

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

Semester, Year	Spring/Summer, 2026
Course Title	DEVELOPING INTERCULTURAL COMPETENCY FOR MINISTRY
Course Code	MISS 0688 / PAST 0658 – 1P/1S
Date	From May 19, 2026 to May 23, 2026 TUESDAY – SATURDAY
Time	From 9AM to 4PM
Delivery Format	IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
Class information	The classes will be livestreamed / in-person from Tuesday to Saturday from 9:00 AM – 4:00 PM.
Instructors & Contact Information	ALEXANDER S. LEE, PhD Candidate alexanderlee@tyndale.ca DOROTHY PANG, JD dpang@tyndale.ca
Office Hours	Available by appointment.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course 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.

God’s people are called to participate in God’s mission of blessing the nations of this world. With the movement of people, gateway cities like Toronto have become multicultural centers where nations are gathered in close geographical proximity. When we are going to engage in missional ministry, it will mean having to cross cultural boundaries to build trusting relationships.

II. LEARNING OUTCOMES

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

1. Examine intercultural engagement through the lens of Christian theology
2. Recognize cultural differences and how they impact communication
3. Describe the processes involved in intercultural communication
4. Evaluate their self-awareness regarding their own intercultural competence
5. Apply adaptation processes for engaging in diverse cultural contexts
6. Display a willingness to develop effective intercultural relationships

III. COURSE REQUIREMENTS

A. REQUIRED READING

Hibbert, Evelyn and Richard. *Walking Together on the Jesus Road: Discipling in Intercultural Contexts*. William Carey Publishing, 2018. 206 pages. ISBN: 9780878080922.

Krause, Michael and Narry Santos, Robert Cousins (editors). *From the Margins to the Centre: The Diaspora Effect: A Collection of Essays to Celebrate the 20th Anniversary of the Tyndale Intercultural Ministry Centre*. Toronto: Tyndale Academic Press, 2018. 234 pages. ISBN: 9781999464608.

Dyrness, William A. [*Insider Jesus: Theological Reflections on New Christian Movements*](#). Downers Grove, IL: IVP, 2016. 196 pages. ISBN: 9780830873166.

Sheffield, Dan. *The Multicultural Leader: Developing a Catholic Personality*. Toronto, ON: Clements Publishing, 2015. 146 pages. ISBN: 9781894667302.

The following articles will be placed on the course page on classes.tyndale.ca.

Bear, Cheryl. "The Smudge Ceremony: Inspiring Faith in Indigenous North Americans." In *Traditional Ritual as Christian Worship: Dangerous Syncretism or Necessary Hybridity?*, edited by R. Daniel Shaw and William R. Burrows, Chapter 12. The American Society of Missiology Series, No. 56. Maryknoll, NY: Orbis Books, 2018.

Billings, J. Todd. "[The Problem with 'Incarnational Ministry'](#)." *Christianity Today*, August 10, 2012.

Hiebert, Paul G. "Critical Contextualization." *Missiology*, Volume 12 (3): 10 – Jul 1, 1984.

Hine, Cathy. "Negotiating from the Margins: Women's Voices (Re)Imagining Islam." In *Dynamics of Muslim Worlds: Regional, Theological, and Missiological Perspectives*, edited by Evelyne A. Reisacher, 113–34. Missiological Engagements. Downers Grove, IL: IVP Academic, 2017.

Lee, Alexander S. "The 'New' Comparative Theology as New Frontier in Interreligious Engagement and Christian Witness." *Journal of the Evangelical Missiological Society* 5, no. 1 (March 2025): 1–18.

Walls, Andrew F. "The Gospel as Prisoner and Liberator of Culture", in *The Missionary Movement in Christian History* (Maryknoll, NY: Orbis, 1996), 1-15.

A requirement of this course is each student will take an **online Intercultural Development Inventory (IDI)**. The cost of this assessment, debrief, and coaching guide is **\$50** (details in class).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Berry, John W. "[Living Together in Culturally Diverse Societies](#)." (YouTube Video) Kingston, ON: Queens University, 2022.

Bolger, Ryan K., ed. *The Gospel after Christendom: New Voices, New Cultures, New Expressions*. Grand Rapids, MI: Baker Academic, 2012.

Branson, Mark Lau and Juan Martinez. *Churches, Cultures, and Leadership: A Practical Theology of Congregations and Ethnicities* (2nd ed). Downers Grove, IL: Intervarsity Press, 2023.

Brown, Austin Channing. *I'm Still Here: Black Dignity in a World Made for Whiteness*. London: Virago Press Ltd., 2021.

Chan, Sabrina S., Linson Daniel, E. David De Leon, and La Thao. *Learning Our Names: Asian American Christians on Identity, Relationships, and Vocation*. Downers Grove, IL: IVP, 2022.

Flanders, C. L. "About-face transformation: Learning to embrace honor, shame, and face." *Missiology*, 51(4), 309–320, 2023. <https://doi.org/10.1177/00918296231189118>.

Hiebert, Paul G. "The Flaw of the Excluded Middle." *Missiology: An International Review* 10, no. 1 (January 1982): 35–47.

King, Roberta Rose. *Global Arts and Christian Witness: Exegeting Culture, Translating the Message, and Communicating Christ*. Grand Rapids, MI: Baker Academic, 2019.

Rah, Soong-Chan. *Many Colors: Cultural Intelligence for a Changing Church*. Moody Publishers, 2010. ISBN: 9780802450487.

Twiss, Richard. *Rescuing the Gospel from the Cowboys: The Native American Expression of the Jesus Way*. Downers Grove, IL: Intervarsity Press, 2015.

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

C. ASSIGNMENTS AND GRADING

1. Class Participation: 10%

This assignment is related to Learning Outcomes #1-6

Developing intercultural competence requires intentionality in communication. Therefore, class participation is an important component of this in-person intensive. Student participation will be graded on a scale of 1 to 5: 1) present, but no participation; 2) present, not disruptive; responds when called on but does not offer much; infrequent involvement; 3) adequate preparation, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon; 4) good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 5) excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

2. Class presentation on critical contextualization: 20%; Due Date: May 23, 2026

This assignment is related to Learning Outcomes #1, 2, 3, 5, 6.

In order to integrate and apply learnings from course content and readings, students will engage in a group learning and presentation project. The assignment will have two components, 1) a group presentation on the last afternoon of class, and 2) a written reflection paper handed in at end of last class.

- Each person reads Paul Hiebert's article "Critical Contextualization," then students choose one or another of the two related case studies (supplied) to read. Each group must ensure that both case studies are represented amongst their participants.
- Meet to discuss learnings from readings and identify elements of the "critical contextualization" approach (represent graphically).
- Your group will then choose a relevant case study (critical incident) from amongst group members that presents a cross-cultural, contextualization incident.
- Using the "Critical Contextualization" approach (or consciously moving beyond it),

show how you would address this critical incident and what possible solution(s) might honour both the local culture as well as fidelity to the Word and Spirit of God.

- Participants will write a 5-page reflection paper describing how your group applied (or otherwise navigated) the Critical Contextualization approach, conclusions you reached, and your personal reflection of this process. Marking: 10% for group work; 10% for reflection paper.

3. Personal Reflection on the IDI Assessment: 10%; Due date: June 5, 2026

This assignment is related to Learning Outcome #4.

In order to integrate and apply learnings from course content and readings, students will write a 3-page personal reflection paper engaging with the results of their IDI assessment.

- **Intercultural Development Journey.** Identify your Perceived Orientation (PO) on the IDI continuum and compare it with the Development Orientation. Using insights from the IDI assessment and materials encountered in this course, describe the factors that have influenced your intercultural development journey to this point.
- **Interview and IC Development Plan.** Utilizing the IDI coaching plan and principles learned from this course, identify and describe what practical steps you will take in your personal life and ministry to develop your intercultural competencies. Interview one leader who is experienced in intercultural ministry and include his/her insights into your personal coaching plan. (“What is something that has helped develop your intercultural competency?”).

4. TWO Critical Book Reviews: 2x10 = 20%; Due Date: June 12, 2026

This assignment is related to Learning Outcomes #1, 2, 3, 4, 5.

Read TWO of the four books in the required reading list. Describe 6 intercultural principles from each book, showing how they might be applied to your personal and ministry context. Each report should be 2-3 pages or a total of 5-6 pages.

5. Research Paper: 40%; Due Date: July 17, 2026

This assignment is related to Learning Outcomes #1, 2, 3, 5.

In order to integrate course content and readings, students must produce a research paper 10 – 12 pages in length (*without bibliography or title page--double-spaced, font size 12*). Topics are of the student’s own choice, preferably related to a specific area of personal interest and/or experience. *Consult the Supplementary/Recommended Readings and Selected Bibliography in the syllabus for ideas.*

Research topics may include the following:

- Inter-cultural challenges facing refugees in Canada
- Reaching International Students living in Canada

- Witnessing amongst Muslims in Canada (newcomers, second/third-generation Canadians)
- The missionary and the inter-cultural adjustment process
- Challenges facing multicultural churches in Canada
- The world of spirits, ancestors, and the Holy Spirit and their impact on Christian discipleship
- Contextualized/missional expressions of church in Canadian context(s)
- Challenges facing 1.5 & 2nd generation immigrants
- Diaspora ministry and connection with the Euro-Canadian Church
- Other topics approved by the instructor

This research paper should reflect attention to key library resources and literature on your chosen topic. Include personal interview insights. These interviews are for personal skill development and require explanation and written consent from interviewees. Sample consent form will be provided as reference.

Identify a clear thesis statement regarding the objective of the research paper. Integrate key intercultural principles discussed in class. Articulate your understanding of the barriers and bridges in communicating the gospel across cultural differences.

Component	Mark (40)
Use of reading resources; citations; bibliography	5
Clear thesis statement regarding research topic	10
Personal interview insights	5
Barriers/bridges to gospel communication	10
Use of intercultural principles applied to topic	10

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Participation	10 %	
Group Presentation/Paper	20 %	Due May 23
IDI Reflection Paper	10 %	Due June 5
TWO Critical Book Reviews (2 x 10%)	20 %	Due June 12
Research Paper	40 %	Due July 17
Total Grade	100 %	

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

1. Overview of Intercultural Communication/Competence

- a. *Reading: Cousins, "Blessed to Be a Blessing..." From the Margins to the Centre*
- b. *Reading: Walls, "The Gospel as Prisoner and Liberator of Culture: Is There a 'Historic Christian Faith'?"*
 - Trends leading to Intercultural Communication
 - Missional Framework for Intercultural Ministry
 - Developing a theology of cultural diversity
 - The current cultural context in Canada
 - Administer Intercultural Development Inventory (IDI)

2. How Does Culture Work? Models of Culture and the Meaning of Intercultural

- a. *Reading: Sheffield, The Multicultural Leader* (entire book)
 - Exploring hidden dimensions of culture
 - Multi-cultural, cross-cultural, and inter-cultural
 - Discerning our values
 - IDI Group Profile Report
 - The DMIS model and the Intercultural Development Inventory

3. Intercultural Communication: Engaging across cultures

- a. *Reading: Hibbert, Walking Together* (Preface; Chapter 1; Section 2: Chapters 3-6)
- b. *Reading: Billings, "The Problem with 'Incarnational Ministry.'"*
 - Biblical examples of crossing cultures
 - Sanneh's and Wall's Translation Principle
 - Understanding identity formation
 - DIE – Describe, Interpret & Evaluate
 - Cultural Value Orientations
 - High & Low Context; Non-Verbal Behaviour

4. Adapting to another culture

- a. *Reading: Hiebert, "Critical Contextualization"*
- b. *Reading: Hibbert, Walking Together* (Section 4: **Read** Chapters 9-10, **skim** Chapters 11-12)
- c. *Reading: Dyrness, Insider Jesus, Chapter 1: "The Rise of Contextualization"*
 - CQ factors; Contact Theory/Deardorff
 - Intensity Factors in Adaptation
 - Culture Shock

- Berry's Model of Adaptation
- Multiculturalism- How Churches Adapt to Culture

5. Developing Competence for Ministry

- Reading: Lee, "The 'New' Comparative Theology as New Frontier in Interreligious Engagement and Christian Witness."*
- Reading: Bear, "The Smudge Ceremony: Inspiring Faith in Indigenous North Americans."*
- Reading: Hine, "Negotiating from the Margins: Women's Voices (Re)Imagining Islam."*
- Optional reading: Hiebert, Paul G. "The Flaw of the Excluded Middle." Missiology: An International Review 10, no. 1 (January 1982): 35–47.*
 - Exploring Cultural Worldviews: Guilt, Shame, Fear
 - 'Animistic' worldview
 - The Gospel and Culture: Toward Contextual Theology
 - Contextualizing the Gospel
 - Class Presentation

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Aldred, Raymond and Matthew Anderson. *Our Home and Treaty Land: Walking Our Creation Story*. Kelowna, BC: Woodlake Publishing, 2022.

Augsburger, David. [Conflict Mediation Across Cultures](#). Louisville, KY: Westminster John Knox, 1992.

Berry, John W. *Acculturation: A Personal Journey Across Cultures*. Cambridge, UK: Cambridge University Press, 2019.

Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission*. Maryknoll, NY: Orbis Books, 1991.

Cook, Charles and Lauren Goldbeck, Lorajoy Tiri-Dimangondayo. *Beyond Hospitality: Migration, Multiculturalism and the Church*. Toronto: Tyndale Academic Press, 2020.

Copeland, M. Shawn. *Knowing Christ Crucified: The Witness of African American Religious Experience*. Maryknoll, NY: Orbis, 2018.

Elmer, Duane H. [Cross-Cultural Conflict: Building Relationships for Effective Ministry](#). Downers Grove, IL: Intervarsity Press, 1993.

_____. *Cross-Cultural Connections: Stepping Out and Fitting In Around the World*. Downers Grove, IL: Intervarsity Press, 2002.

Engel, James F. *Contemporary Christian Communications: Its Theory and Practice*. Nashville, TN: Thomas Nelson, 1979.

Escobar, Samuel. *The New Global Mission: The Gospel from Everywhere to Everywhere*. Downers Grove, IL: IVP, 2003.

Gray, Derwin L. *Building a Multiethnic Church*. Nashville: Thomas Nelson, 2021.

Hall, Edward. [Beyond Culture](#). New York: Anchor Books, 1976.

_____. *The Hidden Dimension*. Reprint, New York: Anchor, 1969.

Hall, Edward and Mildred R. Hall. *Understanding Cultural Differences: Germans, French and Americans*. Yarmouth, ME: Intercultural Press, 1989.

Hess, J. Daniel. *The Whole World Guide to Culture Learning*. Yarmouth, ME: Intercultural Press, 1994 (see also 1997 abridged edition).

_____. *From the Other's Point of View: Perspectives from the North and South of the Rio Grande*. Scottsdale: Herald Press, 1980 (Wipf & Stock reprint, 1999).

Hesselgrave, David J. *Communicating Christ Cross-Culturally: An Introduction to Missionary Communication*. 2nd ed. Grand Rapids: Zondervan, 1991.

Hiebert, Paul G. *Anthropological Insights for Missionaries*. Grand Rapids, MI: Baker Book House, 1985.

_____. *Anthropological Reflections on Missiological Issues*. Grand Rapids, MI: Baker Book House, 1994.

Hofstede, Geert, Gert Jan Hofstede and Michael Minkov. *Cultures and Organizations: Software of the Mind* (3rd ed.). New York: McGraw Hill, 2010.

Hyun, Jane, and Audrey S. Lee. *Flex: The New Playbook for Managing Across Differences*. New York: Harper Business, 2014.

- Jennings, Willie James. *The Christian Imagination: Theology and the Origins of Race*. New Haven, CT: Yale University Press, 2011.
- Kendi, Ibram X. *How to Be an Antiracist*. New York: One World/Penguin Random House, 2019.
- Kraft, Charles H. *Anthropology for Christian Witness*. Maryknoll, NY: Orbis Books, 1996.
- _____. *Communication Theory for Christian Witness (2nd ed.)*. Maryknoll, NY: Orbis Books, 2002.
- Lingenfelter, Sherwood. *Transforming Culture: A Challenge for Christian Mission*. 2nd ed. Grand Rapids, MI: Baker Book House, 1998.
- _____. *Ministering Cross-Culturally*. 2nd ed. Grand Rapids, MI: Baker, 2003.
- Maros, Susan Lynn, Vince L. Bantu, and Kirsteen Kim, eds. *Power, Agency, and Women in the Mission of God: Interdisciplinary, Intercultural Conversations*. Eugene, OR: Pickwick Publications, 2024.
- Mayers, Marvin K. [Christianity Confronts Culture: A Strategy for Cross-Cultural Evangelism](#). Grand Rapids, MI: Academic Books, 1987.
- Myers, Bryant L. *Walking with the Poor: Principles and Practices of Transformational Development*. Maryknoll, NY: Orbis Books, 1999.
- Meyer, Erin. *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. New York: Public Affairs, 2014.
- Moe, David Thang. "Conceptualizing and contextualizing with and beyond Paul Hiebert's anthropological models: Toward a contextual trinitarian missiology in Myanmar." *Missiology: An International Review*, Vol. 47(2), 2019, 153-172.
- Newbigin, Lesslie. [The Gospel in a Pluralistic Society](#). Grand Rapids: Eerdmans, 1989.
- Pachau, Lalsangkima. *World Christianity: A Historical and Theological Introduction*. Nashville, TN: Abingdon Press, 2018.
- Salter McNeil, Brenda. *A Credible Witness: Reflections on Power, Evangelism and Race*. Downers Grove, IL: IVP Books, 2008.
- Samovar, L.A. and R.E. Porter. *Intercultural Communication: A Reader*. 9th ed. Belmont, CA: Wadsworth Inc., 2000.

Smith, Donald K. [*Creating Understanding: A Handbook for Christian Communications Across Cultural Landscapes*](#). Grand Rapids, MI: Zondervan, 1992.

Stewart, Edward C., and Milton J. Bennett. [*American Cultural Patterns: A Cross-Cultural Perspective*](#). Yarmouth, ME: Intercultural Press, 1991.

Storti, Craig. *Figuring Foreigners Out*. Yarmouth, ME: Intercultural Press, 1999.

_____. [*The Art of Crossing Cultures*](#). Yarmouth, ME: Intercultural Press, 1990.

Taylor, Charles. *Multiculturalism: Examining the Politics of Recognition*. Princeton, NJ: Princeton University Press, 1994.

Taylor, William D., ed. *Global Missiology for the 21st Century: The Iguassu Dialogue*. Grand Rapids, MI: Baker, 2000.

Thomas, David C. and Kerr Inkson. *Cultural Intelligence: People Skills for Global Business*. San Francisco: Berrett-Koehler Publishers, 2004.

Trompenaars, Alfons. *Riding the Waves of Culture: Understanding Diversity in Global Business*. Burr Ridge, IL: Irwin Professional Pub, 2012.

Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville: Abingdon Press, 1996, 2019.

Woodley, Randy. *Indigenous Theology and the Western Worldview: A Decolonized Approach to Christian Doctrine*. Grand Rapids: Baker Academic, 2022.

_____. *Mission and the Cultural Other: A Closer Look*. Eugene, OR: Cascade Books, 2022.

THE WORLD OF SPIRITS

Burnett, David. *Unearthly Powers*. Eastbourne: MARC, 1988.

Hiebert, Paul G. "The Flaw of the Excluded Middle." *Missiology: An International Review* 10, no. 1 (January 1982): 35–47.

Hiebert, Paul G., R. Daniel Shaw, and Tite Tienou. *Understanding Folk Religion: A Christian Response to Popular Beliefs and Practices*. Grand Rapids, MI: Baker Books, 1999.

Lee, Alexander S. "'Playing' with Danger: The Rehabilitation of Spiritual Danger for Inter-Ritual Participation – An Evangelical Perspective." *Studies in World Christianity* 31, no. 2 (July 2025): 171–91. <https://doi.org/10.3366/swc.2025.0509>.

- Lothes, Erin. "The Buddha, the Christ, And the Amazonian Chief." In *Christian Perspectives on Transforming Interreligious Encounter: Essays in Honor of Leo D. Lefebure*, edited by Peter C. Phan and Anh Q. Tran. Lanham, MD: Lexington Books, 2024.
- Love, Rick. [*Muslims, Magic and the Kingdom of God*](#). Pasadena, CA: William Carey Library, 2000.
- Moreau, A. Scott, ed. *Deliver Us from Evil: An Uneasy Frontier in Christian Mission*. Monrovia, CA: World Vision Publications, 2002.
- Steyne, Philip M. *Gods of Power*. Houston, TX: Touch Publications, 1989.
- Van Rheenen, Gailyn. [*Communicating Christ in Animistic Contexts*](#). Pasadena, CA: William Carey Library, 1996.

ISLAM

- Accad, Martin. *Sacred Misinterpretation: Reaching across the Christian-Muslim Divide*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2019.
- Accad, Martin, and Jonathan Andrews, eds. 2020. *The Religious Other: A Biblical Understanding of Islam, the Qur'an and Muhammad*. Carlisle, UK: Langham Creative Projects.
- Chapman, Colin. *Cross and Crescent: Responding to the Challenge of Islam*. Leicester: Inter-Varsity Press, 1995.
- Cragg, Kenneth. *The Call of the Minaret*. Maryknoll, NY: Orbis Books, 1956.
- _____. *Jesus and the Muslim: An Exploration*. London: George Allen and Unwin, 1985.
- Green, Todd H. 2019. *The Fear of Islam: An Introduction to Islamophobia in the West*. 2nd ed. Minneapolis, MN: Fortress Press.
- Kaemingk, Matthew. 2018. *Christian Hospitality and Muslim Immigration in an Age of Fear*. Grand Rapids, MI: William B. Eerdmans Publishing Company.
- Lee, Alexander S. "Moving Beyond a Missionary Model to Muslims? Considering J. Dudley Woodberry Today." *International Bulletin of Mission Research* 48, no. 2 (April 2024): 213–25. <https://doi.org/10.1177/23969393231216338>.
- Love, Rick. [*Muslims, Magic and the Kingdom of God*](#). Pasadena, CA: William Carey Library, 2000.
- Musk, Bill. *The Unseen Face of Islam: Sharing the Gospel with the Ordinary Muslim*. Rev'd ed. London: Monarch, 2003.
- Parshall, Phil. *New Paths in Muslim Evangelism: Evangelical Approaches to Contextualization*. Grand Rapids: Baker, 1980.
- _____. [*Bridges to Islam: A Christian Perspective on Folk Islam*](#). Grand Rapids, MI: Baker, 2006.
- _____. [*The Cross and the Crescent: Understanding the Muslim Mind and Heart*](#). Wheaton, IL: Tyndale, 2002.
- Reisacher, Evelyne A., ed. *Toward Respectful Understanding & Witness among Muslims: Essays in Honor of J. Dudley Woodberry*. Pasadena, CA: William Carey Library, 2012.
- Reisacher, Evelyne A. *Dynamics of Muslim Worlds: Regional, Theological, and Missiological Perspectives*. Missiological Engagements. Downers Grove, IL: IVP Academy, 2017.
- Talman, Harley, and John Jay Travis, eds. 2015. *Understanding Insider Movements: Disciples of Jesus within Diverse Religious Communities*. Pasadena, CA: William Carey Library.

Woodberry, John Dudley, ed. *From Seed to Fruit: Global Trends, Fruitful Practices, and Emerging Issues among Muslims*. 2nd ed., rev. and enlarged. Pasadena, CA: William Carey Library, 2011.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

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

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

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

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each individual assignment.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

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

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

Research Ethics

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

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+").

Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

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

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

E. COURSE EVALUATION

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

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

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

F. LIBRARY RESOURCES

[Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).