3 credit hour course</i>)	\$1,641
Audit (<i>per 3 credit hour course</i>)	\$400

Master of Arts Programs

Tuition (<i>per 3 credit hour course</i>)	\$1,917
Student Activity Fee	\$18
Resource Fee	\$99
Administration Fee (<i>non-refundable</i>)	\$60
Total Tuition & Fees (<i>per 3 credit hour course</i>)	\$2,094

Doctor of Ministry

Tuition Fee (<i>per academic year</i>)	\$8,376
Tuition (<i>per 3 credit hour course</i>)	\$1,917
Student Activity Fee	\$18
Resource Fee	\$99
Administration Fee (<i>non-refundable</i>)	\$60
Total Tuition & Fees (<i>per 3 credit hour course</i>)	\$2,094

Course/Program Fees

Course Material Fee (<i>per credit hour as required</i>)	\$10 - \$20
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Extended Healthcare Benefits (*required for all students taking 2 or more courses*)

September 1, 2026 to August 31, 2027 coverage	\$645
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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, 2026 to August 31, 2027 coverage</i>) *	\$825

**in addition to Extended Healthcare Benefits*

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	\$15
Official Transcript - Digital Copy	\$15
Official Transcript - Hard Copy	\$25
Official Transcript - rush service fee	\$10
Unofficial Transcript	\$5
Replacement of ID Card	\$10
Replacement of Diploma	\$60

continued

Replacement of T2202 per tax year	\$10
Transfer Credit Evaluation (per course)	\$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	\$1,890
White	\$2,155
Purple	\$2,300

Residence fees already include residence administration fees.

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

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

Payment Plans and Methods

Payment Plans

Fall 2026

	Aug 14, 2026	Sep 30, 2026	Oct 30, 2026	Remaining balance after Oct 30, 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 by Aug 14	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 14 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 14, 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 14, 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 30.
4. If registering after August 14, 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 2027

	Dec 4, 2026	Jan 29, 2027	Feb 26, 2027	Remaining balance after Feb 26, 2027 ⁽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 2026 or by Dec 4	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 2026 or by Dec 4 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 4, 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 4, 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 26.
4. If registering after December 4, 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 the semester. If the student's account is not paid in full, the student will not be able to register for the next semester nor return to residence. Grades, transcripts, degree, certificate and the tuition tax receipt will be withheld until full payment is received on outstanding accounts, including library fines. 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 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 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 2026-2027

Total costs including 9 courses, application fee, health insurance and orientation are approximately \$18,000 (Seminary) and \$23,000 (Master of Arts).

Fall 2026 & Winter 2027 Registration

Tuition Payment Plans	Tuition Deposit ⁽¹⁾	Prior to or at time of registration (Registration Deadline: August 14, 2026)
Seminary	\$18,000	Remaining tuition balance
Master of Arts	\$23,000	Remaining tuition balance
DMin	\$9,000	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.
2. 12% per annum interest charged if the balance is not cleared by October 30, 2026.

Residence Payment Plans	Submit with Residence application	Upon acceptance to Residence	By December 11, 2026
Students living in Residence	\$1,000 non-refundable residence deposit ⁽¹⁾	Fall residence fees	Winter residence fees

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

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 2026 Refund Schedule – Seminary (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 25, 2026.
3. Switching from credit to audit is considered dropping and adding and must be done by September 25, 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 Sep 25, 2026	100%
Sep 26 to Oct 2, 2026	80%
Oct 3 to Oct 9, 2026	70%
Oct 10 to Oct 16, 2026	60%
Oct 17 to Oct 23, 2026	50%
After Oct 23, 2026	0%

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

*Administration fee (\$60 per course) is not refundable after September 25, 2026.

Winter 2027 Refund Schedule – Seminary (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 22, 2027.
3. Switching from credit to audit is considered dropping and adding and must be done by January 22, 2027.
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 22, 2027	100%
Jan 23 to Jan 29, 2027	80%
Jan 30 to Feb 5, 2027	70%
Feb 6 to Feb 12, 2027	60%
Feb 13 to Feb 19, 2027	50%
After Feb 19, 2027	0%

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

*Administration fee (\$60 per course) is not refundable after January 22, 2027.

Spring/Summer 2027 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.

Refund Schedule for Intensive Courses

Intercession courses and some Spring/Summer courses 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.

Doctor of Ministry (DMin)

For all Doctor of Ministry Courses that include the SUMMER Residencies (hybrid courses)

Drop Date	Refund
Before May 15th	100%
May 15 - Day 1 of residency	80%*
Day 2 of residency	60%*
Day 3 of residency	40%*
After Day 3	0%

For all Doctor of Ministry Courses that include the WINTER Residency (hybrid courses)

Drop Date	Refund
Before Sep 1	100%
Sep 1 - Day 1 of residency	70%*
Day 2 of residency	50%*
After Day 2	0%

For DMML/DMSF “Program Continuation”

Drop Date	Refund
First 2 weeks of course	100%
Up to 20% of course duration	80%*
Up to 30% of course duration	70%*
Up to 40% of course duration	60%*
Up to 50% of course duration	50%*
More than 50% of course duration	0%

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

*Administration fee (\$60 per course) 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 Seminary understands that financing seminary 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 (9 credit hours per semester). Eligible students can apply for scholarships, bursaries and other awards online at tyndale.ca/financial-aid-services/aid/seminary.

Seminary Financial Aid

Tyndale University Graduate Award

Students who graduated from Tyndale University with a BA, BBA, BFA Honours, or BRE degree and are enrolled full-time in the MA, MDiv, or MTS programs will be eligible for a \$1000 award.

Entrance Scholarships

Each fall, Tyndale offers seminary and graduate students various scholarships worth up to \$2,000.

President's Scholarship

The President's Scholarship of Distinction of \$2,000 is an entrance scholarship awarded to every new full-time student who is accepted into MA, MDiv, and MTS programs with a GPA of 3.90 (90%).

The President's Scholarship of Excellence of \$1,000 is an entrance scholarship awarded to every new full-time student who is accepted into MA, MDiv, and MTS programs with a GPA between 3.30-3.89 (77-89.9%).

For complete information and full list of entrance scholarships and awards, please visit tyndale.ca/financial-aid-services/aid/seminary/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/seminary/scholarships-awards/returning-graduating.

Note:

1. Scholarships and awards for returning students are awarded to current students who are returning to Tyndale in the next academic year and are 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.

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 Seminary 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/seminary/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 seminary and graduate students based on the student's status.

Senior Bursary – Tyndale seminary & graduate 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/seminary/bursaries-grants/tuition-aid.

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

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 (\$125 per course for DMin).

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/seminary/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 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.

United States Department of Education excludes distance education, including directed reading & 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 & research (DRR) courses, directed study (DS) courses, theses, live stream courses, online courses, and hybrid courses, as either core or elective options. Many seminary 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/seminary.

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/seminary/external.



Seminary Programs

Overview of Academic Programs

Tyndale Seminary holds a charter from the province of Ontario to grant the Doctor of Ministry (DMin), Master of Theology (ThM), Master of Arts (MA), Master of Divinity (MDiv), and Master of Theological Studies (MTS) degrees. These degree programs are accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada. The Seminary also offers Post-Doctor of Ministry Certificate, Post-Graduate Diploma and Graduate Diploma programs with specialization in a number of areas. For program details, please refer to the pertinent program section in the following pages.

Doctor of Ministry (DMin)

The Doctor of Ministry is an advanced professional degree program designed for those engaged in the full-time practice of ministry and holding a Master of Divinity or equivalent. Tyndale's DMin has four tracks: Clinical Counselling and Psychotherapy, Leadership, Pastoral Thanatology, and Spiritual Formation. Leadership also has concentrations which focus on a specific topic. This is a three-year plus in-ministry program.

Master of Theology (ThM)

The purpose of the Master of Theology degree is to provide students with an opportunity for study in Bible, Theology (including Spiritual Theology) or History at the most advanced level short of a Doctor of Philosophy (PhD) or Doctor of Theology (ThD) program.

Master of Arts (MA)

The purpose of the Master of Arts degree is to provide educational preparation for students interested in pursuing advanced education (e.g. doctorate degree) and/or certification in certain professions in the marketplace.

Master of Divinity (MDiv)

The three-year (27 courses) Master of Divinity program is the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. It is the required degree for admission to the Doctor of Ministry program and the frequently recommended degree for admission to advanced programs oriented to theological research and teaching. The MDiv Interdisciplinary program may be completed fully online.

Master of Theological Studies (MTS)

The two-year (18 courses) Master of Theological Studies is a foundational program in graduate theological studies. The purpose of the MTS is to develop theological understanding for general educational purposes and enrichment, or for further graduate study. The MTS may be completed fully online.

Post-Doctor of Ministry Certificate

This Post-Doctor of Ministry Certificate is for students who already have a Doctor of Ministry degree. Students can take the concentration courses to receive a Post-Doctor of Ministry Certificate.

Post-Graduate Diploma

Tyndale offers two post-graduate diplomas: Post-Graduate Diploma in Spiritual Direction and Post-Graduate Diploma in Pastoral Thanatology. The programs are designed to provide educational requirements for professional designations.

Graduate Diploma

The one-year (9 courses) Graduate Diploma program provides foundational biblical, theological and ministry formation competencies for adult learners wishing spiritual enrichment, personal growth and leadership development. These programs provide students with an opportunity to tailor their studies to meet their learning and ministry needs. The Graduate Diploma in Christian Studies may be completed fully online.

Master of Arts (MA) Program

Master of Arts: Children, Youth and Adult Discipleship Major

Coordinator: Dr. Sarah Han | 416.226.6620, ext. 8454 | shan@tyndale.ca

The MA in Children, Youth & Adult Discipleship equips pastors and lay leaders to be educational leaders to nurture discipleship for all ages (children, youth, and adults) and stages of faith through catechesis, ordered learning, and fashioning classical forms of ecclesial life (Acts 2:42-47).

Courses cover the theology-philosophy of discipleship, educational, developmental, and curriculum foundations, and ethnographic-qualitative research to strategize, plan, execute, and evaluate church-wide programs in educational ministries. The goal is to renew and strengthen kingdom communities to embody Christ's abundant life in and for the world (Mt. 28:18-20; Col. 1:28; Eph. 4:11-16).

MA Children, Youth and Adult Discipleship Learning Outcomes:

1. Understand and apply biblical, theological, developmental, curricular, and educational foundations for learning and discipleship in children, youth, and adult ministries.
2. Read social-cultural contexts, vision cast, strategize, select curricula, and plan programs for holistic discipleship, which can include intergenerational approaches.
3. Assess ministry-program effectiveness among different age groups through the use of ethnographic-qualitative research.
4. Teach, mentor, and equip ministry leaders toward collaborative, creative, and developmentally appropriate ministries among children, youth, and adults. This includes knowledge of intergenerational learning for families and the whole church.
5. Grow in the knowledge and love of God as *habitus*, and convinced that teaching, learning, and transformation are the work of the Holy Spirit within a community of faith, and therefore spiritual and communal *acts*.

Master of Arts: Children, Youth and Adult Discipleship Major		Courses
Biblical Studies		3
BIBL 0501	Biblical Interpretation	
NEWT 0522	New Testament Theology and History	
OLDT 0511	Old Testament Theology and History	
Theology and Christian History		4
HIST 0561	History of Christianity I	
HIST 0562	History of Christianity II	
THEO 0531	Systematic Theology	
One of		
THEO 0535	Christian Ethics in a Post-Christian World	
THEO 0646	Theology of the Human Person	
THEO 06XX	Theology and the Public Square	
Ministry Formation		3
LEAD 0510	Leadership Development	
MISS 0782	Gospel, Church and Culture	
SPIR 0700	Spiritual Formation	
Children, Youth and Adult Discipleship Major Courses		5
CHED 0552	Learning to Teach; Teaching to Disciple	
CHED 0652	Curriculum Design for Learning & Discipleship	
CHED 0662	Tools for Reading Social Contexts: Ethnography for Ministry	
CHED 0663	Building the Church through Small Groups	
CHED 0693	Evangelism & Discipleship	
Electives	[To be chosen in consultation with the Children, Youth and Adult Discipleship Major Coordinator]	3
Total Course Requirements		18

Notes:

1. To complete the program in two years requires students to take 9 courses per year.
2. Students are normally expected to complete the MA Children, Youth & Adult Discipleship within seven years of beginning the program.
3. Students can select electives for a focused area of discipleship ministry, e.g. Children, Youth or Adults.
4. Students can also combine electives from any focus area for a more generalized education and discipleship ministry for the whole congregation.

Master of Arts: Clinical Counselling Major

Coordinator: Dr. Helen Noh | 416.226.6620, ext. 2118 | hnoh@tyndale.ca

The Master of Arts in Clinical Counselling provides educational preparation for students interested in clinical counselling in the marketplace. A hallmark of the MA Clinical Counselling program is a dual focus on theological and psychological understanding of human personhood and the therapeutic process.

Applicants interested in becoming credentialed counsellors are advised to investigate the accreditation requirements in their area of professional interest (e.g. type of degree, accreditation required, clinical experience needed, registration with a particular professional association or college, etc.) before enrolling in the MA Clinical Counselling major. Public and private counselling agencies, as well as denominational pastoral counsellors and chaplains, often have credentialing standards that must be met.

This MA Clinical Counselling major is intended for those who have a completed relevant undergraduate degree in psychology and are seeking to become credentialed in the Province of Ontario to offer psychotherapy in agencies (secular or Christian) or in private practice.

The program prepares graduates to practice psychotherapy with clients who are struggling with internal and interpersonal issues that require in-depth, longer-term therapy.

Tyndale University's MA Clinical Counselling program provides educational preparation, but not certification, as a counsellor/therapist. Further clinical experience and supervision will be required post-graduation to obtain professional accreditation with a certifying body.

Students who plan to pursue registration with the College of Registered Psychotherapists of Ontario (CRPO) or certification with the American Association for Marriage and Family Therapy (AAMFT) should consult with the faculty advisor early in their program regarding membership criteria.

Students in this major are expected to engage in individual professional counselling for their own personal growth and development.

Ongoing registration in this program is subject to successful annual review of the student's progress by the counselling faculty.

MA Clinical Counselling Learning Outcomes:

1. Develop breadth of knowledge and critical understanding of the theological and psychological frameworks of human personhood as applied into the therapeutic process and context.
2. Acquire capacities for understanding and engaging the culture, social, and global context of God's mission in the world.
3. Experience personal and professional growth through a process of intellectual and spiritual formation.
4. Develop and hone skills for research to be applied.

Master of Arts: Clinical Counselling Major		Courses
Biblical Studies		3
BIBL 0501	Biblical Interpretation	
OLDT 0511	Old Testament Theology and History	
NEWT 0522	New Testament Theology and History	
Theology and Christian History		3
THEO 0531	Systematic Theology	
THEO 0646	Theology of the Human Person	
HIST 0561	History of Christianity I OR HIST 0562 History of Christianity II (recommended)	
Ministry Formation		3
LEAD 0510	Leadership Development	
MISS 0782	Gospel, Church and Culture	
SPIR 0700	Spiritual Formation	
Clinical Counselling Focus Course		1
COUN 0793	Research Thesis in Counselling and Psychotherapy	
Clinical Counselling Major Courses		13
COUN 0574	Foundational Perspectives of Christian Counselling	
COUN 0674	Personality Theories	
COUN 0677	Family Systems Theory	
COUN 0680	Research Methods in Counselling	
COUN 0601	Pre-Internship Counselling Skills Lab I	
COUN 0602	Pre-Internship Counselling Skills Lab II	
COUN 0772	Theories and Methods of Family Therapy I	
COUN 0774	Theories and Methods of Family Therapy II	
COUN 0671	Cross-Cultural Perspectives in Marriage and Family Therapy	
COUN 0679	Current Issues in Psychopathology	
COUN 0777	Gender and Socio-economic Perspectives in Marriage and Family Therapy	
COUN 0701	Counselling Major Internship	
COUN 0775	Professional Ethics	
Electives		4
Total Course Requirements		27

Notes:

1. All applications to the MA Clinical Counselling major (both new students and students transferring from another program) must be received by April 15 of each year. Admission criteria includes relevant pre-requisites, academic training, vocational goals that align with the program and any counselling-related experience. All applicants will be interviewed by the counselling faculty in April or May. Acceptance notifications will be released in June.
2. A two-semester internship in a counselling setting (approximately 20 hours per week) is required of all students in the MA Clinical Counselling program in the third year of the program. Second-year students prepare for the internship by taking a counselling skills lab, three hours per week, in both semesters of the academic year.
3. To complete the program in three years requires nine courses per year.
4. Students are normally expected to complete the MA Clinical Counselling within a maximum of 10 years from beginning the program.

Master of Arts: Historical and Theological Studies Major

Coordinator: Dr. James Pedlar | 416.226.6620, ext. 2215 | jpedar@tyndale.ca

The Master of Arts in Historical and Theological Studies is an advanced degree offering students with a background in biblical and theological studies an opportunity to pursue depth and breadth of knowledge in Christian history and/or theology. The focus of the program is on developing strong research skills, methodological awareness, and excellence in academic writing. These goals are pursued within an intentionally integrative approach to historical and theological studies, which encourages cross-disciplinary dialogue and contextual thinking.

Admission requirements include a first degree in a related discipline (e.g., an undergraduate degree in biblical, theological, or religious studies, or a seminary degree), a minimum B+ average or GPA of 3.3, and submission of a sample research paper.

This degree will help students to further their own intellectual development, to strengthen their academic foundations for Christian ministry and service, and/or to prepare them for doctoral study in history or theology. The program culminates in a major work of research, which takes the form of a thesis (6 credit hours) or a major paper (3 credit hours).

Students may pursue research on a wide variety of historical and theological topics. The Tyndale faculty has particular strengths in the following areas: Canadian Christianity, Global Christianity, Evangelicalism, Islam, Christian-Muslim relations, Theology and Science, Theological Anthropology, Contemporary Theology, Reformation Theology (especially Luther and Calvin), Wesleyan Theology, the Puritans, Karl Barth, and Dietrich Bonhoeffer.

MA Historical and Theological Studies Learning Outcomes:

1. Deepen advanced research and writing skills in history/theology.
2. Produce a substantial piece of written scholarly research.
3. Develop specialized knowledge in a particular subject area.
4. Demonstrate awareness and working knowledge of relevant methodological issues, as relevant to their specialization.
5. Prepare for potential admission to a PhD program.

Master of Arts: Historical and Theological Studies Major				Courses
INTD 0861	Advanced Research Methods			1
INTD 0854 or 0857	Interdisciplinary Seminar			1
THEO 0552	Theological Method and Practice	OR	HIST 0670 Historiography	1
Electives within specialization (<i>Students will specialize in either history or theology</i>)				5*
Electives outside specialization (<i>History specialists will take two courses in theology and vice-versa</i>)				2*
THEO/HIST 0899	Thesis Research and Writing	OR	THEO/HIST 0870 Directed Reading and Research (major paper) And one further elective	2
Total Course Requirements				12*

**Students with a strong academic record in a relevant field can apply for advanced standing of up to four courses, reducing the total number of electives to three (2 within specialization, 1 outside specialization).*

Notes:

1. Graduating students are required to have a cumulative GPA of at least 3.0, and to have achieved at least a B- grade in all courses that count towards the program. Students pursuing the thesis option will require a minimum 3.3 GPA for their MA coursework.
2. Students may be required to demonstrate reading proficiency in one research language if it is required for their specialization. This will be determined at the discretion of the director.
3. Students will normally be expected to complete the program in a maximum of 7 years. The program can be completed fully online.

Master of Arts: Thanatology Major

Coordinator: Dr. David Sherbino | 416.226.6620, ext. 6741 | dsherb@tyndale.ca

The Master of Arts in Thanatology explores the biblical and spiritual resources available in grief and bereavement, and provides knowledge and skills for assisting those facing or coping with grief and death from the perspective of both the dying and the bereaved. The study of thanatology examines the grieving process, ethical issues surrounding death and dying, cultural, gender and societal attitudes towards death, the issues facing both the dying and the bereaved, and the place of ritual and memorialization.

The MA Thanatology students who also desire the designation of Certified Thanatologist Pastoral Specialist (CTPS), granted by the Canadian Council for Professional Certification, may complete all the educational requirements within the MA degree requirements with a minimum of six courses in thanatology plus an internship of 260 hours.

MA Thanatology Learning Outcomes:

1. Articulate the basic foundational principles of pastoral thanatology theory and practice.
2. Identify common ethical issues related to the end of life from a biblical, theological, and pastoral perspective with individuals and families.
3. Examine different cultural and gender approaches to grief and mourning.
4. Identify biblical and spiritual resources to support individuals and families as they grieve their losses.
5. Equip students with practical skills through the internship experience enabling them to be certified as pastoral thanatologists.
6. Develop and lead educational programs on grief and bereavement for the general population as well as professional groups.

Master of Arts: Thanatology Major		Courses
Biblical Studies		4
BIBL 0501	Biblical Interpretation	
OLDT 0511	Old Testament Theology and History	
NEWT 0522	New Testament Theology and History	
OLDT ____	Old Testament course OR NEWT ____ New Testament course	
Theology and Christian History		3
THEO 0531	Systematic Theology	
THEO 0646	Theology of the Human Person	
HIST 0561	History of Christianity I OR HIST 0562 History of Christianity II (recommended)	
Ministry Formation		3
LEAD 0510	Leadership Development	
MISS 0782	Gospel, Church and Culture	
SPIR 0700	Spiritual Formation	

continued

Thanatology Major Courses		7
PAST TH51	Spiritual Care of the Dying and Grieving	
PAST TH53	Disenfranchised Grief	
PAST TH54	Cultural and Gender Dynamics in Grief, Death and Dying	
PAST TH57	Thanatology Skills Lab*	
PAST TH_	Thanatology course	
PAST TH_	Thanatology course	
INTD 0701	Internship	
Elective		1
Total Course Requirements		18

**Note: Students who had completed COUN 0601 & 0602 Pre-Internship Counselling Skills Lab I & II previously may be eligible for Advanced Standing with credit.*

Notes:

1. To complete the program in two years requires nine courses per year.
2. Students are normally expected to complete the MA Thanatology within seven years of beginning the program.
3. All MA Thanatology students must complete a year-long internship normally during the last year of study. The internship is administered by the Tyndale Seminary Internship Program (TSIP).

Master of Arts (U.S. Student Stream)

The United States Department of Education excludes distance education, including directed reading & research (DRR) 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 & research (DRR) courses, theses, live stream courses, online courses, and hybrid courses as either core or elective options. Some majors do not require distance education courses. Please check with Student Financial Resources for eligible programs.

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

Master of Divinity (MDiv) Program

The Master of Divinity program is designed so that students completing the degree will acquire foundational preparation for ordained ministry and for Christian leadership in congregations and other settings.

MDiv Learning Outcomes:

1. Develop breadth of knowledge and critical understanding of the theological disciplines.
2. Acquire capacities for understanding and engaging the cultural, social and global context of God's mission in the world.
3. Experience personal and professional growth through a process of intellectual, spiritual and ministry formation.
4. Develop and hone skills for theologically reflective ministry practice in its various forms.

All students take core courses in biblical studies, theology, Christian history, leadership, spiritual formation and ministry practice. In addition, students may choose a major in Biblical Studies, Christian Education and Discipleship, Counselling, Global Christianity and Mission, Pastoral Ministry, Pastoral Thanatology, Spiritual Formation, Theological Studies or Youth and Family Ministry. The MDiv Interdisciplinary option allows students to tailor their courses for general leadership or for specialized ministry not addressed in other majors, and may be completed fully online.

Notes:

1. To complete the program in three years requires nine courses per year.
2. Students are normally expected to complete the MDiv within a maximum of 10 years from beginning the program.
3. Students desiring to prepare for further academic studies (e.g., PhD or ThD) may substitute two electives with a thesis, provided that they have an overall Grade Point Average (GPA) of at least 3.3 and have completed at least 18 courses in order to qualify. See the [Thesis Handbook](#) for further details.
4. All MDiv students are required to complete an internship. This internship is normally completed during the last year of study.

Master of Divinity: Biblical Studies Major

Coordinator: Dr. Rebecca Idestrom | 416.226.6620, ext. 6771 | ridestrom@tyndale.ca

The MDiv in Biblical Studies provides students with a broad exposure to the Scriptures, its major theological themes, history and content, Hebrew and Greek and advanced methods of interpretation. The major will equip students to be effective and faithful readers, expositors and interpreters of Scripture in a variety of ministry contexts.

Master of Divinity: Biblical Studies Major					Courses
Biblical Studies					5
BIBL 0501	Biblical Interpretation				
OLDT 0511	Old Testament Theology and History				
NEWT 0522	New Testament Theology and History				
OLDT ____	Old Testament course				
NEWT ____	New Testament course				
Biblical Languages					3
NEWT 0321	Elementary Greek I		OLDT 0611	Hebrew Grammar I	
NEWT 0322	Elementary Greek II	OR	OLDT 0612	Hebrew Grammar II	
NEWT 0523	Greek Exegesis I		OLDT 0711	Hebrew Exegesis I	
Biblical Studies major courses					4
BIBL 0718	Biblical Studies Seminar				
NEWT 0524	Greek Exegesis II	OR	OLDT 0712	Hebrew Exegesis II	
OLDT 0611	Hebrew Grammar I	OR	NEWT 0321	Elementary Greek I	
OLDT 0612	Hebrew Grammar II	OR	NEWT 0322	Elementary Greek II	
Theology and Christian History					4
HIST 0561	History of Christianity I				
HIST 0562	History of Christianity II				
THEO 0531	Systematic Theology				
THEO ____	Theology course				
Ministry Formation					6
CHED ____	Christian Education and Discipleship course				
INTD 0701	Internship				
LEAD 0510	Leadership Development				
MISS 0782	Gospel, Church and Culture				
PAST ____	Pastoral Ministry course				
SPIR 0700	Spiritual Formation				
Electives					5
Total Course Requirements					27

Master of Divinity: Christian Education and Discipleship Major

Coordinator: Dr. Sarah Han | 416.226.6620, ext. 8454 | shan@tyndale.ca

The Master of Divinity in Christian Education and Discipleship prepares leaders to facilitate the mission of the church to the world. Through the integration of foundational courses in Bible, theology, education and curriculum theory, it is designed to provide a growing awareness of educational and faith formation issues in these contexts and the leadership to address them. The major will equip students for educational leadership in church-related ministries and in non-governmental educational agencies.

Master of Divinity: Christian Education and Discipleship Major		Courses
Biblical Studies		7
BIBL 0501	Biblical Interpretation	
OLDT 0511	Old Testament Theology and History	
NEWT 0522	New Testament Theology and History	
OLDT ____	Old Testament course	
NEWT ____	New Testament course	
____ ____	BIBL/NEWT/OLDT course	
____ ____	BIBL/NEWT/OLDT course	
Theology and Christian History		4
HIST 0561	History of Christianity I	
HIST 0562	History of Christianity II	
THEO 0531	Systematic Theology	
THEO ____	Theology course	
Ministry Formation		6
CHED 0552	Learning to Teach; Teaching to Disciple	
INTD 0701	Internship	
LEAD 0510	Leadership Development	
MISS 0782	Gospel, Church and Culture	
PAST ____	Pastoral Ministry course	
SPIR 0700	Spiritual Formation	
Christian Education and Discipleship major courses		4
CHED 0652	Curriculum Design for Learning and Discipleship	
CHED 0662	Tools for Reading Social Contexts: Ethnography for Ministry	
CHED 0693	Evangelism and Discipleship	
CHED ____	Christian Education and Discipleship course	
Electives		6
Total Course Requirements		27

Master of Divinity: Counselling Major

Coordinator: Dr. Helen Noh | 416.226.6620, ext. 2118 | hnoh@tyndale.ca

The Master of Divinity in Counselling provides educational preparation for students interested in counselling in congregational settings or in the marketplace. A hallmark of the MDiv Counselling program is a dual focus on theological and psychological understanding of human personhood and the therapeutic process.

Applicants interested in becoming credentialed counsellors are advised to investigate the accreditation requirements in their area of professional interest (e.g. type of degree, accreditation required, clinical experience needed, registration with a particular professional association or college, etc.) before enrolling in the MDiv Counselling major. Public and private counselling agencies, as well as denominational pastoral counsellors and chaplains, often have credentialing standards that must be met.

The MDiv Counselling major has two tracks: the Clinical Track and the Pastoral Counselling Track. The tracks are designed to prepare students for differing ministry specializations. Students will need to choose their track upon enrolment. Students wishing to change their track designation should speak to the program coordinator.

Clinical Track

The Clinical Track is intended for those who are seeking to become credentialed in the Province of Ontario to offer psychotherapy in agencies (secular or Christian) or in private practice.

The program prepares graduates to practice psychotherapy with clients who are struggling with internal and interpersonal issues that require in-depth, longer-term therapy.

Tyndale Seminary's MDiv Counselling program provides educational preparation, but not certification, as a counsellor/therapist. Further clinical experience and supervision will be required post-graduation to obtain professional accreditation with a certifying body.

Students who plan to pursue registration with the College of Registered Psychotherapists of Ontario (CRPO) or certification with the American Association for Marriage and Family Therapy (AAMFT) should consult with the faculty advisor early in their program regarding membership criteria.

Students in the clinical track are expected to engage in individual professional counselling for their own personal growth and development.

Ongoing registration in the clinical track is subject to successful annual review of the student's progress by the counselling faculty.

Master of Divinity: Counselling Major, Clinical Track					Courses
Biblical Studies					3
BIBL 0501	Biblical Interpretation				
OLDT 0511	Old Testament Theology and History				
NEWT 0522	New Testament Theology and History				
Theology and Christian History					3
THEO 0531	Systematic Theology				
THEO 0646	Theology of the Human Person				
HIST 0561	History of Christianity I	OR	HIST 0562	History of Christianity II*	
* HIST 0562 is recommended for students who are doing only one history course					
Ministry Formation					3
LEAD 0510	Leadership Development				
MISS 0782	Gospel, Church and Culture				
SPIR 0700	Spiritual Formation				
Core Elective					1
One of					
OLDT ____	Old Testament course				
NEWT ____	New Testament course				
THEO ____	Theology course				
HIST 0561	History of Christianity I	OR	HIST 0562	History of Christianity II	
Counselling: Clinical Track					13
COUN 0574	Foundational Perspectives of Christian Counselling				
COUN 0674	Personality Theories				
COUN 0677	Family Systems Theory				
COUN 0680	Research Methods in Counselling				
COUN 0601	Pre-Internship Counselling Skills Lab I				
COUN 0602	Pre-Internship Counselling Skills Lab II				
COUN 0772	Theories and Methods of Family Therapy I				
COUN 0774	Theories and Methods of Family Therapy II				
COUN 0671	Cross-Cultural Perspectives in Marriage and Family Therapy				
COUN 0679	Current Issues in Psychopathology				
COUN 0777	Gender and Socio-economic Perspectives in Marriage and Family Therapy				
COUN 0701	Counselling Major Internship				
COUN 0775	Professional Ethics				
Electives					4
Total Course Requirements					27

Pastoral Counselling Track

The Pastoral Counselling Track focuses on short-term pastoral counselling around issues such as family and life crisis and other difficult life circumstances and transitions. Deeper psychotherapy would not be part of this work. Students in this track will have the flexibility to select electives to prepare them for leadership in congregational care and counselling ministries or chaplaincy.

Master of Divinity: Counselling Major, Pastoral Counselling Track					Courses
Biblical Studies					4
BIBL 0501	Biblical Interpretation				
OLDT 0511	Old Testament Theology and History				
NEWT 0522	New Testament Theology and History				
OLDT ____	Old Testament course	OR	NEWT ____	New Testament course	
Theology and Christian History					4
HIST 0561	History of Christianity I				
HIST 0562	History of Christianity II				
THEO 0531	Systematic Theology				
THEO 0646	Theology of the Human Person				
Ministry Formation					4
INTD 0701	Internship				
LEAD 0510	Leadership Development				
MISS 0782	Gospel, Church and Culture				
SPIR 0700	Spiritual Formation				
Counselling: Pastoral Counselling Track					10
COUN 0574	Foundational Perspectives of Christian Counselling				
COUN 0674	Personality Theories				
COUN 0677	Family Systems Theory				
COUN 0683	Pastoral Care and Counselling				
COUN 0601	Pre-Internship Counselling Skills Lab I				
COUN 0602	Pre-Internship Counselling Skills Lab II				
COUN 0654	Lifespan Human Development				
COUN 0655	Grief, Death and Dying in the Family System				
COUN 0775	Professional Ethics	OR	THEO 0535	Christian Ethics in a Post-Christian World	
COUN ____	Counselling course				
Electives					5
Total Course Requirements					27

Notes:

1. All applications to the MDiv Counselling major (both new students and students transferring from another program) must be received by April 15 of each year.

Admission criteria includes relevant academic training, vocational goals that align with the program and any counselling-related experience. All applicants will be interviewed by the counselling faculty in April or May. Acceptance notifications will be released in June.

2. This program admits students in the fall semester only. Students who are accepted to the Seminary during other times in the year may take courses in Bible, History and Theology and those counselling courses that are unrestricted. Students who then wish to transfer into the Counselling Major must complete the change of program form and supplemental form in the Office of the Registrar before April 15, and must pass an interview in April or May.
3. A two-semester internship in a counselling setting (approximately 20 hours per week) is required of all students in the Clinical track in the third year of the program. Second-year students prepare for the internship by taking a counselling skills lab, three hours per week, in both semesters of the academic year.

Master of Divinity: Global Christianity and Mission Major

Coordinator: Dr. Wafik Wahba | 416.226.6620, ext. 2132 | wwahba@tyndale.ca

The Master of Divinity in Global Christianity and Mission is designed to prepare missional leaders to engage in cross-cultural ministry locally and globally. This graduate-level training provides a range of disciplines suitable for ministry in diversified world contexts. The program is geared toward equipping church leaders to engage in holistic ministry in today's multicultural world.

Students will have the opportunity to study in Toronto, one of the most multicultural cities in the world, with direct access to diversified churches and worship styles that represent over 100 cultures and languages.

Tyndale Seminary offers one of the most comprehensive and contemporary programs in Globalization and Intercultural Studies. You will be introduced to the latest studies on the effect of globalization on the life and ministry of the church.

The program addresses current global issues such as the relationship between Christianity and Islam, as well as the role of the church in ministering to our 21st century postmodern culture. The global experiences of our professors bring significant value to their teaching and research.

Students, in consultation with the major coordinator, are required to fulfil their internship requirement in a cross-cultural context.

Master of Divinity: Global Christianity and Mission Major		Courses
Biblical Studies		7
BIBL 0501	Biblical Interpretation	
OLDT 0511	Old Testament Theology and History	
NEWT 0522	New Testament Theology and History	
OLDT ____	Old Testament course	
NEWT ____	New Testament course	
____ ____	BIBL/NEWT/OLDT course	
____ ____	BIBL/NEWT/OLDT course	
Theology and Christian History		4
HIST 0561	History of Christianity I	
HIST 0562	History of Christianity II	
THEO 0531	Systematic Theology	
THEO ____	Theology course	

continued

Ministry Formation	6
CHED ____	Christian Education and Discipleship course
INTD 0701	Internship
LEAD 0510	Leadership Development
MISS 0782	Gospel, Church and Culture
PAST ____	Pastoral Ministry course
SPIR 0700	Spiritual Formation
Global Christianity and Mission major courses	4
MISS 0585	Perspectives on Global Mission
MISS 0586	Globalization and the Church: Missional Theology in a Postmodern Culture
MISS 0688	Developing Intercultural Competency for Ministry
MISS ____	Global Christianity and Mission course
Electives	6
Total Course Requirements	27

Master of Divinity: Interdisciplinary

Coordinator: Dr. Jesse Sudirgo | 416.226.6620, ext. 2843 | jsudirgo@tyndale.ca

The Master of Divinity Interdisciplinary program allows students flexibility in course selection to meet their learning and ministry goals, and may be taken fully online. Students in this major can tailor their courses for specialized ministry needs not addressed in other majors, or for general pastoral and leadership preparation. Students are encouraged to choose the courses for this major in consultation with their faculty advisor.

Master of Divinity: Interdisciplinary		Courses
Biblical Studies		7
BIBL 0501	Biblical Interpretation	
OLDT 0511	Old Testament Theology and History	
NEWT 0522	New Testament Theology and History	
OLDT ____	Old Testament course	
NEWT ____	New Testament course	
____ ____	BIBL/NEWT/OLDT course	
____ ____	BIBL/NEWT/OLDT course	
Theology and Christian History		4
HIST 0561	History of Christianity I	
HIST 0562	History of Christianity II	
THEO 0531	Systematic Theology	
THEO ____	Theology course	

Ministry Formation	6
CHED ____	Christian Education and Discipleship course
INTD 0701	Internship
LEAD 0510	Leadership Development
MISS 0782	Gospel, Church and Culture
PAST ____	Pastoral Ministry course
SPIR 0700	Spiritual Formation
Interdisciplinary courses	4
[To be chosen in consultation with the Interdisciplinary Major Coordinator]	
Four courses in the Interdisciplinary major to be drawn from across the curriculum: BIBL, CHED, COUN, HIST, LEAD, MISS, NEWT, OLDT, PAST, PAST TH, PENT, SALV, SPIR, THEO, YMIN.	
Electives	6
Total Course Requirements	27

Master of Divinity: Pastoral Ministry Major

Coordinator: Dr. Narry Santos | 416.226.6620, ext. 2227 | nsantos@tyndale.ca

Pastoral ministry in a congregational setting presents many challenges, among them being faithful to the gospel amidst a constantly changing culture. The Master of Divinity Pastoral Ministry major equips pastors for ministry through the integration of theology and practice.

Master of Divinity: Pastoral Ministry Major				Courses
Biblical Studies				5
BIBL 0501	Biblical Interpretation			
OLDT 0511	Old Testament Theology and History			
NEWT 0522	New Testament Theology and History			
OLDT ____	Old Testament course			
NEWT ____	New Testament course			
Biblical Languages				3
NEWT 0321	Elementary Greek I		OLDT 0611	Hebrew Grammar I
NEWT 0322	Elementary Greek II	OR	OLDT 0612	Hebrew Grammar II
NEWT 0523	Greek Exegesis I		OLDT 0711	Hebrew Exegesis I
Theology and Christian History				4
HIST 0561	History of Christianity I			
HIST 0562	History of Christianity II			
THEO 0531	Systematic Theology			
THEO ____	Theology course			

Ministry Formation	6
CHED ____	Christian Education and Discipleship course
INTD 0701	Internship
LEAD 0510	Leadership Development
MISS 0782	Gospel, Church and Culture
PAST ____	Pastoral Ministry course
SPIR 0700	Spiritual Formation
Pastoral Ministry major courses	4
PAST 0541	The Theology and Practice of Ministry
PAST 0546	Worship: Liturgy and Life
PAST 0641	Introduction to Preaching
PAST 0668	Leadership Dynamics in Congregational Life
Electives	5
Total Course Requirements	27

Master of Divinity: Pastoral Thanatology Major

Coordinator: Dr. David Sherbino | 416.226.6620, ext. 6741 | dsherb@tyndale.ca

The Master of Divinity in Pastoral Thanatology explores the biblical and spiritual resources available in grief and bereavement, and provides knowledge and skills for assisting those facing or coping with grief and death from the perspective of both the dying and the bereaved. The study of thanatology examines the grieving process, ethical issues surrounding death and dying, cultural, gender and societal attitudes towards death, the issues facing both the dying and the bereaved, and the place of ritual and memorialization.

The MDiv Pastoral Thanatology students who also desire the designation of Certified Thanatologist Pastoral Specialist (CTPS), granted by the Canadian Council for Professional Certification, may complete all the educational requirements within the MDiv degree requirements with a minimum of six courses in thanatology plus an internship of 260 hours.

Master of Divinity: Pastoral Thanatology Major		Courses
Biblical Studies		7
BIBL 0501	Biblical Interpretation	
OLDT 0511	Old Testament Theology and History	
NEWT 0522	New Testament Theology and History	
OLDT ____	Old Testament course	
NEWT ____	New Testament course	
____ ____	BIBL/NEWT/OLDT course	
____ ____	BIBL/NEWT/OLDT course	

Theology and Christian History		4
HIST 0561	History of Christianity I	
HIST 0562	History of Christianity II	
THEO 0531	Systematic Theology	
THEO ____	Theology course	
Ministry Formation		7
LEAD 0510	Leadership Development	
MISS 0782	Gospel, Church and Culture	
SPIR 0700	Spiritual Formation	
INTD 0701	Internship	
PAST TH57	Thanatology Skills Lab*	
PAST TH____	Thanatology course	
CHED ____	Christian Education and Discipleship course	
Pastoral Thanatology major courses		4
PAST TH51	Spiritual Care of the Dying and Grieving	
PAST TH53	Disenfranchised Grief	
PAST TH54	Cultural and Gender Dynamics in Grief, Death and Dying	
PAST TH____	Thanatology Course	
Electives		5
Total Course Requirements		27

**Note: Students who had completed COUN 0601 & 0602 Pre-Internship Counselling Skills Lab I & II previously may be eligible for Advanced Standing with credit.*

Master of Divinity: Spiritual Formation Major

Coordinator: Dr. David Sherbino | 416.226.6620, ext. 6741 | dsherb@tyndale.ca

The Master of Divinity in Spiritual Formation facilitates integrated and holistic deepening of students' love for God and neighbour, expressed in mission and service. This is accomplished through theological reflection, communal and individual disciplines and mentoring relationships. In order to achieve these goals, some courses are offered in nontraditional formats. For example, SPIR 0700 Spiritual Formation includes a mandatory three-day retreat off-campus. SPIR 0601 Finding Your Way: The Principles of Spiritual Direction is offered in a one-week retreat format every May. Students should budget for extra retreat expenses for some courses.

The MDiv Spiritual Formation students who also desire the designation of Certified Spiritual Director (CSD), granted by the Canadian Council for Professional Certification, may complete all the educational requirements within the MDiv degree requirements. Additional practicum hours may be required to complete the required 500 hours of supervised practice.

Master of Divinity: Spiritual Formation Major		Courses
Biblical Studies		7
BIBL 0501	Biblical Interpretation	
OLDT 0511	Old Testament Theology and History	
NEWT 0522	New Testament Theology and History	
OLDT ____	Old Testament course	
NEWT ____	New Testament course	
____ ____	BIBL/NEWT/OLDT course	
____ ____	BIBL/NEWT/OLDT course	
Theology and Christian History		4
HIST 0561	History of Christianity I	
HIST 0562	History of Christianity II	
THEO 0531	Systematic Theology	
THEO ____	Theology course	
Ministry Formation		7
CHED ____	Christian Education and Discipleship course	
LEAD 0510	Leadership Development	
MISS 0782	Gospel, Church and Culture	
PAST ____	Pastoral Ministry course	
SPIR 0700	Spiritual Formation	
SPIR 0710	Spiritual Direction Internship I	
SPIR 0711	Spiritual Direction Internship II	
Spiritual Formation major courses		4
SPIR 0601	Finding Your Way: Principles of Spiritual Direction	
SPIR 0609	Prayer and the People of God	
SPIR 0610	Protestant Spiritual Traditions	
SPIR ____	Spiritual Formation course	
Electives		5
Total Course Requirements		27

Note: Those seeking the designation of Certified Spiritual Director (CSD) must use one of the electives for an additional SPIR course (consult with the major coordinator).

Master of Divinity: Theological Studies Major

Coordinator: Dr. James Pedlar | 416.226.6620, ext. 2215 | jpedlar@tyndale.ca

In order to enable students to embody a life of faithful witness to the gospel, the Master of Divinity in Theological Studies seeks to develop within students the capacity for careful analysis, insight and understanding in the areas of missional, historical, moral and doctrinal theology.

Master of Divinity: Theological Studies Major					Courses
Biblical Studies					5
BIBL 0501	Biblical Interpretation				
OLDT 0511	Old Testament Theology and History				
NEWT 0522	New Testament Theology and History				
OLDT ____	Old Testament course				
NEWT ____	New Testament course				
Biblical Languages					3
NEWT 0321	Elementary Greek I		OLDT 0611	Hebrew Grammar I	
NEWT 0322	Elementary Greek II	OR	OLDT 0612	Hebrew Grammar II	
NEWT 0523	Greek Exegesis I		OLDT 0711	Hebrew Exegesis I	
Theology and Christian History					4
HIST 0561	History of Christianity I				
HIST 0562	History of Christianity II				
THEO 0531	Systematic Theology				
THEO ____	Theology course				
Ministry Formation					6
CHED ____	Christian Education and Discipleship course	OR	PAST ____	Preaching course	
INTD 0701	Internship				
LEAD 0510	Leadership Development				
MISS 0782	Gospel, Church and Culture				
PAST ____	Pastoral Ministry course				
SPIR 0700	Spiritual Formation				
Theological Studies major courses					4
THEO 0552	Theological Method and Practice				
THEO 0631	Topics in Christian Doctrine				
THEO ____	Major Theologian course: One of THEO 0629, 0634, 0636, 0640, 0641, 0649				
THEO ____	Theology course				
Electives					5
Total Course Requirements					27

Master of Divinity: Youth and Family Ministry Major

Coordinator: Dr. Sarah Han | 416.226.6620, ext. 8454 | shan@tyndale.ca

The primary emphasis of the Master of Divinity in Youth and Family Ministry major is to educate and equip individuals for vocational ministry to youth.

Master of Divinity: Youth and Family Ministry Major		Courses
Biblical Studies		7
BIBL 0501	Biblical Interpretation	
OLDT 0511	Old Testament Theology and History	
NEWT 0522	New Testament Theology and History	
OLDT ____	Old Testament course	
NEWT ____	New Testament course	
____ ____	BIBL/NEWT/OLDT course	
____ ____	BIBL/NEWT/OLDT course	
Theology and Christian History		4
HIST 0561	History of Christianity I	
HIST 0562	History of Christianity II	
THEO 0531	Systematic Theology	
THEO ____	Theology course	
Ministry Formation		6
CHED ____	Christian Education and Discipleship course	
INTD 0701	Internship	
LEAD 0510	Leadership Development	
MISS 0782	Gospel, Church and Culture	
PAST ____	Pastoral Ministry course	
SPIR 0700	Spiritual Formation	
Youth and Family Ministry major courses		4
YMIN 0592	Foundations of Ministry with Youth	
YMIN 0693	Evangelism and Discipleship	
YMIN 0697	Engaging the Next Generation	
YMIN ____	Youth and Family Ministry course	
Electives		6
Total Course Requirements		27

Master of Divinity (U.S. Student Stream)

The United States Department of Education excludes distance education, including directed reading & research (DRR) 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 & research (DRR) courses, theses, live stream courses, online courses, and hybrid courses as either core or elective options. Some majors do not require distance education courses. Please check with Student Financial Resources for eligible programs.

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

Master of Theological Studies (MTS) Program

The purpose of the Master of Theological Studies degree is to develop theological understanding for general educational purposes and enrichment, or for further graduate study. The MTS program is designed so that students completing the degree will acquire a broad understanding of the theological disciplines for Christian faith and practice.

MTS Learning Outcomes:

1. Gain theological understanding and insight through study of the heritage of Christian scripture, history, theology and ministry.
2. Develop aptitudes for thinking critically, theologically and biblically in relation to faith, vocation and ministry.
3. Acquire critical awareness of God's mission in the world in its social, cultural and global contexts.
4. Demonstrate depth of understanding in a particular field (for those opting to concentrate in an area of study).

The MTS degree program may be taken fully online.

Students wishing to use the degree as preparation for doctoral studies or other advanced degrees should plan their program carefully, in consultation with their advisor, with a view to specialize in a particular field of study and the completion of a thesis.

Notes:

1. To complete the program in two years requires nine courses per year.
2. Students are normally expected to complete the MTS within seven years of beginning the program.
3. One elective course may be taken as a two-semester Internship (INTD 0701) with the Tyndale Seminary Internship Program (TSIP).

- Students desiring to prepare for further academic studies (e.g., PhD or ThD) may substitute two electives with a thesis, provided that they have an overall Grade Point Average (GPA) of at least 3.3 and have completed at least nine courses, including advanced courses in their area of concentration. See the [Thesis Handbook](#) for further details.

Master of Theological Studies

Coordinator: Dr. Duncan Reid | 416.226.6620, ext. 2273 | dreid@tyndale.ca

Coordinator: Dr. Sarah Han | 416.226.6620, ext. 8454 | shan@tyndale.ca

The Master of Theological Studies provides a comprehensive foundation in Christian theology, faith and practice. It is designed with great flexibility so that students may tailor their studies to meet their learning and ministry goals. Students may select electives from across the curriculum, or use them to focus their studies in a chosen concentration: Biblical Languages, Biblical Studies, Christian Education and Discipleship, Christian History, Counselling, Global Christianity and Mission, Indigenous Studies, Leadership, Pastoral Ministry, Pastoral Thanatology, Pentecostal Studies, Spiritual Formation, Theological Studies or Youth and Family Ministry.

Students wishing to use the program as preparation for advanced theological study should plan their program carefully, in consultation with their advisor, and use their electives to take advanced courses and specialize in a particular field and the completion of a thesis.

The Master of Theological Studies can be completed fully online.

Master of Theological Studies		Courses
Bible, Theology and History Courses		7
BIBL 0501	Biblical Interpretation	
HIST 0561	History of Christianity I	
HIST 0562	History of Christianity II	
NEWT 0522	New Testament Theology and History	
OLDT 0511	Old Testament Theology and History	
THEO 0531	Systematic Theology	
THEO ____	Theology course	
Ministry Formation Courses		3
LEAD 0510	Leadership Development	
MISS 0782	Gospel, Church and Culture	
SPIR 0700	Spiritual Formation	
Electives		8
Total Course Requirements		18

Master of Theological Studies: Indigenous Studies

Liaison: Dr. Narry Santos | 416.226.6620, ext. 2227 | nsantos@tyndale.ca

The Master of Theological Studies in Indigenous Studies program is designed and taught by Indigenous scholars and community members. This program is the outcome of an educational partnership between NAIITS: An Indigenous Learning Community and Tyndale Seminary. In flexible and accessible formats, students will gain a multidisciplinary understanding of Indigenous theology, history and praxis.

The delivery of this program is geared to accommodate students who may live and work in their own communities. The majority of these courses are taught by Indigenous faculty and courses are offered in a variety of formats: intensive summer classes, online hybrid formation and wrap-around courses relating to NAIITS' Annual Symposium.

Master of Theological Studies: Indigenous Studies		Courses
Biblical Studies		3
BIBL IS01	Biblical Interpretation	
NEWT IS03	New Testament Foundations	
OLDT IS02	Hebrew Scripture Foundations	
Theological Studies		5
THEO IS06	Theology I: Indigenous Perspectives	
THEO IS07	Theology II: Theology and Ethic of the Land	
THEO IS22	Creation and Transformation	
THEO IS21	Indigenous Theologies and Methods	
THEO IS12	World Religions	
Christian History		2
HIST IS04	History of Christianity I	
HIST IS05	History of Christianity II: Indigenous History and Mission	
Skill Development		5
INTD IS17	Indigenous Research and Writing	
SPIR IS09	Indigenous Spirituality and Formation	
INTD IS15	Indigenous Symposium Seminars*	
CHED IS13	Indigenous Practice of Andragogy	
INTD IS16	Integrative Project	
Indigenous Studies Electives		3
Total Course Requirements		18

*Must be taken twice in order to meet the 3 credit hour requirement.

Note: All applications to MTS Indigenous Studies must meet the requirements of Tyndale and NAIITS: An Indigenous Learning Community. For more information about applying to the program, please email: admissions@naiits.com or admissions@tyndale.ca.

Master of Theological Studies: Pentecostal Studies

Coordinator: Dr. Van Johnson | 416.226.6620, ext. 2137 | vjohnson@tyndale.ca

The purpose of the Master of Theological Studies in Pentecostal Studies is to educate and equip students who wish to specialize in Pentecostal Studies within the broader evangelical context of Tyndale Seminary. The program is a creative collaboration between MCS-Horizon and Tyndale Seminary and offers an integrated program of cognitive, practical and spiritual formation for ministry. The program is open to all students, although the primary audience is Pentecostal pastors and lay leaders who desire an opportunity for intensive study of the Pentecostal tradition.

Master of Theological Studies: Pentecostal Studies		Courses
Bible, Theology and History Courses		7
BIBL 0501	Biblical Interpretation	
HIST 0561	History of Christianity I	
HIST 0562	History of Christianity II	
NEWT 0522	New Testament Theology and History	
OLDT 0511	Old Testament Theology and History	
THEO 0531	Systematic Theology	
THEO ____	Theology course	
Ministry Formation Courses		2
LEAD 0510	Leadership Development	
MISS 0782	Gospel, Church and Culture	
Pentecostal Courses		5
PENT 0501	Introduction to Pentecostalism	
PENT 0503	Luke's Charismatic Theology	
PENT 0504	Pentecostal Spirituality	
PENT 0505	Pentecostal Theology	
PENT 0701	Pentecostal Issues	
Electives		4
• May substitute the two electives with a Thesis. • Students pursuing ordination in the PAOC should select their electives in close consultation with the program director to ensure credentialing requirements are met.		
Total Course Requirements		18

Master of Theological Studies: Salvation Army Studies

Tyndale Coordinator: Dr. James Pedlar | 416.226.6620, ext. 2215 | jpedlar@tyndale.ca

The MTS in Salvation Army Studies is designed and offered through a collaborative agreement between Booth University College and Tyndale Seminary. The overarching goal of the MTS degree is to provide a comprehensive understanding of the theological disciplines for Christian faith and practice. The specialization in Salvation Army Studies is designed to educate and equip students who wish to focus on Salvation Army/Wesleyan Studies within the broader evangelical, transdenominational context of Tyndale Seminary. Although open to all students, the program is specifically geared to the Salvation Army constituency including officers, members, employees, and volunteers. Courses are provided in multiple formats (campus-based, intensives, online, synchronous virtual classroom) to maximize flexibility in accommodating geographic, employment and personal needs.

Master of Theological Studies: Salvation Army Studies		Courses
Bible, Theology and History Courses		7
BIBL 0501	Biblical Interpretation	
HIST 0561	History of Christianity I	
HIST 0562	History of Christianity II	
NEWT 0522	New Testament Theology and History	
OLDT 0511	Old Testament Theology and History	
THEO 0531	Systematic Theology	
THEO ____	Theology course	
Ministry Formation Courses		3
LEAD 0510	Leadership Development	
MISS 0782	Gospel, Church and Culture	
SPIR 0700	Spiritual Formation	
Salvation Army Studies Core Courses		6
<i>Six of the following courses</i>		
SALV 0501	Agents of Change in the Salvation Army	
SALV 0502	Salvation Army Missiology	
SALV 0503	The Salvation Army and Ethical Issues	
SALV 0504	The Salvation Army and the Bible	
SALV 0505	The Wesleyan Heritage of the Salvation Army	
SALV 0570	Directed Reading and Research	
SALV 0670	Topics in Salvation Army History	
SALV 0671	Topics in Salvation Army Theology	
SALV 0799	Salvation Army Studies Thesis	
Electives		2
Total Course Requirements		18

Master of Theological Studies (U.S. Student Stream)

The United States Department of Education excludes distance education, including directed reading & research (DRR) 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 & research (DRR) courses, theses, live stream courses, online courses, and hybrid courses as either core or elective options. The Master of Theological Studies does not require distance education courses. Please check with Student Financial Resources for more information.

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

Post-Graduate Diploma

The Seminary offers two Post-Graduate Diplomas leading to professional certification.

Note: Students are normally expected to complete the post-graduate diploma within seven years of beginning the program.

Post-Graduate Diploma in Spiritual Direction

Coordinator: Dr. David Sherbino | 416.226.6620, ext. 6741 | dsherb@tyndale.ca

The Post-Graduate Diploma in Spiritual Direction provides educational requirements for the Certified Spiritual Director (CSD) designation. Admission requirement for this post-graduate diploma is a Master's degree from an accredited theological school and an interview with program coordinator or designate.

Post-Graduate Diploma in Spiritual Direction		Courses
SPIR 0601	Finding your Way: Principles of Spiritual Direction	
SPIR 0609	Prayer and the People of God	
SPIR 0610	Protestant Spiritual Traditions	
SPIR 0700	Spiritual Formation	
SPIR 0710	Spiritual Direction Internship I	
SPIR 0711	Spiritual Direction Internship II	
SPIR ____	Spiritual Formation Course	
THEO 0646 or SPIR ____	Theology of the Human Person or Spiritual Formation Course	
Total Course Requirements		8

Post-Graduate Diploma in Pastoral Thanatology

Coordinator: Dr. David Sherbino | 416.226.6620, ext. 6741 | dsherb@tyndale.ca

The Post-Graduate Diploma in Pastoral Thanatology provides educational requirements for the Certified Thanatologist Pastoral Specialist (CTPS) designation. Admission requirement for this post-graduate diploma is a Master's degree from an accredited theological school and an interview with program coordinator or designate.

Post-Graduate Diploma in Pastoral Thanatology		Courses
PAST TH51	Spiritual Care of the Dying and Grieving	
PAST TH53	Disenfranchised Grief	
PAST TH54	Cultural and Gender Dynamics in Grief, Death and Dying	
PAST TH57	Thanatology Skills Lab	
PAST TH__	Thanatology Course	
PAST TH__	Thanatology Course	
INTD 0701	Internship	
Total Course Requirements		7

Graduate Diploma

The Seminary offers a one-year program (nine courses) leading to a Graduate Diploma. This program is designed for students seeking enrichment, personal growth and leadership development.

The Graduate Diploma in Christian Studies may be completed fully online.

Notes:

1. To complete the program in one year requires nine courses.
2. Students are normally expected to complete the graduate diploma within seven years of beginning the program.

Graduate Diploma: Christian Studies

Coordinator: Dr. Marilyn Draper | 416.226.6620, ext. 2185 | mdraper@tyndale.ca

The Graduate Diploma in Christian Studies provides foundational biblical and theological competencies and offers students the flexibility to tailor their studies to meet specific learning and ministry goals. There are nine courses to be completed: four core and five elective courses. This program may also be completed fully online.

Students may choose to concentrate in Biblical Languages, Biblical Studies, Christian Education and Discipleship, Christian History, Counselling, Global Christianity and Mission, Indigenous Studies, Leadership, Pastoral Ministry, Pastoral Thanatology, Pentecostal Studies, Spiritual Formation, Theological Studies or Youth and Family Ministry.

Graduate Diploma: Christian Studies		Courses
		4
THEO ____	Theology course	
HIST ____	History course	
One of		
BIBL ____	Biblical Studies course	
OLDT ____	Old Testament course	
NEWT ____	New Testament course	
One of		
LEAD 0510	Leadership Development	
SPIR 0700	Spiritual Formation	
MISS 0782	Gospel, Church and Culture	
Electives		5
(Four of five electives may be concentrated in a particular area of study.)		
Total Course Requirements		9

Graduate Diploma: Pentecostal Studies

Coordinator: Dr. Van Johnson | 416.226.6620, ext. 2137 | vjohnson@tyndale.ca

Graduate Diploma: Pentecostal Studies		Courses
		4
THEO ____	Theology course	
HIST ____	History course	
One of		
BIBL ____	Biblical Studies course	
OLDT ____	Old Testament course	
NEWT ____	New Testament course	
One of		
LEAD 0510	Leadership Development	
SPIR 0700	Spiritual Formation	
MISS 0782	Gospel, Church and Culture	
Pentecostal Electives		4
PENT ____	Pentecostal Studies course	
PENT ____	Pentecostal Studies course	
PENT ____	Pentecostal Studies course	
PENT ____	Pentecostal Studies course	
Elective		1
Total Course Requirements		9

Master of Theology (ThM) Program

Director: Dr. James Pedlar | 416.226.6620, ext. 2215 | jpedar@tyndale.ca

The Master of Theology (ThM) is an advanced degree designed to provide students with an opportunity for in-depth study in a theological discipline.

Students completing the Master of Theology degree will be prepared for further studies at the doctoral level and/or for scholarly enhancement of ministerial and missional practice.

ThM Learning Outcomes:

1. Acquire advanced, in-depth knowledge and competence in one of the following disciplines: Old Testament, New Testament, Theology (including Spiritual Theology) or Christian History.
2. Develop advanced skills in theological research and writing, including engagement with primary resources, scholarly exchange in a peer community and communication of research results for the church and the academy.
3. Cultivate personal and spiritual qualities necessary for scholarly and vocational ministry.

The ThM program allows students to be mentored closely and rigorously by reputable scholars who exhibit a faith of both the mind and the heart.

The ThM program has a thesis option as well as a non-thesis option. Students will be admitted into the thesis option in consultation with the Director and a Supervisor from their area of focus. Both options provide for the scholarly enhancement of ministerial and missional practice and preparation for various forms of teaching. The thesis option specifically prepares students for further studies at the doctoral level (ThD/PhD). Both options are designed to engender confidence in the gospel and to prepare students to engage the world through Christian scholarship.

ThM Language Requirements

A student must demonstrate the language proficiencies as described below:

1. A student in New Testament must demonstrate proficiency in two years of Greek upon admission. One year of Hebrew is required before submission of a thesis proposal.
2. A student in Old Testament must demonstrate proficiency in two years of Hebrew upon admission. One year of Greek is required before submission of a thesis proposal.
3. A student in Theology or Christian History must demonstrate proficiency in one year of Greek, Hebrew or Latin upon admission. Proficiency in a modern language (e.g. German or French) will be required in those cases where it is deemed essential to the research topic.
4. For Greek and Hebrew, Tyndale faculty will set an appropriate examination. For Latin or modern languages of scholarship, we have arranged with the Advanced Degree Office at the Toronto School of Theology (TST) for Tyndale ThM students to take the modern language proficiency exams administered by TST. Students would

bear the cost of this exam and would also be eligible to take courses in modern languages offered by TST in preparation for this exam.

Notes:

1. Normally, students start the program in the fall semester and complete the degree within one to two years of beginning course work. To maintain their status within the program, students are required to take at least one course per year. Students are normally expected to complete the ThM within a maximum of seven years of beginning the program.
2. Normally, INTD 0861 Advanced Research Methods and INTD 0851 Text and Interpretation must be completed during the first year of course work.
3. All students choosing the thesis option are required to write a thesis stemming from research within their particular major. See the [Thesis Handbook](#) for thesis requirements. The thesis must be completed within one calendar year. Students who have not completed their thesis within one calendar year will be required to pay a program continuation fee each year until completion, up to the seven-year program limit. The continuation fee is the equivalent of the tuition for one course.
4. Students taking the non-thesis option will write an extended paper of 40-50 pages in one of the courses as that course's major assignment.
5. Course choices must be made in consultation with the program director.

Master of Theology (ThM) Program					Courses
					2
INTD 0851	Text and Interpretation				
INTD 0861	Advanced Research Methods				
One of					
INTD 0854	Interdisciplinary Seminar: Selected Topics	OR	INTD 0857	Interdisciplinary Seminar: Spiritual Theology (Spiritual Theology Track)	1
One Directed Reading and Research course in Subject Area:					1
OLDT/NEWT/THEO/HIST 0870 Directed Reading and Research					
Two Advanced Courses in Subject Area					2
___ Course in Subject Area					
___ Course in Subject Area					
Thesis (equivalent to two courses – 6 credits)					2
OLDT/NEWT/THEO/HIST 0899 (6) Thesis Research and Writing					
OR					
Students taking the non-thesis option will take two additional courses in their subject area as approved by the program director.					
Total Course Requirements					8

Doctor of Ministry (DMin) Program

Director: Dr. Mark Chapman | 416.226.6620, ext. 2208 | mchapman@tyndale.ca

The Doctor of Ministry (DMin) is the highest earned degree for the profession of ministry. It is intended to: 1) advance understanding of the nature, purposes and practice of ministry, 2) enhance ministry and leadership competencies and 3) encourage continued growth in spiritual maturity. It is the appropriate degree for those with a Master of Divinity or equivalent, at least three years of ministry experience and a desire to deepen and broaden their ability in their area of ministry calling. This is a three-year plus, in-ministry program.

Due to the nature of the DMin program, many of its policies and procedures differ from those of other Tyndale programs. For details about DMin policies and procedures, please see the DMin Program Handbook.

The Doctor of Ministry has four tracks: Clinical Counselling and Psychotherapy, Leadership, Pastoral Thanatology, and Spiritual Formation.

Clinical Counselling and Psychotherapy Track

Leader: Dr. Ava Oleson | 416.226.6620, ext. 2270 | aoleson@tyndale.ca

The Doctor of Ministry (DMin) in Clinical Counselling and Psychotherapy addresses the growing need for skilled and competent mental health care, both in the church and in the marketplace. This program is designed for registered psychotherapists (or those in related professions) seeking to deepen their clinical expertise and further their professional training. The Clinical Counselling and Psychotherapy Track is a cohort model, with some sequenced courses. This track includes residencies for two weeks in June and a one-week residency in January.

Program Requirements:

Clinical Counselling and Psychotherapy Track		Courses
Year A		4
DMCC 0941	Integration Overview & Person of the Therapist	
DMCC 0901	Integration of Faith and Psychology	
DMCC 0904	Grief, Bereavement, and Coping with Loss	
DMCC 0903	Dialectical Behavioral Therapy	
Year B		4
DMCC 0902	Cognitive Behavioral Therapy	
DMCC 0905	Advanced Couples Counselling	
DMCC 0906	Experiential Therapies	
DMCC 0942	Integration Model and Proposal	

continued

Year C		4
DMCC 0943	Clinical Field Project	
DMCC 0907	Methods and Treatment in Trauma and Resilience	
DMCC 0908	Deepening Cultural Competency	
DMCC 0947	Integration: Research Portfolio and Hearing	
Total Course Requirements		12

Leadership Track

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

Communicating the Gospel Concentration

Coordinator: Dr. Sarah Han | 416.226.6620, ext. 8454 | shan@tyndale.ca

Non-Profit Organizational Leadership Concentration

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

Reframing Church in Context Concentration

Coordinator: Dr. Mark Chapman | 416.226.6620, ext. 2208 | mchapman@tyndale.ca

Women and Leadership Concentration

Coordinator: Dr. Marilyn Draper | 416.226.6620, ext. 2185 | mdraper@tyndale.ca

The Leadership Track focuses on increasing leadership aptitudes, developing organizational/congregational culture and fostering others as leaders. It combines theory with practice, theology with ministry, and collaborative learning with individual projects. Students work on three major projects and complete their program with an integrated research portfolio. The Leadership Track is a cohort model, with some sequenced courses. This track includes residencies for two weeks in June and a one-week residency in January.

The Leadership Track offers five concentrations: Leadership, Communicating the Gospel, Non-Profit Organizational Leadership, Reframing Church in Context, and Women and Leadership. The Leadership concentration focuses on improving leadership capacity to understand systems, manage change, and develop as an organization. The Communicating the Gospel concentration aims to increase spiritual sensitivity and capability to effectively communicate the gospel and the message of scripture in public settings. The Non-Profit Organizational Leadership concentration focuses on Organizational Leadership specifically for non-profit Christian organizations from multiple sectors (international development, missions, denominational, etc.). The Reframing Church in Context concentration focuses on the exploration of the nature, history, and practices of the church, through the lens of hospitality and service, as a contributor to the mission of the triune God in its theology and application. The Women and Leadership concentration values women's contributions to Christian leadership and focuses on the training, development, and deployment of women in ministry alongside their male allies. This learning is expressed through innovative engagement with the contemporary Canadian context inside and outside the church.

Program Requirements:

Leadership Track		Courses
Year A	Foundations	4
DMML 0901	Formation of the Leader	
Leadership Concentration Course 1		
DMML 0941	Exegeting Your Ministry Context (Portfolio Project 1)	
DMML 0904	Leadership and Systems Theory	
Year B	Development	4
DMML 0907	Leadership Development	
Leadership Concentration Course 2		
DMML 0942	Philosophy of Christian Leadership (Portfolio Project 2)	
DMML 0952	Integration Proposal	
Year C	Consolidation	4
DMML 0943	Ministry-Based Field Research (Portfolio Project 3)	
Leadership Concentration Course 3		
DMML 0905	Intercultural Leadership Competency	
DMML 0953	Integration Portfolio	
Total Course Requirements		12

Leadership Concentration Courses	
DMML 0903	Leadership and Change
DMML 0906	The Learning Organization
DMML 0908	Leadership and Culture

Leadership Track with Concentration in Communicating the Gospel		Courses
Year A	Foundations	4
DMML 0901	Formation of the Leader	
Communicating the Gospel Concentration Course 1		
DMML 0941	Exegeting Your Ministry Context (Portfolio Project 1)	
DMML 0904	Leadership and Systems Theory	
Year B	Development	4
DMML 0907	Leadership Development	
Communicating the Gospel Concentration Course 2		
DMML 0942	Philosophy of Christian Leadership (Portfolio Project 2)	
DMML 0952	Integration Proposal	
Year C	Consolidation	4
DMML 0943	Ministry-Based Field Research (Portfolio Project 3)	
Communicating the Gospel Concentration Course 3		
DMML 0905	Intercultural Leadership Competency	
DMML 0953	Integration Portfolio	
Total Course Requirements		12

Communicating the Gospel Concentration Courses

DMPC 0907	Communicating the Gospel in Unconventional Spaces
DMPC 0904	Embodying the Gospel
DMPC 0912	Proclamation of the Word

Leadership Track with Concentration in Non-Profit Organizational Leadership

Courses

Year A	Foundations	4
DMML 0901	Formation of the Leader	
	Non-Profit Organizational Leadership Concentration Course 1	
DMML 0941	Exegeting Your Ministry Context (Portfolio Project 1)	
DMML 0904	Leadership and Systems Theory	
Year B	Development	4
DMML 0907	Leadership Development	
	Non-Profit Organizational Leadership Concentration Course 2	
DMML 0942	Philosophy of Christian Leadership (Portfolio Project 2)	
DMML 0952	Integration Proposal	
Year C	Consolidation	4
DMML 0943	Ministry-Based Field Research (Portfolio Project 3)	
	Non-Profit Organizational Leadership Concentration Course 3	
DMML 0905	Intercultural Leadership Competency	
DMML 0953	Integration Portfolio	
Total Course Requirements		12

Non-Profit Organizational Leadership Concentration Courses

DMNO 0901	Facing the Unique Challenges of Leading Non-Profit Organizations: Why Business Thinking is not Enough
DMNO 0902	Imagination and Innovation: Strategic Development for Non-Profit Organizations
DMNO 0903	Exploring the Healthy Foundations Necessary for Non-Profit Organizational Leadership

Leadership Track with Concentration in Reframing Church in Context		Courses
Year A	Foundations	4
DMML 0901	Formation of the Leader	
Reframing Church in Context Concentration Course 1		
DMML 0941	Exegeting Your Ministry Context (Portfolio Project 1)	
DMML 0904	Leadership and Systems Theory	
Year B	Development	4
DMML 0907	Leadership Development	
Reframing Church in Context Concentration Course 2		
DMML 0942	Philosophy of Christian Leadership (Portfolio Project 2)	
DMML 0952	Integration Proposal	
Year C	Consolidation	4
DMML 0943	Ministry-Based Field Research (Portfolio Project 3)	
Reframing Church in Context Concentration Course 3		
DMML 0905	Intercultural Leadership Competency	
DMML 0953	Integration Portfolio	
Total Course Requirements		12

Reframing Church in Context Concentration Courses	
DMRC 0901	Hospitality for Participating in God's Work: The Congregation and the Table
DMRC 0902	Communal Discernment for Ministry Development: The Community and the Table
DMRC 0903	Strategic Practices and Experiments for Hospitable Engagement: Extending the Table

Leadership Track with Concentration in Women and Leadership		Courses
Year A	Foundations	4
DMML 0901	Formation of the Leader	
Women and Leadership Concentration Course 1		
DMML 0941	Exegeting Your Ministry Context (Portfolio Project 1)	
DMML 0904	Leadership and Systems Theory	
Year B	Development	4
DMML 0907	Leadership Development	
Women and Leadership Concentration Course 2		
DMML 0942	Philosophy of Christian Leadership (Portfolio Project 2)	
DMML 0952	Integration Proposal	
Year C	Consolidation	4
DMML 0905	Intercultural Leadership Competency	
Women and Leadership Concentration Course 3		
DMML 0943	Ministry-Based Field Research (Portfolio Project 3)	
DMML 0953	Integration Portfolio	
Total Course Requirements		12

Women and Leadership Concentration Courses

DMWL 0901	Women Participating in God's Story
DMWL 0902	Women Shaped by the Ministry of Christ
DMWL 0903	Women as Full Participants in the Transforming Work of the Spirit

Pastoral Thanatology Track

Leader: Dr. David Sherbino | 416.226.6620, ext. 6741 | dsherb@tyndale.ca

The Doctor of Ministry (DMin) in Pastoral Thanatology addresses the growing need for skilled and competent practitioners to help individuals who have experienced significant loss process their grief. This track is delivered using a cohort model with some of the courses sequenced. This track includes retreat-style residencies for two weeks in June and a one-week residency in January. At the end of the course work, a student may apply to take a two-semester internship (INTD 0701) and Thanatology Skills Lab (PAST TH57) to qualify for certification as a pastoral thanatologist and receive the designation of Certified Thanatologist Pastoral Specialist (CTPS). This designation is granted by the Canadian Council of Professional Certification (Global).

Program Requirements:

Pastoral Thanatology Track		Courses
Year A		4
DMPT 0902	Pastoral Care Through Grief, Transition and Loss	
DMSF 0901	Listening to God: Discernment for Spiritual Formation	
DMSF 0911	Space for God: Personalizing Sacred Practices	
DMSF 0941	Spiritual Autobiography: The Ways of the Spirit in a Life	
Year B		4
DMSF 0905	Engaging Scriptures: Spiritual Formation for Information and Transformation	
DMPT 0903	Loss, Trauma and Resilience	
DMSF 0930	Journey Through Suffering and Dying	
DMPT 0942	Grief and Bereavement: Theories and Models	
Year C		4
DMPT 0904	The Emotional and Spiritual Development of the Thanatologist	
DMSF 0943	Ministry-Based Field Research	
DMPT 0905	Living with Loss, Finding Hope and Restoration	
DMSF 0947	Integration: Research Portfolio and Hearing	
Total Course Requirements		12

Spiritual Formation Track

Leader: Dr. Sarah Patterson | spatterson@tyndale.ca

The Spiritual Formation Track focuses on experiencing personal spiritual growth, understanding the dynamics of spirituality, and facilitating the spiritual formation of others. It applies insights from theology, psychology, sociology, education and spirituality to a variety of formational ministries. This program satisfies the academic course requirements for becoming a Certified Spiritual Director (CSD). The Spiritual Formation Track is a cohort model, with some sequenced courses. This track includes retreat-style residencies for two weeks in June

and a one-week residency in January.

Program Requirements:

Spiritual Formation Track		Courses
Year A	Formation of the Person	4
DMSF 0901	Listening to God: Discernment for Spiritual Formation	
DMSF 0902	Introduction to Spiritual Formation: <i>Imago Christi</i> – A Lens for Spiritual Formation	
DMSF 0911	Space for God: Personalizing Sacred Practices	
DMSF 0941	Spiritual Autobiography: The Ways of the Spirit in a Life	
Year B	Formation of the Community	4
DMSF 0907	Missional Spirituality: <i>Imago Dei</i> to <i>Missio Dei</i>	
DMSF 0905	Engaging Scriptures: Spiritual Formation for Information and Transformation	
DMSF 0930	Journey Through Suffering and Dying	
DMSF 0942	Developing a Model of Spiritual Formation: Ministry Project	
Year C	Applying Your Formation	4
DMSF 0904	Formational Prayer: The Journey to Wholeness	
DMSF 0912	Formed Together: Spiritual Formation in the Company of Others	
DMSF 0943	Ministry-Based Field Research	
DMSF 0947	Integration: Research Portfolio and Hearing	
Total Course Requirements		12

Post-Doctor of Ministry Certificate

Students who already have a Doctor of Ministry degree can take the concentration courses for a Post-Doctor of Ministry certificate.

Post-Doctor of Ministry Certificate in Leadership		Courses
DMML 0903	Leadership and Change	
DMML 0906	The Learning Organization	
DMML 0908	Leadership and Culture	
Total Course Requirements		3

Post-Doctor of Ministry Certificate in Communicating the Gospel		Courses
DMPC 0907	Communicating the Gospel in Unconventional Spaces	
DMPC 0904	Embodying the Gospel	
DMPC 0912	Proclamation of the Word	
Total Course Requirements		3

Post-Doctor of Ministry Certificate in Non-Profit Organizational Leadership		Courses
DMNO 0901	Facing the Unique Challenges of Leading Non-profit Organizations: Why Business Thinking is not Enough	
DMNO 0902	Imagination and Innovation: Strategic Development for Non-profit Organizations	
DMNO 0903	Exploring the Healthy Foundations Necessary for Non-Profit Organizational Leadership	
Total Course Requirements		3

Post-Doctor of Ministry Certificate in Reframing Church in Context		Courses
DMRC 0901	Hospitality for Participating in God's Work: The Congregation and the Table	
DMRC 0902	Communal Discernment for Ministry Development: The Community and the Table	
DMRC 0903	Strategic Practices and Experiments for Hospitable Engagement: Extending the Table	
Total Course Requirements		3

Post-Doctor of Ministry Certificate in Pastoral Thanatology		Courses
Any 3 of the following:		
DMPT 0902	Pastoral Care Through Grief, Transition and Loss	
DMPT 0903	Loss, Trauma and Resilience	
DMPT 0904	The Emotional and Spiritual Development of the Thanatologist	
DMPT 0905	Living with Loss, Finding Hope and Restoration	
DMPT 0942	Grief and Bereavement: Theories and Models	
DMSF 0930	Journey Through Suffering and Dying	
Total Course Requirements		3

Post-Doctor of Ministry Certificate in Women and Leadership		Courses
DMWL 0901	Women Participating in God's Story	
DMWL 0902	Women Shaped by the Ministry of Christ	
DMWL 0903	Women as Full Participants in the Transforming Work of the Spirit	
Total Course Requirements		3

Notes:

- Students who have already taken the DMin Spiritual Formation Track cannot use the following course towards the Post-DMin Certificate:
 - DMSF 0930 Journey through Suffering and Dying
- Students who want to pursue to become a Certified Thanatologist Pastoral Specialist (CTPS) should take all 6 Thanatology courses (they do not have to take DMSF 0930 if they have already taken it).
- Students who have completed the academic programs of the DMin or Post-DMin Certificate (all 6 courses) may apply to become a Certified Thanatologist Pastoral Specialist (CTPS) upon successful completion of the Thanatology Skills Lab (PAST TH57) and the Internship program (INTD 0701).

Canadian Chinese School of Theology Toronto (CCSTT) Programs

Master of Arts in Marketplace Theology: Chinese Language (CCSTT)

Principal: Dr. Jean Lee | 416.226.6620, ext. 2192 | jlee.ccst@tyndale.ca

Enquiry: 416.226.6620, ext. 2219 | ccstt@tyndale.ca

Tyndale University and the Canadian Chinese School of Theology Toronto (CCSTT) have collaborated to offer a Master of Arts in Marketplace Theology in the Chinese language.

This program equips Christians with the ability to think and discern theologically. Students will be able to integrate faith with their work and daily life, to respond to God's calling upon them in the marketplace. They will also learn to collaborate and serve together with others at church and in organizations.

The three-year (12 courses) part-time program consists of 6 Foundation courses and 6 Marketplace Theology courses offered in the Chinese language.

Master of Arts in Marketplace Theology: Chinese Language (CCSTT)		Courses
Foundation Courses		6
BIBL CM01	Biblical Interpretation	
NEWT CM05	New Testament Theology and History	
OLDT CM02	Old Testament Theology and History	
THEO CM13	Systematic Theology I	
THEO CM25	Systematic Theology II	
HIST CM12	History of Christianity I OR HIST CM24 History of Christianity II	
Marketplace Theology Courses		6
INTD CM11	Marketplace Theology and Ministry	
INTD CM12	Leadership and Spirituality of Work	
INTD CM13	Ethics in the Workplace	
INTD CM15	Vocation as Narratives	
INTD CM17	Faith and Wealth	
INTD CM19	Faith and Work Integration (include Retreat*)	
Total Course Requirements		12

Master of Divinity: Chinese Language (CCSTT)

Principal: Dr. Jean Lee | 416.226.6620, ext. 2192 | jlee.ccst@tyndale.ca

Enquiry: 416.226.6620, ext. 2219 | ccstt@tyndale.ca

Tyndale University and the Canadian Chinese School of Theology Toronto (CCSTT) have collaborated to offer a Master of Divinity in the Chinese language.

The MDiv Chinese Language – Pastoral Ministry is designed to prepare pastors, church planters and Christian workers to minister in Canada and around the world.

Internships are required for two semesters during the program. Internships are designed to integrate a sound biblical-theological-historical foundation with practical pastoral experiences.

Chinese is the language of instruction. Library and reference materials are in both Chinese and English. Community life, small groups and chapel are designed to foster personal, interpersonal, spiritual and ministerial development.

Master of Divinity: Chinese Language (CCSTT)		Courses
Pastoral Ministry		
Biblical Studies		7
BIBL CM01	Biblical Interpretation	
NEWT CM05	New Testament Theology and History	
OLDT CM02	Old Testament Theology and History	
NEWT CM _	New Testament course	
NEWT CM _	New Testament course	
OLDT CM _	Old Testament course	
OLDT CM _	Old Testament course	
Biblical Languages		6
NEWT CM10	Elementary Greek I	
NEWT CM11	Elementary Greek II	
NEWT CM14	Greek Exegesis I	
NEWT CM19	Greek Exegesis II	
OLDT CM22	Hebrew Grammar I	
OLDT CM23	Hebrew Grammar II	
Theology and History		5
THEO CM13	Systematic Theology I	
THEO CM25	Systematic Theology II	
HIST CM12	History of Christianity I	
HIST CM24	History of Christianity II	
THEO CM06	Christianity and Chinese Culture	

continued

Ministry Formation	3
SPIR CM09	Spiritual Formation
CHED CM _	Christian Education course
INTN CM01	Internship
Pastoral Ministry major courses	4
PAST CM03	Pastor as Shepherd Leader in the Chinese Church
PAST CM21	Introduction to Chinese Preaching
PAST CM30	Advanced Chinese Preaching
PAST CM26	Chinese Pastoral Counselling
Electives	3
Total Course Requirements	28

Master of Theological Studies: Chinese Language (CCSTT)

Principal: Dr. Jean Lee | 416.226.6620, ext. 2192 | jlee.ccst@tyndale.ca

Enquiry: 416.226.6620, ext. 2219 | ccstt@tyndale.ca

The two-year (18 courses) Master of Theological Studies Chinese Language is a foundational program in graduate theological studies. It is to develop theological understanding for general educational purposes and enrichment, or for further graduate study. Students in the program will enhance their lay ministry involvement at local churches.

Master of Theological Studies: Chinese Language (CCSTT)		Courses
Biblical Studies		5
BIBL CM01	Biblical Interpretation	
NEWT CM05	New Testament Theology and History	
OLDT CM02	Old Testament Theology and History	
NEWT CM_	New Testament course	
OLDT CM_	Old Testament course	
Theology and History		5
THEO CM13	Systematic Theology I	
THEO CM25	Systematic Theology II	
HIST CM12	History of Christianity I	
HIST CM24	History of Christianity II	
THEO CM06	Christianity and Chinese Culture	
Ministry Formation		3
PAST CM03	Pastor as Shepherd Leader in the Chinese Church	
SPIR CM09	Spiritual Formation	
CHED CM_	Christian Education course	

continued

Electives	5
Total Course Requirements	18

Concentration

MDiv and MTS students may use their elective courses to complete a four-course concentration in Global Mission. Only electives may be used for these four courses.

Global Mission	
MISS CM11	Introduction to Theology of Mission
MISS CM04	Global History of Mission & Chinese Church as a Sending Church
MISS CM07	Cross-cultural Understanding of Mission
PAST CM04	Evangelism & Church Planting in the Chinese Community

Graduate Diploma: Christian Studies, Chinese Language (CCSTT)

Principal: Dr. Jean Lee | 416.226.6620, ext. 2192 | jlee.ccstt@tyndale.ca

Enquiry: 416.226.6620, ext. 2219 | ccstt@tyndale.ca

The Graduate Diploma in Christian Studies provides foundational biblical and theological competencies and offers students the flexibility to tailor their studies to meet specific learning and ministry goals. There are nine courses to be completed: four core and five elective courses.

Graduate Diploma: Christian Studies, Chinese Language (CCSTT)		Courses
		4
BIBL CM01	Biblical Interpretation	
NEWT CM05	New Testament Theology and History	
OLDT CM02	Old Testament Theology and History	
SPIR CM09	Spiritual Formation	
Electives		5
Total Course Requirements		9

Tyndale Seminary Internship Program (TSIP)

Coordinator: Dr. James Watson | jwatson@tyndale.ca

The Tyndale Seminary Internship Program (TSIP) is a central component in the theological curriculum at Tyndale Seminary. All Master of Divinity and Master of Arts students must complete at least a two-semester internship in their major area of study. The Internship provides students with a vibrant and transformative context for integrating the theological, spiritual, relational, and vocational dimensions of Christian ministry and leadership.

The TSIP has a formative aim of developing theologically reflective Christian leaders for service in the church and the world. Through engagement in real-world ministry in supervised placements, interns are provided with opportunities to work alongside experienced ministry mentors to develop ministry competencies, to set and meet individualized learning goals and to clarify and confirm their ministry gifts and calling.

Students in the MDiv Counselling-Clinical track, MA Clinical Counselling, MDiv Spiritual Formation and MDiv (CCSTT) programs have specific internship requirements and should consult their program coordinators for details. Internships for all other MDiv and MA students are overseen by TSIP. Students enrolled in the Master of Theological Studies program may also elect to take an internship course (INTD 0701).

Internship requirements and program details are provided in the Internship Manual, which is available from the program coordinator and on the [Internship Overview](#) website.

In brief, TSIP involves:

1. A minimum of 10 hours of supervised ministry practice per week over two semesters for a total of 260 hours.
2. Formulation of, and adherence to, an individualized Learning Covenant agreed upon by the student, Internship Supervisor, and TSIP Coordinator.
3. Mentoring and weekly supervision with an approved Internship Supervisor.
4. Attendance and participation in at least 6 Ministry Reflection Seminars held over two semesters.
5. Completion of two Ministry Experience Reports (also called case studies) presented for review during the Ministry Reflection Seminars (one per semester).
6. Completion of a Self-Evaluation at the end of the first semester and a Supervisor's Evaluation at the conclusion of the internship experience.
7. Completion of a Final (Summative) Integrated Reflection paper.

The internship placement is selected in collaboration with the student and the TSIP Coordinator. The goal is to match students with a placement setting that is consonant with their vocational goals, denominational affiliations, geographic preferences, and ministry interests.

A variety of churches, Christian organizations, mission groups and agencies are available for Tyndale

students. Students who choose to do a SPE or CPE unit as their internship may incur costs (e.g. external supervision, insurance, etc.) in addition to their tuition cost.

Students are strongly encouraged to meet with the TSIP Coordinator early in their academic career to discuss their goals, ministry experience and internship plans.

Certified Spiritual Director (CSD) Designation

Coordinator: Dr. David Sherbino | 416.226.6620, ext. 6741 | dsherb@tyndale.ca

The Certified Spiritual Director (CSD) designation is a professional certification offered by the Canadian Council of Professional Certification. It recognizes individuals who have specialized training and supervision in the field of spiritual direction. The purpose of the program is to provide acceptable standards of academic training and practical skills in spiritual direction.

This certification provides:

1. the avenue for qualified persons who have studied, worked and developed skills in the practice of spiritual direction to receive professional recognition;
2. confidence for the church that spiritual directors have attained an acceptable level of competency; and
3. encouragement for continual spiritual awareness, educational and professional development of spiritual directors.

Notes:

1. An applicant applying for certification must have a minimum of a baccalaureate degree in the field of spirituality from an accredited institution. However, a master's degree is preferred. Both degrees must have core subjects in Bible, theology and spirituality.
2. MDiv Spiritual Formation and MTS students who use eight of their electives in Spiritual Formation (SPIR) will complete all the educational requirements to receive the CSD. However, the internship requires 500 hours of face-to-face spiritual direction under supervision. This practical requirement may not be completed within the MDiv or MTS program; therefore, students may continue this internship post graduation in order to complete the 500 hours required to receive the CSD.
3. Students seeking CSD certification, with an MDiv or MTS degree, can apply to the Post-Graduate Diploma in Spiritual Direction. Students who complete the DMin in Spiritual Formation fulfill the course requirements to take Tyndale's Spiritual Direction Internship. A student may take Tyndale's Spiritual Direction Internship as part of their DMin in Spiritual Formation with a Letter of Permission. Students must have completed at least four courses in the program, with an intentional focus on Spiritual Direction, have been in spiritual direction throughout the previous year, and have completed the application process successfully. Consult the Spiritual Formation track leader for details.
4. SPIR 0710 and 0711 Spiritual Direction Internship: Students must undergo a

minimum of 12 months with an approved spiritual director and secure a vulnerable sector check at their own expense prior to beginning the internship in spiritual direction. They then engage in an 8-month internship in the actual practice of spiritual direction in which students meet with clients weekly to provide spiritual direction. In addition, they meet regularly with a supervisor for personal and group supervision. The total number of supervised contact hours required for the internship is 500 hours.

Certified Spiritual Director (CSD) Designation		Courses
SPIR 0601	Finding Your Way: Principles of Spiritual Direction	
SPIR 0609	Prayer and the People of God	
SPIR 0610	Protestant Spiritual Traditions	
SPIR 0700	Spiritual Formation	
SPIR 0710	Spiritual Direction Internship I	
SPIR 0711	Spiritual Direction Internship II	
SPIR ____	Spiritual Formation course	
SPIR ____	Spiritual Formation course	
Total Course Requirements*		8

*May be taken concurrently as part of the student's program of study.

Certified Thanatologist Pastoral Specialist (CTPS) Designation

Coordinator: Dr. David Sherbino | 416.226.6620, ext. 6741 | dsherb@tyndale.ca

The Certified Thanatologist Pastoral Specialist (CTPS) designation is a professional certification offered by the Canadian Council of Professional Certification (Global). It recognizes individuals who have specialized in training and supervision in the field of pastoral thanatology (grief, bereavement and loss). The purpose of the program is to provide acceptable standards of academic training and practical skills in thanatology.

This certification provides:

1. avenues for qualified persons who have studied, worked and developed skills in the practice of pastoral thanatology to receive professional recognition.
2. confidence for the church and other agencies that the pastoral thanatologist has attained an acceptable level of competency.
3. encouragement for continual spiritual awareness, educational and professional development of pastoral thanatologists.

Notes:

1. An applicant applying for certification must have a minimum of a Master's degree in the

field of thanatology from an accredited institution. This degree must have core subjects in biblical studies, theology and a minimum of six courses in thanatology.

2. There must be an internship of 260 hours under supervision by the accrediting institution.
3. If students applying for this certification already have an MDiv or MTS, they must take the six required courses in thanatology plus the internship of 260 hours to qualify for the certification. When this is completed, these individuals will also receive the Post-Graduate Diploma in Pastoral Thanatology by Tyndale Seminary.

Certified Thanatologist Pastoral Specialist (CTPS) Designation		Courses
PAST TH51	Spiritual Care of the Dying and Grieving	
PAST TH53	Disenfranchised Grief	
PAST TH54	Cultural and Gender Dynamics in Grief, Death and Dying	
PAST TH57	Thanatology Skills Lab	
PAST TH ____	Thanatology course	
PAST TH ____	Thanatology course	
INTD 0701	Internship	
Total Course Requirements		7

Concentrations

Master of Arts (except Master of Arts Historical and Theological Studies), Master of Divinity, Master of Theological Studies and Graduate Diploma students may use their elective courses to complete a four-course concentration in a specific area of study. Only electives may be used for these four courses.

Concentrations				
Biblical Languages				
NEWT 0321	Elementary Greek I		OLDT 0611	Hebrew Grammar I
NEWT 0322	Elementary Greek II	OR	OLDT 0612	Hebrew Grammar II
NEWT 0523	Greek Exegesis I		OLDT 0711	Hebrew Exegesis I
NEWT 0524	Greek Exegesis II		OLDT 0712	Hebrew Exegesis II
Biblical Studies				
BIBL 0718	Biblical Studies Seminar			
NEWT 0524	Greek Exegesis II	OR	OLDT 0712	Hebrew Exegesis II
NEWT/OLDT ____	NEWT or OLDLT course			
NEWT/OLDT ____	NEWT or OLDLT course			
Christian Education and Discipleship				
Any four CHED courses in addition to specific core/major requirements				
Christian History				
Any four HIST courses in addition to specific core/major requirements				

continued

Counselling

Any four COUN courses in addition to specific core/major requirements

Global Christianity and Mission

Any four MISS courses in addition to specific core/major requirements

Indigenous Studies

Any four NAITS courses in addition to specific core/major requirements

Leadership

Any four LEAD courses in addition to specific core/major requirements

Pastoral Ministry

Any four PAST courses in addition to specific core/major requirements

Pastoral Thanatology

Any four PAST TH courses in addition to specific core/major requirements

Pentecostal Studies

Any four PENT courses in addition to specific core/major requirements

Spiritual Formation

Any four SPIR courses in addition to specific core/major requirements

Theological Studies

Any four THEO courses in addition to specific core/major requirements

Youth and Family Ministry

Any four YMIN courses in addition to specific core/major requirements

Online Learning

Tyndale Seminary offers a number of courses in asynchronous and synchronous online delivery formats each semester. In a synchronous online format, professors and students engage the course content together at the same time but from different locations. Online attendance at a specific time for all course activities is required. Some courses also consist of pre-recorded lectures and materials. In an asynchronous online format, professors and students engage the course content at different times and from different locations. Attendance at a specific time or location is not required.

Courses are developed to ensure an exceptional educational experience. The online system is designed to be user-friendly with learning sequences and activities that are simple to follow. Students do not need to purchase special software. Online courses can be easily accessed through the student's Tyndale account. The system includes online help files, technical support and a link to the J. William Horsey Library. Qualified librarians are available to assist students to access relevant databases and electronic materials in Tyndale's collection and server. Students also receive technical support for their courses.

Students are advised that the time commitment for online learning is comparable to that for in-person courses. Assignments are submitted online. Note that some online courses require students to find a local spiritual director and/or mentor, as well as supportive relationships in a local congregation.

Courses will be scheduled to allow a student to complete a fully online Graduate Diploma, Master of Theological Studies or Master of Divinity Interdisciplinary degree. Because Tyndale is accredited by the Association of Theological Schools (ATS), online courses at Tyndale are eligible for transfer credit at other ATS schools.

Seminary Faculty Advisors for 2026–2027

Master of Arts | Master of Divinity | Master of Theological Studies | Post-Graduate Diploma | Graduate Diploma | Program Concentrations

Advisors by Discipline – all programs

Discipline	Advisor	Extension	Email
Biblical Studies	Dr. Rebecca Idestrom	6771	ridestrom@tyndale.ca
CCSTT Chinese Language MA	Dr. Jean Lee		jlee.ccst@tyndale.ca
CCSTT Chinese Language MDiv	Dr. Wilson Wong		wwong@tyndale.ca
CCSTT Chinese Language MTS and Graduate Diploma	Dr. Yan Ma		yma.ccst@tyndale.ca
Children, Youth and Adult Discipleship (MA)	Dr. Sarah Han	8454	shan@tyndale.ca
Christian Education and Discipleship	Dr. Sarah Han	8454	shan@tyndale.ca
Christian History	Dr. Ashoor Yousif	2228	ayousif@tyndale.ca
MDiv Counselling (A-I)	Dr. Noha-Christine Guorgui	2183	nguorgui@tyndale.ca
MDiv Counselling (J-R)	Dr. Ava Oleson	2270	aoleson@tyndale.ca
MDiv Counselling (S-Z)	Dr. Helen Noh	2118	hnoh@tyndale.ca
MA Clinical Counselling	Dr. Helen Noh	2118	hnoh@tyndale.ca
Global Christianity and Mission	Dr. Wafik Wahba	2132	wwahba@tyndale.ca
Historical & Theological Studies (MA)	Dr. James Pedlar	2215	jpedar@tyndale.ca
Indigenous Studies	<i>Liaison:</i> Dr. Narry Santos	2227	nsantos@tyndale.ca
Interdisciplinary	Dr. Jesse Sudirgo	2843	jsudirgo@tyndale.ca
Leadership	Dr. Michael Krause	2239	mkrause@tyndale.ca
Pastoral Ministry	Dr. Narry Santos	2227	nsantos@tyndale.ca
Pastoral Thanatology	Dr. David Sherbino	6741	dsherb@tyndale.ca
Pentecostal Studies	Dr. Van Johnson	2137	vjohnson@tyndale.ca
Salvation Army Studies	Dr. James Pedlar	2215	jpedar@tyndale.ca
Spiritual Formation	Dr. David Sherbino	6741	dsherb@tyndale.ca

Thanatology (MA)	Dr. David Sherbino	6741	dsherb@tyndale.ca
Theological Studies	Dr. James Pedlar	2215	jpedar@tyndale.ca
Youth and Family Ministry	Dr. Sarah Han	8454	shan@tyndale.ca
Graduate Diploma (<i>no concentration</i>)	Dr. Marilyn Draper	2185	mdraper@tyndale.ca
Master of Theological Studies (<i>no concentration</i>) (A-M)	Dr. Duncan Reid	2273	dreid@tyndale.ca
Master of Theological Studies (<i>no concentration</i>) (N-Z)	Dr. Sarah Han	8454	shan@tyndale.ca

Master of Theology | Doctor of Ministry

Master of Theology	Dr. James Pedlar	2215	jpedar@tyndale.ca
Doctor of Ministry – Program Director	Dr. Mark Chapman	2208	mchapman@tyndale.ca
Doctor of Ministry – Clinical Counselling and Psychotherapy	Dr. Ava Oleson	2270	aoleson@tyndale.ca
Doctor of Ministry – Leadership	Dr. Michael Krause	2239	mkrause@tyndale.ca
Doctor of Ministry – Communicating the Gospel Concentration	Dr. Sarah Han	8454	shan@tyndale.ca
Doctor of Ministry - Non-Profit Organizational Leadership Concentration	Dr. Michael Krause	2239	mkrause@tyndale.ca
Doctor of Ministry – Reframing Church in Context Concentration	Dr. Mark Chapman	2208	mchapman@tyndale.ca
Doctor of Ministry – Pastoral Thanatology	Dr. David Sherbino	6741	dsherb@tyndale.ca
Doctor of Ministry – Spiritual Formation	Dr. Sarah Patterson		spatterson@tyndale.ca
Doctor of Ministry – Women and Leadership	Dr. Marilyn Draper	2185	mdraper@tyndale.ca



Seminary Course Descriptions

All courses are worth three credit hours unless otherwise stated. Courses are grouped by discipline and listed numerically by course code.

Note: Courses for the Master of Theological Studies (MTS) Indigenous Studies, Salvation Army Studies, Master of Theology (ThM) and Doctor of Ministry (DMin) programs, as well as Canadian Chinese School of Theology Toronto (CCSTT) courses, are listed separately at the end of this section.

BIBLICAL STUDIES – GENERAL

Old Testament and New Testament courses are listed separately under OLD T and NEW T.

BIBL 0501 (3) Biblical Interpretation

A foundational course on biblical interpretation which will provide students with the basic exegetical tools required to interpret and appropriate the biblical text. The student will learn to recognize and work with the different literary genres of the Bible and will gain an overview of various hermeneutical approaches to Scripture. In the process, the student will be introduced to various research tools, methods, resources and practical skills for interpretation in order to appropriate the Bible well in our contemporary context.

BIBL 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings.

Permission required.

BIBL 0603 (3) Israel Study Tour: Historical Geography of the Bible

A study tour that combines travel with lectures and readings to provide students with a rich, on-site learning experience. Students will spend three full weeks in Israel visiting sites throughout the country that formed the stage on which so many biblical events were played out. The tour will move region by region, spending time in Jerusalem and Judea, Benjamin, the Coastal Plain, the Negeb, the Dead Sea area, the Jordan Valley, the Galilee and the Golan Heights. In each area, students will learn about its geography and archaeology, exploring how the features of each area shaped the history of its people. Attention will also be given to the imagery and symbolism connected with each region in both the Old and New Testaments. *Within the Seminary this may count as NEW T or OLD T elective.*

BIBL 0670-0675 (3) Special Topics in Biblical Studies

Examination of specific topics in biblical studies.

BIBL 0718 (3) Biblical Studies Seminar

A focused examination of a specific issue, theme, or topic in Biblical Studies. Seminar format.

Topic and instructor vary annually. *Prerequisites:* BIBL 0501, NEWT 0522, OLDT 0511.

BIBL 0751 (3) Text and Interpretation

Explores biblical interpretation beyond the foundational skills of historical, literary, and grammatical approaches. In addition to reflecting upon our situatedness and bias as interpreters (both individually and communally), we will explore such things as textual and canonical matters, historical-critical approaches, perspectival and ideological readings (e.g. postcolonial readings), and cross-cultural engagement. We will consider how these diverse approaches enhance our engagement with the biblical text in relation to its meaning and significance within the community of faith.

Exclusion: INTD 0851, INTD 0900 *Prerequisites:* BIBL 0501, NEWT 0522, OLDT 0511, THEO 0531.

BIBL 0799 (6) Biblical Studies Thesis

See the *Thesis Handbook* for details.

**CHRISTIAN EDUCATION
AND DISCIPLESHIP****CHED 0551 (3) Historical and Philosophical Foundations for Christian Education**

Provides an overview of the history of education from the classical Greek and Roman periods to postcolonial times. While the focus is on educational developments within western civilization, prominent educators from the East (India and China) as well as Latin America (Brazil) will be studied. Students will be introduced to significant figures and some of their important ideas (and writings) that influenced the field of education. In addition, students will reflect upon selected biblical texts to establish a strong theological foundation for education. A major aim of this course is to develop a personal “pedagogical creed,” a Christian philosophy of education that will serve as a framework for teaching and a seedbed for ongoing reflective praxis.

CHED 0552 (3) Learning to Teach; Teaching to Disciple

Provides a vision for Christian education (CE) in the life and mission of the church. Drawing from key passages in the Bible and the wider field of education, learners will develop a biblical theology of CE and discipleship, be familiar with some learning theories (especially Jesus’ model), reflect on one’s growth as disciple and teacher, and develop a working framework for teaching. The major goal is to build strong theological and educational foundations for effective teaching and discipleship in personal life, church and mission.

CHED 0553 (3) Nurturing the Spiritual Lives of Children

Builds a biblical foundation, explores faith development issues and formulates a rationale for ministry to children. Practical approaches that respond to the spiritual needs of children and nurture their growth as whole persons are included.

CHED 0563 (3) Disability, Theology, and the Church: Everybody Belongs

Same as PAST 0563 and SPIR 0563.

CHED 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings.

Permission required.

CHED 0596 (3) Children, Youth Ministry and the Changing Family

Builds a biblical and theological foundation, explores faith development issues, and formulates a rationale for ministry to and with children, youth and families. Special emphases will be given to issues of children, adolescents and their families, theological principles and models of children, youth and family ministry, and developing a strategy for a family-friendly ministry. The changing realities of the family in Canadian society today will also be addressed. *Same as PAST 0596 and YMIN 0596.*

CHED 0652 (3) Curriculum Design for Learning and Discipleship

Churches often emphasize evangelism and church planting strategies without giving sufficient attention to discipleship and faith formation. Yet, strong churches are the result of discipleship education through purposeful educational strategies and curriculum design. Topics considered are curriculum design theory, learning needs, frame objectives, relevant subject matter, structure appropriate learning events, assessment, and program effectiveness. Also included are curriculum evaluation, implementing curricular change, the role of the teacher, relating curriculum theory to traditional forms of church life and equipping educational leaders to deal with complex curricular issues in discipleship and faith formation in the church.

CHED 0662 (3) Tools for Reading Social Contexts: Ethnography for Ministry

Ethnographic research aims to equip students to “read” people in their contexts reliably and accurately. If contextualized ministry is being accountable to the hermeneutical obligations of the gospel, contextual analysis is fundamental to all Christian work. Skills of observation, in-depth interviewing, data analysis and the preparation of instruments for testing generalizations in larger or contrasting settings will be developed. Facilitates the ability to carry out field research in the style, form and discipline of anthropological inquiry *Same as PAST 0662.*

CHED 0663 (3) Building the Church through Small Groups

Same as PAST 0644 and SPIR 0644.

CHED 0670-0675 (3) Special Topics in Christian Education and Discipleship

Examination of specific topics in Christian education and discipleship.

CHED 0693 (3) Evangelism and Discipleship

Same as PAST 0693 and YMIN 0693.

COUNSELLING**COUN 0570 (3) Directed Reading and Research**

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings.

Permission required.

COUN 0574 (3) Foundational Perspectives of Christian Counselling

Foundational for subsequent counselling courses. Topics: the integration of psychology and theology, the study of the self, the nature of Christian counselling, approaches to Christian counselling, resources in Christian counselling. *Prerequisite: COUN majors only or by permission of program coordinator.*

COUN 0601 (3) Pre-internship Counselling Skills Lab I

An on-site weekly three-hour training intensive focusing on the learning and development of counselling skills through lecture, video and role-playing experiences. Prerequisites: COUN 0574 and COUN 0677. Prerequisite (Clinical Track only): COUN 0674. Pre- or corequisite (Clinical Track only): COUN 0772. COUN majors only or with permission of program coordinator.

COUN 0602 (3) Pre-internship Counselling Skills Lab II

An on-site weekly three-hour training intensive focusing on the learning and development of counselling skills through lecture, video and role-playing experiences. *Prerequisite: COUN 0601. Pre- or corequisite (Clinical Track only): COUN 0774.*

COUN 0651 (3) Emotionally Focused Therapy for Couples

Examines emotionally focused therapy (EFT) for couples. EFT is an evidence-based, short term, experiential, and systematic model. The course will introduce the major concepts of adult love, attachment theory, and the 3 stages (and 9 steps) of EFT. There will be an emphasis on the clinical skills and interventions utilized in EFT. A variety of teaching methods will be employed: didactic teaching, case studies, videos, small group exercises and discussion, etc. Please note: this course does not lead to EFT certification but will be useful in the understanding and the application of EFT. *Prerequisites: COUN 0772, COUN 0774. Recommended: COUN 0773.*

COUN 0654 (3) Lifespan Human Development

Connects current research with real-world application, helping students see how developmental psychology plays a role in their own lives and their clinical work. Students will examine human development across the entire life span. Significant theories and up-to-date research concerning lifespan development is discussed, with special attention given to influential theorists. Consideration is given to the connection between the biological, cognitive, and socioemotional process of human development from

conception to death. The aim is to assist the student in conceptualizing human development as a framework for understanding the human condition and providing effective interventions toward a holistic approach in clinical counselling. Discussion will also include the integration of faith and psychology, including timely issues of personal relevance to the student's own developmental pathway.

COUN 0655 (3) Grief, Death and Dying in the Family System

Same as PAST TH55.

COUN 0670 (3) Special Topics in Counselling

Examination of specific topics in counselling.

COUN 0671 (3) Cross-Cultural Perspectives in Marriage and Family Therapy

Designed to enhance individual, marriage and family counselling within the context of a multicultural environment. Exposes students to the literature and principles of cross-cultural counselling from a multi-systems perspective. Independent research on a culturally different population relevant to the student's current or anticipated counselling will be presented in seminar format. Practical involvement supplements the theoretical work within that particular population. *Recommended prerequisite: COUN 0574 or equivalent. COUN majors only or by permission of program coordinator.*

COUN 0672 (3) Human Sexuality

Takes an interdisciplinary Bio-Psycho-Social and theological approach to understanding Human Sexuality. The content will include a consideration of male and female sexual response cycles, love, intimacy and attachment, sexual behaviours, sexual compulsivity, pornography, sexual and gender identity, as well as sexuality over the life cycle. Attention will also be given to understanding common sexual concerns and appropriate therapeutic responses. Understanding the interpersonal dynamics of sexuality within the helping relationship itself is also discussed. *Prerequisite: COUN 0574 and COUN 0674 or equivalent.*

COUN 0673 (3) Violence in Relationships: Therapeutic Perspectives and Approaches

The nature of relational violence, its historical roots and its expression in modern social life and institutions in relation to physical, emotional and sexual abuse. The development of a preventative and a therapeutic response to violence in relationships based on a theological and systemic perspective. Understanding the personal and interpersonal dynamics of violence and the therapeutic response to victims, perpetrators and witnesses from a systems perspective will also be explored with specific attention to collaborative and non-shaming interventions. *Prerequisites: COUN 0574, 0677. Recommended: COUN 0674. COUN majors only or by permission of program coordinator.*

COUN 0674 (3) Personality Theories

Overview of major personality theories with regard to their development, philosophical assumptions, theoretical concepts and their clinical implications in work with individuals, couples and families. Students are encouraged to develop a reflective and critically interactive perspective to facilitate their therapeutic work. *Prerequisite: COUN majors only or by permission of program coordinator.*

COUN 0677 (3) Family Systems Theory

A critical appraisal of basic theoretical concepts in Family Systems Theory. Topics: historical and conceptual development of Family Systems Theory; introduction to General Systems Theory; family rules, roles, structure and interaction patterns; functional and dysfunctional family systems; life cycle issues in marriage and family and ethnicity and family therapy. *Recommended prerequisite: COUN 0574 COUN majors only or by permission of program coordinator.*

COUN 0679 (3) Current Issues in Psychopathology

Introduces the diagnostic categories of the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM-5) and considers various theoretical approaches to abnormal manifestations and psychopathology across the life span. In particular, students will gain an understanding

of a range of traditional mental health problems as described in the DSM-5, the impact of these problems on relationships and current treatment strategies. Specific attention will be given to the major disorders of thinking (schizophrenia), affect (anxiety, depression, bipolar) and behaviour (personality). The emphasis will be on the impact of mental illness on family life and current methods of assessment and intervention. These methods will integrate individual and systems approaches to therapy, as well as psychiatric and biomedical approaches. The common psychotropic interventions used as adjuncts to treatment will be discussed. *Prerequisites: COUN 0574, COUN 0674 and COUN 0772 or equivalent.*

COUN 0680 (3) Research Methods in Counselling

Seeks to familiarize learners with research methodologies and techniques applied to the field of marriage and family therapy. Students will also learn basic concepts of descriptive statistics and the logic of statistical inference to enable them to read statistical research, to quantify and compare data, as well as become more intelligent consumers of research reports. The aim is to expose learners to a range of possible methodologies (qualitative and quantitative) and their attendant issues, so that more informed decisions can be made in research projects/endeavours. *COUN majors only or by permission of program coordinator.*

COUN 0682 (3) Counselling and the Holy Spirit

Emphasizes the central role of the Holy Spirit in counselling. Covers the Spirit's power, gifts, truth, and fruit and how the Holy Spirit works in the counselling process itself. Explicit integration, including the use of inner healing prayer and Scripture in counselling, will be demonstrated. Ethical guidelines for practicing Christ-centred, Bible-based and Spirit-led Christian counselling will also be provided.

COUN 0683 (3) Pastoral Care and Counselling
*Same as PAST 0741.***COUN 0684 (3) Spiritual Care of the Dying and Grieving**

Same as PAST TH51 and SPIR 0684.

COUN 0688 (3) Child and Adolescent Therapy

Provides students with the theoretical knowledge and clinical skills necessary in the assessment and treatment of children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions and cognitive behavioral interventions. A review of issues and diagnoses unique to children and adolescents will be examined. Effective, evidence based clinical interventions for children and adolescents will be demonstrated and practiced. Ethical and legal issues in counselling minors will be examined.

Prerequisites: COUN 0574, COUN 0674 and COUN 0677.

COUN 0691 (3) Therapy Interventions for Trauma, Abuse and Violence

Examines both individual and systemic interventions for victims of trauma, abuse and violence. Research has shown that when trauma survivors' intimate relationships are strengthened, their ability to cope with the impacts of post-traumatic stress is also strengthened. Therefore, systemic and intrapsychic approaches are outlined in an integrated treatment approach to trauma therapy. A broad range of trauma experiences will be included, such as intimate violence, sexual abuse, natural disasters and witness to violence, war, political terror and vicarious trauma with its impact on the therapist. *Prerequisites: COUN 0574 and COUN 0677.*

COUN 0693 (3) Families in Transition: Divorce, Single Parenting and Re-Marriage

Family life and structure have become increasingly diverse and complex. This course will utilize a systemic approach to exploring how families navigate these transitions, and how therapists can provide safe and effective therapeutic interventions when working with families. Transitions including separation and divorce, remarriage, various parenting arrangements, illness, death and loss, domestic violence, gender and sexuality, aging and multi-generational families will be addressed. Attention will also be given to transitions that have been marginalized, or which are increasingly relevant in a context of globalization, diversity and inclusion, such as migration and refugee experiences, incarceration and military service. *Prerequisites: COUN 0574 and COUN 0677.*

COUN 0695 (3) Theoretical and Clinical Perspectives on Trauma

Provides the student with a comprehensive exploration of the psychological trauma field. Included is the history, current theoretical frameworks (including socio-cultural), the nature of trauma (physical, emotional, sexual abuse, combat, natural disasters, collective trauma, i.e. COVID-19, neglect, etc.), biopsychosocial underpinnings of trauma, PTSD, and complex trauma. Assessment issues, clinical diagnostic considerations, how trauma affects individuals and systems, grief responses/disenfranchised grief, and traumatic stress will be examined. Also included is the exploration of the professional's response to trauma, vicarious traumatization, crisis intervention, comorbid disorders, psychological and social factors that influence the self's comprehension of a traumatic experience and how that experience shapes and is shaped by language. Finally, students will review evidence-based practices in the trauma field, and general treatment issues. *Prerequisites: COUN 0574 and COUN 0677.*

COUN 0701 (3) Counselling Major Internship

All Counselling Clinical track students will be assigned to an internship during their final year. The internship will consist of a minimum of 450 hours over a minimum of two terms. *For complete details, see Internship Handbook. Prerequisites: COUN 0602, SPIR 0700 and LEAD 0510.*

COUN 0772 (3) Theories and Methods of Family Therapy I

An examination of current theories of marital and family therapy (Bowenian, strategic, structural, cognitive behavioural and psychoanalytic), along with appropriate intervention methods related to each theoretical orientation. The various therapeutic models are examined in terms of their history, philosophy, theoretical tenets, functional and dysfunctional effects on families, assessment, goals, treatment process, techniques, role of the therapist and evaluation. *Prerequisites: COUN 0574 and COUN 0677. COUN majors only or by permission of program coordinator.*

COUN 0773 (3) Couple Therapy: An Integrative Perspective

Provides an integrative therapeutic perspective incorporating cognitive behavioural, solution-focused and an integrative therapeutic orientation for couple counselling. Students should develop their own informed approach to couple counselling based on reflective consideration of the major systemic therapies and their own personal interactional style. *Pre- or corequisite: COUN 0601. COUN majors only or by permission of program coordinator.*

COUN 0774 (3) Theories and Methods of Family Therapy II

An examination of current theories of marital and family therapy (solution-focused, contextual, experiential, narrative and Milan), along with appropriate intervention methods related to each theoretical orientation. The various therapeutic models are examined in terms of their history, philosophy, theoretical tenets, functional and dysfunctional effects on families, assessment, goals, treatment process, techniques, role of the therapist and evaluation. *Prerequisites: COUN 0574 and COUN 0677. COUN majors only or by permission of program coordinator.*

COUN 0775 (3) Professional Ethics

Offers the participant a foundational knowledge of the field of professional ethics as it relates to the practice of Marriage and Family Therapy. This course will acquaint the participant with the content of the Code of Ethics of the AAMFT and CRPO, the process of ethical decision making, and hence, contribute to the overall ethical development of the professional. Issues pertaining to legal responsibilities and liabilities, professional ethical standards and general professional conduct in contemporary society will be considered. *Prerequisites: COUN 0602. Co-requisite: Concurrent registration in Internship (COUN 0701).*

COUN 0777 (3) Gender and Socio-economic Perspectives in Marriage and Family Therapy

Considers the influence of gender and socioeconomic factors in relation to the development and practice of psychological theories in general, and the

theories and practice of marriage and family therapy in particular. Emphasis is also given to the student's personal reflection in terms of both gender and socioeconomic awareness and the influence of these factors on their understanding of family systems. *Prerequisites: COUN 0574 and COUN 0674 or equivalent.*

COUN 0780 (3) Therapeutic and Systemic Approaches to Addictions

Informs students about the fundamentals of the addictive process and standard and systemic treatment procedures. Lectures, personal reflection, group interaction, discussion and assignments will be used to help students understand the theoretical, spiritual and practical elements of addictions work. *Prerequisites: COUN 0574, COUN 0674 and COUN 0677.*

COUN 0793 (3) Research Thesis in Counselling and Psychotherapy

Students complete a major research proposal in the field of counselling and psychotherapy that demonstrates their ability to formulate a research question, use existing peer reviewed research studies to develop a well-structured literature review and methodology section, and draft an ethics proposal. *Prerequisite: COUN 0680, COUN 0601, COUN 0602, COUN 0772 and COUN 0774. MA Clinical Counselling majors only.*

CHRISTIAN HISTORY**HIST 0561 (3) History of Christianity I**

Long before the year 1500, global Christianity stretched from Iceland and Ireland to Mongolia and south to Ethiopia. Across this vast area, people of faith confronted dramatically differing and constantly changing circumstances. They made decisions about culture, political power, the spiritual life, the canon of Scripture, and doctrine, decisions that shaped the flow of human history, and they experienced both success and loss on the grand scale. The narrative of the course and the reading from materials they wrote carries students into the dynamism of early Christian life.

HIST 0562 (3) History of Christianity II

The excitement and the trauma of the reformation period in Europe extended over two hundred years. Events changed the face of the continent. However, as the period came to an end, Christians emerged with another focus, and it was once again global. Migrations and missions saw them establish their faith around the world. However, intercontinental conditions, coupled with emerging attitudes in Europe and the Americas, stimulated surprising changes. By the middle of the 20th century, the centre of Christian life was shifting from the northern hemisphere to the south. Tracks with these developments and the thought underlying them. Writings from the participants lead students into the fervor of the times.

HIST 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings.

Permission required.

HIST 0603 (3) Imitating Christ: Suffering and Death in Christianity

Explores the diverse ways Christians have responded throughout history to Christ's call to take up their cross and follow him, focusing on those who have suffered and died for their Lord, literally or figuratively. Students will examine the history of Christian persecutions, martyrdoms, asceticism, monasticism, missions, pilgrimage, and wars as models of imitating Christ's sacrificial act. Examples from diverse historical contexts and ecclesiastical traditions will be considered. *Prerequisite:*

HIST 0561.

HIST 0609 (3) Christian-Muslim Encounters

Soon after its appearance in the seventh century, Islam became an integral part of the ancient world in which Christianity had taken root in previous centuries, resulting in moments of conflict and coexistence in Christian-Muslim encounters. This course will explore some of the religious, political, social, and intellectual encounters between the two religions from late antiquity to the early age of modernity in order to understand their historical background and present implications. Significant points of encounters will provide insights in the dynamic relations between Christians and Muslims. *Prerequisite:* HIST 0561.

HIST 0611 (3) Church in the Making: Patristic Christianity

The Patristic era (2nd-7th centuries) was a monumental period in defining and shaping Christianity theologically and ecclesiastically. This course will survey this period through examining key Christian men and women, who represent crucial historical events and themes, produced rich literary heritage, played defining roles in church affairs, and impacted Christianity in major ways in late antiquity. The selective examples will be considered from different historical contexts and ecclesiastical traditions. *Prerequisite:* HIST 0561.

HIST 0613 (3) Armenian Apostolic Church History

Offers an in-depth examination of the history of the Armenian Apostolic Church, exploring its origins, development, key figures, doctrinal evolution, and impact on identity, art and culture. Through primary sources, historical texts, and scholarly analysis, students will engage with the rich tapestry of Armenian Orthodox heritage.

HIST 0642 (3) Canadian Christianity

Investigates issues including, but not limited to, Indigenous Christianity, secularization, immigration, Christendom, pluralism, and denominationalism from a specifically Canadian cultural and historical lens. There are aspects of following Jesus unique to Canada, for both Canadian-born and immigrants to Canada. This course will help correct some national myths and offer greater insight for anyone who seeks to minister faithfully and effectively in Canadian contexts.

HIST 0665 (3) Evangelicalism

Takes a global perspective to trace the development of evangelicalism from the 1700s to the present day. Evangelicalism will be compared and contrasted to other forms of Protestantism before it, other Christian movements that have grown with it, separated from it, or been influenced by it. While global in scope, the course will conclude with an examination of some of the controversial roles evangelicalism has played in recent politics and culture, notably in North America.

HIST 0670-0675 (3) Special Topics in Christian History

Examination of specific topics in Christian history.

HIST 0763 (3) Studying History Where it Happened: Study Tour

Tyndale sponsors course tours to various places at which events of historical interest and significance occurred. Examples include Germany, Switzerland, Rome and the United Kingdom.

INTERDISCIPLINARY

INTD 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings. *Permission required.*

INTD 0670-0675 (3) Special Topics in Interdisciplinary Studies

Examination of specific topics in interdisciplinary studies.

INTD 0701 (3) Internship

See Seminary Academic Programs for general information on the Tyndale Seminary Internship Program (TSIP). *Permission required.*

LEADERSHIP

LEAD 0510 (3) Leadership Development

Seeks to develop biblical-theological, historical and cultural understandings of leadership in the church, ministry organizations and the marketplace. Students will gain insight into their leadership potential, gifts, values, preferences, style and skill levels. They will grow in the ability to think and respond as leaders in whatever settings they serve. Students will implement their understanding of leadership and reflect on those implementations.

LEAD 0548 (3) Leading through Conflict and Change

Lays a biblical and theological foundation for how we should view and lead through conflict that may arise. This will include a biblical rationale and examples from Scripture for how conflict can become a gift to the church, mission/ministry organization, market place, as well as a gift to the individual. Consideration will be given to the dynamics of conflict and change, primary causes for conflict and

how these causes can be redirected in a positive manner. Biblical reflection on forgiveness and reconciliation will also be included. Case studies and mediation processes will round out the course. *Same as PAST 0548.*

LEAD 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings. *Permission required.*

LEAD 0611 (3) Work, Vocation and Ministry

Provides a biblical and theological reading of the marketplace as a context for kingdom impact and effective ministry. It will revisit the notion of work as a calling and help students develop a theology of work that integrates faith and work and bridges the "Sunday-Monday Gap". It will address the needs of Christians in the marketplace, and explore how churches can effectively equip and support Christians to minister in the marketplace.

LEAD 0643 (3) Women and Men in Ministry: Partners in Christian Leadership

Same as PAST 0643.

LEAD 0668 (3) Leadership Dynamics in Congregational Life

Same as PAST 0668.

LEAD 0670-0675 (3) Special Topics in Leadership

Examination of specific topics in leadership.

GLOBAL CHRISTIANITY AND MISSION

MISS 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings. *Permission required.*

MISS 0565 (3) Radical Hospitality: Welcoming the Stranger through a Theology of Hospitality

Introduces students to a biblical theology and practice of Christian hospitality. Drawing from the history of Christian hospitality, learners will develop an understanding of how to contextualize and apply a theology of hospitality to current ethical challenges that surround host and stranger relations. This exploration of Christian hospitality will provide an alternative framework for guiding communities in establishing boundaries, discerning risk and embracing the

surprise of the stranger.
Same as PAST 0565.

MISS 0585 (3) Perspectives on Global Mission

Provides a comprehensive survey of the nature of Christian mission worldwide. Covers the biblical foundation of mission, the historical development and expansion of the world Christian movement and the current issues and challenges facing mission today. Special attention is given to relating mission to culture. Explores several dynamic methods of presenting the Good News of the kingdom effectively and meaningfully in a particular world context. Effective strategies for world evangelization and church planting will be considered.

MISS 0586 (3) Globalization and the Church: Missional Theology in a Postmodern Culture

Globalization is one of the main features of our contemporary post-modern culture. This course provides a comprehensive theological and missiological study on the impact of globalization on the life and ministry of the global church in the twenty first century. Major themes such as the historical development of Christianity, its theology and mission in the cultural context of Africa, Asia, the Middle East, Latin America, and Europe/North America will be explored. Church's ministry and responsibility towards socio-political injustices, poverty, urbanization and the ecology will be studied from a global perspective. Special attention will be given to the church's interaction with other religious traditions. The missional nature of the church will be explored from a Trinitarian perspective where emphasis will be given to the mission of the people of God as an instrument for peace and reconciliation among world communities and nations. *Same as THEO 0668.*

MISS 0603 (3) Compassion, Social Justice and the Mission of God

Compassion and justice are integral to who God is. These are reflected in God's acts in history and God's actions today, and are fundamental to God's mission (missio Dei). What are the biblical and theological foundations for compassion and social justice? How has the Church historically related to the issue of social justice and how has it understood and demonstrated compassion? This course will trace the issue of compassion and social justice through

scripture, church history, and missions, and examine different models used. The students will develop a comprehensive theological framework to understand the role and practice of compassion and social justice within the ministry of the church and mission agencies. *Same as THEO 0603.*

MISS 0621 (3) Church in Context

Designed to introduce the student to the rapidly changing Canadian urban realities and provide a context for reflection on the impact of these realities on the larger Canadian culture. Critical theological thinking and reflection with respect to the urban cultural context of the Christian Church will be the core for the course. Topics include urban sociology, biblical theology of the city, community analysis, economics, and ministry within urban communities. This course will assist the student to reflect on how local and global forces will significantly impact how we live and how the Church will function in coming years and provide a context to help the student develop a missional theology of the city. *Same as PAST 0621.*

MISS 0623 (3) Theology of Church Renewal: Movements of the Spirit

Same as THEO 0623

MISS 0628 (3) Missional Theology of Place: Sign Posts in a Strange Land

Helps the students to develop greater capacity to research and to exegete their neighbourhoods. The student will learn to see spaces as "place", locations which are significant because of the connections to the people who live there, while always asking where is God at work in these places and how do we join in to develop healthy, sustainable communities, nurturing the gifts and value of hospitality, particularly in the welcoming of the stranger. *Same as PAST 0628.*

MISS 0655 (3) Ministry in the Margins: Poverty, Justice and Compassion

Explores theology and practical ministry through a socio-economic lens. Students will seek to discover how one's social location and economic status impact theological priorities, ethical positions, ecclesiological emphases, biblical hermeneutics and spiritual formation. Amidst such self-reflection the course will present alternative approaches to theology and ministry that stem from the perspective of the poor and marginalized. *Same as PAST 0655.*

MISS 0670-0675 (3) Special Topics in Missions
Examination of specific topics in missions.

MISS 0688 (3) Developing Intercultural Competency for Ministry

Seeks to develop intercultural competencies for Christian leaders. Students will learn how to develop greater cultural self-awareness, knowledge and skills, enabling them to serve more effectively in intercultural settings in North America or around the world. *Same as PAST 0658.*

MISS 0782 (3) Gospel, Church and Culture

Preparing missional leaders requires careful examination of the ideologies and cultural milieu of contemporary society. Examines the main features of postmodern culture, the meaning of faithfulness to the gospel, the good news of God's salvation and the nature and mission of the church. The church's witness and service to the world is studied not as one of the functions of the church but as its essential nature. Missional leadership takes seriously the calling of all God's people to minister in every sphere of life as faithful witnesses to the gospel of salvation.

MISS 0785 (3) Christianity and Islam: Global Perspectives

Offers a comprehensive study of Islam: its main teachings and beliefs as well as its socio-political impact worldwide. A variety of topics such as the history of Christian-Muslim relationships and the conflicting political views on the relationship between religion and politics will be explored. Special emphases will be given to understanding theological differences between the Christian faith and Islam. Major theological themes such as human nature and sin, the person and work of Christ, the Trinity and the trustworthiness of the Bible will be studied and reflected upon theologically. *Same as THEO 0785.*

MISS 0786 (3) Poverty in Canada: The Church's Mission Among the Poor

An examination of the causes and effects of poverty in Canada from a sociological and biblical perspective, with a focus on poverty as a culture. An attempt to demythologize the poor and develop understanding and relationships that dismantle our apprehension. Examines how the church serves the poor through its individual, community and prophetic ministries, as well as how the poor enrich

the church. A variety of ministry models and issues are examined. Some classes are held off-campus.

NEW TESTAMENT

NEWT 0321 (3) Elementary Greek I

An intensive introduction to the fundamentals of Greek for the study of the New Testament. Intended for Master of Divinity students and other theological students who wish to move quickly into the study of the Bible in the original languages.

NEWT 0322 (3) Elementary Greek II

Continuation of NEWT 0321. *Prerequisite: NEWT 0321.*

NEWT 0522 (3) New Testament Theology and History

A study of the New Testament focusing on its overarching vision of God's mission in the world and how human beings are called to respond. Each book will be placed in its cultural and historical setting as we focus on its distinctive contribution to the New Testament. Along the way, students will be introduced to critical methods for studying the New Testament and will reflect on how we can integrate scholarly perspectives with a conviction that the New Testament is the Word of God. *Recommended prerequisite: BIBL 0501.*

NEWT 0523 (3) Greek Exegesis I

Designed (with its continuation, NEWT 0524) to bring students with an elementary knowledge of Koine Greek to the point where they can comfortably use the Greek text of the New Testament as the basis for their regular study and teaching. Students will expand their working Greek vocabulary and deepen their grasp of Greek grammar, so that they can read the New Testament fluently with the help of a standard reading guide. These language skills will be developed in the process of actually interpreting extended excerpts from the New Testament, so that students become comfortable with using Greek in real-life contexts and expand their repertoire of interpretive approaches at the same time. *Prerequisites: NEWT 0322, BIBL 0501.*

NEWT 0524 (3) Greek Exegesis II

Designed (following on NEWT 0523) to bring students with an elementary knowledge of Koine Greek to the point where they can comfortably use the Greek text of the New Testament as the basis for their regular study and teaching. Students will expand their working Greek vocabulary and deepen their grasp of Greek grammar, so that they can read the New Testament fluently with the help of a standard reading guide. These language skills will be developed in the process of actually interpreting extended excerpts from the New Testament, so that students become comfortable with using Greek in real-life contexts and expand their repertoire of interpretive approaches at the same time. In this course, less emphasis will be placed on review of morphology and more emphasis placed on reading longer Greek passages. *Prerequisites: NEWT 0523, BIBL 0501.*

NEWT 0525 (3) Acts of the Apostles: The Church, the Spirit and the Mission of God

A study of the Book of Acts with a focus on its theology, literary artistry and depiction of Christian origins. *Prerequisite: BIBL 0501. Same as PENT 0525.*

NEWT 0526 (3) Revelation: Hope in a World Gone Wrong

A study of the Book of Revelation with a focus on its literary genre, theological themes and the various schools of interpretation. A detailed study of the argument with a view to teaching and preaching its contents. *Prerequisite: BIBL 0501. Recommended: NEWT 0522.*

NEWT 0528 (3) The Parables of Jesus

One of the most distinctive characteristics of Jesus' kingdom proclamation was his extensive use of parables. These metaphorical teaching tools have both perplexed and inspired their hearers from the time they were first spoken and recorded. This course will explore various interpretive approaches to a representative sample of parables with the goal of hearing their challenge afresh in our contemporary world. *Prerequisite: BIBL 0501. Recommended: NEWT 0522.*

NEWT 0541 (3) Wrestling with Troubling Texts

Examines troublesome biblical texts by exploring hermeneutical methods that emphasize reading biblical texts redemptively within their ancient-world setting and canonical development. Students will shape the selection of texts and topics such as: ownership and harsh treatment of slaves, corporal punishment, cutting off a wife's hand, forced marriage/rape of war captives, genocide in holy war, collective punishment of an entire family for the crime of one person, gender inequality, prohibition of homosexuality and premarital sex, a supposedly loving God casting people into never-ending torment, etc. *Prerequisite: BIBL 0501. Same as OLDT 0541.*

NEWT 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings. *Permission required.*

NEWT 0619 (3) Encountering Jesus in the Gospels

Offers an opportunity to study Jesus through the lens of the canonical Gospels. We will consider what it means to know and follow Jesus based on an approach that combines careful academic enquiry with faithful engagement of the Gospels as scripture. In addition to considering the methods and findings of the modern historical quest for Jesus, this course will reflect upon the nature and implications of various aspects of Jesus' life, death, and resurrection as they pertain to the life of faith and the mission within the church today. *Recommended prerequisite: BIBL 0501.*

NEWT 0621 (3) Mark

A study of the Gospel of Mark on the basis of the English text. Attention will be given to the Gospel's historical context, literary structure, theological outlook, ethics and distinctive themes. *Prerequisite: BIBL 0501.*

NEWT 0622 (3) Romans: Faith in the God who Rescues

As he prepared for his last, fateful journey to Jerusalem, Paul sent the Roman churches a summary and defence of his controversial preaching. More than any other New Testament document, it is this letter to the Romans that has gone on to shape the thought of key leaders such as Augustine, Luther, Calvin and Barth. Traces the argument of Paul's letter, setting it in the context of his mission and the realities of the Roman church. Along the way, we will explore the radical theological and ethical vision Paul developed, and we will examine some of the very different ways in which Paul's readers have understood that vision. *Prerequisite: BIBL 0501. Recommended: NEWT 0522.*

NEWT 0624 (3) Matthew

A study of the Gospel of Matthew on the basis of the English text. The literary structure and characteristics, the portrayal of Jesus and the Gospel's distinctive themes are discussed. *Prerequisite: BIBL 0501.*

NEWT 0628 (3) The Pastoral Epistles

A study focusing on the letters of 1 & 2 Timothy and Titus based on the English text. Critical issues with regard to background, context, authorship and literary characteristics are presented, followed by a stress on the theology and contemporary application of their teaching. *Prerequisite: BIBL 0501*

NEWT 0632 (3) The General Epistles

A close reading of James, 1 & 2 Peter and Jude, with special attention given to literary, sociohistorical and theological understandings of the epistles. *Prerequisite: BIBL 0501.*

NEWT 0635 (3) Johannine Epistles

Explores the questions of authorship and situation of the Johannine epistles, ancient letter writing as it relates to 1, 2 & 3 John; the dualistic concepts of us/them, light/dark, sin/no sin, etc., with regard to the original audience and their implications for us today; the relationship of the epistles to the Gospel of John; and the theology of the epistles. *Prerequisite: BIBL 0501. Recommended: NEWT 0522.*

NEWT 0670-0675 (3) Special Topics in New Testament

Examination of specific topics in the New Testament.

NEWT 0722 (3) Prison Epistles

The common thread of Paul's imprisonment ties Ephesians, Philippians, Colossians, and Philemon together as the "Prison Epistles." This course will examine these four epistles and closely explore their historical circumstances, literary composition, rhetorical style and theological framework. Special attention will be paid to the unique contribution that each epistle makes to Christian theology and mission. *Prerequisite: BIBL 0501. Recommended: NEWT 0522.*

NEWT 0724 (3) Hebrews

A cultural and literary study of the Epistle to the Hebrews, concentrating upon such themes as the new covenant, Christology, and eschatology. The abiding significance of the letter in relation to our own pilgrimages of faith is also discussed. *Prerequisite: BIBL 0501. Recommended: NEWT 0522.*

NEWT 0725 (3) Luke

The purpose of this section-by-section analysis of the third Gospel is to determine what Luke wanted his audience to hear. Our approach to his Gospel proceeds from the premise that the author was both a historian and a theologian who chose to communicate through narrative his account of Jesus Christ. Although the introductory matters are dealt with and some comparisons with the writings of Mark and Matthew are drawn, the focus is on Luke's narrative. *Same as PENT 0507. Recommended prerequisite: BIBL 0501.*

NEWT 0726 (3) Gospel of John: Light in the Darkness

A study focusing on the Gospel of John on the basis of the English text. After reviewing the background to the Gospel, emphasis is placed on tracing the author's thought and identifying theological motifs. *Prerequisite: BIBL 0501. Recommended: NEWT 0522.*

NEWT 0733 (3) Luke's Charismatic Theology

Same as PENT 0503.

NEWT 0734 (3) 1 & 2 Corinthians

Critically examines Paul's first and second epistles to the Corinthians in the context of the early Christian community and Paul's life and ministry. We will delve into the historical, political, and philosophical climate prevalent in Corinth during Paul's ministry, with an emphasis on how these factors may have influenced the presentation of Paul's theology. We will learn about Paul's mission in Corinth, the counter mission he faced, and the major theological themes in both letters. We will also cover the continuing relevance and significance of the Letters to the Corinthians for the Christian life and contemporary church. *Prerequisite: BIBL 0501. Recommended: NEWT 0522.*

OLD TESTAMENT**OLDT 0511 (3) Old Testament Theology and History**

Designed to provide the student with a general introduction to the historical, sociological and religious world in which the Old Testament was produced, as well as the discipline of Old Testament theology and the major theological emphases of the Old Testament. *Recommended prerequisite: BIBL 0501.*

OLDT 0512 (3) Old Testament Prophets

A study of introductory issues related to the prophetic books of the Old Testament. Traces the theological themes and progression of thought in several representative prophetic books. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0513 (3) Wisdom Literature

A literary and theological study of the wisdom literature in the Old Testament (Proverbs, Job, Ecclesiastes) with special focus on the place of wisdom in Old Testament theology, Wisdom theology, reading and interpretive strategies, Wisdom genres and the theological message of each book. The overall objective is to appropriate the collective message of the wisdom books to contemporary social and ecclesiastical context. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0515 (3) The Pentateuch

A survey of the first five books of the Bible with reference to their cultural background, historical context and the history of interpretation. Emphasis is placed on the theme of each book and the Pentateuch's significance of the collection for Old Testament interpretation in general. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0516 (3) Minor Prophets

An exegetical and theological study of selected texts from the Book of the Twelve Minor Prophets. Attention will be devoted to the historical, literary, and cultural contexts of the various books, and their contemporary relevance. Special topics include the use of the Minor Prophets in the NT, and the study of the Twelve as a single corpus. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0520 (3) 1 & 2 Kings

Relates the history of God's people from David to the Exile. Students will read the Books of Kings to discover their thematics, structure and especially the theological messages communicated through the period of the monarchy. Critical issues, particularly the scholarly discussion concerning the rise and place of the monarchy, will be addressed. Students will gain an appreciation for the skillful theological production of these narratives and their importance to the larger canonical text. *Prerequisite: BIBL 0501.*

OLDT 0524 (3) 1 & 2 Chronicles

Among the least read (and most misunderstood) books in the Old Testament are 1 & 2 Chronicles. Yet, we will discover in this course that this material has a vital message for the church and academia today. As the last books of the entire Hebrew Bible, Chronicles is uniquely positioned to provide what a prominent scholar refers to as "one of the richest mines of spirituality in all Scripture." The post-exilic period, when Chronicles was composed, witnessed the production of new kinds of literary and theological works. *Prerequisite: BIBL 0501.*

OLDT 0541 (3) Wrestling with Troubling Texts

Same as NEWT 0541.

OLDT 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings.

Permission required.

OLDT 0610 (3) Women in the Old Testament

What did it mean to be a woman during Old Testament times? In order to gain theological insight into the Bible's portrayal of women, we examine key Old Testament passages against the background of ancient Israelite society. Contemporary issues surrounding the significance of these texts are discussed, including feminist interpretations. *Prerequisite: BIBL 0501.*

OLDT 0611 (3) Hebrew Grammar I

An introduction to the basic principles of biblical Hebrew with emphasis on morphology, phonology and syntax.

OLDT 0612 (3) Hebrew Grammar II

The continuation of OLDT 0611 Hebrew Grammar I, including some reading of selected portions of the Hebrew Old Testament. *Prerequisite: OLDT 0611.*

OLDT 0613 (3) Daniel and Apocalyptic Literature

A literary, interpretive and theological study of the book of Daniel with special focus on the apocalyptic genre, the sociohistorical milieu of the apocalyptic movement, the employment of different reading strategies and guidelines for interpretation. Using specific examples, the ultimate goal is to provide tools and ideas for appropriating the message of Daniel to our postmodern human and ecclesiastical context. Students are encouraged to engage themselves in bridging the two worlds, the biblical world and the world of today by paying due attention to the timely and timeless aspects of the text. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0614 (3) Isaiah

Gives an overview of the message of Isaiah in light of the historical and literary setting of the book and the experience of Israel. Special emphasis will be placed on the call of the prophet, the messianic passages, the concept of the remnant, the servant songs and the prophet's teaching on social justice. The message of the book will be studied with the

goal of making the teachings of Isaiah applicable to the life of the church today. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0615 (3) Genesis

A study of the Book of Genesis with special emphasis on the narrative of Hebrew literature, the unfolding of the divine promise of redemption, as well as a chapter-by-chapter examination of the text and its key exegetical issues. Attention will be given to the theological emphases of the book and its relevance in the contemporary world. Knowledge of Biblical Hebrew is beneficial but not essential. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0616 (3) 1 & 2 Samuel

A literary and theological study of the books of 1 & 2 Samuel accomplished through a close reading of the text with examination of key exegetical issues. Samuel not only provides a historical record of the transition from the time of the Judges to the establishment of the monarchy, it also displays the breadth and depth of the creativity and artistry of Hebrew Biblical narrative as a literary genre. Through the lives of Samuel, Saul, and David, theology concerning our relationships with God and others will be examined. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0617 (3) Jeremiah

An exegetical and thematic study of selected texts from the Book of Jeremiah. Attention will be devoted to reading through historical and cultural contexts, through critical lenses (such as trauma/disaster, postcolonial, and feminist approaches), and in incorporating global voices, past and present. The primary goal of the course will be to provide the student with a foundation for further study and application within the church. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0618 (3) The Book of Psalms

An introduction to the Psalms and its theology. The main theological themes of the Psalms and the different Psalm types will be studied. Consideration will be given to the Psalms' historical and cultural contexts. The relevance of the Psalms to Christian faith and the life of the church will be examined. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0619 (3) The Book of Ezekiel: God's Glory in Exile

What is God's message to his people in Exile? How does he reveal himself to a people whose lives have been changed forever because of their rebellion against God? Focuses on the message given to the prophet Ezekiel in a time of national and personal crisis. Key passages and themes will be studied in order to understand the overall message and revelation of God in the book. Emphasis will be placed on the book's relevance and the applicability of its theology for the church. *Prerequisite: BIBL 0501. Recommended: OLDT 0511*

OLDT 0621 (3) Joshua – Judges

A survey of the structure and the historical and social context of the books of Joshua and Judges, with an emphasis on their literary structure, rhetorical function, and theological relevance both within ancient Israel and for the church today. The course will include an understanding of the workings of Hebrew narrative as a means of accessing the message of these books. *Prerequisite: BIBL 0501. Recommended OLDT 0511.*

OLDT 0623 (3) The Book of Job

A study of the book of Job with a special focus on its literary features, theological message and contemporary relevance. Different reading strategies proposed to deal with the apparent tensions inherent in the work will be examined. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0624 (3) Deuteronomy

Provides an in-depth overview of the key topics, themes, and theological emphases of the book of Deuteronomy. Emphasis will be placed on the importance of interpreting individual passages in light of the narrative setting of Deuteronomy, the genre of the individual passage, and relevant background material from both the Old Testament and the Ancient Near East. The overarching goal, however, will be to see how Deuteronomy was shaped to function as Scripture for its early readers and to see how it can function relevantly as Christian Scripture for the church today. *Recommended: BIBL 0501.*

OLDT 0651 (3) Reading Hebrew Narrative

Narrative is a primary literary genre within the Hebrew Bible. This course will examine the creativity, artistry, and literary features characteristic of Hebrew narrative using texts like the book of Ruth and the Joseph story as case studies. Students will gain an understanding of how theology is communicated through the content and composition of Hebrew narrative and an appreciation of the relevance of narrative to contemporary Christian life and teaching/preaching ministry. Knowledge of Biblical Hebrew is beneficial but not essential. *Prerequisite: BIBL 0501. Recommended: OLDT 0511.*

OLDT 0670-0675 (3) Special Topics in Old Testament

Examination of specific topics in the Old Testament.

OLDT 0711 (3) Hebrew Exegesis I

Through the in-depth study of selected passages of Biblical Hebrew Narrative, students will learn various foundational methods essential for OT exegesis. While geared toward teaching and preaching, the course also provides the student with a solid foundation for further advanced academic study. *Prerequisites: BIBL 0501 and OLDT 0612.*

OLDT 0712 (3) Hebrew Exegesis II

The continuation of OLDT 0711. A study of selected prophetic, poetic and wisdom passages stressing exegetical method, hermeneutics and contemporary application in preaching and teaching. *Prerequisites: BIBL 0501, OLDT 0711.*

PASTORAL MINISTRY**PAST 0529 (3) Spiritual Warfare**

Same as SPIR 0529

PAST 0541 (3) The Theology and Practice of Ministry

Designed for individuals considering serving in a pastoral ministry. Through reading, lectures, case studies and discussion, the course explores the theological and practical dimensions of ministry.

PAST 0546 (3) Worship: Liturgy and Life

Provides a framework for thinking together about vital and faithful Christian worship by: exploring the biblical and theological foundations of worship; reviewing the ways the church's praise has been shaped over the centuries; and analyzing today's worship spectrum. Key elements in the practice and leadership of worship will be explored, including the order of worship, the role of prayer and music, and models of collaborative worship planning.

PAST 0548 (3) Leading through Conflict and Change

Same as LEAD 0548.

PAST 0563 (3) Disability, Theology, and the Church: Everybody Belongs

Examines disability issues from diverse perspectives, understanding what it means to be in and lead communities where everybody belongs. It equips students to foster accessibility in ministry and outreach with people who experience disabilities and their families. *Same as CHED 0563 and SPIR 0563.*

PAST 0565 (3) Radical Hospitality: Welcoming the Stranger through a Theology of Hospitality

Same as MISS 0565.

PAST 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings. *Permission required.*

PAST 0596 (3) Children, Youth Ministry and the Changing Family

Same as CHED 0596 and YMIN 0596.

PAST 0598 (3) Creativity and Change in Ministry

Same as YMIN 0598.

PAST 0603 (3) Planting "New Generation" Churches in a Multicultural World

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

PAST 0605 (3) Issues, Strategies & Directions for Multicultural Churches

Addresses diverse issues, fresh strategies, and uncharted directions that shape the new realities of the now and next generations in a rapidly changing world. Students will develop skills and competencies to understand and apply principles of missional ministry, intercultural competency, and intergenerational faith transmission. This "new generation" approach to pastoral ministry views the church in the context of its local community and the global Kingdom of God.

PAST 0621 (3) Church in Context

Same as MISS 0621.

PAST 0628 (3) Missional Theology of Place: Sign Posts in a Strange Land

Same as MISS 0628.

PAST 0641 (3) Introduction to Preaching

Introduces preaching as a theological and pastoral practice of the church in service to the gospel. Topics include exegeting the biblical text and our contemporary context; principles of sermon design and delivery; and the character of the preacher. Two sermons are preached in class. *Prerequisite: BIBL 0501.*

PAST 0643 (3) Women and Men in Ministry: Partners in Christian Leadership

Introduces students to some of the myriad of ways in which gender may impact Christian ministry: from one's self-identity as male or female, to constructing theological categories, to methods of biblical interpretation, to clarifying pastoral care issues, to greater sensitization towards the joys and challenges of working together in a "sexualized society". Along the way students will learn not only from biblical studies and theology, but also from the fields of sociology, biology, psychotherapy, anthropology, history, and psychology. *Same as LEAD 0643.*

PAST 0644 (3) Building the Church through Small Groups

Explores the basic principles for building and understanding the dynamics and problems of small groups. Specific attention will focus on leadership. *Same as CHED 0663 and SPIR 0644.*

PAST 0655 (3) Ministry in the Margins: Poverty, Justice and Compassion

Same as MISS 0655.

PAST 0658 (3) Developing Intercultural Competency for Ministry

Same as MISS 0688.

PAST 0662 (3) Tools for Reading Social Contexts: Ethnography for Ministry

Same as CHED 0662.

PAST 0668 (3) Leadership Dynamics in Congregational Life

Explores what makes for vital congregations. The normative form of Christian existence is the local congregation where God's people are gathered, built up in faith, and sent into the world as witnesses to God's reconciling action in Jesus Christ. Topics include the critical role of pastoral leadership and practices that contribute to pastoral spirituality; understanding congregations through the lens of theology, social science and family systems theory; the necessity of team leadership; and critical elements that contribute to congregational vitality. *Same as LEAD 0668 Prerequisite: LEAD 0510.*

PAST 0670-0675 (3) Special Topics in Pastoral Ministry

Examination of specific topics in pastoral ministry.

PAST 0693 (3) Evangelism and Discipleship

Same as CHED 0693 and YMIN 0693.

PAST 0739 (3) Topics in Preaching

Designed to deepen our understanding of preaching as a theological and pastoral activity of the church in service to the gospel. Different topics are offered each semester, such as preaching the parables of Jesus, preaching the Old Testament, preaching Christian doctrine and preaching in a multicultural context. Sermons are preached in class and evaluated with the goal of integrating theological reflection and pastoral practice. This course can be repeated as topics change. *Prerequisite: PAST 0641.*

PAST 0741 (3) Pastoral Care and Counselling

Provides an introduction to pastoral care and counselling within the context of the Christian ministry. The nature of pastoral care and counselling from biblical, theological, and psychological perspectives will be explored. Emphasis will be on foundational counselling skills and processes within a framework of focused, short-term counseling. Through lectures, readings, group discussions, and practice labs, the student will develop essential skills and models of intervention to be effective in this ministry. *Same as COUN 0683.*

PAST 0749 (3) Growing Healthy Churches

Same as PENT 0506.

PASTORAL THANATOLOGY

PAST TH51 (3) Spiritual Care of the Dying and Grieving

Examines the psychological and theological aspects of dying in order to better understand and provide significant pastoral care to those who are dying and to those who grieve. *Same as COUN 0684 and SPIR 0684. Exclusion: PAST 0743.*

PAST TH52 (3) Biblical and Spiritual Resources in Times of Grief

Explores with biblical and theological resources in the face of death, grief and loss. Topics include how the Bible and the Christian tradition portray death, grief and lament, how Christians over the centuries have practiced spiritual care for the dying and grieving, and how to extend care to others in times of sorrow, including the use of the Psalms as a resource for support.

PAST TH53 (3) Disenfranchised Grief

Explores and considers the nature of disenfranchised grief, particularly in situations of profound loss where grief is difficult to express and process. Disenfranchised grief can include suicide, traumatic death and other kinds of grief and loss that can get buried because they are avoided, unacknowledged, or not legitimized. Understanding the language of grief in the healing process will be examined. Included will be training in support group recovery and facilitation.

PAST TH54 (3) Cultural and Gender Dynamics in Grief, Death and Dying

Explores the ways in which gender and culture dynamics influence one's understanding and expression of suffering and grief as well as the process of recovery from loss. Consideration will be given to mourning traditions of different cultures and the need for self-awareness, sensitivity and understanding of various culture and gender dynamics. Effective helping strategies for caring for dying and bereaved persons from diverse backgrounds will be considered.

PAST TH55 (3) Grief, Death and Dying in the Family System

Involves a study of the dynamics of grief, death and dying in the context of family systems and their significance in human development throughout the life cycle. The course includes discussion of children and youth experiences of death, dying and grief. There is a special emphasis upon personal, familial, communal, spiritual and religious aspects of grief, death and dying and of resources available. *Same as COUN 0655.*

PAST TH57 (3) Thanatology Skills Lab

Designed to educate and equip students enrolled in the study of Thanatology with the basic skills required for effective and ethical pastoral care and counselling. This course involves 3 hours of weekly in-class lecture, demonstration and role-playing exercises to give each student hands on experience practicing the basic skills of counselling, as well as the use of biblical resources such as prayer, scripture and spiritual formation. This course has a strong emphasis on Safe and Effective Use of Self (SEUS), self-care and spiritual growth for both the student and those they will be working with. This course is a prerequisite to enter the internship.

Exclusion: COUN 0601 & 0602. Prerequisites: 9 credit hours in PAST TH.

PAST TH59 (3) Complicated Grief: Theory and Therapy

Explores the nature of complicated grief, comparing it with the nature of normal grief and mourning. Topics like why people fail to grieve, the types of abnormal grief, the symptomology of complicated grief and different models of mourning will be discussed. We will also explore the different approaches and goals between counselling and therapy, coupled with their distinctive practical implementation. The course will incorporate research from both past and present experts in the field of thanatology and bereavement.

PAST TH61 (3) Medical Ethics at the End of Life
Reviews ethical values, principles, and issues in end-of-life care. We do so from perspectives informed by the Christian faith, and biblical principles drawing on a breadth of theological voices. We also consider similarities and differences between Christian perspectives and those outside the Christian faith. As we apply Christian values and principles to issues of ethical concern, we explore problems—whether novel or enduring—that plague end-of-life care, particularly in the Canadian context. This equips students for ethical application in local situations.

PENTECOSTAL STUDIES

PENT 0501 (3) Introduction to Pentecostalism
Analyzes the nature and the impact of the Pentecostal/Charismatic movement. The lectures, while including a section on the Pentecostal Assemblies of Canada (and other Canadian Pentecostal denominations), examine the global impact of this worldwide movement. The movement is traced as to its scope and variety in both Pentecostal and non-Pentecostal circles and analyzed in terms of the factors related to its widespread acceptance.

PENT 0502 (3) Pastoral Theology: A Pentecostal Perspective

Examines the theological and practical aspects of pastoral ministry. In addition to an examination of the matters that pertain to pastoral ministry in general, prepares students for ministry in a Pentecostal Assemblies Of Canada (PAOC) church through a consideration of such issues as PAOC polity, Pentecostal worship and the pastoral implications of Pentecostal distinctives.

PENT 0503 (3) Luke's Charismatic Theology

The work of the Holy Spirit has long been recognized as fundamental to the interests of the author of the third Gospel and the Acts of the Apostles, as well as to the life of the early church. But how does the work of the Spirit relate to Christology, Luke's primary subject? And how does Luke's pneumatology relate to the doctrine of the Trinity, prophecy, speaking in tongues, the spread of the good news, the growth of the church, church leadership, signs and wonders, unity and diversity and the like? Attempts to answer to these questions will be made.

Prerequisite: BIBL 0501. Same as NEWT 0733.

PENT 0504 (3) Pentecostal Spirituality

Offers a fresh, constructive and perhaps even controversial interpretation and re-envisioning of the Pentecostal tradition. A study is made of the early years of the Pentecostal movement and the influence of Wesleyan, Holiness and revivalist-restorationist roots in an attempt to interpret the heart of the movement, as well as the way Pentecostal spirituality has developed over the decades that followed. An attempt is made to be both analytical and descriptive, historical and creative, theoretical and practical. *Same as SPIR 0504.*

PENT 0505 (3) Pentecostal Theology

An examination of classical Pentecostal theology with references to the early evangelical influences that contributed to its formation. Attention is given to the manner in which various Pentecostal emphases have been appropriated and developed within different charismatic settings.

PENT 0506 (3) Growing Healthy Churches

Explores the theology and methodology of growing healthy churches for the 21st century. It examines various church growth principles currently advocated by the church growth movement that are intended to produce relevant, strategic and successful churches. *Same as PAST 0749.*

PENT 0507 (3) Luke

Same as NEWT 0725.

PENT 0525 (3) Acts of the Apostles: The Church, the Spirit and the Mission of God

Same as NEWT 0525.

PENT 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings. *Permission required.*

PENT 0670-0675 (3) Special Topics in Pentecostal Studies

Examination of specific topics in Pentecostal studies.

PENT 0701 (3) Pentecostal Issues

An intensive examination through discussion, research and writing of one current theological issue within Pentecostalism. Topics vary.

PENT 0736 (3) Healing in the New Testament

After a brief survey of the Old Testament, explores the theme of healing in the New Testament. By means of narrative analysis, the role of healing miracles in each of the Gospels and the Book of Acts is examined in order to assess their theological significance. References to healing in other New Testament documents are also examined. Seeks to integrate the various New Testament theologies of healing with contemporary Pentecostal theology and practice.

Prerequisite: BIBL 0501 or permission of instructor.

PENT 0799 (6) Pentecostal Studies Thesis

See the *Thesis Handbook* for details.

SPIRITUAL FORMATION**SPIR 0504 (3) Pentecostal Spirituality**

Same as PENT 0504.

SPIR 0529 (3) Spiritual Warfare

A study of the biblical data related to the demonic. Practical application to Christian living regarding victory over the enemy in individual lives and in the church. Includes a discussion of guidelines for deliverance ministry. *Same as PAST 0529.*

SPIR 0544 (3) Spiritual Classics

A seminar engaging great spiritual writings from the church Fathers to the present. *Recommended prerequisites: SPIR 0700, HIST 0561.*

SPIR 0551 (3) Intergenerational Faith Formation

Examines historical, sociological, developmental, and theological underpinnings of spiritual formation in the context of children, youth, and family ministry. During this course, each student will have the opportunity to integrate knowledge from readings, lectures, and ministry context research into a cumulative final paper. The contents of this course may be applicable to spiritual directors, children, youth, and family ministers/workers, as well as grandparents and parents. *Same as YMIN 0551.*

SPIR 0553 (3) Spirituality for Generations Z & Alpha

Explores the spirituality and discipleship models which coincide with the unique connectivity of Generation Z (born 1997 to 2010) and Generation Alpha (born 2011 to present) who grow up in a secular world. Intersectionality of technology and spirituality will be examined, discovering ways in which digital space can be effectively utilized for faith formation. Students will discover and learn theoretical guiding principles and practical hands-on strategies designed to nurture the spiritual life of younger generations as Christ-followers within the context of local church ministry, everyday life, and spiritual direction. *Same as YMIN 0553.*

SPIR 0556 (3) Introduction to Orthodoxy

Same as THEO 0556.

SPIR 0563 (3) Disability, Theology, and the Church: Everybody Belongs

Same as CHED 0563 and PAST 0563.

SPIR 0570 (3) Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings. *Permission required.*

SPIR 0601 (3) Finding Your Way: Principles of Spiritual Direction

Designed to give insight into the ministry of spiritual direction. An experience in learning through an informational as well as formational process. There are readings, lectures, periods of reflection, daily community worship, journaling and student interaction through a small-group process. Includes a mandatory off-campus retreat at an additional cost. Limited enrolment. *Prerequisite: SPIR 0700.*

SPIR 0609 (3) Prayer and the People of God

An interdisciplinary course about biblical, theological and historical models of individual and corporate prayer. The purpose of this course is to provide an introduction to the theology and practice of prayer in the Judaeo-Christian tradition. This course will help us to discover the richness of our heritage in the understanding and practice of prayer. This will happen through the exploration of the experience of prayer in both the Old and New Testaments, as well as history of the Church. It will also examine the place of prayer in both the life of the individual and the community.
Prerequisite: SPIR 0700.

SPIR 0610 (3) Protestant Spiritual Traditions

A team-taught, comparative study of Reformed, Anglican, Anabaptist/Baptistic, Methodist and Pentecostal/charismatic traditions of spirituality.

SPIR 0615 (3) Henri Nouwen's Life of the Beloved: Exploring Spiritual and Identity Formation

Examines Henri Nouwen's understanding of spiritual formation and spiritual identity as the Life of the Beloved. Students will explore the four movements of Nouwen's "Life of the Beloved" and the biblical and theological foundations that guide Nouwen's understanding.

SPIR 0617 (3) The Spirituality of Dallas Willard

Provides an overview of Dallas Willard's understanding of the Christian spiritual life and how he saw God's desire for people to live in the Kingdom. It begins by examining Willard's view of the problems of the contemporary age and all eras, moves into foundations for spiritual transformation, depicts the means by which growth and change can occur, and finishes with a vision of what maturity and the earthly fulfillment of the Kingdom looks like. The course will integrate material from his major

spiritual works as appropriate.

SPIR 0639 (3) Celtic Spirituality

Celtic spirituality appeals to the mind, body and spirit. Intended to introduce the mysterious spiritual world that draws on pre-Christian beliefs and culture that took form in the church as it developed among the Celtic people. This may include themes such as creation, redemption, soul friend, evangelism, worship and the doctrine of the Trinity as expressed by various Celtic saints. From time to time includes a study trip to Ireland and Scotland, where students will trace the footsteps of individuals such as St. Patrick or St. Columba. In addition, there will be daily worship in the Celtic tradition.

SPIR 0644 (3) Building the Church through Small Groups

Same as CHED 0663 and PAST 0644.

SPIR 0670-0675 (3) Special Topics in Spiritual Formation

Examination of specific topics in spiritual formation.

SPIR 0684 (3) Spiritual Care of the Dying and Grieving

Same as COUN 0684 and PAST TH51.

SPIR 0700 (3) Spiritual Formation

Provides an integrated study of the Christian life and the development of personal character shaped by the values and virtues of God's kingdom. Includes an examination of conceptual frameworks and major categories in spiritual theology, as well as understanding and practicing the classical spiritual disciplines. *There is an additional cost for the mandatory, two-day spiritual retreat. Limited enrolment.*

SPIR 0710 (3) and SPIR 0711 (3) Spiritual Direction Internship I and II

Designed for those seeking to become certified spiritual directors. Students learn the art and practice of spiritual direction through weekly practices of soul care, teaching, supervised in-class sessions, group and individual supervision, as well as providing bi-weekly spiritual direction to directees. Through these multi-faceted experiences, students explore their capacity to help others attend to God's presence in their lives while living out a theology of love for God,

self and others. The two courses run consecutively from September to April. Students must register for both courses.

Prerequisites: SPIR 0700, SPIR 0601, SPIR 0609, SPIR 0610; Provide a Vulnerable Sector Screening record; Successful interview with the instructor (prior to June 30 for the following Fall semester); Evidence of having met with a Spiritual Director for at least one year; Two references submitted to the internship instructor. Limited enrolment.

THEOLOGY

THEO 0531 (3) Systematic Theology: Faith Seeking Understanding

Equips students to use the tools of systematic theology to understand, proclaim, and live the Christian faith today. We will address such questions as: How can we know God, and how do we adjudicate truth claims about God? How can God be both one and three? How can Jesus be both divine and human? Who is the Holy Spirit and how does the Spirit's work relate to that of the Father and Son? How does theological knowledge impact our day-to-day lives in the church and in the world? *Prerequisites: HIST 0561 or HIST 0562.*

THEO 0534 (3) Christian Apologetics

Designed to introduce students to the field of Christian apologetics. Attention will be given to the rationale for apologetics and its place in contemporary society. Students will be introduced to different methodologies in defense of the faith, and there will be attention to the central issues in apologetics. Classical issues in apologetics are addressed: the existence of God, the problem of pain, the authority of the Bible, the supremacy of Christ, creation, evolution and other religions. Students are also introduced to the impact of postmodernism in our culture.

THEO 0535 (3) Christian Ethics in a Post-Christian World

Equips students to navigate the complexities of following Jesus with faithfulness, integrity, and wisdom in our contemporary post-Christian world. While the course addresses classical and contemporary ethical issues and questions, its primary focus is on forming Christian character. Central questions include: How do we become the

kind of people who reflexively think, and act, and engage others as Jesus did? How do differing and changing worldviews and cultural narratives impact the way we approach and address ethical questions? What theological and spiritual commitments, disciplines, and practices are necessary to ground and sustain authentic Christian life and witness in the world?

THEO 0537 (3) Doing Theology in Context

Exposes students to important shifts and trends in contemporary Christian thought and provides an enriching context for discussion and theological reflection. The central theme of the course is doing theology contextually. We will be examining the relationship between context and theology, both observing how context inevitably (and rightly) shapes the practice of theology and probing the limitations of context for faithful theological reflection. Four themes will serve as test cases for analyzing the relationship between context and theology: missional ecclesiology, science and Christian faith, liberation theology, and sex and gender.

Prerequisite: THEO 0531.

THEO 0552 (3) Theological Method and Practice

Guides and equips students to reflect critically and constructively on the practice of theology as an academic, pastoral, and missional discipline. Specifically, it explores and addresses the fundamental ideas, social/cultural influences, and personal commitments that necessarily motivate and shape theological reflection and communication. The overarching goal is to help students become more theologically formed and informed interpreters of Scripture, for the sake of the church and its mission in the world.

THEO 0556 (3) Introduction to Orthodoxy

Explores the major theological contributions of Orthodoxy to the global Church through historical events, councils, and the writings of early and contemporary theologians. It will also focus on the role of the Orthodox Church in ushering a new paradigm in Christian spirituality through its monastic movement and the focus on the contemplative lifestyle. Furthermore, it will shed a significant light on the role of the Orthodox Church in Christian witness and global missions to reach many nations with the message of salvation. While Orthodoxy as a whole will be explored in this course, special focus will be given to the Oriental Orthodox Churches. *Same as SPIR 0556.*

THEO 0570 (3) Directed Reading and Research
Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings.
Permission required.

THEO 0603 (3) Compassion, Social Justice and the Mission of God
Same as MISS 0603.

THEO 0606 (3) Life in the Mess: A Theology of Forgiveness and Reconciliation
Evaluates contemporary models of forgiveness and reconciliation from biblical, theological and pastoral perspectives. A Gospel-centered model of forgiveness and reconciliation will be presented out of which practices of forgiveness and reconciliation can be explored. Issues to be considered may include, but are not limited to: the semantics of forgiveness and reconciliation; systemic and corporate dynamics of forgiveness and reconciliation; the problem of unrepentance; forgiveness and memory; forgiveness and reconciliation in non-ecclesial/non-Christian contexts; and the role of the local church in fostering forgiveness and reconciliation.

THEO 0623 (3) Theology of Church Renewal: Movements of the Spirit
Focuses on the recurring phenomenon of renewal in the Church as a key aspect of a biblical and contemporary ecclesiology. Church renewal will be explored through an examination of a variety of renewal movements and an engagement with the theological and missional questions raised by the persistent presence of such movements in Church history. Implications will be drawn for Church life and mission today. *Same as MISS 0623.*

THEO 0629 (3) John Wesley's Theology: Renewing the Heart, Renewing the Church
An examination of the life and thought of John Wesley, and of early Methodism as a movement of evangelism, renewal and mission within the larger Christian Church. Students will explore major aspects of Wesley's theology and the dynamics of early Methodism as a movement, with attention to how Wesley's theology can help inform a holistic understanding of Christian life and mission in the contemporary context.

THEO 0631 (3) Topics in Christian Doctrine
A seminar in systematic theology in which one major Christian doctrine, such as the doctrine of the Trinity, Christ, salvation, etc., is studied.
Prerequisite: THEO 0531.

THEO 0636 (3) Theology of John Calvin
Examines closely Calvin's Institutes of the Christian Religion. Topics such as the knowledge of God, Trinity, Scriptures, providence, the three-fold office of Christ, justification, faith sanctification, predestination, church, sacraments and the Christian life are addressed.
Prerequisite: THEO 0531.

THEO 0640 (3) Theology of Karl Barth
Examines the work of the most significant theologian since the Reformation. Attention is directed to expositions of major doctrines; e.g. Word of God, Trinity, Perfections of God, Election, Creation and Covenant, Evil Justification and Sanctification. Barth's theology is compared to that of his predecessors and his contemporaries. *Prerequisite: THEO 0531.*

THEO 0646 (3) Theology of the Human Person
Acquaints students with the theology of the human person. It 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'?" and, "How is the Person of God related to the personhood of human being?" *Prerequisite: THEO 0531.*

THEO 0648 (3) Luther as a Spiritual Theologian
Engages Luther as a spiritual adviser. The emphasis is on the spiritual and pastoral side of Luther, analysed from the perspectives of his devotional and catechetical writings. Free from polemic that dominates his theological works, these writings are down-to-earth expressions of evangelical piety. Luther's reflections on how to meditate on the cross aright, how to prepare to die, how to meditate on evils and blessings, how to receive the sacrament aright, the theology behind the practice of prayer, a method of offering spiritual advices to those who suffer, the role of a pastor in times of crises in a community, the structure and shape of Christian life, will form the substances of our discussion. This course also aims to look at the theological underpinnings of Luther's practical advice, and then evaluate the appropriateness of his spiritual writings for today. *Prerequisite: THEO 0531.*

THEO 0653 (3) Creation, New Creation, and Creation Stewardship

Studies the theology of salvation, particularly as it relates to the place of the created order in God's redemptive plan and the meaning of "the restoration of all things" in the new creation by the Spirit through the work of Jesus Christ. Draws on biblical, historical and systematic theology to construct a theological approach to creation stewardship as an aspect of Christian mission.

THEO 0659 (3) Holiness: The Life of God in the People of God

An exploration of the Christian calling to be holy as God is holy. Examines holiness through engagement with some of the most important sources from theological tradition (e.g., Augustine, Thomas Aquinas, John Wesley), as well as lesser-known voices, past and present. Focuses on the development of a theologically-grounded understanding of holiness and on the integration of theology and spirituality in Christian life. *Prerequisite: THEO 0531.*

THEO 0668 (3) Globalization and the Church: Missional Theology in a Postmodern Culture
*Same as MISS 0586.***THEO 0670-0675 (3) Special Topics in Theology**
Examination of specific topics in theology.**THEO 0785 (3) Christianity and Islam: Global Perspectives**
*Same as MISS 0785.***THEO 0799 (6) Theology Thesis**
*See the Thesis Handbook for details.***YOUTH AND FAMILY MINISTRY****YMIN 0551 (3) Intergenerational Faith Formation**
*Same as SPIR 0551.***YMIN 0553 (3) Spirituality for Generations Z & Alpha**
*Same as SPIR 0553.***YMIN 0570 (3) Directed Reading and Research**

Directed Reading and Research (DRR) courses allow

students to study in a specific area of interest not addressed by the scheduled course offerings. *Permission required.*

YMIN 0592 (3) Foundations of Ministry with Youth

In the context of an ever-changing culture, youth workers must be ready to assess and develop ways of reaching and discipling today's adolescents. Designed to present a theological, sociological and philosophical foundation for youth ministry. One-third of the course is focused on understanding adolescents, one-third on building youth programs, and the last third on skills needed in youth ministry. Designed for both a foundation for professional youth workers, for lead pastors in small churches and those counselling adolescents.

YMIN 0596 (3) Children, Youth Ministry and the Changing Family
Same as CHED 0596 and PAST 0596.

YMIN 0598 (3) Creativity and Change in Ministry
Often we are educated in critical thinking in preparation for ministry. However, in the field of the professional ministry, thinking that generates new solutions is one of the greatest needs. The church must navigate the current culture of constant change, staying fresh while holding on to eternal truths. Examines the processes of creative thinking and how it relates to problem solving and initiating opportunities in ministry. The processes of change in an organization will also be examined, recognizing that one of the roles of the leader is that of a change agent. *Same as PAST 0598.*

YMIN 0670-0675 (3) Special Topics in Youth and Family Ministry
Examination of specific topics in youth and family ministry.

YMIN 0690 (3) Social Justice and Youth at Risk
Youth in urban centres are exposed to unique challenges. Offers an examination of critical contemporary issues affecting adolescents: family, poverty, drugs, homelessness, etc. The challenges facing the church in terms of intervention, advocacy and empowerment will also be explored. Team taught by a series of experts in the field of youth at risk.

YMIN 0693 (3) Evangelism and Discipleship

Examines the theological principles and practical ministry strategies involved in evangelism and discipleship. Several models of evangelism and discipleship will be explored, including both the content and the methods. Valuable for anyone in ministry who has the final goals of evangelism and discipleship. *Same as CHED 0693 and PAST 0693.*

YMIN 0697 (3) Engaging the Next Generation

The Next Generation (early, middle, late and extended adolescence) is in a time of focused self-definition. They face “big questions” coloured by culture and their development. This course will identify how to bring the gospel to the Next Generation’s questions. Learning styles, teaching strategies, and curriculum offerings are examined in relation to creative communication and teaching with adolescents. Special attention is given to their narratives and storytelling.

**MASTER OF THEOLOGICAL STUDIES
(MTS) INDIGENOUS STUDIES**

Students not registered in the Master of Theological Studies (MTS) Indigenous Studies may take these course with permission from the Program Director.

BIBL IS01 (3) Biblical Interpretation

Examines the methods, principles and practices of interpreting the biblical texts. In addition to deepening one’s understanding and use of standard tools of biblical research, the course will contrast Indigenous epistemologies used in hermeneutics with those of Western traditions.

BIBL IS04 Studies in a Holistic Gospel

Explores how the body and soul dualism, out of which much Christian mission operated in the past (i.e. saving souls only), has proved inadequate and damaging to many First Nations, Inuit, and Metis peoples in Canada. In this course, participants will explore and participate in developments in Christian missiology, in order to provide a more robust understanding of the nature of the gospel.

CHED IS13 (3) Indigenous Practice of Andragogy

Andragogy is the study of methods, epistemologies, philosophies and contextual understandings of education that pertain to and enhance an adult-focused learning environment. This course will introduce the student to andragogical methods as a theological framework and a contextual teaching practice, exploring the theological, philosophical, and pragmatic underpinnings of teaching. The course will also introduce the student to a variety of strategies to advance their development as a teacher.

HIST IS04 (3) History of Christianity I

The history of Christianity up until close to the present time will be examined. This course will look at traditional historical accounts critically in order to look beyond a perspective that marries the church and its outreach with colonial expansion. The place, treatment and mistreatment of peoples — including Indigenous peoples — will be examined in detail.

HIST IS05 (3) History of Christianity II: Indigenous History and Mission

Continuing on from History of Christianity I, this course will examine ways in which the Indigenous church has

been planted and has grown within Indigenous contexts. Special emphasis will be given to its growth and development through the various attempts in its history to contextualize or indigenize Christianity.

INTD IS14 (3) Cultural Anthropology

Trajectories in the study of anthropology have been helpful and hurtful, particularly to Indigenous people globally. In this course, participants will explore a variety of historical anthropological theories. The course will explore anthropology as a discipline, and invite other worldviews to contribute to the shaping of anthropological theory and practice for Indigenous and non-Indigenous people.

INTD IS15 (3) Indigenous Symposium Seminar

In order to foster deeper relationships, more effective academic engagement, and an overall greater involvement within the NAIITS community, students are required to attend two symposia as they progress through their studies. They will be required to participate in the concurrent seminar, and complete required assignments. Students will only register for the course at the time of their second Symposium following which, grades assigned to first and second Symposium work will be recorded.

INTD IS16 (3) Integrative Project

Normally, within Indigenous contexts of learning, integration of new experiences takes place more simultaneously. Compartmentalized approaches to knowledge, which require an integrative course, would be less normative here than in Western traditions. However, to provide an opportunity for students to continue the process of integrating what they have learned in the program with what they already understand, a project selected together with the NAIITS faculty will be undertaken to provide that opportunity.

INTD IS17 (3) Indigenous Research and Writing

Covers all aspects of research and writing at an academic level. The student develops their voice as an academic writer by learning how to identify and use rhetorical strategies in writing. The course will also explore the specific needs or concerns of Indigenous writing and research methods including protocol. Other topics covered are: proper citation and bibliography formatting, grammar, crafting solid thesis statements, building a line of reasoning and other organizational strategies of formal research papers, finding and interacting with quality primary sources and how to synthesize and interact with secondary sources in an academic essay.

INTD IS22 (3) Colonization and Decolonization

Focuses on contemporary theories regarding colonization and decolonization emerging out of Indigenous studies, critical ethnic studies, and post colonialism studies. Attention is paid to the relationship between race, colonialism, and gender. Students will explore how these theories intersect with Christian theologies and spiritual practice. This course will consider the critiques made by Indigenous and postcolonial scholars of the methodological approaches used in the humanities and social sciences for their complicity in colonialism. It will examine various attempts to “decolonize” methodology and to construct Indigenous and postcolonial methodological approaches to society and community. Students will work to develop their own philosophical and methodological approaches to decolonization.

LEAD IS10 (3) Indigenous Leadership Development

This seminar course will introduce students to concepts of leadership, organizational change theory, and skills required to lead organizations and communities in the context of changing demographics. The emerging practice of diversity as central to leadership theory and practice, the holistic nature of diversity, social justice within a diverse society, and the role these have in contributing to effective and appropriate leadership will be explored to gain an informed understanding. Reflection on multicultural, and intercultural perspectives and partnerships, specifically, those between Indigenous Peoples and Western culture is a focal aspect of this course. Leaders require knowledge, skill and attributes that support inclusion and promote unity.

MISS IS08 (3) Culture and Systems Change

The experience of Christianity has often been culturally disastrous for Indigenous peoples. Through the process of decolonization and indigenization this course will examine how Indigenous people live a biblically informed Christian faith in the context of Indigenous cultures. Perceptions from various disciplines will be sifted for insights to inform followers of the Jesus Way toward constructive action as change agents.

NEWT IS03 (3) New Testament Foundations

A general introduction to the historical, sociological, and theological context in which the New Testament Scriptures came into existence, this course will familiarize students with the content and structure, distinctive theology, and introductory matters of the New Testament. In addition, the student will be introduced to the nature of the early Christian community, its transitions and changes from a strictly Hebraic construct as found within the Jewish community, and projections made for its future development.

OLDT IS02 (3) Hebrew Scripture Foundations

A general introduction to the historical, sociological, and theological context in which the Hebrew Scriptures came into existence, this course will provide the student with an understanding of the major emphases of the texts. In addition, the student will be introduced to themes of community life and praxis in the Hebrew Scriptures that find parallels in historical Indigenous worldviews of creation and Creator. The course will use community understandings, models and paradigms as a basis for comparison.

SPIR IS09 (3) Indigenous Spirituality and Formation

Indigenous understandings of the nature of the spiritual and of spirituality differ in many respects from those commonly held within Western traditions of Christian faith. The focus of the course, therefore, is to introduce the student to the ways in which Indigenous people participate as followers of Jesus in a manner that is authentic to their own cultural understandings, seeking to encourage spiritual growth and development from within such an Indigenous framework. This course will also discuss the appropriation of what has been perceived to be Indigenous spirituality by non-

Indigenous people as well as a brief focus on what can be effectively learned from Indigenous understandings of the spiritual.

THEO IS06 (3) Theology I: Indigenous Perspectives

A theological reflection focused on the concept of community. It will examine the Christian doctrines of creation, fall, and redemption, identifying God's community-creating purpose in the world. Other issues examined include evil and the fall in their spiritual and cosmic dimensions, ecology and the cultural mandate. The course will include understandings of the nature and origins of community as portrayed within Indigenous cosmologies and spiritual perspectives.

THEO IS07 (3) Theology II: Theology and Ethic of the Land

Helps students to develop an integrated understanding of God, humanity and culture focusing on current debates and their bearing on Christian mission and community. Practical issues such as the relationship between the sacred and the secular, the role of art, the place of work and leisure, and the significance of political engagement will receive particular attention in juxtaposition with Indigenous perspectives in each area. This course is normally taught by an Indigenous instructor.

THEO IS11 (3) Ethics in Intercultural Context

An intercultural, contextual introduction to central issues in Christian ethics, with attention to the way in which moral reflection interacts with philosophy and culture. The course explores biblical-theological foundations for ethics, the role of scripture and Jesus' example in ethical formulation, and deals with major contemporary topics including gender, sexuality, marriage, euthanasia, war, bioethics, wealth and poverty.

THEO IS12 (3) World Religions

Jesus followers must be willing to interact and engage with an inquiring mind, in a knowledgeable way and in a Christ-like manner with peoples of other faiths. This course provides an overview of the major World Religions including the place of Christianity in the religious arena. It offers a foundation for understanding the classification of religions as well as the chronological development, adaptation, geographical distribution, worldviews, and cultural impact of world faiths. A summary of major religious innovators/figures, central doctrines/teachings, sacred myths and texts — including potential emerging world religions — will lead into a discussion concerning appropriate Christian responses to the world's religions and their adherents. Indigenous values such as respecting others and story-telling are central to the approach utilized in this course.

THEO IS21 (3) Indigenous Theologies and Methods

Delves into unique Indigenous theological contributions to the meaning of Christian faith and life. Utilizing a thematic approach, the intersection of one's experience with the Creator, the nature of the spiritual, the Gospel story, redemption and redeemer will be explored in contrasting views with Western theological method.

THEO IS22 (3) Creation and Transformation

The center of Christian theology is Jesus Christ who unites Creator and creation. Therefore, this course will focus on the scriptural and ecclesiastical traditions concerning the person and work of Christ in transforming creation. This will provide the basis for a discussion about the implication of Christology for the transformation of creation community. Thus, the course will seek to engage the ideas represented by the councils, creeds of past theologians, and then move to examine the theological praxis that resulted in a colonial and post-colonial context.

MASTER OF THEOLOGICAL STUDIES (MTS) SALVATION ARMY STUDIES

SALV 0501 (3) Agents of Change in the Salvation Army

Explores the lives of a number of Salvationists from the nineteenth century to the present, focusing on their shared concern for social justice. Particular consideration is given to their impact on the developing social consciousness of the Salvation Army, the broader church, and on society in general. Implications for contemporary and future engagement in social issues are discussed.

SALV 0502 (3) Salvation Army Missiology

Describes the principles of Salvationist mission, examines the motives for the principles, and assesses how they have been implemented. The course also addresses changes that have taken place in Salvationist missiology.

SALV 0503 (3) The Salvation Army and Ethical Issues

Considers the various ways The Salvation Army has identified and approached ethical issues in the past. It also addresses a number of contemporary ethics topics that are of particular relevance to Salvation Army spiritual and social ministry today.

SALV 0504 (3) The Salvation Army and the Bible

Addresses the place of the Bible in Salvationist life and thought, both historically and theologically. Attention is given to issues related to Wesleyan/Salvation Army hermeneutics.

SALV 0505 (3) The Wesleyan Heritage of the Salvation Army

Looks at the influence of the Wesleyan tradition upon the theology, ministry, and practice of The Salvation Army. It includes examination of the context and theological method within the broad Wesleyan tradition, as well as a consideration of the processes by which particular elements of the Wesleyan tradition gave rise to the theology and practice of The Salvation Army.

SALV 0570 (3) Directed Reading and Research
Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addresses by the scheduled course offerings.
Permission required.

SALV 0670 (3) Topics in Salvation Army History
Analyzes key events and developments from The Salvation Army's past. Course content varies year-to-year.

SALV 0671 (3) Topics in Salvation Army Theology
Investigates specific theological topics and how they are understood in The Salvation Army. Course content varies year-to-year.

SALV 0799 (6) Salvation Army Studies Thesis
See the Thesis Handbook for details on this option.

MASTER OF THEOLOGY (ThM) PROGRAM

INTD 0851 (3) Text and Interpretation
Explores biblical interpretation beyond the foundational skills of historical, literary, and grammatical approaches. In addition to reflecting upon our situatedness and bias as interpreters (both individually and communally), we will explore such things as textual and canonical matters, historical-critical approaches, perspectival and ideological readings (e.g., postcolonial readings), and cross-cultural engagement. We will consider how these diverse approaches enhance our engagement with the biblical text in relation to its meaning and significance within the community of faith. *Exclusion: INTD 0900.*

INTD 0854 (3) Interdisciplinary Seminar: Selected Topics
Offers a cross-disciplinary, advanced examination of one central doctrine in the Bible, theology and history. *Topics will vary from year to year.*
Exclusion: INTD 0910.

INTD 0857 (3) Interdisciplinary Seminar: Spiritual Theology
Offers a cross-disciplinary, advanced examination of the spiritual theology of one major theologian or movement. *Topics will vary from year to year.*
Exclusion: INTD 0950.

INTD 0861 (3) Advanced Research Methods
Investigates research methodologies appropriate for advanced study, culminating in the preparation of a thesis proposal, including a comprehensive bibliography. All ThM and MA in Historical and Theological Studies students must take this course. MDiv and MTS students taking the thesis option must take this course, prior to submitting the thesis proposal to the relevant Department. *Exclusion: INTD 0920.*

OLDT/NEWT/THEO/HIST 0870 (3) Directed Reading and Research
Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings.
Permission required.

OLDT/NEWT/THEO/HIST 0899 (6) Thesis Research and Writing
See the Thesis Handbook for details.

DOCTOR OF MINISTRY (DMin) PROGRAM

These courses are only available to students in the Doctor of Ministry program.

CLINICAL COUNSELLING AND PSYCHOTHERAPY

DMCC 0901 Integration of Faith and Psychology
Examines various perspectives on the integration of faith and psychology. Students will receive a deeper understanding of the field, be given tools to develop their own viewpoints, and be encouraged to link the course material with their counselling practice. Particular consideration will be given to familiarity with anthropology, suffering, prayer, Scripture, and the role of community.

DMCC 0902 Cognitive Behavioral Therapy

Provides an overview of cognitive behavioural therapy (CBT) with a focus on a case formulation approach and clinical interventions such as self-monitoring, relaxation training, systematic desensitization, flooding or exposure, reinforcement procedures, stress inoculation training or coping skills training, cognitive restructuring, problem-solving, behavioral activation or weekly scheduling, and reversal including social skills training. A biblical approach to and critique of CBT, including mindfulness- and acceptance-based CBT such as MBCT, DBT, and ACT, will also be covered. A biblical approach to spiritually oriented CBT including inner healing prayer and the use of Scripture, with appropriate ethical guidelines will be described.

DMCC 0903 Dialectical Behavioral Therapy

Explores DBT's theoretical basis, specific DBT interventions, and how to teach skills in individual, group, and milieu settings. Familiarity with these skills and techniques along with experiential exercises will enhance your clinical skills and professional development. Guided by the latest research and policy in evidence-based practices, this course teaches the clinical process and content of DBT from theory to practice. Going beyond prescriptive applications, this course shows you how to use essentials such as validation, dialectical strategies, communication styles, and the best ways of changing behaviors to effectively balance acceptance and change with your clients.

DMCC 0904 Grief, Bereavement, and Coping with Loss

Designed to acquaint the student with a richer understanding of grief and loss through the life span. Grief and loss as discussed in class will include not only the separations that occur through death but also those psychological, physical, and situational changes that occur throughout life which affect us all.

DMCC 0905 Advanced Couples Counselling

Designed to provide a thorough understanding of couples therapy from a developmental and integrative perspective. The developmental stages are derived from Margaret Mahler's work on infant developmental stages and proposed by Dr. Ellyn Bader and Dr. Peter Pearson from the Couples Institute in Menlo Park, California. The course will address the 5 stages of couple development, the assessment and treatment appropriate for each stage of development and suggest interventions to remove impasses that hinder the couple from progressing from stage to stage. This model is future focused rather than conflict-content focused and promotes hope during the more difficult aspects of couple development. The course will also address the biblical foundation for couple health and conditions that limit the use of couple therapy.

Didactic instruction with applied interventions of the model will be provided as well as opportunities to practice couple therapy in a modified lab setting.

DMCC 0906 Experiential Therapies

Involves an in-depth exploration of experiential therapies and the current state of research in the field. Current findings from the field of neuroscience will be explored along with corresponding shifts in the focus of therapies, from an emphasis on cognition and emotion processing, to a burgeoning of holistic, experiential therapies. The formation of the person of the experiential therapist and integration of one's faith are key considerations of the course. Participants will develop experiential skills known to facilitate the collaborative, safe and dynamic relational matrix within which personal transformation takes place.

DMCC 0907 Methods and Treatment in Trauma and Resilience

Provides the student with an exploration of the psychological trauma field, its treatment and recovery. Included is the history, current theoretical treatment frameworks and methodology, the nature of trauma (physical, emotional, sexual abuse, combat, natural disasters, collective trauma, etc.), the biopsychosocial underpinnings of trauma, PTSD, and complex trauma. Assessment issues, clinical diagnostic considerations, varying degrees of symptomology and how the experience shapes and is shaped by language, will be examined. The clinician's response to trauma and vicarious traumatization will also be considered, as well as theological considerations of trauma and recovery.

DMCC 0908 Deepening Cultural Competency

Equips experienced therapists, social workers, and pastoral caregivers to deepen their cultural competency through theological reflection, clinical theory, and practice. With a distinctive Evangelical orientation, the course promotes self-awareness, critical reflection, and applied strategies to enhance culturally responsive care across diverse populations.

DMCC 0941 Integration Overview and Person of the Therapist

A critical exploration of the self of therapist as one of the most crucial components in the therapeutic relationship and endeavours. Students will develop insights into how their personal identities, values, personalities, lived experiences, and clinical knowledge and skills impact the therapeutic relationship and client's outcomes. Through reading, writing, group discussions, lectures, assessment instruments, clinical experiences, and self-reflective practices students will develop and experience increased awareness and skill in the safe and effective use of self. These insight and skills will serve to enhance the clinician's therapeutic relationships and effectiveness. A final paper will form part of the research portfolio.

DMCC 0942 Integration Model and Proposal

The development of an integrated theoretical perspective and practical model of clinical counselling/psychotherapy. This process will incorporate unique person-of-the-therapist values and factors, and components of established psychological and psychotherapeutic theories and/or modalities that influence the student's perspective. Through critical reflections on readings, writings, group discussions, lectures, and clinical field experiences, students will identify an aspect of their model that will form the basis of their research proposal in this course and the field research project in Year C.

DMCC 0943 Clinical Field Project

Aims at developing a fundamental understanding of and skills in research methods, design, planning and management, implementation, and ethical consideration. Research forms a vital foundation as a counsellor moves forward in their clinical work by equipping them to be responsible consumers of research and enabling them to implement research findings in their own clinical work. *Prerequisites: DMCC 0941 and DMCC 0942.*

DMCC 0947 Integration: Research Portfolio and Hearing

Facilitates the completion of the summative Doctor of Ministry document, integrating the main three research projects in a portfolio that meets publication standards. Includes a public presentation and an oral hearing based on the portfolio and the objectives of the program. Normally the last course in the program. *Prerequisites: DMCC 0941 & DMCC 0942. Co-requisite: DMCC 0943.*

LEADERSHIP**DMML 0901 Formation of the Leader**

Works from the assumption that the leader's character and inner development are critical to effective leadership of organizations and others. Employs leadership-related assessment instruments, spiritual practices and theological reflection to develop leader self-awareness, emotional intelligence and Christian maturity. The written leadership narrative may be included in the research portfolio.

DMML 0902 Theory, Theology, and the Art of Leadership

Considers Biblical perspectives on leadership, various theories of leadership, and the art of leadership. Addresses such subjects as identity, style, vulnerabilities, decision-making, personal management, administration, power, ethics, gender, and culture.

DMML 0903 Leadership and Change

Addresses the fundamental leadership competencies of understanding organizational culture, visioning, team building, developing and implementing projects, addressing conflict and crisis, and facilitating change. Draws on Biblical examples and theological perspectives. Considers some elements in the research projects.

DMML 0904 Leadership and Systems Theory

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

DMML 0905 Intercultural Leadership Competency

Intercultural competence is an essential component of a leader's self-awareness, attitude, knowledge and skill for serving in a multicultural context. Addresses such topics as a theology of diversity, models of culture and intercultural and cross-cultural competence, cultural value orientations, communication styles, and conflict resolution. Includes individual and group intercultural development assessment and coaching.

DMML 0906 The Learning Organization

Students will collectively discuss, examine, and explore why it is essential for churches and Christian NGO's to be learning organizations in a world of discontinuous change. Class material will cover biblical foundations, review of relevant literature, current organizational theory, and best practices in creating a culture of learning and change.

DMML 0907 Leadership Development

Explores the leader's role of intentionally investing in developing others. Examines research, theories, models, practices, and theological reflection to understand the purpose of leadership development and designs a strategic approach to multiply leaders in a specific context.

DMML 0920 Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings. *Permission required.*

DMML 0930 Special Topics in Leadership

Examination of specific topics in ministry leadership.

DMML 0940 Program Continuation

Provides support and guidance for continuing in and completing work for the DMin program. *Pass/ No Pass. No credits. Permission required.*

DMML 0941 Exegeting Your Ministry Context

Explores research methods used to acquire a more comprehensive and holistic understanding of the local congregation or organization and its surrounding community. Uses participatory action research as a tool for exegeting the ministry leadership context. Aims to develop creative responses to specific ministry needs or opportunities. Project report will be included in your research portfolio.

DMML 0942 Philosophy of Christian Leadership

Guides in the articulation of your own grounded philosophy of Christian leadership. May be generic or context specific. Will include a theological framework or rationale, the treatment of a few key Biblical passages, and review of some leadership theories and models in the literature. Project report will be included in your research portfolio.

DMML 0943 Ministry-Based Field Research

Centres on a research project arising from your ministry context and leadership. Addresses project design, planning and management, research methods, and ethical considerations.

Guides implementation of the project including obtaining permission for various aspects of the project, developing circles of participants, finding or developing resources, documenting relevant events and steps, and evaluating the process and outcomes. Project report will be included in your research portfolio. *Pre-requisites: DMML 0942 and DMML 0952.*

DMML 0951 Integration Overview

Introduces the Doctor of Ministry leadership track program, outlines the requirements of the program and the flow of courses, and provides an overview of the major projects required. Introduces the biblical foundations of leadership in its various expressions to create a working definition of leadership while helping the student understand their own multiple layers of context (personal, family, ministry setting and broader community). Provides an overview of research as ministry, research portfolio design, project planning and management, research methods, and ethical considerations. Further the process of self-awareness through the utilization of counselling, spiritual direction and executive coaching.

DMML 0952 Integration Proposal

Integrating personal growth with project design and ethics awareness, students will be given resources and guidance for the development of an approved project proposal. The proposal surveys the ministry context, identifies needs and opportunities, cultivates a creative response, sketches a theological rationale, investigates resources and research methods, and develops a plan or process for implementation. This will include the ethics board approval process. In sum, this course addresses research portfolio design, project planning and management, research methods, and ethical considerations, integrating this process into the overall goals of the DMin program. It entails peer review of the research project proposal. *Prerequisites: DMML 0901 and DMML 0941.*

DMML 0953 Integration Portfolio

Facilitates the completion of the summative Doctor of Ministry document, integrating the main three research projects in a portfolio that meets publication standards. Includes a public presentation and an oral hearing based on the portfolio and the objectives of the program. Normally the last course; usually runs from January to December. *Prerequisite: DMML 0952. Co-requisite: DMML 0943.*

COMMUNICATING THE GOSPEL

DMPC 0904 Embodying the Gospel

Explores the dynamics of embodying the gospel in preaching. We will discuss such topics as the preacher's integrity and transparency, the cultural and contextual relevance of the message, and the impact the gospel preaching brings to the congregation. The goal of the preaching that embodies the gospel is a transformed audience. We will examine both the Holy Spirit's role and the preacher's preparation of the sermon, paying attention to the sermon's content, form, and style.

DMPC 0907 Communicating the Gospel in Unconventional Spaces

In this course we will wrestle theologically with the praxis of creatively communicating the gospel in the unique, diverse spaces to which we have been called, exploring means and mediums of communication most effective for these spaces. The course will have a focus on communication—understood expansively, which includes public speaking, creating content for social media and websites, expressing yourself clearly in podcasts and vlogs, and writing to publish. Topics explored will include digital theology, contextualizing the gospel for individuals and communities in a dominant digital world, creating gospel narratives for public spaces, and leading and equipping others to form their own contextualized narratives of communicating the gospel in their own unique physical and digital spaces.

DMPC 0912 Proclamation of the Word

Designed to deepen our understanding of how to communicate the gospel in different parts of the biblical text as a theological and pastoral activity of proclamation in the world. Different topics are offered each year. The emphasis is on how one can practice intergenerational and intercultural proclamation of the Word in the places of ministry to which we are called.

NON-PROFIT ORGANIZATIONAL LEADERSHIP

DMNO 0901 Facing the Unique Challenges of Leading Non-Profit Organizations: Why Business Thinking is not Enough

Looks at the unique issues encountered by Christian leaders in non-profit organizations. Focus will be placed on organizations where students currently serve. Directly focuses on the foundational areas of board governance, introduction to strategic development and nurturing performance measurements that are congruent with non-profit organizations. Reflects on the need to develop a public narrative that is compelling enough to nurture a constituency through story telling and action while grounding it in a biblical understanding of organizational development.

DMNO 0902 Imagination and Innovation: Strategic Development for Non-Profit Organizations

Focuses on strategic planning in a Christian ministry context and the importance of how mission, vision and values are articulated in corporate communications. The strategic planning process will be defined and explained, helping students develop strategy statements, incorporate context into strategy, identify different approaches, discover various strategy development tools and integrate strategic planning into annual action plans. Students will also learn the principles of effective corporate communication, including how to maximize public relations and media relations impact in a digital environment. Other topics will include marketing and fundraising communication (including digital marketing), establishing a strong organizational case for support, the importance of resource gathering for storytelling, creative design and impact reporting.

DMNO 0903 Exploring the Healthy Foundations Necessary for Non-Profit Organizational Leadership

Explores the theoretical, theological, and practical principles that are foundational to leading and managing a ministry organization. Topics include the unique aspects of organizational leadership as they affect the senior leader (the figurehead role, risks and benefits of personal/ professional linkages and compartmentalization, staff and stakeholder expectations of a leader, “CEO Disease”), organizational health (organizational life cycle, leading indicators of decline, organizational transformation, change management, risk management, and mission drift prevention), human resources (culture, engagement, staff care and development, nurturing high performance teams, staff succession), financial health (budgeting, analysis, cashflow, reserves), impact assessment, and structuring/working with a leadership team.

REFRAMING CHURCH IN CONTEXT

DMRC 0901 Hospitality in Participating in God’s Work: The Congregation and the Table

Thoroughly investigates the goal and purpose of the church and why that matters for the church and for the world. Students will robustly engage the practice of hospitality in both theological understanding and practice in their ministry context. Participating in the life, ministry, and mission of the Triune God will lead to new insights concerning host, guest, food, and formation connected with the table, as well as relationships within the church congregation and connections with the local neighbourhood. Students further explore the inter-connection between worship and witness to understand the practices appropriate to their context, such as gratitude and communal discernment.

DMRC 0902 Communal Discernment for Ministry Development: The Community and the Table

Equip students with the tools and disciplines necessary to apply appropriate discernment amidst conflict and change in their community. By exploring the disciplines of epistemology, contextualization, and biblical/theological reflection, this course will utilize an interdisciplinary approach to help students build a local imagination for how hospitality is extended in their context. This course is paired with DMML 0952 Integration Proposal.

DMRC 0903 Strategic Practices and Experiments for Hospitable Engagement: Extending the Table

Equip students with practical strategies and experimental approaches to cultivate radical hospitality within their faith communities. Building on the foundations of communal discernment and a theology of hospitality, students will engage deeply with biblical texts, strategic frameworks, and practical tools to reframe their personal and communal “plausibility structures”. There will also be an exploration of shifting from a posture of “domesticated faith” to one of active, transformative engagement with the broader public. Emphasizing both theoretical insight and practical experimentation, this course challenges students to develop strategic plans that extend the table of hospitality, address roadblocks to reframing, and integrate sustainable rhythms of discipleship in their contexts.

PASTORAL THANATOLOGY

DMPT 0902 Pastoral Care Through Grief, Transition and Loss

Provides a biblical theological understanding and practical tools for Christian pastoral care in times of grief, transition and loss. Topics include how the Christian tradition portrays death, grief and lament; how Christians have practiced care for the dying and grieving over the centuries; and how to offer appropriate care to others in times of loss, including home and hospital visitation, planning and conducting funerals, and ongoing support.

DMPT 0903 Loss, Trauma and Resilience

Provides an exploration of trauma and traumatic loss, with a particular focus on the relationship between grief, mourning, and the psychological and emotional processes that accompany different forms of trauma. Students will examine the distinctions between normal grief responses and complex, often prolonged, healing processes associated with traumatic loss. Through engagement with the course readings, case studies, and practical applications, students will develop an understanding of trauma informed care. Special attention will be given to pastoral ministry approaches, equipping students with practical strategies and theological insights to provide compassionate, effective support to help survivors heal.

DMPT 0904 The Emotional and Spiritual Development of the Thanatologist

Helps students in Pastoral Thanatology explore and better understand the role of human emotion in life, faith, and ministry. Through assessments, readings, written assignments, and class discussion, students will learn how emotions shape Christian spiritual growth, influence the grief process, and affect how we care for those who are grieving. Attention will also be given to how emotions inform the safe and effective use of self in thanatological work. The course is designed around the unique experiences and challenges of working as a thanatologist and includes a one-week in-person residency, along with pre- and post-residency assignments. During the residency, students will participate in demonstrations, role-playing, and practical activities that integrate biblical resources and spiritual formation practices. A strong emphasis is placed on self-care, spiritual growth, and Safe and Effective Use of Self (SEUS), both for the thanatologist and for those they are called to companion.

DMPT 0905 Living with Loss, Finding Hope and Restoration

Examines pathways to support and help others through their grief journey. Focusing on the importance of one’s personal timeline of losses, respective of stage of development, cultural experiences and neuroscience we will integrate theoretical models with practical application of grief theory, types of loss, cultural influences, biblical theological and spiritual influences, and coping mechanisms.

DMPT 0942 Grief and Bereavement: Theories and Models

Students will explore the history of Thanatology, foundational and contemporary grief theories/models, the dying process, and end-of life care. To understand grief and loss, students will examine their own loss stories and those of others. Further, students will develop a biblically and theologically grounded definition of grief and bereavement care to use in the design of a grief or bereavement care program. The definition and program will be described in words, images and/or diagrams and used as a chapter in the research portfolio, and as a bridge to the field research project.

SPIRITUAL FORMATION

DMSF 0901 Listening to God: Discernment for Spiritual Formation

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

DMSF 0902 Introduction to Spiritual Formation: *Imago Christi* - A Lens for Spiritual Formation

Explores the many of facets of becoming like Jesus and their impact on our formation. Areas of exploration include families of origin, gender, personality, culture, and church tradition, and the many ways we engage in our formation, such as spiritual disciplines. These facets, as well as an overview of the history of spiritual formation, an introduction to operative images of God and the emergence of the false self, will create a lens for creating healthy relationships with God, ourselves, and others. Journaling will be a sustaining discipline throughout this course, serving as a mechanism for answering formational questions and as a repository of observations of the student's own formation. This form of journaling will also prepare students for writing their spiritual autobiography later in the program.

DMSF 0904 Formational Prayer: The Journey to Wholeness

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

DMSF 0905 Engaging Scriptures: Spiritual Formation for Information and Transformation

An investigation into how the Bible presents spiritual formation and how the Bible can be employed in spiritual formation, including such topics as worship, Bible study, and lectio divina.

DMSF 0907 Missional Spirituality: *Imago Dei* to *Missio Dei*

Designed to connect the *Imago Dei* (image of God) to the *Missio Dei* (mission of God), as an educational and experiential journey. It includes a theological exploration of the Trinity, Christology, and Pneumatology; an overview of the missional church movement and missional traditions; and examines how these are integrated with prayer and worship. Spiritual formation and mission are explored as worship. Students will learn to connect their own stories to missional spirituality, to their ministries, and to their potential DMSF research.

DMSF 0911 Space for God: Personalizing Sacred Practices

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

DMSF 0912 Formed Together: Spiritual Formation in the Company of Others

A theoretical and practical review of dyadic relationships such as mentoring, discipleship, and spiritual direction that play a critical role in spiritual formation. This integrative course explores Christian spiritual formation in community, providing a theoretical and practical review of the relational and communal context of Christian formation. This includes an examination of the identity, structures and practices of Christian community. It also explores historic Christian disciplines and relationships to cultivate a theologically reflective practice of Christian discipleship. Includes application of learning to ministry.

DMSF 0920 Directed Reading and Research

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings.

Permission required.

DMSF 0930 Journey Through Suffering and Dying

An exploration of the issues related to suffering, adversity, death, dying and grief. These issues will be examined from a theological, psychological and spiritual perspective in order to be able to respond in an appropriate pastoral manner. What is critical in all of this is to discover God's role in all of life including the end of life.

DMSF 0940 Program Continuation

Provides support and guidance for continuing in and completing work for the DMin program. *Pass/ No Pass.*

No credits. Permission required.

DMSF 0941 Spiritual Autobiography: The Ways of the Spirit in a Life

An overview of the ancient and contemporary practice of writing a spiritual autobiography and the composition of one's own spiritual memoir. Project report will be included in your research portfolio.

DMSF 0942 Developing a Model of Spiritual Formation

Students will develop a biblically grounded and informed spiritual formation model and describe it with words, image and/or diagram. Students will learn the components of a spiritual formation model, be able to identify spiritual formation models in Christian history and Scriptures, and other forms of stories. They will also develop a theological foundation for their own models. The model will be a chapter in the research portfolio and will provide a thematic bridge to the field research project.

DMSF 0943 Ministry-Based Field Research

A research project on a ministry of spiritual formation or thanatology leading to experimental findings, the development of applied ministry competencies, and practical positive changes to an individual's ministry. This project report will be included in your research portfolio.

Prerequisites: DMSF 0941 and DMSF 0942/DMPT 0942.

DMSF 0947 Integration: Research Portfolio and Hearing

Facilitates the completion of the summative Doctor of Ministry document, integrating the main three research projects in a portfolio that meets publication standards. Includes a public presentation and an oral hearing based on the portfolio and the objectives of the program.

Normally the last course; normally runs from January to December. *Prerequisites: DMSF 0941, DMSF 0942/DMPT 0942 and DMSF 0943.*

WOMEN AND LEADERSHIP

DMWL 0901 Women Participating in God's Story

Students develop a personal articulation of the opportunities for women to engage in Christian leadership through interacting with biblical, historical, theological, and contextual scholarship, furthered by in-class discussions, examination of case studies, preparing presentations and written reflections. Building on the importance of narrative, students discover the transformative effects of articulating challenges in one's own leadership story and reflecting upon how that story interacts with God's ongoing story of redemption. Avoiding a posture of defensiveness and moving into a posture of freedom, this course encourages students toward practical steps to flourish as leaders who encourage women to participate fully in God's ongoing work in the church and the world.

DMWL 0902 Women Shaped by the Ministry of Christ

Seeing ministry not as a burden that we do "for God" but rather a response of worship to God, students are theologically equipped to reflect upon the uniqueness of their own ministry setting and personal approach to ministry as they reflect upon the importance of gender and vocational call. By interacting with women who are actively engaged in Christian ministry leadership, and writing and analyzing case studies, students will examine challenges and opportunities existing in their own space. In response, students will interact with educational, theological or formative tools or models to encourage the flourishing of women alongside men within their specific contexts.

DMWL 0903 Women as Full Participants in the Transforming Work of the Spirit

Through exposure to women leaders and their models of leadership, students will explore how their own developing understanding of Christian leadership and their planned Ministry-Based Field Research Project might encourage the flourishing of women alongside men in their congregation or organization. This course brings together spiritual discernment with practical tools, enabling students to evaluate current processes and policies to intentionally create spaces where women might be encouraged to grow and mature.

CANADIAN CHINESE SCHOOL OF THEOLOGY TORONTO (CCSTT)

These courses are offered in the Chinese language. Open only for CCSTT students.

BIBL CM01 (3) Biblical Interpretation

A study of central methods and interpretative principles involved in discerning the meaning of the biblical text. Topics covered include essential steps in interpreting the Bible, the variety of methods and approaches available to the contemporary student of Scripture, historical and theological issues arising out of the interpretative task, the relationship between the testaments, word studies and literary genre. Students learn to use the standard tools of advanced biblical research. *Offered in Chinese.*

CHED CM05 (3) Human Development and Christian Nurture

Explores and evaluates developmental psychology and analysis of its contributions to the practices of Christian nurture. Students will study some major developmental theorists and their impact upon human development, teaching, learning and Christian faith (Christian Vocation at each life stage). Students will apply these psychological theories within a theological framework, and where possible, integrate them into a more holistic approach in Christian nurture. *Offered in Chinese.*

CHED CM11 (3) Education for Discipleship and Spiritual Development

Studies the various factors that affect how we help others to become disciples of Jesus Christ. Biblical, theological, historical, and sociological research will be utilized in identifying significant factors related to the nurturing of disciples of Jesus Christ. The goal of the course is to equip students to develop their own strategy of discipleship based upon identifiable contextual variables. *Offered in Chinese.*

CHED CM12 (3) Principles for Teaching and Learning

Provides opportunity for learners to understand the learning requirements of people in churches/institutions. It is designed for students to examine a variety of teaching and learning theories and principles relevant to teaching ministries, and explore how teachers/pastors can design and implement effective learning experiences in and for churches in order to make disciples. Students will explore foundational principles and theories of teaching, learning and curriculum planning, in order to best design and implement effective learning experiences in churches/institutions. *Offered in Chinese.*

CHED CM13 (3) Age Specific and Intergenerational Educational Ministry

Explores the theory and practice of age-specific generational and intergenerational educational ministry in the church. Attention will be given to the strength and limitation of such learning, and attempt to find the balance between the two to strengthen the bonding of different age-groups in the church as a whole. *Offered in Chinese.*

CHED CM15 (3) MVP Leadership for Children's Ministry

In this course, students will confirm the Mission, Vision and Passion (MVP) in nurturing children's faith and identify creative ways to build an effective Children's Ministry. Based on Biblical teaching and child development theories, students can relate principles to practical application for responding to the spiritual needs of children and leading them to follow Bible's teaching. Through hands-on activities and small group projects, students will examine different models of delivering Children Sunday School. They will design a curriculum that is age-appropriate, interesting, and strong in faith nurturing. Students learn practically how to foster children's potential in experiencing God and lead them to Christ. *Offered in Chinese.*

CHED CM17 (3) Church Growth through Small Groups

Seeks to understand the basic principles underlying the operation of small groups and how small groups can promote healthy church growth. We will examine the biblical basis of the small group structure and function in today's church. Discussion will be focused on group dynamics, friendship evangelism, spiritual direction, and small group leader's training. *Offered in Chinese.*

CHED CM19 (3) Understanding Challenges of Nurturing Today's Youth

Analyze the current context and developmental dynamics of today's youths, so as to realize challenges young people are facing and their multi-dimensional needs. This study acquaints students with the physical, emotional and spiritual components of adolescents' development which are constantly under the impact of the external world, family and faith community. It covers particularly young people's struggles in spiritual faith realm. Based on this understanding and Biblical teaching, this course relates principles to practical application for equipping church leaders and parents in providing a better support to the holistic development (body, mind and soul) of today's young people so as to prepare a nurturing spiritual soil for their faith and overall development. *Offered in Chinese.*

CHED CM21 (3) Equipping Leaders for Next-Gen Ministry

Develops students with an understanding of leadership in Next-Gen Ministry (newborn to 21 years old) for nurturing their faith development. In addition to biblical leadership principles, being a leader of this age group requires specific knowledge and skills, such as linking parents and church as partners; building a volunteering team that span over a great variety of age groups and skill sets. With challenges young people face in this fast-paced world, it is necessary to cast new visions or evaluate curriculum to respond to the emerging needs of Next-Gen. In this course, learners will identify their personality and spiritual gifts for building a healthy team and interacting well with parents and volunteers. Through small group discussions and projects, students can learn biblical leadership skills and practical ministry ideas for serving as a godly and effective Next-Gen leader. *Offered in Chinese.*

CHED CM29 (3) Introduction to Christian Education

An overview of the educational ministry within the Chinese church context. The principles of Christian education ministry, and the application of those principles within the Chinese church context will be examined. The course focuses on biblical, theological, philosophical, historical, psychological and methodological aspects of educational ministry in the Chinese church. Issues and common problems related to today's Chinese church educational ministry will also be discussed. *Offered in Chinese.*

CHED CM50 (3) Understanding the Adult Learner

Provides an understanding of adult development and learning. The principles of adult teaching and learning, and the application of those principles within the Christian context will be examined. The course focuses on biblical, theological, philosophical, historical, psychological and methodological foundations of adult development and learning. Issues and common problems related to today's adult ministry will also be discussed. *Offered in Chinese.*

COUN CM25 (3) Building a Healthy Chinese Christian Family

Uses a family-life cycle framework to help Chinese Christians build a healthy family, including marriage preparation, adjustment as a couple, parenting, retirement and aging. Students will be introduced to resources for building a harmonious Christian family that are biblically and scientifically based and proven effective. Practical strategies and tools will be provided to help students help themselves and their church members build healthy couple and family relationships. *Offered in Chinese.*

HIST CM12 (3) History of Christianity I

A survey of the history of Christianity from the earliest days of the church through the first phase of the Reformation. It examines the main currents of spirituality, theology, missions, worship, organization, and the church's relationship with the society of each particular era. The student is exposed to some of the most formative periods in the story of the church through the reading of a variety of classic Christian writings. This interaction with the past is designed to help the student understand the breadth and richness of their faith, and be more aware of the struggles their forebears have faced, with success and loss that shaped the movement of human history. *Offered in Chinese.*

HIST CM24 (3) History of Christianity II

A survey of the history of Christianity from the time of the Reformation through the 20th century. It explores the main currents in spirituality, theology, missions, worship, organization, and their interaction with society. Through the reading of primary documents from different traditions, students are challenged to broaden their understanding of the Christian faith. The experiences of the church facing the cultural changes of the past centuries will help the student wrestle with the issues of our postmodern society. *Recommended prerequisite: HIST CM12. Offered in Chinese.*

INTD CM11 (3) Marketplace Theology and Ministry

Examines the influence of the marketplace, work in society and our daily life from multiple perspectives. The theological foundation and integration of faith in the marketplace is established through reflection of various Christian doctrines within the marketplace context. The marketplace movement is analyzed in terms of its vision, development, current situation and pastoral issues. Case examples and pastoral concerns are explored to learn about practicing the Christian faith and pastoring marketplace Christians. The course equips pastors, missionaries and Christian leaders to live out their faith in the marketplace, and to pastor Christians at work. *Offered in Chinese.*

INTD CM12 (3) Leadership and Spirituality of Work

Enables students to re-conceptualize the definition and impact of leadership and to reflect on the meaning of spirituality in their daily lives and work. It provides a theological and biblical examination of the concepts and teachings of spiritual formation of leaders at work, and a multifaceted consideration of the goals, approaches, values, spiritual life and growth of leaders. Concepts of leadership will be examined in both the corporate vs church contexts, with the view of discerning the challenges, struggles and various healthy resolutions. *Offered in Chinese.*

INTD CM13 (3) Ethics in the Workplace

Examines the influence and place of Christian ethics in the workplace and daily life. Students will learn concepts and teachings of the marketplace and work ethics from biblical and theological perspectives; reflect upon corporate culture, ethical values, moral character, situational choices, and practical actions in the marketplace and at work from multiple angles; explore Christians' struggles and find their way forward amidst ethical issues in the marketplace and at work. *Offered in Chinese.*

INTD CM15 (3) Vocation as Narratives

Marketplace Christians and leaders influence the world by expressing and proclaiming the truth with their lives. Through examining our career and workplace experiences, this course helps students to reflect on how God has called them, be with them, and led them through difficulties, so that they can continue to grow spiritually. After reflecting and analyzing how these unique career experiences shaped and mold our being, students will learn to effectively narrate and express them as life testimonies that will impact and inspire others. *Offered in Chinese.*

INTD CM17 (3) Faith and Wealth

Examines and explores the status and influence of wealth in our daily life. It further explores the ownership, stewardship, distribution and deployment of wealth from multiple perspectives based on concepts and teachings from theological and biblical perspectives. The findings are then analyzed in the contexts of daily life to reflect upon the challenges and possible responses of applying biblical concepts of our own lives. *Offered in Chinese.*

INTD CM19 (3) Faith and Work Integration

Consists of two parts: integration of faith and work in terms of our inner being, and in terms of our work-related knowledge. The former focuses on our work experiences, and involves reflecting on inner feelings and struggles, seeking to address the sacred-secular dichotomy, and living a coherent integrated life. The latter analyzes the relationship between work knowledge and faith life, examines work or professional knowledge theologically, and integrative responses to society and church life. *Offered in Chinese.*

INTN CM01 (3) Internship

Correlated with lessons learned in the classroom, students will complete a mentored learning experience (2 semesters in duration, 3 credit hours). Systematically, students will develop skills in observation, analysis and reflection on the practice of ministry in their own church, other designated churches or para-church organizations. Students may choose to intern in a mission field. Refer to CCSTT Pastoral Ministry Internship Handbook for details. *Offered in Chinese.*

MISS CM03 (3) Perspectives on the World Christian Movement

Provides a comprehensive survey of the nature of the Christian mission worldwide with a focus on fulfilling the Great Commission. It covers the biblical, the historical, the cultural and the strategic perspectives of worldwide mission. *Offered in Chinese.*

MISS CM04 (3) Global History of Mission and Chinese Church as a Sending Church

Analyzes and evaluates 2,000 years of global history of mission, with special emphasis on major mission movements into China, beginning with Nestorian missionary endeavours. The course analyzes and explores the trends and issues of the development of the Chinese church, including the mainland and diaspora churches, in the past few decades, as a missionary sending base. *Offered in Chinese.*

MISS CM05 (3) The Challenges of World Religions

Analyzes the thought systems and developmental trends of major world religions such as Judaism, Islam, Hinduism and Buddhism, and also deals with folk religions and animism. It includes the formulation of dialogical and missiological strategies toward their followers. *Offered in Chinese.*

MISS CM06 (3) Special Topics in Mission

An examination of various topics in missions. May be repeated with different content in different years. *Offered in Chinese.*

MISS CM07 (3) Cross-cultural Understanding of Mission

Designed to introduce students to the discipline of cultural anthropology from a Christian perspective. Students will learn not only basic concepts such as the definition of culture, worldviews, social structure, kinship systems and religions, but also the application to cross-cultural missionary work. *Offered in Chinese.*

MISS CM08 (3) Mission Ministry and Strategy in the Chinese Church

Based on the importance and implementation of Christian mission in the Chinese churches, this course deals with the foundation of how to develop missions programs. It includes the study of theology of missions, methods and strategies in world evangelization, and models for building a practical mission program in a local church. *Offered in Chinese.*

MISS CM11 (3) Introduction to Theology of Mission

Provides an overview of both the Old and New Testaments, and explores the biblical and theological foundation of global mission, to help the student to grasp the nature and heart of God, and the identity and vocation of God's people-- God as the missional God, church as the missional community, and Christians as the missional people. *Offered in Chinese.*

NEWT CM05 (3) New Testament Theology and History

A study of the background contents of the New Testament with a view to placing the books in their historical setting. An introduction to critical methodology, New Testament theology and the contents of representative books. *Offered in Chinese.*

NEWT CM10 (3) Elementary Greek I

An introduction to the fundamentals of Greek for the study of the New Testament. Intended for MDiv and other theological students who wish to move quickly into the reading of the Greek New Testament. *Offered in Chinese.*

NEWT CM11 (3) Elementary Greek II

Continuation of NEWT CM10 Elementary Greek I.

Prerequisite: NEWT CM10. Offered in Chinese.

NEWT CM14 (3) Greek Exegesis I

An introduction to the practice of Greek exegesis with a view to equipping the student with a methodology to interpret the New Testament text for the purpose of preaching and teaching. *Prerequisite: NEWT CM11.*

Offered in Chinese.

NEWT CM16 (3) Gospel of John

A study of the message of the Gospel of John in light of its historical, literary, and theological contexts. Special emphasis will be given to John's argument, and key topics such as Christology, faith, life, and Holy Spirit. *Prerequisites: BIBL CM01 and NEWT CM05. Offered in Chinese.*

NEWT CM17 (3) Gospel of Matthew

A study of the Gospel of Matthew on the basis of the Chinese/English text. The literary structure and characteristics, the portrayal of Jesus and the Gospel's distinctive themes are discussed. *Offered in Chinese.*

NEWT CM19 (3) Greek Exegesis II

A continuation of the principles used in Greek Exegesis I applied to the Epistle to the Ephesians. An introductory study of textual criticism is included. *Prerequisite: NEWT CM14. Offered in Chinese.*

NEWT CM26 (3) Second Corinthians

Examines Second Corinthians to discover its teaching on the nature of true Christian ministry. Issues such as discipline and forgiveness, suffering and service, glory and humility, generosity and rewards are all topics that are discussed. Helps students discover ways in which to minister more effectively to the Body of Christ and the world in which we live. *Offered in Chinese.*

NEWT CM30 (3) The Pastoral Epistles

A study of the messages of the letters of 1 & 2 Timothy and Titus in light of their historical, literary, and theological background and setting. Special emphasis will be given to their relevance to the pastoral ministry in the contemporary society and culture. *Offered in Chinese.*

NEWT CM31 (3) Book Study: Romans

An interpretive (exegetical, structural, social, theological and pastoral) study of Paul's letters to the Roman believers. Students will go through a detailed exposition of its contemporary application and missional motifs.

Recommended prerequisite: NEWT CM05, NEWT CM10 and NEWT CM11. Offered in Chinese.

NEWT CM32 (3) Book Study: Hebrews

As one of the least known books in the New Testament, the Book of Hebrews carves a path straight into the presence of God and acts as a guide to spirituality in a time of crisis. This course will focus on the exegetical and interpretative study of the Book of Hebrews from the perspectives of history, literature, theology, and spirituality. All students will benefit from the exploration of Hebrews' message for today in discipleship, community, and ministry. *Recommended prerequisites: BIBL CM01 and NEWT CM05. Offered in Chinese.*

NEWT CM34 (3) The Book of Revelation

A study of the Book of Revelation with a focus on its literary genre, theological themes and the various schools of interpretation. A detailed study of the argument with a view to teaching and preaching its content. *Offered in Chinese.*

NEWT CM36 (3) Acts

Acts records the beginning of the early church. This book has played and continues to play an important role in shaping the church's sense of its identity and mission. This course is primarily an exegetical study of Acts. By exploring the content and themes of this book, this course will examine Acts' historical, literary, and theological qualities within relevant first-century contexts. This course will also involve a sustained discussion of how the message of Acts can be integrated into the life of the church today. *Offered in Chinese.*

OLDT CM02 (3) Old Testament Theology and History

Designed to provide the student with a general introduction to the historical, sociological and religious world in which the Old Testament was produced. It also discusses the discipline of Old Testament theology and major theological themes of the Old Testament. *Offered in Chinese.*

OLDT CM09 (3) Exodus

This course consists of two sections. The first section is an introduction to the study of the book of Exodus from three perspectives: author, text, and reader. It serves to provide students a preliminary knowledge of the study of Exodus and develop their methodology on interpreting the texts. The second section is an introduction to the research process and the skills of academic writing. The process of research and writing serves as the structure and platform for teaching and learning. Students are expected to apply research skills on the issues of Exodus. At the end, students can benefit from both exploring the study of Exodus and advancing the writing skills. *Offered in Chinese.*

OLDT CM14 (3) The Book of Joshua

This course consists of two sections. The first section is an introduction of the study of the book of Joshua from three perspectives: author, text, and reader. It serves to provide students a preliminary knowledge of the study of Joshua and develop their methodology on the interpretation of the texts. The second section is an introduction of the Old Testament exegesis. Students are expected to apply exegetical skills on the texts of Joshua and integrate the results of exegetical studies and develop the ability to interpret and preach on the texts of Joshua. *Offered in Chinese.*

OLDT CM15 (3) The Book of Psalms

Introduction to the theology and message of the Psalms through the study of the specific genres. In addition to the study of representative Psalms, the course focuses on the interpretation of the imprecatory Psalms and Messianic Psalms. *Recommended prerequisite: OLDT CM02. Offered in Chinese.*

OLDT CM16 (3) The Book of Isaiah

An overview of the message of Isaiah with special emphases on the call of the prophet, the messianic passages, the concept of the remnant, the prophet's teaching on social justice, the servant passages and the question of the authorship of chapters 40 to 66. *Recommended prerequisite: OLDT CM02. Offered in Chinese.*

OLDT CM17 (3) Proverbs

The redaction history of Proverbs suggests that this book was not just a royal instruction manual or a databank of wisdom sayings from monarchical Israel. Individual proverbs have been reorganized to express different perspectives and fresh motifs in response to the challenge of a new cultural era. This course will focus on the theology of Proverbs and its place in the Kethuvim, with special attention to its structural and literary form and the application of its teaching to contemporary human and ecclesiastical life. *Recommended prerequisite: OLDT CM02. Offered in Chinese.*

OLDT CM19 (3) The Twelve Minor Prophets

Explores the section of the Latter Prophets known as "The Book of the Twelve." It 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. *Offered in Chinese.*

OLDT CM22 (3) Hebrew Grammar I

An introduction to the basic principles of Biblical Hebrew with emphasis on morphology, phonology and syntax including same reading of selected portions of the Hebrew Old Testament. *Offered in Chinese.*

OLDT CM23 (3) Hebrew Grammar II

Continuation of Hebrew Grammar I. *Prerequisite: OLDT CM22. Offered in Chinese.*

OLDT CM25 (3) Academic Biblical Research and Writing using Ezekiel

This course consists of two sections. The first section is an introduction to the study of the book of Ezekiel from three perspectives: author, text, and reader. It serves to provide students a preliminary knowledge of the study of Ezekiel and develop their methodology on interpreting the texts. The second section is an introduction to the research process and the skills of academic writing. The process of research and writing serves as the structure and platform for teaching and learning. Students are expected to apply research skills on the issues of Ezekiel. At the end, students can benefit from both exploring the study of Ezekiel and advancing the writing skills. *Offered in Chinese.*

OLDT CM31 (3) The Book of Genesis

An overview of the message of Genesis with special emphases on the creation account; the six genealogies; the five extended narratives of Adam, Noah, Abraham, Jacob, and Joseph; the literary structure of the book; the research on authorship and redaction history; and the paradigm shift in Pentateuchal criticism. *Recommended prerequisite: OLDT CM02. Offered in Chinese.*

OLDT CM33 (3) Deuteronomy

Overview of the message of Deuteronomy with special emphasis on the review of wilderness wandering, the ten words of covenant at Horeb, the anticipation of entry into Canaan, the twenty paragraphs of Torah case studies, the literary structure of the book, the research on authorship and redaction history. *Recommended prerequisite: OLDT CM02. Offered in Chinese.*

OLDT CM36 (3) 1 & 2 Samuel

This course consists of two sections. The first section is an introduction of the study of 1 and 2 Samuel (1 and 2 Samuel hereafter Samuel) from three perspectives: author, text, and reader. It serves to provide students a preliminary knowledge of the study of Samuel and develop their methodology on interpretation of the texts. The second section is an introduction of the Old Testament exegesis. Students are expected to apply exegetical skills on the texts of Samuel and integrate the results of exegetical studies and develop the ability to interpret and preach on the texts of Samuel. *Recommended prerequisite: OLDT CM02. Offered in Chinese.*

OLDT CM37 (3) Job

A study of the book of Job with a special focus on its literary features, theological message and contemporary relevance. Different reading strategies proposed to deal with the apparent tensions inherent in the work will be examined. *Recommended prerequisite: OLDT CM02. Offered in Chinese.*

PAST CM03 (3) Pastor as Shepherd Leader in the Chinese Church

Examines the nature and theology of pastoral ministry with emphasis on the role of the pastor as the shepherd leader. Accordingly, the shepherd leader character traits development and the skills cultivation process are drawn from the wealth of biblical and theological principles. Furthermore, the practical aspects of the pastoral ministry from the pulpit to the caring ministry, from leading the church board to conflict resolution, from the emerging issues in the church ministry to Christ-like leadership succession will also be examined. *Recommended prerequisite: SPIR CM09. Offered in Chinese.*

PAST CM04 (3) Evangelism and Church Planting in the Chinese Community

Different methods of evangelism to reach the Chinese in North America will be studied, with a goal to establish a new church. The ways to reach the Mainland Chinese immigrants and scholars in North America and bringing them to Christ will also be addressed. Technicality and theories of church planting will be analyzed and evaluated. Case studies may be conducted. *Offered in Chinese.*

PAST CM07 (3) Worship and Music in the Chinese Church

Explores the Christian foundation of worship and music in the Chinese Churches. This course is designed for those who are called to serve in the area of music and worship ministry. This course will equip students with essential and functional knowledge of the subjects, through providing the biblical and theological foundations for worship, training skills for developing and leading congregational singing, teaching principles in planning worship services and developing interpersonal skills for mobilizing musicians to serve in churches and parachurch organizations. It covers the future trends and worship renewal of the 21st century. *Offered in Chinese.*

PAST CM21 (3) Introduction to Chinese Preaching

Teaches the basic principles of “bridging” what the biblical text meant in ancient times to what it means today, especially in the Chinese cultural context. This includes teaching the practical steps by which to develop the constituent parts of a sermon’s content. Consideration is also given to the important principles of effective delivery of the sermon. Opportunities are provided for each student to practice the principles and skills taught. *Prerequisite: BIBL CM01. Offered in Chinese.*

PAST CM26 (3) Chinese Pastoral Counselling

Provides students with a basic understanding of the field of pastoral counselling, and prepares the students to be more effective in counselling as a pastor or lay leader. Essential elements of pastoral counselling are covered using the model of Christ as the “Wonderful Counsellor” (Isaiah). Opportunity is provided in small groups to practice basic counselling skills in a supervised setting. Practical tools and resources for building self-esteem and managing emotions are introduced for students to apply to their own lives and to help others. *Offered in Chinese.*

PAST CM30 (3) Advanced Chinese Preaching

Builds on the basic principles of sermon preparation and delivery taught in PAST CM21 (previously CHIN CM21). Attention will be given to the expository preaching of Old Testament biblical narratives. Besides the crafting of sermon outlines based on designated texts, students will be given sufficient opportunities through preaching laboratory sessions for sermon presentations and peer evaluation. Students will also be required to study and analyze different preaching styles and expository contents of assigned preachers. *Prerequisites: BIBL CM01 and PAST CM21. Offered in Chinese.*

SPIR CM09 (3) Spiritual Formation

Provides a personal spiritual growth experience through a theological understanding of the essentials of spiritual formation; exploring major traditions of the Christian discipline; and active participation in the life of Christ, even in suffering, so that one is being formed into the image of Christ. The Sermons of the Mount and Mission (Matthew 5 to 10) will be foundational biblical text for the study. The discipline of spiritual formation and the direction it can bring to the body of Christ today will also be considered. *Offered in Chinese.*

THEO CM06 (3) Christianity and Chinese Culture

Surveys the history, development and characteristics of the Chinese culture in comparison to the Christian faith (theology, anthropology and world view). Explores the possibility of a dialogue between the two traditions. Building on an interplay of diachronical (historical) and synchronical (thematic) approaches, explores the relationship and integration of Christianity and Chinese culture. Special emphasis is put on the application on apologetic evangelism, pastoral ministries, missiological considerations and theological contextualization. *Offered in Chinese.*

THEO CM08 (3) Christian Ethics

An introduction to Christian ethics, including the biblical bases, the historical development, and the application of Christian ethics to different personal and social issues. *Offered in Chinese.*

THEO CM13 (3) Systematic Theology I

A systematic study of Christian doctrines according to the evangelical tradition. Topics covered include prolegomena, revelation and Holy Scripture, the doctrines of God, creation, humanity and sin. Special emphases are placed upon the application of these doctrines in evangelism, apologetics, pastoral ministries, missiological considerations and theological contextualization. *Offered in Chinese.*

THEO CM25 (3) Systematic Theology II

Continuation of Systematic Theology I. Topics covered include the person and work of Christ, the Holy Spirit, the doctrine of salvation, ecclesiology and eschatology. Special emphases are placed upon the application of these doctrines in evangelism, apologetics, pastoral ministries, missiological considerations and theological contextualization. *Recommended prerequisite: THEO CM13. Offered in Chinese.*

THEO CM28 (3) Chinese Church History and Theology

Survey of the development of the Christian church in China, from the Nestorians to the present, with emphasis on the 19th and 20th century Chinese church development up to 1949. Issues in Chinese church history will be discussed in light of evangelical theology. This course will include a survey of the major religious ideas in traditional Chinese society (Confucianism, Taoism, Buddhism, Chinese animism and “neo-Confucianism”) as well as the impact of communism. Emphasis will be put on a critical examination of major theological developments and theologians emerging in the Chinese church in the 20th century, both within and outside the evangelical circle. *Offered in Chinese.*

A woman with short brown hair and glasses, wearing a maroon sweater and a necklace, stands in a classroom. She is gesturing with her hands while speaking to a group of students. In the foreground, the back of a student's head is visible. To the right, there is a podium with some papers on it.

Seminary Academic Policies and Procedures

Registration Policies and Procedures

Advanced Standing with Credit

1. Graduates of Undergraduate Studies at Tyndale University and other accredited institutions may qualify for advanced standing (with credit), provided the following criteria are met:
 - Students must hold an accredited undergraduate degree.
 - Students must have earned a grade of “B” (3.0) in the course(s) for which advanced standing (with credit) is desired.
2. Students entering the Master of Arts program, Master of Divinity program, Master of Theological Studies program and Graduate Diploma program may be eligible for advanced standing (with credit).
 - Students entering the Master of Divinity program and Master of Arts Clinical Counselling program may receive up to four courses (12 credit hours) in advanced standing. Graduates of an accredited theological or religious studies undergraduate degree program with a strong background in Bible or theology may be eligible to receive an additional five courses (15 credit hours) for a total of nine courses (27 credit hours) in advanced standing (with credit).
 - Students entering the Master of Theological Studies program, Master of Arts Children, Youth and Adult Discipleship program, and Master of Arts Thanatology program may receive up to three courses (9 credit hours) in advanced standing. Graduates of an accredited theological or religious studies undergraduate degree program with a strong background in Bible or theology may be eligible to receive an additional three courses (9 credit hours) for a total of six courses (18 credit hours) in advanced standing (with credit).
 - Students entering the Master of Arts Historical and Theological Studies program may receive up to one-third of the credits required for the program in advanced standing (with credit).
 - Students entering the Graduate Diploma program may receive up to two courses (6 credit hours) in advanced standing (with credit).
3. The decision to award advanced standing (with credit), and the eligible courses, are at the discretion of 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 add/drop period.
4. No credit hours shall be awarded for courses audited.
5. Courses such as internships, directed studies (DRR) 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.

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 2026	
Sep 25, 2026	Last day to add a course
From initial registration to Sep 25, 2026	Dropped course removed from transcript
Sep 26 to Nov 20, 2026	Dropped course with W (Withdrawal) grade – does not affect grade point average
After Nov 20, 2026	Too late to drop a course – final grade is recorded on transcript and calculated into GPA
Winter 2027	
Jan 22, 2027	Last day to add a course
From initial registration to Jan 22, 2027	Dropped course removed from transcript
Jan 23 to Mar 19, 2027	Dropped course with W (Withdrawal) grade – does not affect grade point average
After Mar 19, 2027	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

Course Registration

1. Students must register for all courses through the Office of the Registrar or via the online [MyTyndale](https://tyndale.ca/registrar) 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 a course after the add/drop period of the course.
4. International students are required to submit the International Student Registration

Form at flow.tyndale.ca prior to course registration. Refer to the [How to Register for International Students](#) page on the Office of the Registrar's website for more details.

Course Substitution

Students with prior theological studies may be eligible to substitute a required course for an advanced level course, with permission from the Registrar.

Directed Reading and Research (DRR) Courses

Directed Reading and Research (DRR) courses allow students to study in a specific area of interest not addressed by the scheduled course offerings.

Students wishing to apply for a DRR should begin the process early. The deadline for DRR requests is two weeks prior to the registration deadline of each semester.

All DRR courses adhere to the policies of the Academic Calendar and must be completed within one semester. Policies for all DRR courses:

1. Students may apply to take a DRR course in a particular area of study not addressed by regular course offerings.
2. DRR courses normally may not be taken as substitute for courses offered in the same academic year.
3. Students will normally be eligible for a DRR course after they have completed at least 15 credit hours of regular course work and demonstrated ability to do independent research and writing.
4. Normal prerequisites apply to all DRR courses. The student will have completed the prerequisites in the given curricular area with at least a Grade Point Average (GPA) of 4.0 (B) in those courses.
5. DRR courses are not normally open to occasional students.
6. Students in the MDiv program and MA Clinical Counselling program may take up to 2 DRR courses; students in the MTS program, MA Children, Youth and Adult Discipleship program, and MA Thanatology program may take up to 1 DRR course.

For further information, visit: tyndale.ca/seminary/drr.

Program Changes

Students are accepted into the program indicated on their acceptance letter. Students deciding to change program, major or concentration must apply through the Office of the Registrar using the Change of Program form found at flow.tyndale.ca. Upon receipt of the application for a program change, the Registrar will review it and come to a decision. Students may be directed to the Admissions Office or program coordinator for specific programs.

The Academic Planning Committee or the Registrar reserves the rights to request or require

a student to change to the diploma program, another degree program or another major. An appeal may be made following the Appeals Policy or the Academic Appeals Policy.

Repeating Courses

1. Only the higher earned grade in any repeated courses will count in the computation of the grade point average.
2. Earned credit hours in repeated courses will only count once.
3. The repeated course must be completed in its entirety.

Shared Credit between Two Degrees/Programs

1. A student may not be in two academic programs at the same time.
2. A student who completes the Graduate Diploma may count all 9 courses toward a subsequent Master of Divinity, Master of Theological Studies or Master of Arts.
3. Shared credits between degrees may not exceed half of the degree receiving those credits.
4. Once a degree is awarded, a student may not “surrender” that degree.

Transcripts

Students requiring Tyndale transcripts should submit a Transcript Request form, available at tyndale.ca/registrar, to the Office of the Registrar and pay posted fees.

Transfer Credit on Admission

Students who have completed graduate course work at another accredited institution and wish to transfer to Tyndale Seminary may be eligible to receive credit to a maximum of one half of the program requirements, provided the following criteria are met:

1. Minimum cumulative Grade Point Average (GPA) of 2.0 (C).
2. Courses are completed with a Grade Point Average of 2.0 (C) or higher.
3. Subjects parallel program requirements at the Seminary.

Transfer Credit on a Letter of Permission (LOP)

Tyndale students who wish to take a course at another accredited institution for transfer credit toward their program must obtain a Letter of Permission (LOP) from the Registrar prior to registering with the other institution. Courses completed elsewhere without a LOP may be ineligible for transfer credit.

- To request a LOP, an application for a Letter of Permission must be submitted to the Registrar, along with the syllabus from the other institution.
- Students must have a minimum GPA of 2.0 in order to apply for a LOP.
- Students on probation cannot take a LOP.

- Students must have all outstanding balances owed to Tyndale University paid before applying for a LOP.
- Courses selected to replace Tyndale program requirements must be equivalent in content and academic requirements.
- Fees for courses taken at other institutions are payable directly to the institution involved.
- Students must achieve a minimum GPA of 2.0 (C) in the course in order to have the course transferred into their program.
- At the end of the course, it is the student's responsibility to ensure that an official transcript of the course grade be sent to the Registrar at Tyndale.
- The maximum number of courses that may be taken on a LOP are as follows: five courses in Master of Divinity and Master of Arts Clinical Counselling; four courses in Master of Theological Studies, Master of Arts Children, Youth and Adult Discipleship, and Master of Arts Thanatology; two courses in Master of Theology, Master of Arts Historical and Theological Studies, and Graduate Diplomas. Students granted transfer credit upon admission may be ineligible for additional transfer credits through a LOP.
- LOPs are not issued in cases where the course in question is currently offered at Tyndale.

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.

Waitlist Policy

1. Course enrolment 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.

Classroom Expectations and Guidelines

Attendance Policy

- Three or more unexcused absences from a semester-based course, or one day or more from an intensive course, will constitute grounds for failing that course. Excused absences include death in the family, hospitalization of yourself or a member of your immediate family or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- Attendance in fully asynchronous online courses is demonstrated through regular log-ins and up-to-date participation in discussion forums.
- As a matter of basic courtesy, Tyndale students will commit to being in class on time and returning from class breaks on time.
- 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.

- If a student knows in advance that they will miss a class, the student should notify the professor prior to that class.
- To be present in the classroom, in person or virtual, students must register for their courses for credit or audit.

Course Evaluations

At the end of each course, students will be given the opportunity to provide feedback and evaluation on the course. The results of these evaluations are compiled and distributed to the respective instructors and the Academic Dean for consideration. Students are strongly encouraged to complete the Course Evaluation as it is an important aspect of course development and planning.

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 Reading and Research courses, theses, or Internships as these are most often one-on-one courses. Students wishing to submit comments or concerns regarding these courses may contact the Office of the Academic Dean.

Course Syllabi

Each course offered at Tyndale Seminary includes a course syllabus that the instructor reviews with students on the first day of the course. The syllabus remains posted online for students to refer to throughout the course. The syllabus contains details including a course description, learning outcomes, course requirements and course assignments and grading. The syllabus will also include information pertaining to the instructor's expectations and guidelines for the submission of work, providing clear instructions of what is expected of a student and the basis for evaluation.

Course syllabi for most courses may be accessed at tyndale.ca/seminary/syllabi.

Textbooks

The syllabus for each course will list the required texts, which will be available for purchase through [Cornerstone Bookshop](#).

Examinations

In-course examinations – Faculty members will assign the times for midterm examinations, tests and quizzes in the syllabus. Examinations are to be taken when scheduled. Students who are unable to take such an examination due to illness or emergency must notify the instructor in advance. The instructor will determine rescheduling arrangements.

Final examinations – final examinations will be held during the times stated in the calendar. The Registrar will determine the time and place of these examinations. Final examinations are normally three hours in length.

Examination conflicts – an exam conflict is defined as “two exams at the same time or three exams on the same day.” These are the only criteria for changing a scheduled exam. If there are unusual circumstances, scheduling arrangements within the regular exam period may be considered and approved only by the Registrar.

Students with legitimate examination conflicts must submit an Exam Reschedule Request Form to the Office of the Registrar by the deadline stated on the Exam Reschedule Form. Forms are available at tyndale.ca/registrar. Students will not be able to set their own reschedule date and time, but must accept a rescheduled time from the Office of the Registrar. Please note that early vacation, work schedule and personal plans do not qualify as legitimate exam conflicts. Students are expected to arrange personal plans around the exam schedule.

Gender-Inclusive Language Policy in Written Assignments

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are or could be perceived as exclusive or pejorative. Resources and guidelines for gender-inclusive and nondiscriminatory language are available from Writing Consultation, Centre for Academic Excellence.

Late Papers and Extensions Policy

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

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

A temporary grade of incomplete (“I”) may be granted by the Registrar. Depending on the length of the requested extension, the Registrar may adjust the student’s course load for the following semester or impose restrictions on further registration until the outstanding course is completed. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

Academic Grading System

Letter Grades (Affecting Grade Point Average)

Letter Grade	Grade Points	Description	Definition
A+ (90-100%)	4.0	<i>Excellent</i>	Student displays a comprehensive knowledge of the principles and materials treated in the course, fluency in communicating that knowledge, and originality and independence in applying material and principles. The work provides evidence of a significant awareness of and ability to interact with related scholarly literature that goes beyond the requirements of the course. The work exhibits few or no mechanical and stylistic errors. The work demonstrates proficiency in matters of grammar, spelling, sentence and paragraph structure. The student demonstrates an unusual flexibility or inventiveness with words or structure that result in a striking individual style, which is clear and lively in presentation without detracting from the academic nature of the work.
A (85-89%)	4.0		
A- (80-84%)	3.7		
Letter Grade	Grade Points	Description	Definition
B+ (77-79%)	3.3	<i>Good</i>	Work indicates a thorough grasp of the goals for this assignment within the context of the course. The work exhibits few mechanical and stylistic errors and demonstrates a reasonable organization and development of ideas. Ideas are clearly and logically expressed and are well supported by an obvious awareness of the relevant literature with appropriate documentation of all sources.
B (73-76%)	3.0		
B- (70-72%)	2.7		
C+ (67-69%)	2.3	<i>Acceptable</i>	While work displays a sufficient and basic understanding of the principles and materials treated in the course, the expression of that understanding is impeded by any of the following: lack of conceptual organization, lack of development and flow of ideas, inadequate use of and interaction with relevant scholarly literature, inadequate documentation of sources, significant inaccuracies and errors regarding grammar and spelling, significant mechanical and stylistic errors. Performance at this level meets graduation requirements.
C (63-66%)	2.0		

continued

C- (60-62%)	1.7	<i>Poor</i>	Work reveals a lack of understanding or serious misunderstanding of the principles and materials treated in the course. The work lacks a clearly defined thesis and/or fails to support the thesis with appropriate research. The development and flow of ideas throughout the paper are significantly below standard. Sources are not cited appropriately and the work relies mainly on summaries and paraphrases of other people's work. The work contains poor sentence structure and punctuation and generally suffers from a lack of attention to matters of grammar and style. The work is inappropriately shorter or longer than the required length. While a grade of D is not a failure in a particular course (i.e., the professor does not see the need for the student to repeat the course), consistent work at this level would prohibit the student from graduating.
D+ (57-59%)	1.3		
D (53-56%)	1.0		
D- (50-52%)	0.7		
F (0-49%)	0.0	<i>Failure</i>	Student displays inadequate or fragmentary knowledge of the principles and materials treated in the course. The student may have failed to complete the course requirements. The work may contain plagiarized materials.

This grading system applies to the MTS, MDiv, MA, ThM, Post-Graduate Diploma and Graduate Diploma courses. For the Doctor of Ministry program, please see the Doctor of Ministry Handbook.

Other Grades (Not Affecting Grade Point Average)

AG	Aegrotat Standing
AU	Audit – non-credit
CR	Credit Received
I	Incomplete – extension granted by the Registrar
IP	In Progress
N	No Pass
NC	No Credit Received
P	Pass
W	Withdrawal

Incomplete Grade

A temporary grade of incomplete “I” may be assigned by the Registrar once an extension is granted. 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.

Academic Policies and Procedures

Academic Appeals

General Academic Appeals

A student may submit a written request to the Academic Planning Committee (APC) on issues of an academic nature. To do so, the student must submit a written request for a review of the issue(s) to the Chair of the APC and include copies of any prior correspondence with Seminary personnel. Upon receiving an unfavourable decision from the APC, a student may appeal to the Academic Dean on matters of process only.

Appealing a Grade on an Assignment

A student may informally contest a grade for an assignment by discussing it with the professor within 14 days of receiving the grade. If this does not bring about satisfactory resolution, the student may bring the matter to the attention of the department head, who will then discuss it with the professor. The department head may choose to have the assignment marked by another faculty member. If the department head is the professor in question, the student will discuss the matter with the Academic Dean. The decision of the Academic Dean will be final.

Appealing a Final Grade in a Course

A student may informally contest a grade by discussing it with the professor upon receipt of the grade. If this does not bring about satisfactory resolution, a student may formally contest a final grade within 14 days from the date the grade was posted. The procedure is:

1. The student will submit to the professor, in writing, the reasons for contesting the grade.
2. The professor will respond in writing to the student within 10 days.
3. If this does not bring about satisfactory resolution, the student may take their grievance to the Academic Planning Committee (APC), who will rule on the matter. To do this, the student must submit a written request for a review to the Chair of the committee and include a copy of the student's statement to the professor and the professor's response.
4. If a student feels that they can demonstrate a grade discrepancy of at least one letter grade, they may appeal to the APC.
5. The Committee's decision is final.

Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all assignments. Academic dishonesty is a serious matter.

Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism, the literary version of stealing.

Types of Academic Dishonesty

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc.

The most obvious form of academic dishonesty is plagiarism which is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another person's words and the use of an opinion with no reference to the source.

The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded paper, on a project common to two courses of study, to be acceptable.

Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program.

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) programing 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.

Consequences of Academic Dishonesty

If a student is suspected of academic dishonesty, the following steps will be taken:

1. The professor will meet with the student to discuss the situation and consult with the Academic Dean or designate. The Dean of Student Life and the Centre for Academic Excellence (CAE) may be informed.
2. If deliberate dishonesty has been established, a mark of zero will be given for the assignment or the exam or the course. Further instances of academic dishonesty will be dealt with on an individual basis.
3. When a penalty for academic dishonesty has been imposed, the student will be referred to the CAE and the Dean of Student Life for follow-up. The Office of the Registrar will be informed that a penalty for academic dishonesty has been imposed and a notation will be made in the student's file.
4. If a second instance of academic dishonesty occurs (in the same course or a different course), the student faces suspension or expulsion. The matter will be brought before the Academic Planning Committee for adjudication.
5. An appeal may be made by following the Academic Appeals procedure.

Academic Integrity Module

The Centre for Academic Excellence, in cooperation with Distributed Learning, has designed a tool to help students understand Tyndale's requirements surrounding academic integrity, plagiarism, and artificial intelligence. Within the first semester of study, each new Seminary student must complete our *Academic Integrity for Seminary Students module*. The module can be found under the "Student Resources" tab at the top of a student's Dashboard on Moodle.

Completing this module will familiarize students with academic research expectations, proper citation form, and help them succeed when writing academic papers. Failure to complete this module before the end of a student's first semester will impact their ability to register for new courses or may change their existing registration status. [Note: Incoming DMin students must complete the module by the end of their first June residency. All other students who begin their studies during the Spring/Summer semester have until the end of the Fall semester to complete the module.]

Academic Probation and Suspension

(For the Doctor of Ministry program, please refer to the Doctor of Ministry Handbook)

Academic probation provides a mechanism whereby students who may be struggling with their course work can be identified and monitored with appropriate counsel in the following semesters. The following guidelines provide the basis for dealing with academic probation:

Probationary Status - On Admission

Probationary status may be assigned on admission to students whom the Admissions Committee deems in need of academic support and monitoring. Any student admitted with less than the required grade point average in their previous degree ("C+" or 2.3) will automatically be placed on probation. Students entering on "special admission" status will automatically be placed on probation.

Probationary Status - Current Students

1. The Registrar automatically assigns academic probation to students whose cumulative Grade Point Average (GPA) falls below 2.0 ("C"), or who have more than one failed course, after the completion of one semester (four courses).
2. The Registrar will inform such students in writing that they are being placed on academic probation and will also notify the Academic Dean and Dean of Student Life.
3. Students on academic probation will not normally be allowed to take more than three courses in the next semester and must maintain a "C" average with no failures.

Removal of Probationary Status

1. Probationary status is reviewed at the end of the fall and winter semesters once final grades are received.
2. Academic probation may be removed after the equivalent of one semester (4 courses) with at least a "C" average (2.0) and with no failing grades.
3. Students who fail to meet the criteria for the removal of probation after two consecutive semesters will have their status reviewed by the Registrar. Possible consequences include denial of permission to register for further courses.

Academic Suspension

1. Students whose semester Grade Point Average (GPA) falls below 1.0 ("D") will not be allowed to take courses for one year, after which they may apply for readmission to the school.
2. 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.
3. Credit for courses taken elsewhere during this period of academic suspension will not be applied to the student's studies at the Seminary.
4. The Registrar will notify students of their status and relevant procedures.

Graduation Requirements

Academic – Graduands in MA (except MA Historical and Theological Studies), MDiv, MTS, Post-Graduate Diploma and Graduate Diploma are required to have a passing grade in all subjects as prescribed in their program and have a cumulative Grade Point Average (GPA) of at least 2.0.

Graduands in ThM and MA Historical and Theological Studies are required to have at least a B- grade in all the required courses as prescribed in the program and have a cumulative Grade Point Average (GPA) of at least 3.0.

Graduands in DMin and Post-DMin Certificate are required to have a cumulative Grade Point Average (GPA) of at least 3.0. The Post-Graduate Diploma in Advanced Ministry Studies may be awarded to persons who complete 9 DMIN courses with at least a 3.0 cumulative average in those 9 courses.

Notification – Students must complete a Graduation Application form by the published deadline in order to graduate at the spring or fall convocation. No additions to the list of graduands will be made after the deadline.

Convocation Ceremony – Graduands are expected to attend. Those graduands who are unable to attend are required to inform the Office of the Registrar.

Exit Interviews – Feedback from graduands is vital to the Seminary's annual evaluation process. Students are expected to meet with their major/program coordinator for an exit interview and complete the Graduating Student Questionnaire.

Outstanding Fees – Graduands must ensure that all outstanding tuition fees and library fines are paid in full and all library books are returned.

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.



Directory

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LESLIE MCCORMICK, Vice Chair

GLEN ROADKNIGHT, Treasurer

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JOE YACOUN

Chancellor

HARRIET THORNHILL

ICD.D, Directors Education Program, Rotman School of Management, 2022; MBA, Athabasca University, 2004.

Administration

President and Vice Chancellor

MARJORY KERR

PhD, University of Waterloo, 1991; MASc. University of Waterloo, 1987; BA, The University of British Columbia, 1984.

Senior Vice President, External Relations / President, The Tyndale Foundation

KEVIN D. KIRK

MBA, University of Leicester, 2008; MTS, Tyndale Seminary, 1999; BRS, Ontario Bible College, 1993.

Senior Vice President, Administrative and Support Services

GLEN J. ROADKNIGHT

Vice President, Student Development

SHARON CHUAH

MTS, Tyndale University, 2015; BA, York University, 2006.

Vice President Academic and Dean of the School of Arts and Sciences

W. PAUL FRANKS

PhD, University of Oklahoma, 2012; MA, Biola University, 2004; BS, Southwestern Assemblies of God University, 2002.

Vice President Academic and Dean of Seminary

MICHAEL KRAUSE

DMin, Gordon Conwell Theological Seminary, 2009; MDiv, Ontario Theological Seminary, 1985; BScF, University of Toronto, 1981.

Alumni and External Relations

TUULI K. HANNULA

Director, External Relations

Finance and Operations

Campus Operations

SCOTT A. ROUGH

Director, Campus Operations

Finance

JOANNA E. ROYAL

Controller

Human Resources

VIVIAN LABIB

Director, Human Resources

Information Technology

YOUNAN E. YOUNAN

Director, Information Technology

Marketing & Communications

TRACEY MORI

Director, Marketing & Communications

Student Development & Support Services

Admissions

JUSTIN M. HACKETT

Director, Enrolment Management

Centre for Academic Excellence

CHAD MUISE

Director, Centre for Academic Excellence

Distributed Learning

JAMES T. ROBERTSON, PhD

Director, Distributed Learning

Library

LEAH VETRO

University Librarian

Registration

BRENDA HO

Registrar

Student Life

GEORGE W. SWEETMAN

Dean of Student Life

Tyndale Wellness Centre

WILMA NEVERS

Director, Tyndale Wellness Centre

TYNDALE SEMINARY

Faculty

MARK CHAPMAN

Professor of Research Methods

Director, Doctor of Ministry Program

PhD, University of Toronto, 2004; MA, Wilfrid Laurier University, 1994; BA, University of Waterloo, 1991; BRS, Ontario Bible College, 1989.

Areas of Specialization: Research methods, religions in North America, sociology of religion, and Canadian evangelicalism

MARILYN DRAPER

Associate Professor of Practical Theology

PhD, McMaster Divinity College, 2016; MDiv, Ontario Theological Seminary, 1992; BJ, Carleton University, 1984.

Areas of Specialization: Practical theology, spiritual formation and spirituality, theology of mission, relationship of church to gospel and culture, church planting, pioneering leadership, evangelism and discipleship, theology of worship, Jaques Ellul and “Technique”.

PATRICK S. FRANKLIN

Alister E McGrath Chair of Christian Thought and Spirituality

Associate Professor of Theology

PhD, McMaster Divinity College, 2011; ThM, Regent College, 2004; MDiv, Tyndale Seminary, 2001; BA, Wilfrid Laurier University, 1998.

Areas of Specialization: Ecclesiology, theological anthropology, trinitarian theology, science and Christian faith, Dietrich Bonhoeffer

NOHA-CHRISTINE GUORGUI

Assistant Professor of Counselling

PhD, Regent University, 2025; DMin, Tyndale University, 2019; MEd, University of Ottawa, 2011; BEd, University of Ottawa, 2009; BA, York University, 2008; RP, College of Registered Psychotherapist of Ontario, 2019.

Areas of Specialization: Individual and Couples Therapy, Anxiety and Depression, Attachment-Based Therapy

SARAH HAN

Assistant Professor of Pastoral Ministry

(Homiletics)

Director, Tyndale Centre for Pastoral Imagination

PhD, University of Toronto Knox College, 2021; MDiv, University of Toronto Knox College, 2011; HonBA, University of Toronto Trinity College, 2006.

Areas of Specialization: Practical Contextual Theology, Canadian Ethnic and Intercultural Ecclesiology, Missional Homiletics, Diaspora Missiology, Gospel and Culture

REBECCA IDESTROM

Professor of Old Testament

PhD, University of Sheffield, 1996; MRel, Wycliffe College, Toronto, 1990; BA, University of Toronto, 1987; BTh, Central Pentecostal College, 1985.

Areas of Specialization: Old Testament, history of biblical interpretation, Hebrew, intertestamental history and literature

MICHAEL KRAUSE

Vice President Academic and Dean of Seminary
R. J. Bernardo Family Chair of Leadership
Associate Professor of Leadership and Ministry
DMin, Gordon Conwell Theological Seminary, 2009; MDiv, Ontario Theological Seminary, 1985; BScF, University of Toronto, 1981.

Areas of Specialization: Pastoral ministry, church planting, urban ministry, coaching, mentoring, leadership development

JOHN MOON

Lecturer in New Testament
PhD, Durham University, 2023; MA, University of British Columbia, 2016; MDiv, Trinity Evangelical Divinity School, 2013; BSc (Hons), University of Toronto, 2008.

Areas of Specialization: New Testament, Romans, Galatians, Pauline Theology, History of Interpretation of Paul

ARNOLD NEUFELDT-FAST

Associate Professor of Theology
PhD, University of St. Michael's College, University of Toronto, 1996; MA, Brock University, 1988; BA, Brock University, 1987; BTh, Mennonite Bible College, 1987.

Areas of Specialization: Contemporary Protestant theology and ethics, continental philosophy, Anabaptist studies

HELEN K. NOH

Professor of Counselling Psychology
PhD, Fuller Theological Seminary (School of Psychology), 2003; MA, Fuller Theological Seminary, 2003; MS, Fuller Theological Seminary (School of Psychology), 2001; BSc (Honours), University of Toronto, 1996.

Areas of Specialization: Marital and family therapy

GORDON OESTE

Lecturer in Old Testament
PhD, University of St. Michael's College, University of Toronto, 2008; MDiv, North American Baptist Seminary, 1993; BAR, North American Baptist College, 1990.

Areas of Specialization: Warfare in the Bible and Ancient Near East, The Book of Judges, Narrative Criticism, Old Testament Theology, Historical Books

AVA K. OLESON

Associate Professor of Counselling
DMin, Evangel University/Assemblies of God Theological Seminary, 2011; MS, Fuller Seminary's Graduate School of Psychology, 1994; BA, Vanguard University of Southern California, 1982.

Areas of Specialization: Trauma related issues, anxiety & depression, women's issues, phase of life issues

JAMES E. PEDLAR

Donald N and Kathleen G Bastian Chair of Wesley Studies
Professor of Theology
Director, Master of Theology Program
PhD, University of St. Michael's College, University of Toronto, 2013; MDiv, Wycliffe College, University of Toronto, 2005; BA (Honours), Queen's University, 2002.

Areas of Specialization: Wesleyan theology, ecclesiology, unity and diversity in the church, renewal and reform movements

DUNCAN REID

Associate Professor of New Testament
PhD, University of Toronto, 2013; MDiv, Tyndale Seminary, 2004; Grad.Dip.Phys., Nottingham School of Physiotherapy, 1988.

Areas of Specialization: New Testament, Matthew, relationship between gospels, historical Jesus

JAMES ROBERTSON

Associate Professor of Christian History
 PhD, McMaster Divinity College, 2013; MDiv,
 McMaster University, 2007; BRS, Rocky
 Mountain College, 2003.

Areas of Specialization: Canadian Christianity,
 Church and War, and Evangelicalism

NARRY F. SANTOS

*Associate Professor of Christian Ministry and
 Intercultural Leadership*
 PhD, University of the Philippines, 2006; PhD,
 Dallas Theological Seminary, 1994; STM, Dallas
 Theological Seminary, 1990; MDiv, International
 School of Theology – Asia, 1988; BS, University
 of the Philippines, 1984

Areas of Specialization: Diaspora missiology,
 church planting, pastoral ministry, Philippine
 studies, Gospel of Mark, NT interpretation

DAVID SHERBINO

Professor of Spirituality and Pastoral Ministry
 CTPS (Certified Thanatologist Pastoral
 Specialist), Canadian Council of Professional
 Certification (Global), 2019; DMin, Fuller
 Theological Seminary, 1986. Diploma in
 Spiritual Direction, Pecos Benedictine Abbey,
 1976; Diploma in Ministry, Presbyterian
 College, McGill University, 1976; STM, McGill
 University, 1976; MPS, St. Paul University,
 1975; BTh, Ontario Bible College, 1971; BA,
 University of Ottawa, 1970.

Areas of Specialization: Pastoral
 counselling, worship, spiritual formation,
 leadership, thanatology

JESSE SUDIRGO

*Assistant Professor of Contextual Ministry
 and Director of Social Transformation
 Education Initiative*

PhD, University of Toronto, 2026; MA,
 University of Toronto, 2018; MA, Fuller
 Theological Seminary, 2011; BA, York
 University, 2008.

Areas of Specialization: Contextual theology,
 public theology, urban ministry, missional
 leadership, community development,
 social justice

NATHAN SZETO

Lecturer in Clinical Counselling
 PhD (cand.), Regent University; MDiv,
 Tyndale Seminary, 2017; BA, University of
 Toronto, 2013.

Areas of Specialization: Individual, couple,
 child and family therapy, addiction issues

LYNDSAY THOMPSON

Lecturer in Counselling and Thanatology
 DMin, Tyndale Seminary, 2025; MDiv, Tyndale
 Seminary, 2018; BA, York University, 2011.

Areas of Specialization: Child and family
 therapy, thanatology, trauma informed therapy,
 spiritual formation

ALEX TREW

Lecturer in Theology
 PhD, University of Aberdeen, 2024; ThM, Regent
 College, 2020; MA, Regent College, 2019; BA, Cardiff
 Metropolitan University, 2013.

Areas of Specialization: Modern Protestant
 thought, modern Orthodox thought, Greek
 patristics, theologies of person, theologies of
 death

WAFIK WAHBA

Professor of Global Christianity

PhD, Northwestern University, 1997; ThM, Princeton Theological Seminary, 1987; MATS, McCormick Theological Seminary (Chicago, Illinois), 1985; BTh, Evangelical Seminary (Cairo, Egypt); BA, Ain Shams University, 1980.

Areas of Specialization: Global Christianity, cultural contextualization, theology, Middle Eastern and Islamic studies

JAMES WATSON

Internship Program Coordinator and Lecturer in Practical Theology

PhD, Fuller Theological Seminary, 2015; MDiv, McMaster Divinity College, 1997; BA, McMaster University, 1995.

Areas of Specialization: Missiology, Leadership Development, Practical Theology Methodology, Canadian Community Exegesis, Gospel, Church and Culture

ASHOOR YOUSIF

Assistant Dean of the Seminary

Associate Professor of Christian History

PhD, University of Toronto, 2020; MA University of Toronto, 2012; MTS, Tyndale Seminary, 2008; BEng, McMaster University, 2005.

Areas of Specialization: Middle Eastern Christianity, Syriac studies, historiography, Islamic studies, Christian-Muslim relations

RESEARCH FACULTY**JAMES A. BEVERLEY**

Research Professor

PhD, University of St. Michael's College, University of Toronto, 1994; MTh, University of Toronto, 1983; MDiv, Acadia University, 1977; BA (Hon), Acadia University, 1975.

Areas of Specialization: Apologetics, world and new religions, charismatic Christianity, Roman Catholic theology, Christian ethics

WING-HUNG LAM

Research Professor of Chinese Church History

PhD, Princeton Theological Seminary, 1978; MDiv, Trinity Evangelical Divinity School, 1974; BSc, University of Hong Kong, 1969.

Areas of Specialization: Church history, historical theology, Chinese church history, Chinese theology

BARBARA M. LEUNG LAI

Research Professor of Old Testament

PhD, University of Sheffield, 1997; ThM, Wycliffe College, University of Toronto, 1979; MDiv, Fuller Theological Seminary, 1976; BTh, Alliance Bible Seminary, 1972.

Areas of Specialization: Wisdom literature, apocalyptic literature, psychological hermeneutic of biblical themes and texts, interdisciplinary approaches to the interpretation of the Hebrew Bible, gender-culture studies, methodological considerations toward the development of appropriation/relevance theories, contextual biblical interpretation

DENNIS NGIEN

Research Professor of Theology

PhD, University of St. Michael's College, University of Toronto, 1993; STM, Lutheran Theological Seminary, 1988; MDiv, Lutheran Theological Seminary, 1986; MCS, Canadian Theological Seminary, 1984; BA, University of Saskatchewan, 1982.

Areas of Specialization: Systematic theology, Reformation theologies, Christology, Soteriology, the Trinity, Jurgen Moltmann, and Dietrich Bonhoeffer

SIANG-YANG TAN

Research Professor of Psychology and Counselling

Ph. D. in Clinical Psychology, McGill University, 1980; B.A. First Class Honors, McGill University, 1976.

Areas of Specialization: Clinical Psychology, Cognitive Behaviour Therapy, Christian Counselling, Integration of Psychology and Christianity, Lay Counselling and Lay Counsellor Training, Cross-Cultural Counselling, The Holy Spirit and Spiritual Formation in Christian Counselling

ADJUNCT FACULTY**HERMAN CHOW**

Adjunct Professor of Counselling

DMin, Eastern Baptist Theological Seminary, 2001; MDiv, Tyndale Seminary, 1996; BComm, University of Toronto, 1989.

Areas of Specialization: Emotionally Focused Therapy (EFIT, EFCT, EFFT); Individual, Couple, and Family Therapy; Marriage Preparation and Enrichment

PETER CHU

Adjunct Professor of Biblical Studies

ThM, Tyndale Seminary, 2008; MA, Dallas Theological Seminary, 1998; MSc, University of Toronto, 1994; MD, University of Toronto, 1990.

Areas of Specialization: Biblical Hebrew narrative, Deuteronomistic History

RUPEN DAS

Adjunct Professor of Social Justice, Compassion and Development

DMin, Acadia Divinity College, Acadia University, 2014; Master of Arts, Syracuse University, 1979; Bachelor of Science, 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

VAN JOHNSON

Adjunct Professor of New Testament

ThD, Wycliffe College, University of Toronto, 1997; MDiv, Trinity Evangelical Divinity School, 1980; BA, McGill University, 1979.

Areas of Specialization: Pentecostal history, Luke, Romans, Jewish apocalyptic, pastoral theology

JEFFREY LOACH

Adjunct Professor of Spiritual Formation

CSD (Certified Spiritual Director), Canadian Council of Professional Certification (Global), 2013; ThM, Tyndale Seminary, 2011; DMin, Ashland Theological Seminary, 2003; MDiv, Tyndale Seminary, 1992; BA, University of Waterloo, 1989.

Areas of Specialization: Spiritual gifts and personality, Reformed spirituality, Benedictine spirituality, worship, preaching

CLINTON MIX*Adjunct Professor of Leadership*

Post-Doctoral Certificate, Tyndale Seminary, 2024;
 DMin, Tyndale Seminary, 2013; MALM, Ambrose
 Seminary 2008; Graduate, Arrow Leadership,
 1999; BBS, Canadian Bible College, 1989.

Areas of Specialization: Communal
 Discernment, Leadership, Change,
 Conflict, Intercultural Ministry, Church
 Development, Church Planting/Mission

SARAH PATTERSON*Adjunct Professor of Spiritual Formation*

DMin, Tyndale Seminary, 2014; MTS,
 Tyndale Seminary, 2011; BJourn, Toronto
 Metropolitan University (formerly
 Ryerson), 2003; BA, Dalhousie University,
 1986.

Areas of Specialization: The impact of
 transitions (loss, life changes etc.) on our
 formation; Spiritual gifts and spiritual
 formation, especially for leaders; Prayer,
 creativity and formation

MINHO SONG*Adjunct Professor of Ministry and Mission*

PhD, Trinity Evangelical Divinity School, 1999;
 ThM, Regent College, 1989; MDiv, Regent College,
 1988; BA, University of British Columbia, 1982.

Areas of Specialization: Missional
 Congregation, Immigrant Church, Discipleship
 & Contextualization

KERN STANBERRY*Adjunct Professor of Counselling*

DMin, Tyndale Seminary, 2020; MDiv, Tyndale
 University College & Seminary, 2006; Diploma
 in Couple and Family Therapy Studies,
 University of Guelph, 2011; RMFT, OAMFT,
 2009; Clinical Fellow, AAMFT, 2009; Approved
 Supervisor, AAMFT, 2014; RP, College of
 Registered Psychotherapist of Ontario, 2015.

Areas of Specialization: Marriage and Family
 Therapy

WILLIAM WEBB*Adjunct Professor of Biblical Studies*

PhD, Dallas Theological Seminary, 1990; ThM,
 Dallas Theological Seminary, 1985; BA,
 Providence College, 1980.

Areas of Specialization: Hermeneutics, ethical
 issues in the biblical text, Corinthian
 correspondence, apocalyptic literature, Book of
 Revelation

ENOCH WONG*Adjunct Professor of Diaspora Studies*

PhD, Gonzaga University, 2015; MA; University of
 Toronto, 1987; BApSc, University of Toronto, 1979.

Areas of Specialization: Christian Leadership,
 Research Methods, Practical Theology, Chinese
 North American Church, Chinese North
 American-born Christians

ADJUNCT FACULTY – Canadian Chinese School of Theology Toronto

ROCKY FONG*Adjunct Professor, Canadian Chinese School
of Theology Toronto*

PhD, McMaster Divinity College, 2014; MA,
 Moore Theological College, 1999; ThM,
 Dallas Theological Seminary, 1989; BAS,
 York University, 1985.

Areas of Specialization: New Testament
 Greek, Johannine writings, Systemic
 Functional Linguistics, New Testament History
 and Theology

EMERITUS FACULTY

JANET L. CLARK

Dean Emeritus

PhD, University of Toronto, 2003; MSW, Wilfrid Laurier University, 1977; BSW, McMaster University, 1974; BA, McMaster University, 1974.

RONALD KYDD

Professor Emeritus of Church History

PhD, University of St. Andrews, 1973; MDiv, Lutheran Theological Seminary, 1968; BA, University of Manitoba, 1967.

ROY R. MATHESON

Professor Emeritus of New Testament

Postgraduate Studies at the University of Alabama, the Toronto School of Theology and Tyndale House, Cambridge; ThD, Dallas Theological Seminary, 1962; ThM, Dallas Theological Seminary, 1965; BTh, Ontario Bible College, 1958.

VINCENT H. K. POON

Professor Emeritus of Counselling

PsyD, Newport University, 1991; DMin, Eastern Baptist Theological Seminary, 1988; MTS, Tyndale Seminary, 1982; MD, University of Manitoba, 1972; BSc, University of Manitoba, 1968.

VICTOR A. SHEPHERD

Professor Emeritus of Theology

STD (honoris causa), Roberts Wesleyan College, 1995; ThD, Emmanuel College, University of Toronto, 1978; Post-graduate studies in New Testament, University of Aberdeen, 1973-1974; BD, Emmanuel College, University of Toronto, 1970; MA, University of Toronto, 1969; BA, University of Toronto, 1965.