



TYNDALE

• UNIVERSITY COLLEGE •

Academic Calendar 2015-2016

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*Tyndale University College & Seminary
3377 Bayview Avenue
Toronto, Ontario M2M 3S4*

Message from the Academic Dean



Dr. Barry Smith

In Matthew 22, Jesus imparts His greatest commandment:

“Love the Lord your God with all your heart and with all your soul and with all your mind.”

At Tyndale University College, we strive to embody Christ’s calling in every discipline. Students will encounter subjects taught from a distinctly Christian point of view and engage with faculty, trained at prestigious universities from around the world, for whom Christ’s commandment resonates deeply within their person, their research and their teaching.

We believe that to love the Lord our God with heart, soul and mind is to understand His story, a story of truth, hope and healing, to embrace it as a learning community, and to proclaim it to the world. Tyndale is committed to imparting this story to our students through academic experiences and community involvement so that they may grow in knowledge and faith and use their gifts to affect the community and culture around them.

Barry M. Smith, PhD

Senior Vice President Academic
& Dean of the University College

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Campus Information

Prospective students are invited to visit Tyndale University College & Seminary at any time. 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 campus bookstore, library, café and dining hall are open to the public.

This academic calendar is effective for the 2015-2016 academic year, superseding all previous academic calendars. Tyndale University College & Seminary 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 College & Seminary to fulfil its mission.

Due to the nature of the Bachelor of Education (BEd) program, many of its policies and procedures, including financial aid options, differ from those of other Tyndale programs. For details about BEd policies and procedures, please see the Department of Education section.

Tyndale University College & Seminary

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Toronto, Ontario M2M 3S4
Canada

Phone: 416.226.6380 or 1.877.TYNDALE
Fax: 416.226.6746

tyndale.ca

Important Dates

Spring/Summer 2015

| | | |
|----------|-----------|-----------------------------------|
| April 20 | Monday | Spring/Summer courses begin |
| May 18 | Monday | Victoria Day <i>(no classes)</i> |
| June 26 | Friday | BEd ends <i>(2014 – 2015)</i> |
| July 1 | Wednesday | Canada Day <i>(no classes)</i> |
| August 3 | Monday | Civic Holiday <i>(no classes)</i> |
| August 4 | Tuesday | BEd begins <i>(2015 – 2016)</i> |

Fall 2015

| | | |
|-------------------------|-----------|---|
| August 21 | Friday | Fall Registration deadline <i>(late fee applies after 5 p.m.)</i> |
| August 31 | Monday | Fall Convocation Application deadline |
| September 4 | Friday | Move-In Day |
| September 4 – 9 | Fri–Wed | Orientation |
| September 7 | Monday | Labour Day |
| September 10 | Thursday | Fall classes begin |
| September 16 | Wednesday | Commencement Chapel |
| September 23 | Wednesday | Last day to add/drop Fall courses without penalty |
| October 12 | Monday | Thanksgiving <i>(no classes)</i> |
| October 22 – 23 | Thu – Fri | Reading Days <i>(no classes)</i> |
| November 4 | Wednesday | Final day to drop a course |
| November 7 | Saturday | Fall Convocation |
| December 7 | Monday | Last day of classes |
| December 8 | Tuesday | Reading Day <i>(no classes)</i> |
| December 11 | Friday | Spring Convocation Early Application deadline <i>(late fee applies after 5 p.m.)</i> |
| December 11 | Friday | Winter Registration deadline <i>(late fee applies after 5 p.m.)</i> |
| December 9 – 16 | Wed – Wed | Final Exams |
| December 24 – January 1 | Thu – Fri | Tyndale Closed |

Winter 2016

| | | |
|------------------|-----------|---|
| January 1 | Friday | New Year's Day (<i>no classes</i>) |
| January 4 | Monday | Tyndale Re-opens |
| January 4 | Monday | Winter classes begin |
| January 15 | Friday | Last day to add/drop Winter courses without penalty |
| January 31 | Sunday | Spring Convocation Final Application deadline |
| February 15 | Monday | Family Day (<i>no classes</i>) |
| February 15 – 19 | Mon – Fri | Reading Week |
| February 26 | Friday | Final day to drop a course |
| March 25 | Friday | Good Friday (<i>no classes</i>) |
| March 30 | Wednesday | Convocation Chapel |
| April 4 | Monday | Last day of classes (<i>for Friday classes</i>) |
| April 5 | Tuesday | Reading Day (<i>no classes</i>) |
| April 6 – 13 | Wed – Wed | Final Exams |
| May 7 | Saturday | Spring Convocation |



Profile

About Tyndale

Tyndale is a Christian university college and seminary 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 Religious Education (BRE), Bachelor of Education (BEd) degree or a certificate in Christian Studies. Graduate-level education includes a Doctor of Ministry (DMin) degree; master's degrees in Divinity, Theological Studies or Theology; and a graduate diploma in Christian Studies, Missions or Spiritual Formation. Currently, there are over 1,600 students representing over 40 denominations and 60 ethnic backgrounds and over 12,500 alumni. Founded in 1894, Tyndale is strategically positioned in Toronto, Ontario.

Mission Statement

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

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

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

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 has been training Christian leaders for over 120 years, with its original mission to provide Christian higher education in service of the church remaining constant. Tyndale University College & Seminary 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 and Tyndale 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). With over 900 students, 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 College & Seminary 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 12-month 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. A number of programs and departments are already located on the new campus, including the Bachelor of Education, Doctor of Ministry, Spiritual Direction, Admissions, Development and Alumni & Church Relations departments. Tyndale took possession of the property on April 1, 2013 and began full and complete operations on the new campus in 2015.

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

Institutional Leadership

Toronto, Ontario

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

London, Ontario

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

Toronto, Ontario

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

Academic Freedom

As an evangelical Protestant community of learning, Tyndale’s affirmation of academic freedom is within the context of our orthodox theological heritage and vision of life. The Faculty and the Board of Governors of Tyndale University College & Seminary have endorsed our “Statement on Academic Freedom,” and consider it to be in harmony with the Association of Universities and Colleges of Canada’s (AUCC) 2011 “AUCC 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.

(AUCC Statement on Academic Freedom, 2011)

Tyndale's Statement on Academic Freedom

At Tyndale University College & Seminary, 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 College & Seminary 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 University College & Seminary affirms an individual faculty member's freedom to express, in his or her 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 College & Seminary 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 their classrooms 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.
- In speaking and writing about matters not directly related to their field of academic competence, faculty members enjoy the same freedom of speech (as distinct from academic freedom) as do other individuals and citizens. In exercising this right, faculty 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 College & Seminary.

- Faculty members have the freedom to explore theological understandings that stand in an uncertain relationship to Tyndale University College & Seminary’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 University College & Seminary, 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 University College & Seminary or of a faculty member.

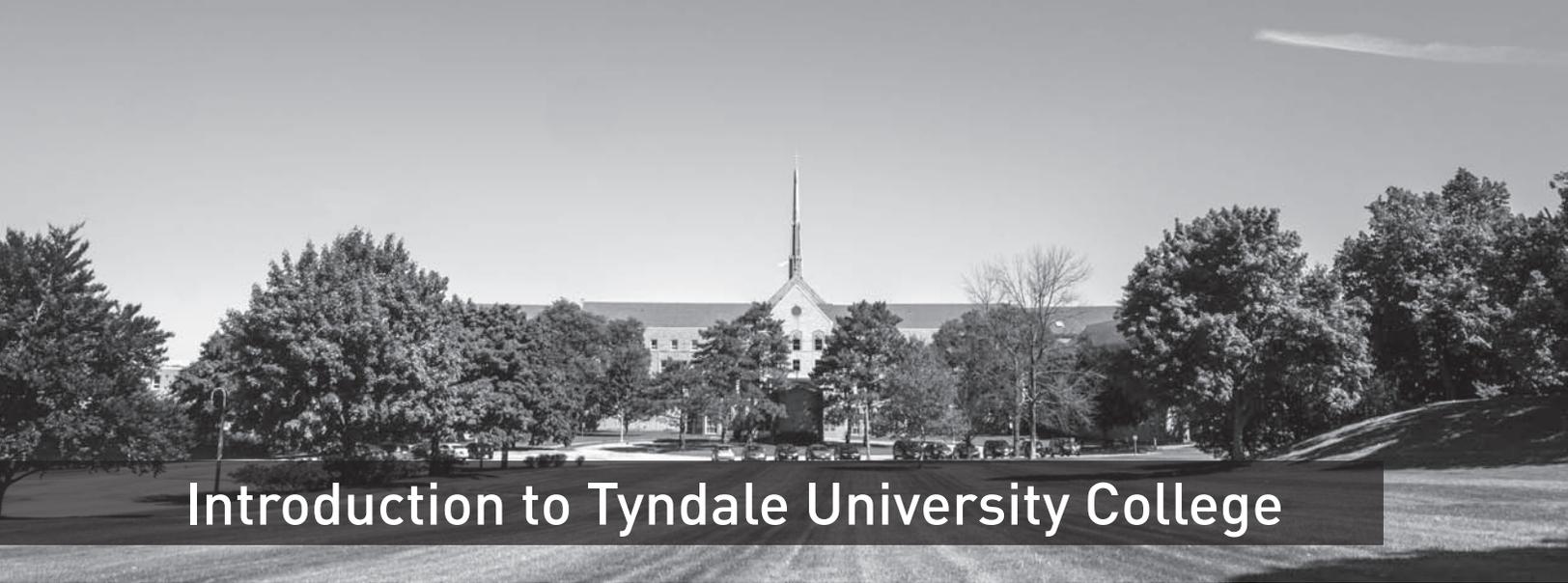
Procedures Related to Academic Freedom

1. If any individual believes that a faculty member has separated from the theological community at Tyndale University College & Seminary by 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 University College/Seminary Academic Dean. Allegations charging violation of the Statement of Faith or Community Standards Statement or professional standards shall be reviewed only after evidence is submitted.
3. Unsubstantiated charges or even substantiated charges about a faculty member referred to an administrator without first confronting the individual with the charges shall be viewed as a serious breach of ethics and a violation of the Statement on Academic Freedom.
4. Retractions or modification of utterances by faculty members are not required nor expected on the basis merely of a complaint received against them.

Divergent Viewpoints

- Tyndale University College & Seminary 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. We affirm these truths as holding primary importance.

- There are other matters of faith and practice that we consider as secondary. These relate to matters on which the biblical witness does not appear conclusive, or on which Christians have not reached a clear consensus. We need to study, pray and work together for greater understanding of such matters.
- We seek to avoid a stance in which secondary matters are given absolute importance, by which multid denominational 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, we also recognize the right of congregations and denominations to develop and teach their own distinctives. Tyndale University College & Seminary 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 College & Seminary affirms that all members of its academic community have an obligation to give fair consideration to the various beliefs and to show due sensitivity to divergent understandings. Faculty and students are expected to deal with one another with respect. No one should pressure persons or impose tenets on others, but every encouragement is given to exercise responsible freedom to discuss such matters.



Introduction to Tyndale University College

A Christian University College

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

General Description

Tyndale University College is a division of Tyndale University College & Seminary, a multid denominational, evangelical Christian community of scholars, teachers and mentors that offers a range of undergraduate programs, as well as graduate-level education. Located in a multicultural urban context, and heir to more than a century's commitment to education, we seek to educate men and women to think Christianly and to love God and their neighbours wholeheartedly.

Developing from early Canadian roots in 1894, we are an innovative Christian university; a Tyndale degree is foundational in itself and a firm preparation. The curriculum features a strong core of religious studies. The University College is authorized to grant degrees in accordance with legislation passed by the province of Ontario, and our graduates have gone on to further studies in other universities, law schools and schools of education in this province and in many other parts of the world.

University College Mission Statement

Tyndale University College & Seminary 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 mission of the University College is “to offer excellent university degrees in the arts, the sciences and professional studies, and to promote the preservation, transmission and expansion of human knowledge within the context of a vibrant Christian community in which the integration of faith and learning is fostered by the exploration of various ideas, theories and worldviews.”

Academic Goals

- To provide university-level instruction in various academic disciplines in the humanities, religious studies, the social sciences, the natural sciences and the fine arts, as well as in certain professional studies.
- To produce graduates who are well-equipped to compete for admission to graduate and professional schools or to enter the workforce successfully.
- To produce graduates who will seek to serve God and their fellow human beings through their own vocations and in their lives generally.
- To provide an academic environment in which vigorous academic research and debate lead to the advancement of human knowledge and the development of greater insight by both students and faculty.
- To promote the integration of faith and learning so that the wide range of human knowledge and experience can be understood from within a Christian worldview.

Philosophy of Education

Tyndale University College is committed to providing an education that promotes the growth of the whole person, including the intellectual, spiritual, social, emotional and physical dimensions of life. In providing a broad exposure to studies in biblical, theological, professional and general education, we seek not only an academic pursuit of truth, but also the cultivation of Christian character, personal discipleship and skills for service.

We affirm that the foundation for a true understanding of God, humanity and all of creation is to be found in Holy Scripture. We are committed to promoting integrative thinking in which biblical and other academic disciplines are in dialogue. Believing that all truth is God’s truth, we hold that honest inquiry and Christian faith commitment are fully compatible and therefore support the development and exercise of critical thinking.

Our University College community supports the education process by providing a context that encourages independent thinking, respect for divergent viewpoints, social responsibility, the development of leadership skills, growth through social and recreational activities, and the cultivation of spiritual life.

Tyndale University College

Undergraduate Degree Level Expectations

Introduction

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

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

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

The degree level expectations articulated here are meant to serve the mission of Tyndale University College & Seminary, "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," and thus to reflect the evangelical Christian ethos, values and culture of our institution. They have been adapted to this purpose from the "Guidelines for University Undergraduate Degree Level Expectations" proposed by the Ontario Council of Academic Vice-Presidents, endorsed by the Council of Ontario Universities on December 16, 2005, and revised in September 2007.

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

continued

| 3. Application of Knowledge | |
|---|--|
| a) an understanding of how worldview assumptions shape the interpretation, evaluation and application of knowledge. | a) an understanding of how worldview assumptions shape the interpretation, evaluation and application of knowledge, and an ability to evaluate such influences from within a thoughtful Christian worldview. |
| b) the ability to review, present, and interpret quantitative and qualitative information to: <ul style="list-style-type: none"> i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study. | b) the ability to review, present and critically evaluate qualitative and quantitative information to: <ul style="list-style-type: none"> i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv) where appropriate, to use this knowledge in the creative process. |
| c) the ability to use a basic range of established techniques to: <ul style="list-style-type: none"> i) analyse information; ii) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; iii) propose solutions. | c) the ability to use a wider range of established techniques to: <ul style="list-style-type: none"> i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem or create a new work. |
| d) the ability to make use of scholarly reviews and primary sources. | d) the ability to make critical use of scholarly reviews and primary sources. |
| 4. Communication Skills | |
| . . . the ability to communicate accurately and reliably to a range of audiences, in forms both oral and written appropriate to the discipline. | . . . the ability to communicate factual information, opinion, argument and analysis, accurately and reliably to a range of audiences, in forms both oral and written appropriate to the discipline. |
| 5. Awareness of Limits of Knowledge | |
| . . . an understanding of the limits to human knowledge generally, and to their own knowledge in particular, and how these limitations might influence enquiry, analysis and interpretation. | . . . an understanding of the limits to human knowledge and ability; an appreciation of the tension between the orderliness of the created world and the contingency of our knowledge of it; insight into how these limitations might influence enquiry, analysis and interpretation. |
| 6. Maturity and Professional Deportment | |
| a) behaviour consistent with academic integrity, social responsibility and Christian maturity, committed to using their gifts in service to their neighbour for the glory of God; | a) behaviour consistent with academic integrity, social responsibility and Christian maturity, committed to using their gifts in service to their neighbour for the glory of God; |

| | |
|--|--|
| b) the ability to identify and address their own learning needs in changing circumstances, and to devise and pursue an appropriate program of continuing learning; | b) the ability to identify and address their own learning needs in changing circumstances, and to devise and pursue an appropriate program of continuing learning whether in their first discipline or another; |
| c) qualities and transferable skills necessary for further study, employment, community involvement and service, and other activities requiring: <ul style="list-style-type: none"> - the exercise of personal responsibility and decision-making, and - the ability to work effectively and graciously with others. | c) qualities and transferable skills necessary for further study, employment, community involvement and service, and other activities requiring: <ul style="list-style-type: none"> - the exercise of initiative, personal responsibility and accountability, - the ability to work effectively and graciously with others, and - the ability to make decisions well in complex situations. |

Diversity of Students

We celebrate our rich diversity. Our faculty and student body represent many different churches and ethnic groups. Some of our students have grown up in the faith, while others have come to faith more recently. Some have come directly from high school, while others are returning to formal education after an absence of some years. Some are seeking direction for their lives, while others clearly see where they are heading and know what educational experience will best prepare them to fulfill their goals. Some live on residence, while the majority live off-campus.

Tyndale seeks to be sensitive to the needs of those who remain fully employed while studying part-time in the evenings, on weekends or during holidays. Tyndale is also aware of the needs of those who are in full-time ministry and are seeking to upgrade their academic understanding and personal skills.

Study Environment

Tyndale's cultural diversity shapes a remarkable environment in which students may learn and grow in their understanding of themselves and one another. Since our goal is to educate and equip a new generation of Christian leaders, it is vitally important that students learn in a setting infused with a biblical vision of ethics and spirituality. Whether students anticipate further education in graduate school or seminary, or anticipate specialized professional training after university, all are challenged to think critically and to cultivate the inner life – to understand what it means to love God with heart, soul, mind and strength and to love one's neighbour. Study is a foundation for life, for vocation and for further education and lifelong learning.

The University College experience helps students clarify their own beliefs and values, and prepares them for vocational options. It is a place to deepen one's understanding of Scripture and Christian doctrine essential for thoughtful Christian responses to contemporary

intellectual and social issues. In short, students gain the intellectual and spiritual tools they need to make appropriate decisions as they seek to live out their discipleship in the world.

Education Outside the Classroom

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

Accreditations and Associations

- Tyndale University College is a provincially recognized degree-granting institution within the province of Ontario. Tyndale grants Bachelor of Arts and Bachelor of Arts (Honours) degrees in the arts, business administration and social sciences, under authority granted by the Legislative Assembly of Ontario.
- Tyndale is also accredited by the Association for Biblical Higher Education (ABHE), 5890 South Semoran Blvd., Orlando, Florida 32826, USA.
- The University College is also a member of Christian Higher Education Canada, the Association for Christians in Student Development, the Christian Association of Canadians in Student Development, Christians in the Visual Arts and the National Association of Christian College Admissions Personnel. It is an associate member of the Council for Christian Colleges & Universities.
- Tyndale University College is recognized by the United States Veterans Administration as an eligible training centre under the veteran's benefit.
- The Ontario Ministry of Training, Colleges and Universities has deemed Tyndale's Bachelor of Education (BEd) program one that meets or exceeds all requirements; we offer the BEd degree by permission of the Minister. Upon successful completion of the program, Tyndale graduates will be eligible to apply for an Ontario Teaching Certificate through the Ontario College of Teachers.
- Tyndale has also developed working relations with other educational institutions. The University College has conjoint programs with Seneca College in Early Childhood Education and Social Service Work, and with Nipissing University in preparation for the Bachelor of Science (BSc) in Mathematics or Biology. Tyndale University College has also partnered with Internationale Hochschule Liebenzell in Germany to offer a collaborative exchange program.
- Tyndale is an associate member of Jerusalem University College and offers the opportunity for students to supplement their studies with an enriching program of studies in Israel.



University College Faculty



Dr. Paul Arsenault

Assistant Professor of Linguistics • Chair, Department of Linguistics

Education: PhD, University of Toronto, 2012; MA, University of Hyderabad, India, 2002; SIL Linguistic Training, Trinity Western University, 1998; BTh, Eastern Pentecostal Bible College, 1995.

Areas of Specialization: Phonology, phonetics, morphology and South Asian languages.

Dr. Arsenault has worked as a linguist with SIL International and its partner agencies since 1997. He has lived and travelled extensively in South Asia doing language research, teaching linguistics and providing consultant support to NGOs involved in literacy, translation and other language development projects.



Dr. Amanda M. Azarbehi

Assistant Professor of Psychology

Education: PhD, University of New Brunswick, 2009; BA, University of British Columbia, 2000.

Areas of Specialization: Autism, developmental delays and child psychology.

Dr. Azarbehi has over a decade of experience working as a researcher and therapist within the field of autism. She trained to become a child psychologist in Toronto-area hospitals, working with young children with a wide range of developmental challenges. Prior to her move to Toronto, as a member of the New Brunswick Autism Steering Committee, she helped to secure funding for, create, and run a province-wide autism intervention training program. Dr. Azarbehi's research focuses on evaluating the effectiveness of early autism intervention programs.



Dr. Kenneth R. Badley

Professor of Education by Special Appointment

Education: PhD, University of British Columbia, 1986; MCS, Regent College, 1983; MEd, University of Regina, 1980; BEd, University of Regina, 1975; BA (Honours), University of Saskatchewan, 1974.

Areas of Specialization: Philosophy of education.

Dr. Badley joined the faculty of Tyndale's teacher preparation program as Professor by Special Appointment in 2008. He also teaches in the doctoral program at George Fox University in Newberg, Oregon. He received his doctorate in philosophy of education from the University of British Columbia in 1986, writing his dissertation on the meaning of the phrase, *the integration of faith and learning*. Dr. Badley

has also taught at Strathcona Christian Academy, the Institute for Christian Studies, Canadian Bible College and Ambrose University College. Dr. Badley has published several books related to ethics, worldviews and world religions. His recent publications are *Educational Foundations in Canada* (with Alan Edmunds and Jodi Nickel, Oxford University Press, 2014), and *Faith and Learning: A Guide for Faculty* (with Patrick Allen, Abilene Christian University Press, 2014).



Prof. Joseph Bishay

Sessional Lecturer in Biology and Chemistry

Education: BEd, Tyndale University College, 2013; BSc (Honours), University of Toronto, 2001.

Areas of Specialization: Microbiology, molecular genetics and human pathobiology.

Prof. Bishay earned his Honours Bachelor of Science degree from the University of Toronto in 2001 and has recently completed his Bachelor of Education at Tyndale University College (2013). After conducting research at The Hospital for Sick Children in the Haematology and Oncology departments, he began his teaching career as an instructor in the Health Sciences department at George Brown College. Concurrently, he was the head instructor for the Medical College Admissions Test at Kaplan International. Prof. Bishay has also had the opportunity to lecture at the Royal Ontario Museum on the topics of natural science and natural history. He has also served as a faculty member in the department of Biological Sciences and Applied Chemistry at Seneca College (Seneca@York campus).



Prof. Trevor Brown

Associate Professor of Education by Special Appointment

Education: MA, York University, 1981; BA (Honours), York University, 1976.

Areas of Specialization: Mathematics.

Prof. Brown is Associate Professor of Education by Special Appointment and also serves as a math coach for the Toronto District School Board. His research interests include the First Nations educational system and Instrumental and Relational Thinking in School Mathematics. Prof. Brown has participated in symposia for First Nations educators in Northern Ontario (2013) and Regina (2014), for the Toronto District School Board and the Simcoe Board of Education (2014). He has also acted as lead instructor for math teachers in India (2013 and 2014) and the Toronto District School Board (2014).

In addition to his teaching and presentations, Prof. Brown has co-authored *Making Mathematics 7* and *Making Mathematics 8*; he consulted on and co-authored *Mathematics Makes Sense, Grades 1 – 9*. He was the principal investigator for *Mathematics Exemplars*, and was the editor of *The Abacus*. He is currently writing *Christianity and Mathematics*.



Dr. Craig A. Carter

Professor of Theology

Education: PhD, University of St. Michael's College, Toronto, 1999; MDiv, Acadia Divinity College, Acadia University, 1983; BA (Honours), Mount Allison University, 1979; AA Diploma, Atlantic Baptist College, 1976.

Areas of Specialization: Systematic theology (especially the doctrines of God, Christ and Scripture), historical theology (especially the fourth and fifth centuries) and Christian ethics (especially the theology of marriage and issues relating to the sanctity of human life).

Dr. Carter served as a pastor for seven years in Baptist churches in Prince Edward Island and Moncton, New Brunswick, and taught Philosophy and Religious Studies at Atlantic Baptist University (now Crandall University). From 1995 to 2000, he served as Vice President and Academic Dean at Atlantic Baptist University. From 2000 to 2004, he served as Vice President and Academic Dean at Tyndale University College and led the process of obtaining provincial permission to offer Bachelor of Arts degrees. Since 2004, he has been teaching full-time. He has published a number of articles and reviews in various publications and is the author of two books with Brazos Press: *The Politics of the Cross: The Theology and Social Ethics of John Howard Yoder* (2001) and *Rethinking Christ and Culture: A Post-Christendom Perspective* (2006). Dr. Carter teaches the core course “Introduction to Christian Theology” and elective courses on “Marriage in Theological Perspective,” “Augustine of Hippo,” “Doctrine of God,” “Doctrine of Christ” and various advanced seminar topics. He is a member of the Evangelical Theological Society and preaches and teaches regularly at his home church, Westney Heights Baptist Church, in Ajax, Ontario.



Dr. Eric Crouse

Professor of History

Education: PhD, Queen’s University, 1997; MA, University of Calgary, 1993; BA, University of Calgary, 1991.

Areas of Specialization: 20th century American politics and economic theory.

Dr. Crouse is the author of *American Christian Support for Israel: Standing with the Chosen People, 1948-1975* (Lexington Books, 2014), *The Cross and Reaganomics: Conservative Christians Defending Ronald Reagan* (Lexington Books, 2013), *An American Stand: Senator Margaret Chase Smith and the Communist Menace, 1948-1972* (Lexington Books, 2010), *Dear Senator Smith: Small-Town Maine Writes to Senator Margaret Chase Smith about the Vietnam War, 1967-1971* (Lexington Books, 2008), and *Revival in the City: The Impact of American Evangelists in Canada, 1884-1914* (McGill-Queen’s University Press, 2005). His most recent book project is on stagflation and the demise of American macroeconomic management in the 1970s.



Prof. Rick Cunningham

Assistant Professor of Education • Associate Director, Bachelor of Education Program

Education: MEd, University of Toronto, 1987; BA, York University, 1976.

Areas of Specialization: Assistive technology, special education, differentiated instruction and inclusive education.

Prof. Cunningham has over 30 years’ experience in public education as a teacher and school administrator. He has worked in the elementary and secondary panels, on two education boards, with the Ministry of Education and (during a sabbatical) at the Child Development Clinic at The Hospital for Sick Children in Toronto, Ontario. His passion in education is to open up the instructional doors for all types of students. In particular, he has focused on models of providing equitable and enabling instruction for students with special needs. This focus grew out of his professional experience, his family journey raising two boys with learning disabilities and as a foster parent of young offenders, all of whom had major struggles in school. As a result, in three of his schools as Principal, he developed the model of inclusion, where students of all abilities were provided their education in a regular class with appropriate accommodations, modifications and support. Prof. Cunningham is also involved in the utilization of assistive technologies by individuals and the implementation of assistive technologies as universally accessible throughout a school.



Dr. David Cwir

Assistant Professor of Psychology

Education: PhD, University of Waterloo, 2011; BA (Honours), University of Manitoba, 2006.

Area of Specialization: Social psychology.

Dr. Cwir’s current research interests focus on the psychological processes involved in the very beginning stages of social relationships. More specifically, his research examines the factors that result in a sense of social connectedness with others and the various cognitive, emotional and physiological consequences of that sense of connectedness. He has received numerous academic awards and scholarships from agencies such as the Social Science and Humanities Research Council of Canada and the Natural Sciences and Engineering Research Council of Canada and has written articles published in the *Journal of Experimental Social Psychology* and the *Journal of Personality and Social Psychology*.



Dr. Elizabeth Davey

Associate Professor of English • Chair, Department of English

Education: PhD, University of Wales, 2010; MA, York University, 1990; MA, University of Washington, 1973; BA, Seattle Pacific University, 1971.

Areas of Specialization: Canadian literature, American literature, C.S. Lewis and Milton.

Dr. Davey has taught English Literature at Tyndale since 1976. Over the years, she introduced a variety of courses such as “Milton,” “Studies in C.S. Lewis,” “Canadian Literature,” “Key Figures in American Literature,” and “Religious Themes in Literature” that anticipated the larger literature curriculum of a Christian liberal arts university. In 1998, she was appointed both Director of the Leading Edge program and the Department Chair of the Humanities and Social Sciences Department. From 2000 to 2004, she served the University College as Associate Dean. She also developed and directed the Writing Centre. Her doctoral project focused on the Canadian poet Margaret Avison.

Dr. Davey is currently the Chair of the English Department. She co-authored *Climbing the Spiritual Mountain: The Questions of Jesus* (Wipf and Stock, 2014) with Dr. Alan Davey. *A Kind of Perseverance; The Poetry of Margaret Avison* (Pickwick) is forthcoming in 2015.



Dr. Richard B. Davis

Professor of Philosophy • Chair, Department of Philosophy

Education: PhD, University of Toronto, 1998; MA, University of Toronto, 1993; BSc, University of Alberta, 1986.

Areas of Specialization: Metaphysics and epistemology.

Dr. Davis is Professor and Chair of Philosophy. He has published over 25 articles in various academic books and journals, including *Australasian Journal of Philosophy*, *Axiomathes*, *Acta Analytica*, *Religious Studies*, *The Journal of Medicine and Philosophy*, and *Philosophia Christi*. Dr. Davis is also the author or editor of four books, most recently *Loving God with Your Mind: Essays in Honor of J. P. Moreland* (Moody, 2014).



Dr. Daniel R. Driver

Associate Professor of Old Testament

Education: PhD, University of St Andrews, 2008; BA (Honours), Wheaton College, 2002.

Areas of Specialization: The biblical canon, the idea/reality of biblical theology, Psalms and the history of interpretation.

Dr. Driver studied English literature as an undergraduate, and then focused on Old Testament for his PhD in Divinity. His first major monograph is *Brevard Childs, Biblical Theologian*. It appeared with Mohr Siebeck in 2010, and has since been published in a North American edition by Baker Academic. He has also co-edited two books on the Book of Hebrews, *The Epistle to the Hebrews and Christian Theology* (Eerdmans, 2009) and *A Cloud of Witnesses: The Theology of Hebrews in its Ancient Contexts* (T&T Clark, 2008).



Dr. Natasha Duquette

Associate Professor of English • Associate Dean of the University College

Education: PhD, Queen's University, 2005; MA, University of Toronto, 1995.

Areas of Specialization: 18th century women's poetry, the Sublime, satire, Jane Austen, African literature and critical theory.

Dr. Duquette's work has appeared in journals such as *Notes and Queries*, *Mosaic*, *Christianity and Literature*, *Persuasions-Online*, and *English Studies in Canada*. She has edited two collections, *Sublimar Aspects: Interfaces between Literature, Aesthetics, and Theology* (Cambridge Scholars, 2007) and *Jane Austen and the Arts: Elegance, Propriety, and Harmony* (Lehigh University Press, 2013). For the Chawton House Library series, she created an annotated edition of Helen Maria Williams' *Julia* (Pickering & Chatto, 2009). Collaborative projects have resulted in her contributions to *Jane Austen Sings the Blues* (University of Alberta Press, 2009), *Through a Glass Darkly: Suffering, the Sacred, and the Sublime in Literature and Theory* (Wilfrid Laurier University Press, 2010), and *Christian Scholarship in the Twenty-First Century: Prospects and Perils* (Eerdmans, 2014). Her monograph, *Veiled Intent: Dissenting Women's Aesthetic Approach to Biblical Hermeneutics*, is forthcoming with Pickwick. An active member of the British Association of Romantic Studies, the Jane Austen Society of North America, and the Conference on Christianity and Literature, Dr. Duquette thrives in interdisciplinary environments that bring together biblical studies, theology, philosophy and literature.



Dr. C. Brad Faught

Professor of History • Chair, Department of History

Education: PhD, University of Toronto, 1996; MA, Queen's University, 1990; MSt, University of Oxford, 1987; BA, University of Calgary, 1985.

Areas of Specialization: 19th century British imperial, military, political and religious history.

Dr. Faught teaches British, European, African and Indian history. Prior to coming to Tyndale, he taught at Mount Allison University and the University of Toronto. He is the author of five books: *The Oxford Movement: A Thematic History of the Tractarians and Their Times* (Penn State University Press, 2003); *Gordon: Victorian Hero* (Potomac, 2008); *The New A-Z of Empire: A Concise Handbook of British Imperial History* (I.B. Tauris, 2011); *Into Africa: The Imperial Life of Margery Perham* (I.B. Tauris, 2012); and *Clive: Founder of British*

India (Potomac, 2013). Currently, he is working on a biography of Lord Kitchener (I.B. Tauris), timed for publication in 2016 and the centenary of Kitchener's death. He has also written a number of articles and reviews. He is a Fellow of the Royal Historical Society and a Senior Fellow of Massey College, University of Toronto. In 2012, Dr. Faught was awarded the Queen Elizabeth II Diamond Jubilee Medal.



Dr. C. Robert Foster

Assistant Professor of Education

Education: EdD, Ontario Institute for Studies in Education, University of Toronto, 2006.

Areas of Specialization: Philosophy of education, ethics, French as a second language, and curriculum writing, assessment and evaluation.

Dr. Foster has taught high school in the Durham District School Board for 28 years. His book *Ethical Teaching: A Case for Dialogical Resistance* (Lambert Academic Publishing, 2010) raises the ethical role of resisting unethical influences in the school system. His areas of specialization are philosophy of education, ethics, French as a second language, curriculum writing, and assessment and evaluation. Dr. Foster and his wife, Bev, have four children. He loves music, the outdoors and writing.



Dr. W. Paul Franks

Associate Professor of Philosophy

Education: PhD, University of Oklahoma, 2012; MA, Biola University, 2004; BS, Southwestern Assemblies of God University, 2002.

Areas of Specialization: Philosophy of religion and ethics.

Dr. Franks joined the Tyndale Philosophy faculty in 2008 from the University of Oklahoma, where he completed his dissertation *A Rational Problem of Evil: The Coherence of Christian Doctrine with a Broad Free Will Defense*. He has published articles in *Heythrop Journal*, *Philosophia Christi*, *Religious Studies* and *Sophia*. He is also the recipient of numerous academic fellowships and awards and is a member of the Society of Christian Philosophers, the Evangelical Philosophical Society and the Society for Pentecostal Studies.



Dr. Bill Friesen

Associate Professor of English

Education: PhD, University of Toronto, 2008; MA, University of British Columbia, 2002; BA, University of British Columbia, 2000.

Areas of Specialization: Medieval European literature, Old English Latin, early medieval spiritual writings and Norse and Anglo-Saxon myths.

Dr. Friesen has published in *Neohelicon*, "A Heaven out of Hell: The Inversion of Incarnational Dynamics in Canto X of Dante's *Inferno*," *Neophilologus*, "The Opus Geminatum and Anglo-Latin Literature," (2010), in *Early Medieval Europe*, "Answers and Echoes: the Libellus responsionum and the Hagiography of North-Western European Mission" (2006), and in *Prolegomena*, "Old School Avant-Garde, New Wave Traditionalists" (2002). He is currently working on a study of the function of spirit creatures in Old Norse family sagas, where his focus remains primarily literary. He has presented numerous papers in Canada and the United States and his research currently centres upon literary apprehensions of identity, especially in relation to the Logos as it is understood within the Christian tradition.



Dr. Ian Gentles

Professor of History by Special Appointment

Education: PhD, University of London, England, 1969; MA, University of Toronto, 1965; BA, University of Toronto, 1963.

Areas of Specialization: British history (particularly the period 1500-1800), the history of population and the family, early Christian history and ancient history.

Before coming to Tyndale, Dr. Gentles taught at York University's Glendon College. Most of his scholarly research has been on the English Revolution, about which he has written many articles and four books: *The New Model Army in England, Ireland and Scotland, 1645-1653* (Basil Blackwell, 1992); *Soldiers, Writers and Statesmen of the English Revolution* (Cambridge University Press, 1998); *The English Revolution and the Wars in the Three Kingdoms, 1638-1652* (Pearson, 2007) and *Oliver Cromwell: God's Warrior and the English Revolution* (Palgrave Macmillan, 2011). Dr. Gentles is also the research director of the deVeber Institute for Bioethics and Social Research and has published widely on bioethical issues. His most recent book, of which he is the co-author, is *Complications: The Impact of Abortion on Women* (deVeber, 2013). He is also a Fellow of the Royal Historical Society, and a recipient of several major research grants from the Social Sciences and Humanities Research Council of Canada.



Dr. Doug Hayhoe

Associate Professor of Education

Education: MDiv, Tyndale Seminary, 2009; PhD, Ontario Institute for Studies in Education (University of Toronto), 1988; MEd, Ontario Institute for Studies in Education (University of Toronto), 1980; BEd, University of Toronto, 1971; BSc (Honours), University of Toronto, 1970.

Areas of Specialization: Science and technology curriculum and pedagogy.

Dr. Hayhoe worked for many years as a science and technology consultant and a board-wide K-12 coordinator. He co-authored the Ontario textbooks *Addison Wesley Science & Technology 4-8* (Pearson, 1999), *Science and Technology Perspectives 7-8* (Nelson, 2009), and *Science Perspectives 9-10* (Nelson, 2010). His current research focuses on teacher understanding of the environment, teacher's engagement with sustainability from a Christian perspective, and teacher attitudes towards the interaction of faith and science. He has presented at conferences of the American Geophysical Union (2010, 2012, 2014), Soil Science Society of American (2011), International Christian Community for Teacher Education (2012, 2014) and the National Association for Research in Science Teaching (2014). He has also published peer-reviewed papers in *Weather, Climate, and Society* (2011), *Sustainable Agriculture Review* (2013), and *The Journal of Geoscience Education* (2014).



Dr. Carsten Hennings

Assistant Professor of Business Administration • Chair, Department of Business Administration • Van Norman Chair of Business

Education: DBA, Anderson University, 2014; MDiv, Wycliffe College, University of Toronto, 1997; MBA, McGill University, 1990; MSc, McGill University, 1988; BSc, McGill University, 1985.

Areas of Specialization: Non-profit management, corporate responsibility, finance and business ethics.

Dr. Hennings has taught at Tyndale University College since 2007. He previously worked in the Canadian and United Kingdom non-profit sectors and in the institutional bond sector. His current academic interests include corporate philanthropy, corporate social and environmental responsibility and social entrepreneurship.



Dr. Anthony Hutchinson

Associate Professor of Human Services • Chair, Department of Health and Human Services

Education: PhD, Wilfrid Laurier University, 2006; MSW, McMaster University, 2001; BSW, York University, 2000; BSc, University of Toronto, 1998.

Areas of Specialization: Clinical psycho-social assessment, treatment, therapy and case management; social determinants of health; brain injury and concussion treatment; medical and legal case consulting to criminal law, family law, civil litigation and personal injury lawyers.

Dr. Hutchinson is a licensed Psycho-Social Clinician (Registered Social Worker) with the Ontario College of Social Workers and Social Service Workers, as well as a Social and Clinical Epidemiologist. In addition to his current role as Department Chair in Health and Human Services at Tyndale, Dr. Hutchinson oversees psycho-social clinical and epidemiological private practices in Burlington and Newmarket, Ontario. He is also a Consulting Clinical Director to Region of Peel Children’s Aid and an Ontario Superior and Court of Justice-certified psycho-social-cultural assessment and treatment expert witness.

Dr. Hutchinson is a widely recognized, court-certified street and youth gang expert who often provides valuable commentary to media outlets across Canada. In February 2009, he was awarded the Federal Citation for Citizenship by the Government of Canada’s Department of Citizenship and Immigration. In October 2009, Dr. Hutchinson was awarded the international Community Development Award by Planet Africa. Dr. Hutchinson’s publications appear in the *Canadian Social Work Review*, with the United Nations Office of the High Commissioner for Human Rights, and at the Robarts Centre for Canadian Studies.



Dr. Terry LeBlanc

Program Elder, Bachelor of Education Program

Education: PhD, Asbury Theological Seminary, 2012; MDiv, Vancouver School of Theology, Native Ministries Consortium, 1997; BA/BRS, University of Winnipeg/Mennonite Brethren Bible College, 1982.

Areas of Specialization: Indigenous theology; mission theology and praxis; community development praxis and theory; anthropology.

Dr. LeBlanc is Mi’kmaq-Acadian and holds a PhD in Intercultural Studies from Asbury Theological Seminary, specializing in Theology, Mission and Anthropology.

In addition to being the founding Chair and current Director of the North American Institute for Indigenous Theological Studies (NAIITS): An Indigenous Learning Community, Dr. LeBlanc serves as adjunct faculty for Tyndale Seminary in Theology and Mission, and at the University College, where he resources the Bachelor of Education program. He has accrued 37 years of work in the Native North American and global Indigenous context, including as an educator in formal theological and community development training.

The author of numerous articles, theological papers and book chapters, Dr. LeBlanc has won several awards for his varied writings. In June 2010, for his work on the creation of NAIITS, he became the 28th recipient of the Dr. E.H. Johnson Memorial Award for Innovation in Mission.

Dr. LeBlanc and his wife Bev have three adult children – twin daughters and one son.



Prof. Jane MacIntyre

Assistant Professor of Education

Education: MA, University of Waterloo; BA (Honours), Wilfrid Laurier University.

Areas of Specialization: Early childhood education, primary education, literacy and philosophy.

Prof. MacIntyre has been involved in elementary education for over 30 years. She has an Honours Bachelor of Arts from Wilfrid Laurier University, an Ontario Elementary Teaching Certificate, a Primary School Specialist

Certificate (specializing in children ages two to eight) and an Master of Arts from the University of Waterloo. She has taught online for the Faculty of Education at Queen's University and part-time at the University of Ottawa, teaching reading and primary education. She also had the opportunity to revise and source resources for additional Basic Qualification Courses at the University of Ottawa to meet the standards of the Ontario College of Teachers.

Prof. MacIntyre has presented courses and workshops for a number of years, both locally and provincially. At the Learning Consortium's Provincial Conference "Links to Learning," she presented a workshop that involved early childhood teaching practices based upon the research of Fraser Mustard, Piaget and Vygotsky. She was awarded the Bluewater District School Board's Award of Excellence for exemplary classroom teaching and outreach learning programs for young children in the community.



Dr. Scott Masson

Associate Professor of English

Education: PhD, University of Durham, 2000; MA, University of Durham, England, 1995; BA (Honours), Huron College, University of Western Ontario, 1990.

Areas of Specialization: English and European romanticism, literary theory and hermeneutics, Christianity and literature.

Dr. Masson has written a number of scholarly works related to his areas of specialization, including *Silence, Sublimity and Suppression in the Romantic Period* (Edwin Mellen Press, 2002), *Romanticism, Hermeneutics, and the Crisis of the Human Sciences* (Ashgate Pub Ltd, 2004), a chapter on "Romanticism" for the *Oxford Handbook of English and Literature* (Oxford University Press, 2007), and major entries on "Christian poetry" and "Romanticism" for the *Encyclopedia of Christian Civilization* (Wiley-Blackwell, 2011). He is a certified translator in German, the product of time spent in Germany studying classical languages.

Outside Tyndale, he serves as Scholar-in-Residence and Teacher of Westminster Chapel, a thriving church in west Toronto, and is Senior Fellow of the Ezra Institute, an internationally known centre of cultural theology and apologetics, which annually co-hosts the Christian Legal Institute and publishes a triannual magazine entitled *Jubilee*.

Dr. Masson also serves as the Chairman of the Westminster Classical Christian Academy in Toronto.



Dr. Carla D. Nelson

Associate Professor of Education • Director, Bachelor of Education Program

Education: PhD, University of Alberta, 2003; MEd, University of Alberta, 1994; MDiv, Tyndale Seminary, 1989; BEd, University of Saskatchewan, 1984; Dip CS, Regent College, 1982; BA, University of Regina, 1981.

Areas of Specialization: Teacher education and counselling.

Dr. Nelson has extensive teaching experience in Saskatchewan, Alberta and Ontario schools. Her research interest is in teacher formation, specifically the beginning teacher's development of a professional identity. In addition, she has coordinated and delivered professional development programs for teachers in Kenya, Rwanda, India and Bolivia. In 1999, she was named the "YWCA Woman of Distinction" in education for the city of Edmonton, Alberta, and, in 2014, was named one of Canada's 100 Fantastic Christian Women Leaders by the Bridgeway Foundation.



Dr. Bradley Truman Noel

Associate Professor of Christian Ministries • Director, Pentecostal Studies

Education: DMin, Acadia University, 2014; ThD, University of South Africa, 2008; MA, Acadia University, 1998; MDiv, Acadia University, 1997; BA, Memorial University of Newfoundland, 1993.

Areas of Specialization: Pentecostal studies, youth ministry, contemporary culture and postmodernism.

Dr. Noel has over a decade of experience as an educator and pastor. He comes to Tyndale having served at Acadia University and Masters College and Seminary, where he created a variety of in-person and online courses. Most recently, he has been Dean of Distance Education at International Biblical Online Leadership Training, the distance education provider for Vanguard College in Edmonton, Alberta. There, as chair of the Academic Affairs Committee, he was responsible for all academic matters. Over the years, Dr. Noel has also been quite involved with youth, serving as youth pastor at several churches and as the provincial youth director for the Pentecostal Assemblies of Newfoundland and Labrador.

In the spring of 2014, Dr. Noel completed his Doctor of Ministry from Acadia University with a thesis on Pentecostalism, Secularism, and Post-Christendom. He completed his Doctor of Theology at the University of South Africa in 2008, with a focus upon Pentecostal and Postmodern Hermeneutics. He earned an MA (Theology) and a Master of Divinity (Pastoral) from Acadia University in 1998 and 1997, respectively. Dr. Noel is an alumnus of Tyndale's Master of Divinity (Youth) program.



Dr. Helen Noh

Assistant Professor of Psychology • Chair, Department of Psychology

Education: 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.

Dr. Noh's area of specialization in both clinical practice and research is in the area of marriage and family therapy. She completed her internship at Glen Roberts Child Study Center and Verdugo Mental Health in Southern California. Dr. Noh worked with children, adults and families dealing with mental health issues, including depressive and anxiety disorders, Attention Deficit Hyperactivity Disorder (ADHD) and Post-Traumatic Stress Disorder (PTSD), as well as family system issues, such as marriage and parenting. Her areas of research interest include applied psychology and counselling with an emphasis on the integration of psychology, theology and spirituality.



Dr. Benjamin E. Reynolds

Associate Professor of New Testament • Chair, Department of Biblical Studies and Theology

Education: PhD, University of Aberdeen, 2007; ThM, Gordon-Conwell Theological Seminary, 2005; MDiv, Gordon-Conwell Theological Seminary, 2003; BA, Westmont College, 1999.

Areas of Specialization: The Gospels (with special emphasis on John); the use of the Old Testament in the New Testament; Jewish apocalypses; Messianism and mediator figures in Second Temple Judaism.

Dr. Reynolds is the author of *The Apocalyptic Son of Man in the Gospel of John* (WUNT II/249; Mohr Siebeck, 2008) and has published articles in *Biblica*, *Early Christianity*, *Henoch*, *Journal for the Study of the Historical Jesus*, *Neotestamentica* and *New Testament Studies*. He co-edited, along with Kevin Vanhoozer and Brian Lugioyo, the volume *Reconsidering the Relationship between Biblical and Systematic Theology in the New Testament: Essays by Theologians and New Testament Scholars* (WUNT II/369; Mohr Siebeck, 2014). Dr. Reynolds is currently co-editing a book with Loren Stuckenbruck on Jewish apocalyptic thought and the New Testament to be published by Fortress Press (expected late 2015). He is also working on a book project comparing the Gospel of John and Jewish apocalypses. From 2007 to 2009, he was Honorary Research Fellow at the University of Aberdeen.



Dr. Daniel D. Scott

Associate Professor of Christian Ministries • Chair, Department of Christian Ministries

Education: DMin, Westminster Theological Seminary, 1995; MDiv, Regent College, 1987; MCS, Regent College, 1987; BA, Trinity Western University, 1984.

Area of Specialization: Intercultural studies.

Having taught intercultural studies courses at Tyndale since 1995, Dr. Scott became the Associate Dean of Professional Studies at Tyndale College in January 2000. In July 2005, he became the Academic Dean, serving in that role until 2010. He is an ordained minister of the Presbyterian Church in Canada and currently serves as teaching elder at St. John's Presbyterian Church in Bradford, Ontario.



Prof. Stephen Thomson

Associate Professor of New Testament

Education: ThM Wycliffe College (University of Toronto), 1990; MDiv, Tyndale Seminary, 1987; BA, BTh, Florida Bible College, 1974, 1975; BSc, Sir George Williams University, 1972.

Areas of Specialization: Exegesis and exposition of the Jesus Materials, Pauline Letters and the Book of Revelation.

Prof. Thomson has taught at Tyndale for many years and focuses on the areas of Gospel studies and Acts, historical Jesus studies, and the letters of Paul (particularly Romans and Galatians), and regularly contributes to the discussion of eschatology by teaching a course on the Book of Revelation. His focus is to encourage students to interact with the biblical story from creation to new creation.



Dr. Daniel L. Wong

Associate Professor of Christian Ministries • Director, University College Modular Programs

Education: DMin, Trinity International University (Trinity Evangelical Divinity School), 1989; ThM, Knox College, University of Toronto, 2006; ThM, Dallas Theological Seminary, 1981; BA, Moody Bible Institute, 1977.

Areas of Specialization: Pastoral theology and practice, preaching theory, preaching in multicultural congregations and English ministry in Asian churches.

Dr. Wong has taught at Tyndale University College since 2000. He taught preaching at Tyndale Seminary from 1997 to 2005. He had extensive pastoral experience at the Toronto Chinese Baptist Church in English ministry since 1982, and when the church expanded to two locations in 1986, he pastored at the Scarborough Chinese Baptist Church before assuming his current ministry at Tyndale. In 1986, he was ordained with the Baptist Convention of Ontario and Quebec (now Canadian Baptists of Ontario and Quebec). Dr. Wong has spoken at many churches and conferences in Canada and the United States. He is a member of the Academy of Homiletics, where he has presented papers. He is also a member of the Evangelical Homiletics Society. Dr. Wong's research interests include preaching and culture, pastoral theology and practice and Christian spirituality.

Adjunct Faculty

Adjunct faculty members at Tyndale University College are those whose primary appointment is elsewhere, but who make an ongoing commitment to teaching at Tyndale from year to year and who are often involved in the life of the University College in various ways in addition to teaching.



Dr. Derek Chisholm

Adjunct Professor of Business Administration

Education: PhD, Cambridge University, 1980; MDiv, Tyndale University College & Seminary, 2002; MA, Carleton University, 1975; Bachelor of Arts (Honours), Carleton University, 1974.

Area of Specialization: Economics.

Dr. Chisholm is Adjunct Professor of Business Administration at Tyndale University College, with a special focus on the areas of economics and economic development. He currently teaches ECON 1013 Microeconomics, ECON 1023 Macroeconomics and IDVP 4213 The Global Economy and Sustainable Economic Development. Dr. Chisholm was born and raised in the Ottawa area. He graduated from Carleton University with his Bachelor of Arts (Honours Economics) in 1974 and his Master of Arts (Economics) in 1975. He then completed his doctorate in economics at Cambridge University in 1979 and taught as a member of the Economics Department at the University of Western Ontario from 1978 until 1981. The initial areas of Dr. Chisholm's academic interest began with the history of banking, central banking, the balance of international payments and the international financial system.



Dr. Alan C. Davey

Adjunct Professor of Christian Ministries

Education: DMin, Bethel Theological Seminary, 1989; ThM, Toronto School of Theology, 1995; MDiv, Tyndale University College & Seminary, 1980; BA (Honours), York University, 1977; Dip. Music, Humber College, 1975.

Areas of Specialization: Worship and Christian spirituality.

Dr. Davey has been teaching at Tyndale since 1995 in the areas of spirituality and worship. He also is a part-time instructor at Tyndale Seminary. In addition, he has been Senior Minister at Weston Park Baptist Church in Toronto since 1990. Each year during the summer months, Dr. Davey teaches at the Baptist Seminary in Cochabamba, Bolivia. He has co-authored *Climbing the Spiritual Mountain: The Questions of Jesus* (Wipf and Stock, 2014) with Dr. Elizabeth Davey.



Dr. R. Dale Dawson

Adjunct Professor of Biblical Studies and Theology

Education: ThD, Toronto School of Theology, 2002; MRel, Toronto School of Theology, 1992; MDiv, Toronto Baptist Seminary, 1986; BSc (Honours), University of Toronto, 1986.

Areas of Specialization: Systematic theology, modern theology (especially the theology of Karl Barth) and theology of the Resurrection.

Dr. Dawson has served as a full-time pastor in several Baptist churches in the Greater Toronto Area since 1987 and is currently serving as lead pastor at Uxbridge Baptist Church. He is ordained with the Canadian Baptists of Ontario and Quebec. Dr. Dawson has taught part-time at Toronto Baptist Seminary and Bible College from 1999 to 2005 and as an Adjunct Lecturer at Tyndale University College since 2003.

Dr. Dawson wrote the introduction in Karl Barth's *The Resurrection of the Dead* (Wipf and Stock Publishers, 2006). He also wrote *The Resurrection in Karl Barth* (Ashgate, 2007), and the "Resurrection" article in *Westminster Handbook to Karl Barth* (Westminster John Knox Press, 2013).

Dr. Dawson teaches courses on the Trinity, Scripture, Creation, Christology, Resurrection, Pneumatology, Ecclesiology, Eschatology and Modern Theology. He is a member of the American Academy of Religion, the Evangelical Theological Society and the Karl Barth Society of North America.



Prof. Beverley Muir

Adjunct Professor of Education

Education: MEd, Ontario Institute for Studies in Education, University of Toronto, 1981.

Area of Specialization: Educational administration.

Prof. Muir has been an adjunct professor at Tyndale University College since 2008 in the areas of leadership and education. In 2010, she was named one of Canada's Most Outstanding 32 Principals by The Learning Partnership, a national not-for-profit organization that has championed education since 1993. She has been a principal with the Toronto District School Board since 1988 and continues to be foremost in several educational initiatives, such as single-gender classrooms, boys' literacy, and educational partnerships with Nunavut. In 2008, her current school, Humberwood Downs Junior Middle Academy, was named one of 40 "Schools on the Move" by the Ontario Ministry of Education.

Faculty Advisors

Meeting with an assigned faculty advisor can be extremely helpful for managing an academic program. Advisors can help with personal decision making, selecting Field Education placements, course planning and realistic goal setting. They can also put students in touch with the available resources for a wide variety of topics. Students are encouraged to meet with their advisor early and get to know him or her. A list of the faculty advisors for all programs will be made available at the beginning of the academic year in September.

Faculty Advisors for 2015–2016:

Bachelor of Arts

| | | | |
|--|------------------------|-----------|-------------------------------|
| Biblical Studies and Theology (A-F) | Prof. Stephen Thomson | ext. 6703 | <i>sthomson@tyndale.ca</i> |
| Biblical Studies and Theology (G-L) | Dr. Craig Carter | ext. 6732 | <i>ccarter@tyndale.ca</i> |
| Biblical Studies and Theology (M-R) | Dr. Daniel Driver | ext. 2201 | <i>ddriver@tyndale.ca</i> |
| Biblical Studies and Theology (S-Z) | Dr. Benjamin Reynolds | ext. 2145 | <i>breyolds@tyndale.ca</i> |
| Biblical Studies and Theology (PAONL) | Dr. Bradley Noel | ext. 2144 | <i>bnoel@tyndale.ca</i> |
| Biology and Chemistry | Prof. Joseph Bishay | ext. 2171 | <i>jbishay@tyndale.ca</i> |
| Business Administration | Dr. Carsten Hennings | ext. 2310 | <i>chennings@tyndale.ca</i> |
| Business Administration – IDVP | Dr. Carsten Hennings | ext. 2310 | <i>chennings@tyndale.ca</i> |
| Business Administration: Health and Human Services Concentration | Dr. Carsten Hennings | ext. 2310 | <i>chennings@tyndale.ca</i> |
| Christian Ministries Minor | Dr. Anthony Hutchinson | ext. 2139 | <i>ahutchinson@tyndale.ca</i> |
| | Dr. Daniel Wong | ext. 2153 | <i>dwong@tyndale.ca</i> |
| | Dr. Daniel Scott | ext. 6740 | <i>dscott@tyndale.ca</i> |
| English (A-H) | Dr. Elizabeth Davey | ext. 6713 | <i>edavey@tyndale.ca</i> |
| English (I-P) | Dr. Bill Friesen | ext. 6789 | <i>bfriesen@tyndale.ca</i> |
| English (Q-Z) | Dr. Scott Masson | ext. 6778 | <i>smasson@tyndale.ca</i> |
| French Minor | Dr. C. Robert Foster | ext. 2256 | <i>rfoster@tyndale.ca</i> |
| History | Dr. Brad Faught | ext. 6759 | <i>bfaught@tyndale.ca</i> |
| Health and Human Services | Dr. Anthony Hutchinson | ext. 2139 | <i>ahutchinson@tyndale.ca</i> |
| Human Services (ECE) | Dr. Anthony Hutchinson | ext. 2139 | <i>ahutchinson@tyndale.ca</i> |
| Human Services (SSW) | Dr. Anthony Hutchinson | ext. 2139 | <i>ahutchinson@tyndale.ca</i> |
| Human Services (Modular) | Dr. Daniel Wong | ext. 2153 | <i>dwong@tyndale.ca</i> |
| Linguistics Minor | Dr. Paul Arsenault | ext. 2168 | <i>parsenault@tyndale.ca</i> |
| Philosophy | Dr. Richard Davis | ext. 2124 | <i>rdavis@tyndale.ca</i> |
| Psychology (A-H) | Dr. Amanda Azarbehi | ext. 2174 | <i>aazarbehi@tyndale.ca</i> |
| Psychology (I-P) | Dr. Helen Noh | ext. 2118 | <i>hnoh@tyndale.ca</i> |
| Psychology (Q-Z) | Dr. David Cwir | ext. 2265 | <i>dcwir@tyndale.ca</i> |
| Visual Arts and Media Minor | Dr. Natasha Duquette | ext. 2268 | <i>nduquette@tyndale.ca</i> |
| Bachelor of Religious Education | Dr. Daniel Wong | ext. 2153 | <i>dwong@tyndale.ca</i> |
| | Dr. Daniel Scott | ext. 6740 | <i>dscott@tyndale.ca</i> |

Certificate in Christian Studies

| | | | |
|--------------------|------------------|-----------|----------------------------|
| Leading Edge (A-L) | Dr. Paul Franks | ext. 6782 | <i>pfranks@tyndale.ca</i> |
| Leading Edge (M-Z) | Dr. Eric Crouse | ext. 6754 | <i>ecrouse@tyndale.ca</i> |
| Transitions | Dr. Bill Friesen | ext. 6789 | <i>bfriesen@tyndale.ca</i> |

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



Admissions

General Information

Anyone interested in becoming a student at Tyndale University College must submit a complete application to the Admissions Office or apply 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)
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 the official transcript directly to the Tyndale Admissions Office. Tyndale may require a graduation certificate from the institution if the transcript itself does not confirm graduation. All applicants must submit all transcripts (academic records) in English, or the transcript should be accompanied by a notarized English translation. All submitted transcripts become the property of Tyndale University College and cannot be returned to the applicant. Copies also cannot be provided.
5. Program-specific supplements

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

Application Fee

For applicants from Canada or the United States, the fee to apply for admission is \$50. Applicants from outside Canada and the United States must submit a fee of \$150 in order for the admissions application to be processed. The fee to apply to Tyndale University College is non-refundable, will not be applied to tuition costs, and should be submitted in Canadian

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

Applications for fall enrolment received after August 1 will be considered late and will be subject to an application fee of \$100.

English Language Requirements

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

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

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

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

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

For Admitted Students

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

1. Admissions staff may observe their writing difficulties.
 2. Professors in any class may identify students having difficulty with any assignment.
- Once identified and notified, students will be expected to immediately complete the Reading and Writing Assessment (RWA), which is Tyndale's writing proficiency test.

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

Admission Types

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

Official Admission

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

Conditional Admission

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

Admission on Probation

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

Please note that meeting or exceeding minimum requirements does not guarantee admission. Admission is preferentially based on the qualification of the student. The most qualified applicants will be accepted. Each applicant is evaluated individually and the Admissions Committee must be satisfied that the student is ready for undergraduate-level studies.

Admission Appeals

An applicant who has been denied admission to Tyndale University College may appeal to the Admission Appeals Committee in writing. The committee's decision is final. Upon receiving an unfavourable decision from the committee, 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 Requirements

Applicants from Ontario

The basic requirement for admission is the completion of an Ontario Secondary School Diploma with an overall average of at least 65% in ENG4U “English,” plus five other Grade 12U or M courses. If a student has more than five Grade 12U or M courses other than ENG4U, the top five marks are combined with ENG4U to calculate the admission average. For students who have achieved the OSSD under the old curriculum, the minimum requirement for admission is OAC (Ontario Academic Credit or Grade 13) English, plus five other OACs (or Grade 13 courses) with an average of 65% or better in those six courses.

Applicants from Other Provinces/Territories

- **Alberta, Nunavut, Northwest Territories:** Students are required to graduate from high school or equivalent with a university preparatory program. This must include English 30 plus four additional academic 30 level subjects with a minimum overall average of 65%.
- **British Columbia and the Yukon Territory:** Students are required to graduate from high school or equivalent with a university preparatory program. This must include English 12 plus three additional Grade 12 academic subjects at a minimum overall average of 65%. Tyndale no longer requires optional provincial exams as an admission requirement. When a student elects to write an optional Grade 12 provincial exam, the higher of the school mark or the blended grade will be used to calculate their admission average. Students must write provincial exams in any subject where it is mandatory in order to meet B.C. graduation program requirements.
- **Manitoba:** Students must be high school or equivalent graduates with an overall average of 65% in five academic S (Specialized), G (General), or U (Dual Credit – University) courses, with one of these courses being English 40S.
- **New Brunswick:** High School Graduation Certificate. An overall average of at least 65% in five academic (university-preparatory) Grade 12 courses (including English 120 or 122).

- **Newfoundland and Labrador:** Senior High School Graduation Diploma. An overall average of at least 65% in 11 credits at the 3000 level (including English 3201).
- **Nova Scotia:** Nova Scotia Graduation Certificate. An overall average of at least 65% in five academic or advanced Grade 12 courses (including English 12 ACAD).
- **Prince Edward Island:** High School Graduation Certificate. An overall average of at least 65% in five academic Grade 12 courses at the 611 or 621 level (including English 611 or 621).
- **Quebec:** Twelve courses from the DEC program of studies. An overall average of at least 65% in 12 academic semester courses (one year) in a university preparation program (DEC) in CEGEP (including 2 English courses - 603 level). Extra courses will be assessed for transfer credit. Applicants with the DEC may be awarded up to one full year of transfer credit (30 credits).
- **Saskatchewan:** Students are required to graduate from high school or equivalent with a university preparatory program. This must include English A30 plus four additional academic 30 level subjects with a minimum overall average of 65%.

Home-Based Learning Applicants

- Tyndale welcomes applications from graduates of home-based schools and from other unaccredited and/or non-traditional secondary education programs. Candidates who are unable to present province/state-examined matriculation subjects are evaluated individually in order to gauge readiness for university-level studies.
- Applicants should submit SAT or ACT scores to be considered for admission. Tyndale's admission requirements are a minimum ACT score of 20 or a minimum combined SAT score of 950 for tests taken before March 2005; the new test score requirement is 1420. Applicants must also provide an educational background chart (including a list of courses taken and textbooks required for each course) to serve as a transcript.

Applicants from the United States

- Applicants graduating from Grade 12 of an accredited high school in the United States are eligible to apply for admission to Tyndale University College. All U.S. applicants must carry a full course load for the fall and winter semesters (3-5 courses per semester or 9-15 credit hours per semester).
- Applicants will be considered for admission on the basis of their SAT or ACT scores. In order to be considered, students must score a minimum combined SAT score of 1420 (for test taken before March 2005, a minimum score of 950 is required) or a minimum ACT score of 20.
- Students from the United States may apply to Tyndale University College through the online application (tyndale.ca/apply) or by completing the paper application.
- Students from the United States are required to meet the criteria outlined in the Applicants from Other Countries section.

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

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

- **Tuition and Fees:** International students must be enrolled as full-time students throughout the entire program (9 to 15 credit hours or 3 to 5 courses in fall and winter semesters). As required by Citizenship and Immigration Canada (CIC), the applicant must give satisfactory evidence of sufficient financial resources to meet the current standards of Citizenship and Immigration Canada when applying for the study permit.
- **Medical Insurance:** The Ontario government does not provide medical coverage for international students or their families. All students will automatically be enrolled in Tyndale's health insurance plan provided by Guard Me International Insurance is mandatory for all international students and their families. 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 for your flight and once you arrive in Canada, you must email registration@tyndale.ca at least one week prior to departure.
- **Study Permit:** All international applicants are required to provide proof to the Admissions Office that they have received a Study Permit from Citizenship and Immigration Canada (CIC) prior to registration. Please refer to the CIC website for detailed information: cic.gc.ca. Students are responsible to fulfil all CIC requirements.
- **Medical Form:** International applicants are required to submit a completed medical form available from the Admissions Office or online at: tyndale.ca/student-life/residence/medical-form. This form does not need to be completed by a doctor.
- **Application Fee:** International applicants are required to submit a non-refundable application fee of \$150.
- Documents in a language other than English must be accompanied by a notarized English translation. All transcripts and notarized translations are to be sent to the Admissions Office by the institutions. It is the applicant's responsibility to provide official copies of all supporting documentation.
- Students should apply for admission to the University College before April 1 for the fall semester and before August 1 for the winter semester, to ensure timely consideration. The application fee for a non-North American applicant is \$150.

Transfer Applicants

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

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

Transfer Credit Policy

Tyndale University College endorses the Council of Ontario Universities' support for the Pan-Canadian Protocol on the Transferability of University Credits. In doing so, Tyndale undertakes to support the necessary measures to ensure that all course work completed by transfer students will be recognized and, subject to degree, grade and program requirements, fully credited for the purposes of granting a degree, with the following conditions:

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

Occasional Student Applicants

Individuals who wish to take courses at Tyndale University College for credit without admission to a degree or certificate program may do so through occasional student status. There are a number of reasons why a person might want to be an occasional student. For example, a student might already have a degree and wish to take courses for enrichment, or a student might want to take a few courses and later decide whether to enrol into a program of study. Apply online at tyndaleu.ca/visiting-students.

Acceptance as an occasional student does not guarantee acceptance to a degree or certificate program at Tyndale University College. If at a later date an occasional student wishes to enrol into a degree or certificate program, the student must be accepted under the regular Tyndale admissions procedures. If admitted into a program, the courses the student has completed may be used to fulfil the requirements of that program, provided they fit into the program outline. Normally, an occasional student may complete up to three courses (9 credit hours). A student must complete the regular application process and be formally admitted into a program prior to beginning the fourth course.

Occasional student status is not open to students in the following categories:

1. Applicants who do not meet Tyndale's English Language requirements
2. International applicants (with the exception of those taking online courses in their home country)

Letter of Permission Applicants (LOP)/Visiting Student Application

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

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

1. A completed Tyndale University College Visiting Student (tyndaleu.ca/visiting-students) application form.
2. A \$25 non-refundable application fee (\$75 for international applicants).
3. A Letter of Permission from the school to which the credits are being transferred. This letter should indicate which courses the student can take and the student's academic standing (Grade Point Average).

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

Audit Students

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

To audit a course at Tyndale, submit a non-refundable application fee of \$25 and complete the Visiting Student Application form available from the Admissions Office. To register for courses, the audit student must submit a completed registration form to the Office of the Registrar. Permission from the Registrar and the course professor may be required to register. Any student desiring to change a subject from audit to credit or from credit to audit must do so within the first two weeks of the semester.

Note: Tyndale students may audit one course free of charge after graduation in a degree program.

Admission on Probation

Students Possessing an Ontario Secondary School Diploma (OSSD)

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

Mature Students

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

1. be at least 21 years of age by the beginning of the semester for which admission is sought
2. have been away from full-time attendance at an educational institution for a minimum of two years
3. be a citizen, permanent resident or landed immigrant of Canada
4. demonstrate the likelihood of success in university-level studies
5. submit a copy of his/her birth certificate
6. ensure that the application essay addresses plans for success in university-level studies and what is to be gained from this academic experience, as well as make reference to academic and career goals
7. write an entrance exam
8. have completed less than 12 credit hours at any post-secondary institution

Admissions Probation Restrictions

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

Readmission for Previously Admitted Students

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

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

If further assistance is required, they may contact the Office of the Registrar directly:

Phone Number: 416.226.6620 ext. 6711
Fax Number: 416.226.4210
Email Address: registration@tyndale.ca

Reapplication

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

Special Policies for Specific Programs

Some majors require and/or recommend that certain courses be taken in high school as preparation for university-level studies in that discipline. Required courses must be included among the five Grade 12U or M courses for the purpose of calculating the admission average, along with ENG4U. Recommended courses may be included if there are five other Grade 12U or M courses that have higher marks. The majors that require and/or recommend specific courses are as follows:

Business Administration

- Recommended: at least one Grade 12 Math course as one of the six Grade 12U or M courses (including ENG4U).
- Recommended: MCB4U “Advanced Functions and Introductory Calculus” and MDM4U “Mathematics of Data Management.”
- Students who meet the basic admission requirements or who are admitted on probation and who have MCR3U “Functions and Relations” (i.e., Grade 11 University Prep Math), but who do not have a Grade 12 Math course, may be admitted. However, in order to continue in the Business Administration major beyond the first year, students must complete BUSI 1023 Mathematics for Business with a minimum grade of “C.”

Psychology

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

Bachelor of Religious Education: Degree Completion Program

- 25 years of age or older and present a birth certificate to validate age.
- Must be able to transfer one year (30 credit hours) of accredited university or college-level work into their degree program.

Bachelor of Religious Education: Modular Program

- 25 years of age or older and present a birth certificate to validate age.
- Must be considered for admission under basic admission requirements or qualify for admission as a mature student.

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

Bachelor of Education (Post-Baccalaureate Program)

- Applicants must have an officially recognized three- or four-year degree from an officially recognized degree-granting institution. Tyndale welcomes inquiries from those who wish to take additional credit hours at Tyndale.
- Applicants must have a GPA in the “B” range on 60 credit hours in an undergraduate degree program.
- Applicants to the Junior/Intermediate track must be completing or have completed 12-18 university credit hours in a teachable area. At Tyndale, the teachable areas are: English, French as a Second Language, Geography, History, Mathematics, and Science-General.
- Applicants who wish to take the French as a Second Language course (in order to teach FSL) must first pass the French Language Competency Test. Applicants to the Junior/Intermediate track who wish to take the course must also have successfully completed at least 12 credit hours in French at the university level.
- Applicants must complete the Bachelor of Education (BEd) application form and submit all other required documents and official post-secondary transcripts (see application form for details).

Please note:

- Admission to the BEd program is on a full-time basis only.
- Transfer credit will not normally be granted for BEd applicants.
- Proficiency in English is required as for all other Tyndale programs.



Student Development

Community Life and Standards

Tyndale has a unique student body that embraces an appreciation of individual diversity and a commitment to fostering a rich community life. Students range in age from recent high school graduates to mature students who may be either continuing their education or enhancing their lay ministry.

Approximately 1,600 students from across Canada and the world come to study at Tyndale University College & Seminary each year. These students represent a wide variety of demographic, ethnic and denominational backgrounds. Many students are from the Greater Toronto Area or commute from southern and central Ontario.

Approximately one-third of the undergraduates have the experience of living in campus residence. Both commuters and residents alike find that interaction within such a diverse community augments their perspective and cultivates deep friendships that transcend their student life.

Community Standards Statement

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

Students of Tyndale University College are part of a Christian community, individually and collectively dedicated to pursuing education marked by open, rigorous and critical inquiry while maintaining patterns of belief and behaviour that foster a distinctively Christian learning environment. As voluntary members of this community, we covenant with God and one another to enter into a life of discipleship with the intention of fostering a grace-filled community that honours God in its actions, attitudes and beliefs. As imitators of Christ, we strive for personal transformation of character that is marked by the fruit of the Spirit that is love, joy, peace, kindness, generosity, faithfulness, gentleness and self-control (Galatians 5:22) and advocacy for peace and justice.

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

Students of Tyndale University College are encouraged to participate regularly in the life of the local church in order to benefit from the guidance of the Holy Spirit and the communal wisdom of the people of God manifest in such communities.

In keeping with its distinctly evangelical Christian character, Tyndale recognizes certain practices, and the promotion of such, as biblically unacceptable. Students of Tyndale University College thus will refrain from practices that are prohibited by Christian Scriptures, including, but not limited to, the use of illegal drugs or abuse of prescription drugs; drunkenness; dishonest practices, including plagiarism, theft or fraud; the promotion of religious beliefs incompatible with Christian faith; engagement with pornography; breach of trust or confidence; gambling; profane and obscene speech; violent or abusive behaviour; and harassment of any kind. While recognizing that periodic and unfortunate occasions of failure and sin occur in the course of the Christian life, we also recognize that unrepentant and persistent unacceptable behaviours have a debilitating impact on oneself and the community.

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

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

Rights and Responsibilities

Student membership at Tyndale University College & Seminary is based upon primary rights and responsibilities intended to honour all and maintain the integrity of the community for learning. The Community Standards Statement is outlined in the Student Handbook and conveys the community's ethos and the expectations required of all students. The rights and responsibilities exercised within the community must be compatible with these qualities and standards.

Tyndale University College & 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 University College & 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 and guarding our unity as members of the body of Christ. 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. Some chapel attendance is required for all first-time university college students. (Please refer to the Student Handbook for specifics.) Wednesday chapels are Community Chapels and everyone on campus is expected to attend. All offices and student services are closed to permit staff, faculty and students the opportunity to worship together in the Chapel at 11:20 a.m.

Approximately two or three times per month during each semester there is also a creative Encounter and Engage Chapel on Sunday nights at 8 p.m. In addition, we are offering Oasis Morning/Evening Prayers every week during fall and winter semesters so that commuter students can also have an opportunity to join in a communal gathering of prayer, song and Scripture.

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 because of race, ancestry, colour, ethnic origin, gender, citizenship, denomination, creed, age, marital status, family status, disability or pregnancy. The full policies and procedures to register a complaint are outlined in the Student Handbook, copies of which are available online and at the Department of Student Development.

Student Services

New Student Orientation

Each academic semester begins with a time of orientation for new students organized by the Department of Student Development and student leaders. Orientation activities are provided for new students to acquaint them with the people, policies and procedures of their respective institutions. The organized activities include opportunities to meet Tyndale personnel and faculty, to interact with student leaders, to gather key information concerning

the upcoming year, to experience life in Toronto, and to worship together. Orientation for all students continues in various ways at the start of the fall and winter semesters with a desire to see each student become an integral part of the Tyndale community and to experience a memorable year.

The Orientation Retreat

The Orientation Retreat is for all incoming students. During the retreat, there will be plenty of opportunities to participate in a range of activities. Here's just a sample:

- Learn more about Tyndale University College and your academic program
- Meet new friends
- Participate in social activities
- Worship together

Every new student taking four credit hours or more during the fall semester is expected to attend the Retreat and will be charged an orientation fee.

Student Activities

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

Health Policies

Tyndale is dependent upon the integrity of individual students to verify at the time of admission to the community that they are physically and emotionally fit to fulfil their responsibilities. Tyndale recognizes that physical and emotional conditions may change and policies are in place to assist the equitable dealing with such changes. All international students must be covered through Tyndale's health insurance plan provided by Guard Me International Insurance. Please refer to the Student Handbook for further policy information.

Alumni Association

The Tyndale Alumni Association exists to develop lifelong relationships between Tyndale alumni and Tyndale University College. 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.

Bookstore

The Tyndale Bookstore serves students, staff, faculty, alumni and the Christian community at large. The bookstore supplies all required textbooks, carries a wide selection of resources for ministry and personal development and offers a varied selection of merchandise such as CDs, cards, and Tyndale apparel. Orders can be conveniently placed online on our website, tyndalebookstore.ca, and picked up at the bookstore or shipped. For further information, call the bookstore at 416.226.6620, ext. 2188 or send an email to bookstore@tyndale.ca.

Counselling Services

Tyndale Counselling Services 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, their relationships with others and their ministry. This team of dedicated and experienced counsellors exists to facilitate growth and healing in the lives of students, focusing on prevention and intervention from a Christian perspective.

Counselling sessions are available free of charge to full-time Tyndale students and for a nominal fee to part-time students during any semester in which the student is registered. A variety of personality and vocational inventories are available for a fee to all students. For more information, please contact the Counselling Services Coordinator at 416.226.6620, ext. 2123, or visit the Counselling Services website: tyndale.ca/counselling.

Food Services

The Dining Hall, located on Level 200, F Wing of the campus, is open seven days a week during the fall and winter semesters. There are other locations on campus where you can purchase beverages, snacks, and light meals, such as the Lamp Post Café. For hours of operation, please refer to the Student Handbook. All Tyndale residents are on a meal plan, which operates on a declining-balance per purchase through swiping their Tyndale ID card.

Library Services

The J. William Horsey Library supports the curricula of Tyndale University College & Seminary. It holds over 165,000 monographs, periodical volumes and audio/visual resources and has particular strengths in church history and New Testament studies in English. Special collections include the Percival J. Baldwin Puritan Collection, the Denominational Reference Collection and the Church Resource Centre. The Education Library includes unique curricular resources primarily for teacher candidates in the Bachelor of Education program.

The library subscribes to thousands of digital periodicals providing access to hundreds of thousands of articles. In addition we have over 300 paper subscriptions. Over 200,000 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 and information literacy sessions are offered to orient users to resources available at Tyndale and elsewhere.

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

Residence

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

Tyndale recognizes the experience of residence living as a valuable part of students' education. Living in residence provides opportunities to learn more about oneself, build relationships, foster leadership abilities and develop spiritually. For this reason, all single undergraduate students who are under 20 are highly encouraged to live on campus during their first year.

The Department of Student Development endeavours to foster 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 a guest room 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. Please consult the Student Handbook for further information or 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 personal 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 on-site parking and all vehicles must be registered.

The Centre for Academic Excellence

The Centre for Academic Excellence has been established to help students achieve their potential as learners. Staffed by a team of skilled and approachable student assistants, The Centre for Academic Excellence offers two kinds of support:

- Academic Tutoring (*for Tyndale undergraduate students [excluding Bachelor of Education] in multiple areas of study*)
- Writing Consultation (*for all students of Tyndale University College & Seminary*)

Students at all levels of ability can profit from the Centre's free services by booking one-on-one sessions, attending workshops and group study sessions, and accessing resources both online and at the Centre. Those students who are interested in joining the team of academic tutors and writing consultants may contact the Academic Excellence Director for further details. To learn more about these services or to book an appointment, read below, drop by and speak to the staff, or visit: tyndale.ca/academic-excellence.

Academic Tutoring

Friendly, knowledgeable tutors are available to help University College students in free one-on-one sessions in multiple areas of study. Tutors can assist students with any of the following:

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

From time to time, tutors will also host group study sessions for selected courses. For further details, contact: academictutoring@tyndale.ca.

Writing Consultation

Through a combination of one-on-one consultations, workshops and resources, the Centre for Academic Excellence offers a comprehensive program of writing support to Tyndale students regardless of skill level or area of study. A skilled and approachable team 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, and they will receive detailed suggestions for improvement. Professors may recommend that a student seek a writing consultant for assistance, and students are strongly encouraged to follow their recommendations. The Academic Standards Committee may also require a student to go to the Centre for assistance and support.

Students can schedule writing consultations, learn about drop-in visits and workshops, and access tip sheets in person or online. For further details, contact writing@tyndale.ca.

Accessibility Services

Tyndale University College & Seminary is committed to creating an environment where students with disabilities are able to fully participate and integrate into the academic setting. Through accommodation and learning supports, Tyndale strives to allow each student to reach his or her academic potential.

Disabilities can be permanent, temporary, and/or episodic in nature and may include learning disabilities, sensory impairments, acquired brain injuries, attention-deficit disorders, mental health disabilities, medical and mobility issues.

Students living with a disability are encouraged by the Accessibility Services Office to schedule a confidential registration appointment. The Accessibility Specialist will meet with each student, review documentation and collaboratively discuss and/or implement appropriate academic accommodations. To ensure that an accommodation plan is active when classes begin, this appointment must be arranged as soon as possible, preferably prior to the start of the semester.

Documentation is required and assessment must be conducted by a trained professional to diagnose the condition. For more information regarding documentation requirements, please contact the Accessibility Services Office at llundy@tyndale.ca, 416.226.6620 ext. 2189.



Fees and Expenses

Tyndale University College & Seminary is an independent, not-for-profit, multidenominational 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, 2015 through April 30, 2016:

Tuition Deposit

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

Residence Deposit

A Residence Deposit of \$200 is held on file until the student leaves residence. It is non-refundable and non-transferable after August 1 for the fall semester and after December 1 for the winter semester, whether or not the applicant enrolls. When a student moves out, his or her deposit can be returned to the student provided that the student's account is in good standing. Furthermore, there must be no damages in the student's room and no other infractions must have occurred. If a student is returning to residence the next academic year, the deposit may be kept on file and carried forward to the next academic year.

Fee Schedule

Application Fees and Deposits

| | |
|---|-------|
| Application Fee for North American applicants | \$50 |
| Application Fee for non-North American applicants | \$150 |
| Application Fee for occasional student | \$25 |
| Late Application Fee for North American applicants after August 1 (Fall) and December 1 (Winter) | \$100 |
| Reactivation Fee (<i>reapplying after 3 years of non-enrolment</i>) | \$50 |
| Tuition Deposit (<i>non-refundable</i>) | \$300 |
| Tuition Deposit for BEd (<i>non-refundable</i>) | \$500 |

Tuition Fees

| | |
|--|---------|
| Tuition <i>(per 3 credit hour course)</i> | \$1,377 |
| Student Activity Fee | \$18 |
| Resource Fee | \$63 |
| Administration Fee <i>(non-refundable)</i> | \$39 |
| Total Tuition & Fees <i>(per 3 credit hour course)</i> | \$1,497 |

Course Fees

| | |
|--|-------------------|
| Additional fees for development trips | \$2,000 - \$4,000 |
| Leading Edge | |
| Events | \$150 |
| Inner-City Missions Trip | \$800 |
| Urbana Student Mission <i>(optional)</i> | \$1,000 - \$1,500 |

Bachelor of Education

| | |
|--|----------|
| Total Program Costs <i>(16 months)</i> | \$27,600 |
|--|----------|

General Fee Schedule

| | |
|---|-------------|
| Audit <i>(no other discount applicable)</i> | \$400 |
| Late Registration <i>(full-time and part-time returning students)</i> | \$50 |
| Letter of Permission | \$25 |
| Official Statement/Letter | \$10 |
| Official Transcript | \$10 |
| Official Transcript – additional requests <i>(ordered at same time)</i> | \$8 |
| Official Transcript – rush service | \$20 |
| UC Orientation Fee <i>(required for all new students taking 4 credit hours or more)</i> | \$200 |
| Replacement of ID Card | \$10 |
| Replacement of T2202A per tax year | \$10 |
| Thesis Binding Fee | \$25 - \$50 |
| Transfer Credit Evaluation | \$25 |
| Graduation Late Application Fee | \$35 |

Residence Fees (per semester)

| | |
|---------------------------|----------------|
| Single Room (with toilet) | \$4,465 |
| Single Room | \$4,415 |
| Double Room (with toilet) | \$3,180/person |
| Double Room | \$3,130/person |

BEd Student (August – July)

| | |
|---------------------------|-----------------|
| Single Room (with toilet) | \$12,039 |
| Double Room (with toilet) | \$8,184/ person |
| Double Room | \$8,034/ person |

*All residence fees include meal credit and residence administration fee. Meal credits cannot be converted to cash. Meal credits expire at the end of each term.

Payment Plans and Methods

Payment Plans

Fall 2015

| | Aug 21, 2015 | Sep 30, 2015 | Oct 30, 2015 | Remaining balance after Oct 30, 2015 ⁽³⁾ |
|---|---|--|--|---|
| All students | Minimum payment ⁽¹⁾ of \$1,000 (1-2 courses) \$1,500 (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 \$1,000 (1-2 courses) \$1,500 (3 or more courses) Residence: Minimum payment ⁽¹⁾ of \$1,250 | 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 21 | 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 21 Residence: Minimum payment ⁽¹⁾ of \$1,250 | 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 21, 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 the Department of Student Financial Services by August 21, otherwise a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.
3. The interest charge 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 21, 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 2016

| | Dec 11, 2015 | Jan 29, 2016 | Feb 29, 2016 | Remaining balance after Feb 29, 2016 ⁽³⁾ |
|---|--|--|--|---|
| All students | Minimum payment ⁽¹⁾ of \$1,000 (1-2 courses) \$1,500 (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 \$1,000 (1-2 courses) \$1,500 (3 or more courses) Residence: Minimum payment ⁽¹⁾ of \$1,250 | 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 2015 or by Dec 11 | 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 2015 or by Dec 11 Residence: Minimum payment ⁽¹⁾ of \$1,250 | 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 11, 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 the Department of Student Financial Services by December 11, otherwise a \$100 financial administration fee (additional \$100 for residence students) will be added to your account.
3. The interest charge will be applied to all students, including those who have applied for government assistance but have not received it by February 29.
4. If registering after December 11, 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.

Payment Methods

- 1. Online payment and telephone banking through your financial institution** - Please add "Tyndale University College & Seminary" as a payee to your "bills" list. The account number will be your Student ID number. If your Student ID number is shorter than nine digits, please add "000" in front of your Student ID number, e.g., 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 pay at the Department of Student Financial Services in person or by phone (a 2% charge will be added to all credit card transactions to cover transaction costs).
- 3. Cash, Cheque and Interac** - Please pay at the Department of Student Financial Services in person, send a cheque by mail or leave a cheque in the Student Financial Services drop box. Cheques should be made payable to "Tyndale."

International Student Payment Plan for 2015-2016

Total costs for University College (including 10 courses, fees, application fee, health insurance, and orientation) are approximately \$16,000.

Fall 2015 (*Students start in Fall 2015*)

| | Before Study Permit application | Before registration or by Aug 21, 2015 | By Sep 30, 2015 ⁽²⁾ | By Dec 11, 2015 |
|-----------------------------------|---|--|--------------------------------|-----------------------|
| UC students | Application fee (non-refundable) and \$3,000 ⁽¹⁾ tuition deposit | Half of remaining tuition balance = \$6,000 | Remaining tuition balance | |
| UC students with residence | Application fee (non-refundable) and \$3,000 ⁽¹⁾ tuition deposit | Half of remaining tuition balance = \$6,000 + residence fees | Remaining tuition balance | Winter residence fees |

- \$300 of the tuition deposit is non-refundable. However, should your study permit be denied, the full \$3,000 tuition deposit will be returned.
- 12% per annum interest charged if balance is not cleared by September 30.

Winter 2016 (*Students start in Winter 2016*)

| | Before Study Permit application | Before registration or by Dec 11, 2015 | By Jan 29, 2016 ⁽²⁾ |
|-----------------------------------|--|---|--------------------------------|
| UC students | Application fee (non-refundable) and \$3,000 ⁽¹⁾ -tuition deposit | Half of remaining tuition balance = \$2,500 | Remaining tuition balance |
| UC students with residence | Application fee (non-refundable) and \$3,000 ⁽¹⁾ -tuition deposit | Half of remaining tuition balance = \$2,500 + entire residence fees | Remaining tuition balance |

1. \$300 of the tuition deposit is non-refundable. However, should your study permit be denied, the full \$3,000 tuition deposit will be returned.
2. 12% per annum interest charged if balance is not cleared by January 29.

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

Refund Schedule

Fall 2015 Refund Schedule and Drop Deadlines — University College

1. Read the chart below to determine refund amounts and grades recorded during the specified weeks.
2. Switching sections is considered adding and dropping and must be done by September 23, 2015.
3. Switching from credit to audit is considered dropping and adding, and must be done by September 23, 2015.
4. Please use an Add/Drop form to withdraw from a course or switch classes. Please use a Withdrawal Notification form to drop all classes in a semester. These forms are available at tyndale.ca/registrar or in the Office of the Registrar.
5. The date the Add/Drop form/Withdrawal Notification form is received in the Office of the Registrar will determine the refund amount.
6. Office normally opens from 9 a.m. to 5 p.m., but will open from 8 a.m. to 6:45 p.m. September 10 (Thu), September 14 – 17 (Mon-Thu), September 21 – 24 (Mon-Thu).

| Deadlines | Refund* | Transcript |
|-------------------------|------------------------------------|----------------------|
| Aug 21, 2015 | 100% | |
| After Aug 21, 2015 | \$50 late registration fee applies | |
| Aug 22 to Sep 10, 2015 | 100% | |
| Sept 11 to Sep 23, 2015 | 100% | |
| Sep 23, 2015 | Last day to add a course | |
| Sep 24 to Sep 30, 2015 | 77% | Grade = W [withdraw] |
| Oct 1 to Oct 7, 2015 | 69% | W |
| Oct 8 to Oct 14, 2015 | 61% | W |
| Oct 15 to Oct 21, 2015 | 53% | W |
| Oct 22 to Oct 28, 2015 | 46% | W |
| Oct 29 to Nov 4, 2015 | 38% | W |
| Nov 4, 2015 | Last day to drop a course | W |
| After Nov 4, 2015 | (Too late to drop course) | |

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

* Administration fee (\$39 per course) is not refundable after September 23, 2015.

Winter 2016 Refund Schedule and Drop Deadlines — University College

1. Read the chart below to determine refund amounts and grades recorded during the specified weeks.
2. Switching sections is considered adding and dropping and must be done by January 15, 2016.
3. Switching from credit to audit is considered dropping and adding, and must be done by January 15, 2016.
4. Please use an Add/Drop form to withdraw from a course or switch classes. Please use a Withdrawal Notification form to drop all classes in a semester. These forms are available at tyndale.ca/registrar or in the Office of the Registrar.
5. The date the Add/Drop form/Withdrawal Notification form is received in the Office of the Registrar will determine the refund amount.
6. Office normally opens from 9 am to 5 p.m., but will open from 8 a.m. to 6:45 p.m. Jan 4-7 (Mon-Thu), Jan 11-14 (Mon-Thu).

| Deadlines | Refund* | Transcript |
|-----------------------------|------------------------------------|----------------------|
| Dec 11, 2015 | 100% | |
| After Dec 11, 2015 | \$50 late registration fee applies | |
| Dec 12, 2015 to Jan 3, 2016 | 100% | |
| Jan 4 to Jan 15, 2016 | 100% | |
| Jan 15, 2016 | Last day to add a course | |
| Jan 16 to Jan 22, 2016 | 77% | Grade = W (withdraw) |
| Jan 23 to Jan 29, 2016 | 69% | W |
| Jan 30 to Feb 5, 2016 | 61% | W |
| Feb 6 to Feb 12, 2016 | 53% | W |
| Feb 13 to Feb 19, 2016 | 46% | W |
| Feb 20 to Feb 26, 2016 | 38% | W |
| Feb 26, 2016 | Last day to drop a course | W |
| After Feb 26, 2016 | (Too late to drop course) | |

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

* Administration fee (\$39 per course) is not refundable after January 15, 2016.

Spring/Summer 2016 Refund Schedule and Drop Deadlines

Since spring/summer courses start and end times vary, the refund schedule also varies. Please refer to the postings at the Office of the Registrar and the Department of Student Financial Services.

Refund Schedule and Drop Deadlines for Intensive Courses

Certain programs, such as the Bachelor of Religious Education Degree Completion Program, are in an intensive format that can vary from 5 to 7 classes/weeks in length. Please use an Add/Drop form to withdraw from a course. Please use a Withdrawal Notification form to withdraw from ALL classes in a semester. The date the Add/Drop form/Withdrawal Notification form is received (drop box, fax, email or mail) by the Office of the Registrar determines the refund amount. Add/Drop forms and Withdrawal Notification forms are available at tyndale.ca/registrar or in the Office of the Registrar.

| 5-DAY COURSE | | |
|----------------------|-------------------------|--------------------------------|
| Day | Refund* | Transcript |
| Before class starts | 100% | Grade = W (withdraw) W |
| Day 1 | 100% | |
| Day 2 | 60% | |
| Day 3 | 40% | |
| Day 4 & 5 | Too late to drop course | |
| 5-WEEK COURSE | | |
| Week | Refund* | Grade |
| Before class starts | 100% | Grade = W (withdraw) W |
| Day 1 - 7 | 100% | |
| Day 8 - 14 | 60% | |
| Day 15 - 21 | 40% | |
| After Day 21 | Too late to drop course | |
| 6-WEEK COURSE | | |
| Week | Refund* | Grade |
| Before class starts | 100% | Grade = W (withdraw) W W |
| Day 1 - 7 | 100% | |
| Day 8 - 14 | 67% | |
| Day 15 - 21 | 50% | |
| Day 22 - 28 | 33% | |
| After Day 28 | Too late to drop course | |

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

* Administration Fee (\$39 per course) is not refundable after the first class/week.

Bachelor of Education 2015-2016 Refund Schedule and Drop Deadlines

Refund Schedule 2015-2016

| Week No. | From | To | Refund Percentage |
|----------|--------------|--------------|-------------------|
| Week 1 | Aug 4, 2015 | Aug 10, 2015 | 100% |
| Week 2 | Aug 11, 2015 | Aug 17, 2015 | 100% |
| Week 3 | Aug 18, 2015 | Aug 24, 2015 | 98% |
| Week 4 | Aug 25, 2015 | Aug 31, 2015 | 96% |
| Week 5 | Sep 1, 2015 | Sep 7, 2015 | 94% |
| Week 6 | Sep 8, 2015 | Sep 14, 2015 | 92% |
| Week 7 | Sep 15, 2015 | Sep 21, 2015 | 90% |
| Week 8 | Sep 22, 2015 | Sep 28, 2015 | 88% |
| Week 9 | Sep 29, 2015 | Oct 5, 2015 | 86% |
| Week 10 | Oct 6, 2015 | Oct 12, 2015 | 84% |
| Week 11 | Oct 13, 2015 | Oct 19, 2015 | 82% |
| Week 12 | Oct 20, 2015 | Oct 26, 2015 | 80% |
| Week 13 | Oct 27, 2015 | Nov 2, 2015 | 78% |
| Week 14 | Nov 3, 2015 | Nov 9, 2015 | 76% |
| Week 15 | Nov 10, 2015 | Nov 16, 2015 | 74% |
| Week 16 | Nov 17, 2015 | Nov 23, 2015 | 72% |
| Week 17 | Nov 24, 2015 | Nov 30, 2015 | 70% |
| Week 18 | Dec 1, 2015 | Dec 7, 2015 | 68% |
| Week 19 | Dec 8, 2015 | Dec 14, 2015 | 66% |
| Week 20 | Dec 15, 2015 | Dec 21, 2015 | 64% |
| Week 21 | Dec 22, 2015 | Dec 28, 2015 | 62% |
| Week 22 | Dec 29, 2015 | Jan 4, 2016 | 60% |
| Week 23 | Jan 5, 2016 | Jan 11, 2016 | 58% |
| Week 24 | Jan 12, 2016 | Jan 18, 2016 | 56% |
| Week 25 | Jan 19, 2016 | Jan 25, 2016 | 54% |
| Week 26 | Jan 26, 2016 | Feb 1, 2016 | 52% |
| Week 27 | Feb 2, 2016 | Feb 8, 2016 | 50% |
| Week 28 | Feb 9, 2016 | Feb 15, 2016 | 48% |
| Week 29 | Feb 16, 2016 | Feb 22, 2016 | 46% |
| Week 30 | Feb 23, 2016 | Feb 29, 2016 | 44% |
| Week 31 | Mar 1, 2016 | Mar 7, 2016 | 42% |
| Week 32 | Mar 8, 2016 | Mar 14, 2016 | 40% |

| | | | |
|---------|--------------|--------------|-----|
| Week 33 | Mar 15, 2016 | Mar 21, 2016 | 38% |
| Week 34 | Mar 22, 2016 | Mar 28, 2016 | 36% |
| Week 35 | Mar 29, 2016 | Apr 4, 2016 | 34% |
| Week 36 | Apr 5, 2016 | Apr 11, 2016 | 32% |
| Week 37 | Apr 12, 2016 | Apr 18, 2016 | 0% |
| Week 38 | Apr 19, 2016 | Apr 25, 2016 | 0% |
| Week 39 | Apr 26, 2016 | May 2, 2016 | 0% |
| Week 40 | May 3, 2016 | May 9, 2016 | 0% |
| Week 41 | May 10, 2016 | May 16, 2016 | 0% |
| Week 42 | May 17, 2016 | May 23, 2016 | 0% |
| Week 43 | May 24, 2016 | May 30, 2016 | 0% |
| Week 44 | May 31, 2016 | Jun 6, 2016 | 0% |
| Week 45 | Jun 7, 2016 | Jun 13, 2016 | 0% |
| Week 46 | Jun 14, 2016 | Jun 20, 2016 | 0% |
| Week 47 | Jun 21, 2016 | Jun 27, 2016 | 0% |
| Week 48 | Jun 28, 2016 | Jul 4, 2016 | 0% |
| Week 49 | Jul 5, 2016 | Jul 11, 2016 | 0% |
| Week 50 | Jul 12, 2016 | Jul 18, 2016 | 0% |
| Week 51 | Jul 19, 2016 | Jul 25, 2016 | 0% |
| Week 52 | Jul 26, 2016 | Aug 1, 2016 | 0% |

* Refund % applies to all fees with the exception of Administrative Fee

* Administrative Fee of \$500 is non-refundable after August 17, 2015

Cheque Refund Policy: Students can request a refund cheque for the credit balance on their student accounts by filling out and submitting a Refund Request form. These forms are available on mytyndale.ca or in person at the Department of Student Financial Services. Refund requests may take up to two weeks to process from the date the request is submitted.



Financial Aid

Tyndale University College understands that financing university education is a major concern of students. Therefore, Tyndale has a number of funds to assist students in meeting their educational costs. For example, there are a variety of scholarships, bursaries, 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 Coordinator of Student Financial Resources before the next year of attendance to discuss their personal financial situation in more detail. The coordinator can be contacted at 416.226.6620 ext. 2177 or at financialaid@tyndale.ca.

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

University College Financial Aid

Entrance Scholarships

Each fall, Tyndale offers University College students various scholarships worth up to \$5,000.

President's Scholarship

The President's Scholarship of Distinction of \$5,000 is a renewable entrance scholarship awarded to every new full-time student who is accepted into a Bachelor of Arts (BA), Bachelor of Religious Education (BRE) or Leading Edge program at Tyndale with a minimum average of 90% (3.9 GPA or 1800 SAT or 27 ACT) from their top six grade 12 U or M courses (including ENG4U).

The President's Scholarship of Excellence of \$2,000 is awarded to every new full-time student who is accepted into a BA, BRE or Leading Edge program at Tyndale with an average between 80% and 89.9% (3.7 – 3.89 GPA or 1690 – 1800 SAT or 25-26 ACT) from their top six grade 12 U or M courses (including ENG4U).

The President's Scholarship of Merit of \$1,000 is awarded to every new full-time student who is accepted into a BA, BRE or Leading Edge program at Tyndale with an average between 75% and 79.9% (3.0 – 3.69 GPA or 1590 – 1690 SAT or 23 – 24 ACT) from their top six grade 12 U or M courses (including ENG4U).

To renew the President's Scholarship after the first year, the minimum GPA of the respective level has to be maintained. *President's Scholarships are downgradable if GPA scores are not met in the following year (not upgradable).*

Note:

1. All awarded scholarships are paid out in **50%** installments per semester (i.e. President Scholarship of \$5,000 will be paid out, \$2,500 for fall semester and \$2,500 for winter).
2. All awarded bursaries are paid out in **50%** installments per semester (i.e. a total bursary of \$1,000 will be paid out, \$500 for fall semester and \$500 for winter).

Timothy Award (\$500)

Awarded to 6 first year full-time students. Student must be a dependent of a parent employed full-time by a church, mission organization, or a Christian elementary or high school. To apply, fill out the online Financial Aid application at tyndale.ca/financialaid.

Children of Alumni Award (\$500)

Student must be a dependent of a parent who was a former student of Tyndale University College & Seminary (or OBC/OTS). Parent must have completed equivalent of one full-time year at Tyndale. To apply, fill out the online Financial Aid application at tyndale.ca/financialaid.

Returning and Graduation Scholarships and Awards (based on supporters)

These monetary awards are given on the basis of academic achievement. Some scholarships may also consider other factors such as school and community involvement, qualities of leadership or other criteria but not financial need. For scholarships requiring an application, the relevant application forms and procedure will be available during the winter semester. For complete information and full list of scholarships and awards, please visit tyndale.ca/financialaid/scholarships

General Bursaries

A bursary is a monetary gift awarded on the basis of financial need. Tyndale University College has a number of bursaries available to full-time students. Bursary applications may be submitted online at tyndale.ca/financialaid.

The bursary will become a loan that must be repaid if a bursary recipient does not meet the following conditions:

Student must complete the academic term(s) and not be dismissed for disciplinary reason. An academic term is considered to be complete when all the required work is submitted, including the writing of the final examination.

Special Bursaries (based on application and student's status)

Spousal Bursary – For full-time students, \$925 is awarded to the husband and the wife for an academic year.

Family Bursary – For full-time students, \$800 to each sibling in the same household (same household address) and are enrolled at the same time for an academic year.

Senior Bursary (over 60 years of age) – For full-time students, \$900 for an academic year.

ACSI Member Tuition Bursary – For full-time staff of the Association of Christian Schools International (ACSI) who are full-time students, \$900 for an academic year.

IVCF / YFC / the Navigator Member Tuition Bursary – For full-time staff of the Inter-Varsity Christian Fellowship (IVCF) / Youth for Christ (YFC) who are studying full-time at Tyndale are eligible to get 25% off the tuition fee. A supporting document confirming valid membership is required.

For complete information and a full list of bursaries, please visit tyndale.ca/financialaid/bursaries.

Sponsorship Programs

Leadership Scholarship (Church Match Program)

This is a matching church gift program in which Tyndale will match, dollar-for-dollar, church sponsorships towards a student's education to a maximum of \$100 per course (up to \$1,000 per academic year). For a full-time student, taking 10 courses per year, this could equal up to \$2,000 in aid.

Forgivable Loan Program

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

Visit the Tyndale Financial Aid website to download the application form at tyndale.ca/financialaid/sponsorships.

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.

Government Aid

Canadian Students

Students enrolled in at least 9 credit hours (3 courses) per semester and who are Canadian citizens or permanent residents are eligible for Canadian government loans from two sources: federal government and provincial or territorial governments. These loan programs are intended to supplement the financial resources of students and their families. Students who receive the maximum amount may qualify for further grants from the government. Students need to apply each year of study and may apply for student loans online at their respective websites. Repayment of student loans begins six months after the last day of full-time study. Students must enroll in eligible programs according to their province.

Students are advised to check details for the following provincial programs and submit their applications online. It may take up to eight weeks to get approval under normal circumstances:

- Employment and Social Development Canada - Student Loans and Grants – esdc.gc.ca/en/student_loans/cslp
- Government of Canada CanLearn – canlearn.ca
- Student Aid Alberta – alis.alberta.ca/ps/fo/pay/loans-grants.html
- British Columbia Student Aid – studentaidbc.ca
- Manitoba Student Loans – edu.gov.mb.ca/ald/index.html
- Newfoundland Student Aid – aes.gov.nl.ca/studentaid
- Nova Scotia Student Assistance – novascotia.ca/studentassistance
- National Student Loans – canlearn.ca/eng/loans_grants/loans/index.shtml
- Ontario Student Assistance Program (OSAP) – osap.gov.on.ca
– Applying for OSAP Tip Sheet – tyndale.ca/financialaid/student-loans/canadian
- Saskatchewan Student Loans – saskatchewan.ca/live/post-secondary-education/student-loans

U.S. Students

American students are eligible to apply for U.S. Stafford Loans, as Tyndale is a recognized institution with the United States Department of Education. Visit the Federal Student Aid website at fafsa.ed.gov for an application and conditions.

American students studying at Tyndale who wish receive Direct Loans from the U.S. Department of Education are prohibited from enrolling in distance education, including online, courses. Please note there are no required online courses within the program. American students are prohibited from taking online courses as either core courses or electives.

International Students

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/financialaid.

Bachelor of Education Financial Aid

Alumni Award

Tyndale is pleased to offer this tuition award to qualified Tyndale alumni Bachelor of Education (BEd) applicants. This award is offered automatically to the qualified alumni who have completed his/her registration. Some conditions apply. Visit tyndale.ca/education/financing for full details.

Sponsorship Programs

Leadership Scholarship (Church Match Program)

Tyndale will match, dollar-for-dollar, church sponsorships towards a student's education to a maximum of \$900. This could equal up to \$1,800 in aid for BEd students. This program partners with congregations to develop able leaders and help students afford the costs of tuition. Connect your church to this innovative and helpful program. Visit the Tyndale Financial Aid website to download the form at tyndale.ca/financialaid.

Clarion Bursary

- 5 (five) awards to students enrolled in Bachelor of Education program at \$2,500 each.
- 2.5 GPA or better.
- Has demonstrated interest in vocational ministry or cross-cultural mission.
- Has demonstrated financial need.
- If such a student cannot be found it is to be granted to a student who demonstrates financial need and who is preparing for ministry.

Forgivable Loan Program

The Forgivable Loan Program permits qualified students to raise funds to pay for part or all of their tuition and living expenses. All funds raised for the program will be placed in a general pool and then distributed to those students involved in the program with financial needs. Some conditions apply. Visit the Tyndale Financial Aid website to download the application form at tyndale.ca/financialaid/sponsorships.

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

Interest Subsidy Program

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

Tyndale will provide a subsidy for the interest incurred on a student loan for full-time students enrolled in the BEd program. The subsidy will be calculated based on the prime interest rate in Canada plus 1% and the loan amount that the interest will be subsidized on must not exceed \$5,000. Some conditions apply. Please visit the Financial Aid website at tyndale.ca/financialaid for details.

Government Aid

Canadian Students

Students enrolled in at least 9 credit hours (3 courses) per semester and who are Canadian citizens or permanent residents are eligible for Canadian government loans from two sources: federal government and provincial or territorial governments. These loan programs are intended to supplement the financial resources of students and their families. Students who receive the maximum amount may qualify for further grants from the government. Students need to apply each year of study and may apply for student loans online at their respective websites. Repayment of student loans must commence when six months after the last day of full-time study has elapsed.

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

- Employment and Social Development Canada - Student Loans and Grants – esdc.gc.ca/en/student_loans/cslp
- Government of Canada CanLearn – canlearn.ca
- Student Aid Alberta – alis.alberta.ca/ps/fo/pay/loans-grants.html
- British Columbia Student Aid – studentaidbc.ca
- Manitoba Student Loans – edu.gov.mb.ca/ald/index.html
- Newfoundland Student Aid – aes.gov.nl.ca/studentaid
- Nova Scotia Student Assistance – novascotia.ca/studentassistance
- National Student Loans – canlearn.ca/eng/loans_grants/loans/index.shtml
- Ontario Student Assistance Program (OSAP) – osap.gov.on.ca
– Applying for OSAP Tip Sheet – tyndale.ca/financialaid/student-loans/canadian
- Saskatchewan Student Loans – saskatchewan.ca/live/post-secondary-education/student-loans

Early Payment Incentive

A tuition discount of \$1,000 if 25% of outstanding balance is paid by March 31 (BEd program only).



University College Programs

Overview of Academic Programs

Academic study at Tyndale University College is divided into 10 departments:

Biblical Studies and Theology
Business Administration
Christian Ministries
Education
English

Health and Human Services
History
Linguistics
Philosophy
Psychology

In addition, **Biology, Mathematics, Fine Arts, French**, and a variety of other **General Studies** courses function under the direct supervision of the Academic Dean.

Tyndale University College offers the following degrees:

Bachelor of Arts (BA) degree with majors in:

Biblical Studies and Theology
Business Administration
Business Administration — Co-op
Business Administration — International Development
Business Administration: Health and Human Services concentration
English
History
Health and Human Services (Minor in Psychology)
Human Services
Human Services — Early Childhood Education
Human Services — Social Service Work
Philosophy
Psychology

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

Biblical Studies and Theology
Business Administration
Business Administration — Co-op
Business Administration — International Development
English
History
Philosophy
Psychology

Minors in:

Biblical Studies and Theology
Business Administration
Business Administration — International Development
Christian Ministries
English
French
History
Linguistics
Philosophy
Psychology
Visual Arts and Media

Tyndale University College also offers the following degrees and certificates:

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

Bachelor of Religious Education (three-year program)

Leading Edge Certificate (one-year program)

Transitions Certificate (one-year program)

By agreement with Nipissing University, Tyndale students can earn the Bachelor of Science degree with a major in either Biology or Mathematics, studying for two years (60 semester credits) at Tyndale's campus in Toronto, and finishing the final two years (60 semester credits) at Nipissing's campus in North Bay, Ontario.

Bachelor of Arts Degree

The Bachelor of Arts (BA) degree at Tyndale University College prepares students for further studies in graduate or professional programs and, more broadly, for a life of service in the world. The BA and BA Honours degrees allow a student to gain a broadly-based liberal arts education. The main goal of this degree is to help the student integrate Christian faith and a broad understanding of culture in a comprehensive Christian worldview. In the Bachelor of Arts degree, an emphasis is placed on the development of critical thinking skills, oral and written communication skills and the ability to read texts critically.

Students planning to proceed to a professional program, graduate school or seminary are encouraged to acquire the BA degree with a major in Biblical Studies and Theology, English, History, Philosophy or Psychology. Those planning on acquiring a Bachelor of Education degree should major in a teachable subject (e.g., English or History). Those planning to specialize in counselling should consider majoring in Psychology. Students may also major in Human Services; this is a four-year conjoint program which enables a student to earn a BA degree from Tyndale, plus a Diploma in either Early Childhood Education or Social Service Work from Seneca College, all in four years of full-time study. Human Services is also offered in Modular format. Those students planning to pursue a pastoral/preaching ministry might well decide to do an honours degree in Biblical Studies and Theology with concentrated studies in the biblical languages.

Bachelor of Arts (U.S. Student Stream)

American students studying in the Bachelor of Arts program who wish to receive Direct Loans from the U.S. Department of Education are prohibited from enrolling in distance education, including online, courses. Please note there are no required online courses within the program. American students are prohibited from taking online courses as either core courses or electives.

Please refer to the BA (U.S. Student Stream) major sheets available from the Office of the Registrar.

Double Majors

Students may choose to do a double major in the Bachelor of Arts in any two disciplines in which a major is currently offered. The following regulations apply to double major degrees:

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

Bachelor of Arts Degree Requirements

Degree candidates must:

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

Bachelor of Arts Liberal Arts Core Curriculum

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

English, History and Philosophy

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

Students will take:

Two of:

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

One of:

| | | |
|----------|-----|---|
| HIST 101 | (3) | History of Western Civilization I <i>(included in History major)</i> |
| HIST 102 | (3) | History of Western Civilization II <i>(included in History major)</i> |
| PHIL 171 | (3) | Introduction to Philosophy |

Interdisciplinary Studies

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

| | | |
|----------|-----|---|
| INDS 101 | (3) | University Studies in Christian Perspective <i>(required for all students)</i> |
| INDS 475 | (3) | Christianity and Culture <i>(required for all majors, including Business Administration – International Development, but not Business Administration, Business Administration – Co-op, or Business Administration: Health and Human Services concentration)</i> |

Biblical Studies and Theology

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

Fine Arts

[Not required in Business Administration, Business Administration – Co-op and Business Administration – International Development majors]

| | | |
|-----------|-----|--------------------|
| FINE ____ | (3) | Fine Arts elective |
|-----------|-----|--------------------|

Language

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

1. Students are required to complete 6 credits in a language other than English.
 - Students entering Tyndale University College with Grade 12 in a second modern language (minimum 65%) will be exempted from both university language courses (6 credits);
 - Those entering Tyndale University College with Grade 9 in a second modern language (minimum 65%) will be exempted from one university language course (3 credits);
 - Students eligible for course exemption will still be expected to complete 120 course credits to earn a BA degree.
 - Those with no high school or equivalent preparation in a second modern language will receive no exemption.
2. Tyndale courses that may be used to meet this requirement include American Sign Language, LING 101 (3) Introduction to Linguistics I, LING 102 (3) Introduction to Linguistics II, French, Greek and Hebrew.
3. This requirement may also be met by transferring in comparable courses.
4. Biblical Studies and Theology majors must satisfy this requirement by completing 6 credits in Greek or 6 credits in Hebrew.

- Students not majoring in Biblical Studies and Theology who are able to demonstrate equivalent proficiency in a second modern language may apply to the Registrar to have the course requirements waived. The Registrar may require additional documentation and/or assessment of the ability. Students in this category will still be expected to complete 120 course credits to earn the BA degree.

Natural Sciences

3 credit hours from courses such as the following:

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

Social Sciences

3 credit hours from courses such as the following:

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

Grade Point Average Requirements

- For admission to the Seneca College element of the BA Human Services program, a minimum cumulative Grade Point Average (GPA) of 2.3 is required.
- For graduation from any Tyndale BA program, a minimum cumulative GPA of 2.0 is required.
- For graduation from any Tyndale Honours BA program, a minimum cumulative GPA of 3.0 is required.

Bachelor of Arts Honours Degree

The Bachelor of Arts Honours (BA Honours) degree is offered in Biblical Studies and Theology, Business Administration, Business Administration – Co-op, Business Administration – International Development, English, History, Philosophy, and Psychology. Honours degrees involve more concentrated study in the major and, normally, the completion of a thesis or project. This degree normally requires four years of full-time study.

Students may complete an honours degree in the following majors:

- Biblical Studies and Theology
- Business Administration
- Business Administration – Co-op
- Business Administration – International Development
- English
- History
- Philosophy
- Psychology

Admission to Honours Degrees

Students interested in pursuing an honours degree should speak to their faculty advisor in their second or third year. If the honours program requires a thesis, students should meet with a full-time faculty member in the discipline about possible thesis topics during the fall of their third year.

Students may apply to an honours program as early as the winter semester of their second year and no later than January 31 of their third year. Application forms are available at the Office of the Academic Dean.

Students may be admitted to honours programs when the following conditions have been fulfilled:

1. An application to do an honours thesis must be submitted to the Office of the Academic Dean by January 31.
2. This application must be signed by a full-time faculty member, indicating that the student has met with the intended thesis supervisor and that the faculty member is willing to supervise the proposed thesis.
3. The student must have completed a minimum of 30 credit hours toward the degree with a cumulative Grade Point Average (GPA) of at least 3.0.
4. The student must have completed a minimum of 18 credit hours within the major with a GPA of at least 3.0.
5. The student must have completed any languages or methodology courses required to do the thesis by the summer prior to the fourth year of the honours degree.
6. The Academic Standards Committee must approve the thesis proposal.

Bachelor of Arts Honours (U.S. Student Stream)

American students studying in the Bachelor of Arts program who wish to receive Direct Loans from the U.S. Department of Education are prohibited from enrolling in distance education, including online, courses. Please note there are no required online courses within the program. American students are prohibited from taking online courses as either core courses or electives.

Please refer to the BA Hons (U.S. Student Stream) major sheets available from the Office of the Registrar.

Honours Thesis Program – Courses and Grading

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

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

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

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

Examination of the Honours Thesis

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

1. The honours thesis will be examined by a committee of three: the thesis supervisor and two others. (The second and third readers are appointed by the Academic Dean on the recommendation of the supervisor or academic department Chair or both: recommendations are due at the Office of the Academic Dean by January 15; readers will be notified by February 1.)
2. Three copies of the final draft of the written thesis (normally 60-80 pages, or 15,000-20,000 words) must be submitted to the Office of the Academic Dean of the on or before March 1.
3. The defense will be scheduled by the Academic Dean (on the advice of the thesis supervisor) to take place between March 15 and March 22.
4. The student will be examined by the committee for 45-60 minutes and then the student will leave the room while the committee agrees on a grade.
5. If the grade is "B-" or better, the student will be required to make whatever minor corrections the committee deems appropriate. These corrections must be approved by the supervisor before the last day of exams, in order for the student to be eligible for graduation in May.
6. If the grade is below "B-," the student will be required to make major revisions by the last day of exams. The first and second readers must both approve these revisions and a new grade will be determined. If the new grade is not "B-" or better, the student will not graduate with honours.

7. The thesis must be bound and one copy placed in the Office of the Academic Dean and one in the library. The library facilitates the binding; the \$60 cost is covered by the student.

Honours Degree Graduation Requirements

1. A minimum of 48 credit hours must be completed in the major (students anticipating graduate school are encouraged to take between 54 and 60 credit hours in the major).
2. A cumulative Grade Point Average (GPA) of 3.0 or higher in the 120 credit hours presented for the degree is required.
3. A cumulative GPA of 3.0 is required in all courses taken in the major.
4. The honours thesis or major project must be completed with a grade of “B-” or better.
5. Students who are admitted to honours and who fail to meet all of these requirements, but do meet all graduation requirements for the regular Bachelor of Arts degree, will be awarded the BA degree.

Program Objectives

Graduates of the Tyndale Bachelor of Arts degree program will:

1. Have a general knowledge of the history of the development of western culture and the origin of the leading ideas, books, movements and events that have shaped this culture.
2. Appreciate other cultures and be aware of both the limitations and the strengths of the graduate’s own culture.
3. Be aware of the scholarly methods used in researching and studying the various branches of human knowledge and the scope of human knowledge, including the humanities, the social sciences, the natural sciences, the fine arts and theology.
4. Be familiar with the philosophical foundations, scholarly methodologies, major subdivisions and basic content of a particular liberal arts or professional discipline by completing a major in that discipline.
5. Be critical thinkers who are able to use logic to evaluate their own arguments as well as the arguments of others.
6. Have the ability to communicate their thoughts clearly and effectively, both orally and in writing.
7. Appreciate beauty and the scope of human imagination and ingenuity.
8. Have a working knowledge of the literature and theology of the Bible and a knowledge of the major scholarly methods of studying it.
9. Have a general knowledge of the history of Christian thought from the time of the New Testament to the present.
10. Understand that all people have a worldview and reflect carefully on the origin, content and adequacy of their own worldview.
11. Be comfortable using contemporary computer applications and adept in using the Internet for scholarly research.

Graduates of the Tyndale Bachelor of Arts Honours degree program will, in addition to points 1 to 11 above:

12. Be aware of the current controversies within the discipline, the limitations of current knowledge within the discipline and the major thinkers within the discipline.
13. Demonstrate, through the completion of an honours thesis, the ability to formulate a research question or thesis, use the scholarly methods and theories current in the discipline, and critically evaluate primary sources and/or research data in the discipline at an advanced undergraduate level. The policy regarding examination of the honours thesis can be found in the Academic Policies and Procedures section.

Bachelor of Education Degree

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

Bachelor of Religious Education Degree

The Bachelor of Religious Education (BRE) is a three-year professional degree designed to prepare students for ministry in the local church, para-church organizations or missions. Students taking this degree may choose from three foci: General Ministries, Pastoral Ministry or Youth Ministry. This is an excellent degree for those already in ministry or for those planning to become involved in ministry.

The BRE degree with a focus in General Ministries is also offered in a modular format for those highly motivated learners who are over 25 years of age. The BRE Modular allows adult learners to complete the entire BRE degree in four years. Those students who have at least one year of college or university credit may enrol in the Degree Completion Program and complete the degree in approximately two years. These programs meet weekly for four hours on Thursday night.

Program Objectives

Graduates of the Tyndale BRE degree program will:

1. Be competent in the interpretation and application of Scripture.
2. Be able to articulate doctrinal distinctives for themselves and others.
3. Be familiar with the issues related to various aspects of ministry.
4. Develop a biblically based philosophy of ministry.
5. Have a passion for the church and a determination of giftedness to serve.
6. Have a deep desire to study and teach God's Word to others.
7. Have clearly developed skills in areas of interest.
8. Be able to contextualize and apply biblical material to contemporary issues.
9. Be competent in hermeneutics of the Bible.

Please see the Department of Christian Ministries section of this Academic Calendar for a detailed description of this program.

Certificate in Christian Studies

The Certificate in Christian Studies has two tracks: Leading Edge and Transitions. Both tracks include a focus on Biblical and Theological Studies. Transitions is a one-year certificate program that may be taken full-time or part-time. It is a good option for those who are not sure if they wish to commit to completing a whole degree program. It is also a good program for those who are returning to university college studies after a time away.

The Leading Edge program is a one-year discipleship program designed for recent high school graduates. Local urban mission outings and a one-week mission trip to Camden, New Jersey, at the end of the year are among the highlights of this program. BSTH 1513: The Worship and Christian Spirituality course is open to Leading Edge students only. A high degree of group spirit develops during this year.

Certificate in Christian Studies: Leading Edge

The program involves intense urban exposure and transformative service opportunities. In this environment, students are encouraged to explore their faith and life calling. Additional features include urban exposure events to Toronto's ethnic neighbourhoods and a service trip to Camden, New Jersey. An optional mission trip may be available, serving cross-culturally with other Tyndale students.

Program Objectives

Graduates of the Leading Edge Certificate in Christian Studies program will:

1. Have a basic foundation in the Bible and an introduction to the tenets of the Christian faith. Have an introduction to principles of Christian discipleship and spiritual formation.
2. Have an introduction to courses that form the foundation of a liberal arts education, demonstrating academic competence in those areas.
3. Have tools to help them integrate their Christianity effectively with further university studies.
4. Learn beginning academic and ministry competencies.
5. Have practical ministry experience in an urban setting.
6. Be motivated to serve Jesus Christ and serve the world.

| Leading Edge Program Requirements | | Credit Hours |
|-----------------------------------|---|--------------|
| Fall Semester | | 12 |
| BSTH 101 | Old Testament Scripture | 3 |
| HIST 101 | History of Western Civilization I | 3 |
| PHIL 171 | University Studies in Christian Perspective | 3 |
| | Elective Course | 3 |
| | Fall Urban Exposure Event (Toronto) | 0 |

| | | |
|---|------------------------------------|-----------|
| Winter Semester | | 12 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 151 | Worship and Christian Spirituality | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| | Elective Course | 3 |
| English | | 6 |
| <i>Two of</i> | | |
| ENGL 101 | Introduction to Literature I | 3 |
| ENGL 102 | Introduction to Literature II | 3 |
| ENGL 171 | Literature and Composition | 3 |
| April/May | | |
| CSER 102 | Community Service | 0 |
| A one-week mission trip to Camden, New Jersey | | |
| Total Leading Edge Requirements | | 30 |

Certificate in Christian Studies: Transitions

Program Objectives

Graduates of the Tyndale Certificate in Christian Studies: Transitions program will:

1. Have a basic biblical foundation and an introduction to the history of Christianity.
2. Have an introduction to principles of Christian discipleship and spiritual formation.
3. Be able to express themselves well in writing and be familiar with some important works of English literature.
4. Have a sense of personal vocation and direction for further studies.
5. Be able to apply for a degree program at Tyndale University College.
6. Gain practical ministry experience.
7. Have an exposure to a variety of Tyndale courses and disciplines.

Transitions is a one-year introductory program in Christian Studies that requires 30 credit hours of study (10 courses) and one field education unit. The program is designed to allow students to make the transition from high school to university and from one life path to another. Transitions will guide students in spiritual formation, a Christian worldview, biblical studies, the mission of the church and personal gifting and vocation.

The program is self-contained. When students complete the requirements, they will have earned the Certificate in Christian Studies. In the semester in which the student expects to complete all requirements for the Certificate in Christian Studies: Transitions, the student may apply for graduation. A cumulative Grade Point Average (GPA) of at least 2.0 must be attained in order to qualify for graduation. Students who plan to continue their studies at Tyndale must apply for admission into a degree program by the time they have completed their

10th credit course. Tyndale will not normally award the Transitions certificate beyond the point at which the student has completed 15 courses. The program is well suited for students not able to attend classes on a full-time basis. Within the structure of the program, students have a great number of electives to allow them wide exposure to a variety of disciplines.

| Transitions Program Requirements | | Credit Hours |
|---|---|--------------|
| Core Requirements | | 15 |
| CHRI 101 | Christian Life and Discipleship | 3 |
| ENGL 171 | Literature and Composition | 3 |
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| INDS 101 | University Studies in Christian Perspective | 3 |
| Electives | | 15 |
| Field Education | | |
| FDED 102 | Field Education | 0 |
| Total Transitions Program Requirements | | 30 |

The Centre for Service Learning

The Centre for Service Learning facilitates partnerships between Tyndale University College students and not-for-profit agencies. Its mandate is to provide opportunities for students to serve their community, discover their gifts and participate as global citizens. Tyndale's educational philosophy includes an integration of faith, knowledge and practice. Service learning provides a context for this to take place by linking service activities with personal reflection, academic learning and vocational exploration. In this way, service-learning contributes to students' holistic education while addressing real community needs. The Centre's website is tyndale.ca/csl.

Community Service

The Centre for Service Learning posts service opportunities to encourage students to serve their community, discover their gifts and participate as global citizens. Students are encouraged to expand their breadth of personal experience by volunteering in diverse areas, including social justice, seniors care, literacy work, environmental stewardship and inner-city aid. Cross-cultural and international experiences are also recommended.

Field Education

Field Education is required of all students enrolled in a BRE or Transitions program. Each placement is meant to challenge students to reflect meaningfully on their own spirituality and giftedness and to give opportunity for the development of an effective ministry method.

Policies

1. Hours counted toward a unit of Field Education must be completed within the semester in which the student is enrolled in the unit (Fall: September to December; Winter: January to April; Spring/Summer: May to August).
2. Field Education units must be completed within a Christian ministry context.
3. Ministry work must be carried out during the course of studies at Tyndale. Credit is not normally given for previous ministry experience.

Off-Campus Programs

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

Council for Christian Colleges and Universities International Studies Program

In association with the Council for Christian Colleges and Universities (CCCU), Tyndale University College students are able to study abroad for a semester. Participation in these programs requires approval of both CCCU and Tyndale. Interested students may visit the Best Semester website (bestsemester.com) for details regarding the various off-campus programs offered. Additional fees will apply.

Oxford Studies Program

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

Liebenzell Exchange Program

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

Online Learning

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

The online system is easy to use, and learning sequences and activities are simple to follow. The system includes online help files and technical support, and a link to the J. William Horsey Library. Registered students can access the system at classes.tyndale.ca using their MyTyndale username and password.

Students are advised that the time commitment for online learning is comparable to that for traditional courses. Students are required to participate in online activities, such as discussion forums, three or four times per week.

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

- Each course number consists of a three-digit identifying number, followed by a number in parentheses that indicates the credit hours assigned to that course, e.g., HIST 234 (3). Most courses are three credit hours.
- When registering online, please note that the course code consists of the departmental prefix, the course number and the credit hours. For example, a course number showing as "HIST 156 (3)" will be entered into the computer as "HIST 1563."
- Course numbers beginning with "1" are intended for the first year of a four-year program; course numbers beginning with "2" for the second year, etc.
- Course requirements designated as "1__" may be satisfied by a course at any level.
- Course requirements designated as "2__" may be satisfied by a course at the 2000, 3000, or 4000 level.
- Course requirements designated as "3__" may be satisfied by a course at the 3000, or 4000 level.
- Course requirements designated as "4__" must be satisfied by a course at the 4000 level.



University College Departments and Degree Requirements

Department of Biblical Studies and Theology

Associate Professor Reynolds, Chair
Professor Carter
Associate Professor Driver

Associate Professor Noel
Associate Professor Thomson

The Bachelor of Arts in Biblical Studies and Theology focuses on biblical and theological studies in the Christian tradition, with some attention given to other traditions. Tyndale offers excellent biblical and theological courses that cover the full range of the biblical canon and the historical and systematic theology of the church. Our understanding of the Bible and its importance for the history and present life of the church are highlighted in the opportunity for our students to study two years of Hebrew and Greek. The major in Biblical Studies and Theology is excellent preparation for a life of learning, for graduate school and seminary studies, as well as being an excellent major for any career in which a liberal arts background is desirable.

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

Biblical Studies and Theology majors planning on pursuing a ministry career are recommended to consider a minor or a second major in another discipline, such as Christian Ministries, English, History, Philosophy, etc.

Students seeking ministry credentials within the Pentecostal Assemblies of Newfoundland and Labrador are required to complete the Bachelor of Arts in Biblical Studies and Theology, choose from one of the Christian Ministries minors and complete the fourth year requirements offered only in Newfoundland and Labrador.

BA Biblical Studies and Theology Requirements

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

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---|--------------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| One of | | 3 |
| BSTH 280 | Introduction to World Religions | 3 |
| BSTH 383 | Islam | 3 |
| BSTH 387 | Contemporary Religious Movements | 3 |
| BSTH 3__ | Old Testament course (BSTH 310 – 329) | 3 |
| BSTH 3__ | New Testament course (BSTH 330 – 349) | 3 |
| BSTH 3__ | Christianity Theology course (BSTH 360 – 379) | 3 |
| BSTH 3__ | Biblical Studies and Theology courses | 9 |
| BSTH 4__ | Biblical Studies and Theology course (not BSTH 450) | 3 |
| HIST 251 | History of Christianity I | 3 |
| HIST 252 | History of Christianity II | 3 |

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

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 45 |

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

Notes:

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

BA Honours Biblical Studies and Theology Requirements

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

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

| Electives | Credit Hours |
|------------------------------------|---------------------|
| Total Elective Requirements | 27 |

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

Notes:

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

BA Biblical Studies and Theology – Pentecostal Focus

Requirements for students in the Pentecostal Assemblies of Newfoundland and Labrador (PAONL) program:

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

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---|--------------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| One of | | 3 |
| BSTH 280 | Introduction to World Religions | 3 |
| BSTH 383 | Islam | 3 |
| BSTH 387 | Contemporary Religious Movements | 3 |
| BSTH 3__ | Old Testament course (BSTH 310 – 329) | 3 |
| BSTH 3__ | New Testament course (BSTH 330 – 349) | 3 |
| BSTH 4__ | Biblical Studies and Theology course (not BSTH 450) | 3 |
| HIST 251 | History of Christianity I | 3 |
| HIST 252 | History of Christianity II | 3 |
| Greek or Hebrew courses | | 6 |
| GREE ____ | Greek courses (GREE 201, 202) | 6 |
| OR | | |
| HEBR ____ | Hebrew courses (HEBR 201, 202) | 6 |
| <i>Students may take GREE 301, 302 and/or HEBR 301, 302 in place of one or more 3000-level BSTH major electives.</i> | | |
| Total Major Requirements | | 36 |

| Pentecostal Distinctive Course Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---|--------------|
| Courses that must be completed in Year 2 | | |
| BSTH 267 | Pentecostal and Charismatic Movements | 3 |
| Courses that must be completed in Year 2 or 3 | | |
| PHIL 294 | Christian Apologetics | 3 |
| Courses that must be completed prior to Year 4 | | |
| BSTH 374 | Doctrine of Christ | 3 |
| BSTH 377 | Doctrine of Salvation | 3 |
| Courses taken during 4th year in Newfoundland | | |
| BSTH 378 | Doctrine of the Church | 3 |
| BSTH 379 | Doctrine of Eschatology | 3 |
| CHRI ---- | Christian Counselling | 3 |
| CHRI 301 | Contemporary Pentecostal Issues | 3 |
| CHRI 302 | Pentecostal Distinctives and Spirituality | 3 |
| CHRI 345 | Seminar in Pastoral Studies | 3 |
| CHRI 308 | Internship in Pentecostal Ministry | 9 |
| Total Major Requirements | | 39 |

| Christian Ministries Minor | Credit Hours |
|--|--------------|
| Choice of one of the following: | |
| Youth | |
| Children's | |
| Pastoral | |
| Music and Worship | |
| Intercultural | |
| <i>Internship requirements [9 credit hours] met under "Pentecostal Distinctive Course Requirements" above.</i> | |
| <i>See the Christian Ministries section for detailed course requirements.</i> | |
| Total Minor Requirements | 15 |

| Elective | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 3 |

| Total Degree Requirements | Credit Hours |
|---|--------------|
| <i>Core, Major, Pentecostal Distinctive, Christian Ministry Minor & Elective Requirements</i> | |
| Total Degree Requirements | 120 |

Notes:

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

BA Biblical Studies and Theology Minor Requirements

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

Department of Business Administration

Assistant Professor Hennings, Chair

Associate Professor Scott

The Bachelor of Arts in Business Administration is a professional business program with a strong foundation in the liberal arts. Students acquire a broad education that emphasizes communication skills, problem solving and critical thinking. They also learn to integrate their faith with their understanding of the business world. The Business Administration major prepares students for a wide variety of careers in both profit and non-profit organizations, as well as for later specialization through graduate studies in Business Administration, Accounting or Law. A particular focus of the department is on non-profit organizational management and leadership.

Bachelor of Arts Honours degrees in Business Administration and Business Administration – International Development Track are also offered. Students majoring in Business Administration may apply to either of these programs in the winter semester of their second year. See below for specific degree requirements.

The Tyndale Co-op program is offered to students majoring in Business Administration. Students will complete a minimum of three to four-month paid work terms. Students can apply to the program at the beginning of their second year of full-time studies.

BA Business Administration Requirements

| Core Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---|--------------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| Two of | | 6 |
| ENGL 101 | Introduction to Literature I | 3 |
| ENGL 102 | Introduction to Literature II | 3 |
| ENGL 171 | Literature and Composition | 3 |
| One of | | 3 |
| HIST 101 | History of Western Civilization I | 3 |
| HIST 102 | History of Western Civilization II | 3 |
| INDS 101 | University Studies in Christian Perspective | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| Language | Language elective courses | 6 |
| Total Core Requirements | | 33 |

| Business Administration Core Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---------------------------------------|--------------|
| BUSI 101 | Introduction to Business | 3 |
| BUSI 203 | Business Communication | 3 |
| BUSI 231 | Marketing | 3 |
| BUSI 261 | Introduction to Financial Accounting | 3 |
| BUSI 262 | Introduction to Managerial Accounting | 3 |
| BUSI 323 | Business Ethics | 3 |
| BUSI 341 | Entrepreneurship and New Ventures | 3 |
| BUSI 381 | Finance | 3 |
| BUSI 411 | Business Policy and Strategy I | 3 |
| One of | | 3 |
| BUSI 311 | Managing Non-Profit Organizations | 3 |
| BUSI 391 | International Business | 3 |
| ECON 101 | Microeconomics | 3 |
| ECON 102 | Macroeconomics | 3 |
| MATH 121 | Introduction to Statistics | 3 |
| Total Business Administration Core Requirements | | 39 |

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---------------------------------|--------------|
| BUSI 201 | Organizational Behaviour | 3 |
| BUSI 371 | Managing Information Systems | 3 |
| BUSI 372 | Operations Management | 3 |
| BUSI 2__ | Business Administration course | 3 |
| BUSI 3__ | Business Administration courses | 12 |
| <i>(IDVP Courses fulfil BUSI elective requirements)</i> | | |
| Total Major Requirements | | 24 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 24 |

| Total Degree Requirements | Credit Hours |
|--|--------------|
| <i>Core, Business Administration Core, Major & Elective Requirements</i> | |
| Total Degree Requirements | 120 |

Notes:

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

BA Honours Business Administration Requirements

| Core Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---|--------------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| Two of | | 6 |
| ENGL 101 | Introduction to Literature I | 3 |
| ENGL 102 | Introduction to Literature II | 3 |
| ENGL 171 | Literature and Composition | 3 |
| One of | | 3 |
| HIST 101 | History of Western Civilization I | 3 |
| HIST 102 | History of Western Civilization II | 3 |
| INDS 101 | University Studies in Christian Perspective | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| Language | Language elective courses | 6 |
| Total Core Requirements | | 33 |

| Business Administration Core Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---------------------------------------|--------------|
| BUSI 101 | Introduction to Business | 3 |
| BUSI 203 | Business Communication | 3 |
| BUSI 231 | Marketing | 3 |
| BUSI 261 | Introduction to Financial Accounting | 3 |
| BUSI 262 | Introduction to Managerial Accounting | 3 |
| BUSI 323 | Business Ethics | 3 |
| BUSI 341 | Entrepreneurship and New Ventures | 3 |
| BUSI 381 | Finance | 3 |
| BUSI 411 | Business Policy and Strategy I | 3 |
| One of | | 3 |
| BUSI 311 | Managing Non-Profit Organizations | 3 |
| BUSI 391 | International Business | 3 |
| ECON 101 | Microeconomics | 3 |
| ECON 102 | Macroeconomics | 3 |
| MATH 121 | Introduction to Statistics | 3 |
| Total Business Administration Core Requirements | | 39 |

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---------------------------------|---------------------|
| BUSI 201 | Organizational Behaviour | 3 |
| BUSI 371 | Managing Information Systems | 3 |
| BUSI 372 | Operations Management | 3 |
| BUSI 412 | Business Policy and Strategy II | 3 |
| BUSI 441 | Business Development | 3 |
| BUSI 2__ | Business Administration course | 3 |
| BUSI 3__ | Business Administration courses | 12 |
| <i>(IDVP Courses fulfil BUSI elective requirements)</i> | | |
| Total Major Requirements | | 30 |
| Electives | | Credit Hours |
| Total Elective Requirements | | 18 |
| Total Degree Requirements | | Credit Hours |
| <i>Core, Business Administration Core, Major & Elective Requirements</i> | | |
| Total Degree Requirements | | 120 |

Notes:

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

BA Business Administration: Health and Human Services Concentration Requirements

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

| | | |
|--------------------------------|---|-----------|
| One of | | 3 |
| HIST 101 | History of Western Civilization I | 3 |
| HIST 102 | History of Western Civilization II | 3 |
| INDS 101 | University Studies in Christian Perspective | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| Fine Arts | Fine Arts elective course | 3 |
| Language | Language elective courses | 6 |
| Total Core Requirements | | 36 |

| Business Administration Core Requirements | | Credit Hours |
|--|---------------------------------------|---------------------|
| <i>(Credit hours in bold are required)</i> | | |
| BUSI 101 | Introduction to Business | 3 |
| BUSI 203 | Business Communication | 3 |
| BUSI 231 | Marketing | 3 |
| BUSI 261 | Introduction to Financial Accounting | 3 |
| BUSI 262 | Introduction to Managerial Accounting | 3 |
| BUSI 311 | Managing Non-Profit Organizations | 3 |
| BUSI 323 | Business Ethics | 3 |
| BUSI 341 | Entrepreneurship and New Ventures | 3 |
| BUSI 381 | Finance | 3 |
| BUSI 411 | Business Policy and Strategy I | 3 |
| ECON 101 | Microeconomics | 3 |
| ECON 102 | Macroeconomics | 3 |
| MATH 121 | Introduction to Statistics | 3 |
| Total Business Administration Core Requirements | | 39 |

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|----------------------------------|---------------------|
| PSYC 101 | Introduction to Psychology I | 3 |
| PSYC 102 | Introduction to Psychology II | 3 |
| SOCI 101 | Introduction to Sociology I | 3 |
| SOCI 102 | Introduction to Sociology II | 3 |
| SOCI 251 | Introduction to Social Welfare | 3 |
| Five of: | | 15 |
| PSYC 308 | Counselling Psychology | 3 |
| PSYC 320 | Health Psychology | 3 |
| PSYC 404 | Psychotherapeutic Interventions | 3 |
| HEAL 3__ or 4__ | Health and Human Services course | 3 |
| SOCI 3__ or 4__ | Sociology course | 3 |
| Total Major Requirements | | 30 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| <i>3000 or 4000 level only</i> | |
| Total Elective Requirements | 15 |

| Total Degree Requirements | Credit Hours |
|--|--------------|
| <i>Core, Business Administration Core, Major & Elective Requirements</i> | |
| Total Degree Requirements | 120 |

Notes:

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

BA Business Administration – International Development Requirements

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

| Business Administration – International Development Core Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---------------------------------------|--------------|
| BUSI 101 | Introduction to Business | 3 |
| BUSI 203 | Business Communication | 3 |
| BUSI 231 | Marketing | 3 |
| BUSI 261 | Introduction to Financial Accounting | 3 |
| BUSI 262 | Introduction to Managerial Accounting | 3 |
| BUSI 323 | Business Ethics | 3 |
| BUSI 341 | Entrepreneurship and New Ventures | 3 |
| BUSI 381 | Finance | 3 |
| BUSI 411 | Business Policy and Strategy I | 3 |
| One of | | 3 |
| BUSI 311 | Managing Non-Profit Organizations | 3 |
| BUSI 391 | International Business | 3 |
| ECON 101 | Microeconomics | 3 |
| ECON 102 | Macroeconomics | 3 |
| MATH 121 | Introduction to Statistics | 3 |
| Total Business Administration – International Development Core Requirements | | 39 |

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|--|--------------|
| IDVP 301 | Introduction to International Development | 3 |
| IDVP 302 | Political Science and Micropolitics of International Development | 3 |
| IDVP 303 | Cross Cultural Studies (same as CHRI 367) | 3 |
| IDVP 304 | Anthropology for Humanitarian Work (same as CHRI 366) | 3 |
| IDVP 323 | Project Management and Evaluation for International Development | 3 |
| IDVP 331 | Logistics for International Development | 3 |
| IDVP 401 | International Development Internship | 3 |
| IDVP 421 | Global Economy and Sustainable International Development | 3 |
| Total Major Requirements | | 24 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 21 |

| Total Degree Requirements | Credit Hours |
|--|--------------|
| <i>Core, Business Administration – International Development Core, Major & Elective Requirements</i> | |
| Total Degree Requirements | 120 |

Notes:

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

BA Honours Business Administration – International Development Requirements

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

| Business Administration – International Development Core Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---------------------------------------|---------------------|
| BUSI 101 | Introduction to Business | 3 |
| BUSI 203 | Business Communication | 3 |
| BUSI 231 | Marketing | 3 |
| BUSI 261 | Introduction to Financial Accounting | 3 |
| BUSI 262 | Introduction to Managerial Accounting | 3 |
| BUSI 323 | Business Ethics | 3 |
| BUSI 341 | Entrepreneurship and New Ventures | 3 |
| BUSI 381 | Finance | 3 |
| BUSI 411 | Business Policy and Strategy I | 3 |
| One of | | 3 |
| BUSI 311 | Managing Non-Profit Organizations | 3 |
| BUSI 391 | International Business | 3 |
| ECON 101 | Microeconomics | 3 |
| ECON 102 | Macroeconomics | 3 |
| MATH 121 | Introduction to Statistics | 3 |
| Total Business Administration – International Development Core Requirements | | 39 |

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|--|---------------------|
| IDVP 301 | Introduction to International Development | 3 |
| IDVP 302 | Political Science and Micropolitics of International Development | 3 |
| IDVP 303 | Cross Cultural Studies (same as CHRI 367) | 3 |
| IDVP 304 | Anthropology for Humanitarian Work (same as CHRI 366) | 3 |
| IDVP 323 | Project Management and Evaluation for International Development | 3 |
| IDVP 331 | Logistics for International Development | 3 |
| IDVP 401 | International Development Internship | 3 |
| IDVP 421 | Global Economy and Sustainable International Development | 3 |
| IDVP 497 | Honours Thesis in International Development I | 3 |
| IDVP 499 | Honours Thesis in International Development II | 3 |
| Total Major Requirements | | 30 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 15 |

| Total Degree Requirements | Credit Hours |
|--|--------------|
| <i>Core, Business Administration – International Development Core, Major & Elective Requirements</i> | |
| Total Degree Requirements | 120 |

Notes:

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

BA Business Administration – Co-op Requirements

| Core Requirements <i>(Credit hours in bold are required)</i> | Credit Hours |
|--|--------------|
| BSTH 101 Old Testament Scripture | 3 |
| BSTH 102 New Testament Scripture | 3 |
| BSTH 201 Hermeneutics | 3 |
| BSTH 270 Introduction to Christian Theology | 3 |
| Two of | 6 |
| ENGL 101 Introduction to Literature I | 3 |
| ENGL 102 Introduction to Literature II | 3 |
| ENGL 171 Literature and Composition | 3 |
| One of | 3 |
| HIST 101 History of Western Civilization I | 3 |
| HIST 102 History of Western Civilization II | 3 |
| INDS 101 University Studies in Christian Perspective | 3 |
| PHIL 171 Introduction to Philosophy | 3 |
| Language Language elective courses | 6 |
| Total Core Requirements | 33 |

| Business Administration (<i>Credit hours in bold are required</i>) | | Credit Hours |
|---|---------------------------------------|---------------------|
| BUSI 101 | Introduction to Business | 3 |
| BUSI 203 | Business Communication | 3 |
| BUSI 231 | Marketing | 3 |
| BUSI 261 | Introduction to Financial Accounting | 3 |
| BUSI 262 | Introduction to Managerial Accounting | 3 |
| BUSI 323 | Business Ethics | 3 |
| BUSI 341 | Entrepreneurship and New Ventures | 3 |
| BUSI 381 | Finance | 3 |
| BUSI 411 | Business Policy and Strategy I | 3 |
| One of | | 3 |
| BUSI 311 | Managing Non-Profit Organizations | 3 |
| BUSI 391 | International Business | 3 |
| ECON 101 | Microeconomics | 3 |
| ECON 102 | Macroeconomics | 3 |
| MATH 121 | Introduction to Statistics | 3 |
| Total Business Administration – Co-op Core Requirements | | 39 |

| Major Requirements (<i>Credit hours in bold are required</i>) | | Credit Hours |
|--|---------------------------------|---------------------|
| BUSI 201 | Organizational Behaviour | 3 |
| BUSI 371 | Managing Information Systems | 3 |
| BUSI 372 | Operations Management | 3 |
| BUSI 2__ | Business Administration course | 3 |
| BUSI 3__ | Business Administration courses | 12 |
| BUSI 295 | Work Term (I) | 1 |
| BUSI 395 | Work Term (II) | 1 |
| BUSI 495 | Work Term (III) | 1 |
| Total Major Requirements | | 27 |

| Electives | Credit Hours |
|------------------------------------|---------------------|
| Total Elective Requirements | 24 |

| Total Degree Requirements | Credit Hours |
|--|---------------------|
| <i>Core, Business Administration Core, Major & Elective Requirements</i> | |
| Total Degree Requirements | 123 |

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- Minimum cumulative Grade Point Average (GPA) of 2.0 and a minimum of 123 credit hours.

BA Honours Business Administration – Co-op Requirements

| Core Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---|--------------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| Two of | | 6 |
| ENGL 101 | Introduction to Literature I | 3 |
| ENGL 102 | Introduction to Literature II | 3 |
| ENGL 171 | Literature and Composition | 3 |
| One of | | 3 |
| HIST 101 | History of Western Civilization I | 3 |
| HIST 102 | History of Western Civilization II | 3 |
| INDS 101 | University Studies in Christian Perspective | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| Language | Language elective courses | 6 |
| Total Core Requirements | | 33 |

| Business Administration <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---------------------------------------|--------------|
| BUSI 101 | Introduction to Business | 3 |
| BUSI 203 | Business Communication | 3 |
| BUSI 231 | Marketing | 3 |
| BUSI 261 | Introduction to Financial Accounting | 3 |
| BUSI 262 | Introduction to Managerial Accounting | 3 |
| BUSI 323 | Business Ethics | 3 |
| BUSI 341 | Entrepreneurship and New Ventures | 3 |
| BUSI 381 | Finance | 3 |
| BUSI 411 | Business Policy and Strategy I | 3 |
| One of | | 3 |
| BUSI 311 | Managing Non-Profit Organizations | 3 |
| BUSI 391 | International Business | 3 |
| ECON 101 | Microeconomics | 3 |
| ECON 102 | Macroeconomics | 3 |
| MATH 121 | Introduction to Statistics | 3 |
| Total Business Administration | | 39 |

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---------------------------------|--------------|
| BUSI 201 | Organizational Behaviour | 3 |
| BUSI 371 | Managing Information Systems | 3 |
| BUSI 372 | Operations Management | 3 |
| BUSI 2__ | Business Administration course | 3 |
| BUSI 3__ | Business Administration courses | 12 |
| BUSI 412 | Business Policy and Strategy II | 3 |
| BUSI 441 | Business Development | 3 |
| BUSI 295 | Work Term (I) | 1 |
| BUSI 395 | Work Term (II) | 1 |
| BUSI 495 | Work Term (III) | 1 |
| Total Major Requirements | | 33 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 18 |

| Total Degree Requirements | Credit Hours |
|--|--------------|
| <i>Core, Business Administration Core, Major & Elective Requirements</i> | |
| Total Degree Requirements | 123 |

Notes:

- At least 45 out of 120 credit hours must be taken at the 3000 or 4000 level.
- BA Honours degree requires a minimum cumulative Grade Point Average (GPA) of 3.0 and a minimum of 123 credit hours.

Co-op Program Structure

The Co-op Program work-study sequence has been designed to optimize the quality of the work experience. Below is a typical academic and work term sequence:

| | Fall (September-December) | Winter (January-April) | Spring (May-August) |
|--------|------------------------------|---------------------------|------------------------|
| Year 1 | Academic Study | Academic Study | Vacation |
| Year 2 | Academic Study | Academic Study | Work Term 1 |
| Year 3 | Academic Study | Work Term 2 | Vacation |
| Year 4 | Work Term 3 | Academic Study | Vacation |
| Year 5 | Academic Study | Academic Study | |

BA Business Administration Minor Requirements

| Minor Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---------------------------------------|--------------|
| BUSI 101 | Introduction to Business | 3 |
| BUSI 231 | Marketing | 3 |
| BUSI 261 | Introduction to Financial Accounting | 3 |
| BUSI 262 | Introduction to Managerial Accounting | 3 |
| BUSI 323 | Business Ethics | 3 |
| BUSI 341 | Entrepreneurship and New Ventures | 3 |
| BUSI 2__ | Business Administration course | 3 |
| BUSI 3__ | Business Administration course | 3 |
| <i>(IDVP courses fulfil BUSI elective requirements)</i> | | |
| Total Business Administration Minor Requirements | | 24 |

BA International Development Minor Requirements

| Minor Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|--|--------------|
| BUSI 101 | Introduction to Business | 3 |
| BUSI 311 | Managing Non-Profit Organizations | 3 |
| ECON 102 | Macroeconomics | 3 |
| IDVP 301 | Introduction to International Development | 3 |
| IDVP 302 | Political Science and Micropolitics of International Development | 3 |
| IDVP 304 | Anthropology for Humanitarian Work (same as CHRI 366) | 3 |
| IDVP 3__ | International Development Courses | 6 |
| Total IDVP Minor Requirements | | 24 |

Department of Christian Ministries

Associate Professor Scott, Chair

Associate Professor Noel

Associate Professor Wong

Christian Ministries seeks to prepare students for a wide variety of ministries from a Christian perspective. This includes those wishing to pursue ministry as their primary vocation, and those desiring additional ministry training to complement another chosen profession. Students may avail of the Bachelor of Religious Education degree, or choose from one of five Christian Ministry minors.

CHRISTIAN MINISTRIES MINORS

Christian Ministries minors are intended to give excellent practical training in one of five specific ministry foci without sacrificing solid academic strength. Students desiring to enter into ministry as their vocation will wish to complete a Christian Ministries minor with a major in Biblical Studies and Theology. Students desiring practical ministry training as a complement to their chosen major, such as English, Business, or Psychology, may take the Christian Ministries minor to achieve this goal.

Youth Ministry Minor Requirements

| Minor Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|--------------------------------------|--------------|
| CHRI 121 | Ministry Today | 3 |
| CHRI 339 | Internship in Youth Ministry | 3 |
| CHRI 344 | Seminar in Ministry | 3 |
| Three of: | | 9 |
| CHRI 241 | Theology of Christian Worship | 3 |
| CHRI 321 | Principles and Practices of Teaching | 3 |
| CHRI 322 | Children's Ministry | 3 |
| CHRI 331 | Canadian Youth Culture | 3 |
| CHRI 332 | Youth at Risk | 3 |
| CHRI 338 | Special Topics in Youth Ministry | 3 |
| CHRI 341 | Evangelism | 3 |
| CHRI 343 | Preaching | 3 |
| CHRI 361 | Global Christianity | 3 |
| PSYC 211 | Developmental Psychology I | 3 |
| Total Minor Requirements | | 18 |

Children's Ministry Minor Requirements

| Minor Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---------------------------------------|--------------|
| CHRI 121 | Ministry Today | 3 |
| CHRI 329 | Internship in Children's Ministry | 3 |
| CHRI 344 | Seminar in Ministry | 3 |
| Three of: | | 9 |
| CHRI 239 | Foundations of Family Ministry | 3 |
| CHRI 321 | Principles and Practices of Teaching | 3 |
| CHRI 322 | Children's Ministry | 3 |
| CHRI 328 | Special Topics in Children's Ministry | 3 |
| CHRI 332 | Youth at Risk | 3 |
| CHRI 341 | Evangelism | 3 |
| CHRI 343 | Preaching | 3 |
| CHRI 361 | Global Christianity | 3 |
| PSYC 211 | Developmental Psychology I | 3 |
| Total Minor Requirements | | 18 |

Pastoral Ministry Minor Requirements

| Minor Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|--------------------------------------|--------------|
| CHRI 121 | Ministry Today | 3 |
| CHRI 349 | Internship in Pastoral Ministry | 3 |
| CHRI 344 | Seminar in Ministry | 3 |
| Three of: | | 9 |
| CHRI 239 | Foundations of Family Ministry | 3 |
| CHRI 241 | Theology of Christian Worship | 3 |
| CHRI 242 | Pastoral Care and Procedures | 3 |
| CHRI 321 | Principles and Practices of Teaching | 3 |
| CHRI 322 | Children's Ministry | 3 |
| CHRI 332 | Youth at Risk | 3 |
| CHRI 338 | Special Topics in Youth Ministry | 3 |
| CHRI 341 | Evangelism | 3 |
| CHRI 343 | Preaching | 3 |
| CHRI 361 | Global Christianity | 3 |
| Total Minor Requirements | | 18 |

Music and Worship Minor Requirements

| Minor Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|--|--------------|
| CHRI 121 | Ministry Today | 3 |
| CHRI 379 | Internship in Music and Worship Ministry | 3 |
| CHRI 344 | Seminar in Ministry | 3 |
| 9 Credit Hours from: | | 9 |
| CHRI 240 | History of Christian Worship | 3 |
| CHRI 241 | Theology of Christian Worship | 3 |
| CHRI 340 | Contemporary Worship in the Church | 3 |
| CHRI 343 | Preaching | 3 |
| CHRI 361 | Global Christianity | 3 |
| FINE 171 | Music Fundamentals | 3 |
| FINE 172 | Music Appreciation | 3 |
| FINE 181 | Applied Instrumental: Piano | 1 |
| FINE 183 | Applied Vocal | 1 |
| FINE 184 | Music Ensemble Choir | 2 |
| Total Minor Requirements | | 18 |

Intercultural Studies Minor Requirements

| Minor Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|--|--------------|
| CHRI 121 | Ministry Today | 3 |
| CHRI 369 | Internship in Intercultural Studies | 3 |
| CHRI 344 | Seminar in Ministry | 3 |
| Three of: | | 9 |
| CHRI 361 | Global Christianity | 3 |
| CHRI 362 | Modern Missiological Issues | 3 |
| CHRI 364 | Ministry in a Multicultural World | 3 |
| CHRI 366 | Anthropology for Humanitarian Work (same as IDVP 304) | 3 |
| CHRI 367 | Cross Cultural Studies | 3 |
| IDVP 301 | Introduction to International Development | 3 |
| IDVP 302 | Political Science and Micropolitics of International Development | 3 |
| ____ | Language elective course (not GREE or HEBR) | 3 |
| ____ | Language elective course (not GREE or HEBR) | 3 |
| Total Minor Requirements | | 18 |

BACHELOR OF RELIGIOUS EDUCATION

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

- General Ministries
- Pastoral Ministry
- Youth Ministry

The BRE may also be completed in two formats:

- Modular
- Degree Completion

Notes:

- Not all required courses are offered every year.
- Students with a mark of 70% or above in OAC English or ENG4U may take a Humanities elective (i.e., a course in English, History or Philosophy) in place of ENGL 171.
- A minimum of 24 of the 90 credit hours must be taken at the 3000 or 4000 level.
- BRE requires 90 credit hours including core, focus and electives.
- BRE requires a cumulative Grade Point Average (GPA) of 2.0.

General Ministries Focus

The General Ministries focus allows a student to choose five CHRI courses (at least two at the 3000 level) beyond the Ministries Studies core, in consultation with his or her faculty advisor, according to the unique interests of the student.

Pastoral Ministry Focus

The Pastoral Ministry focus equips students with the basic tools and skills necessary for pastoral ministry. The focus also facilitates a deepening of Christian character that will result in ministry that equips others to serve in the church and beyond.

Youth Ministry Focus

The Youth Ministry focus offers students foundational courses in preparation for ministry in a variety of settings, including church- and para-church-based youth ministry. In addition to the required core subjects and in consultation with his or her faculty advisor, students may choose from a variety of youth-based electives.

BRE General Ministries Requirements

| Core Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---|--------------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| BSTH 3__ | Biblical Studies and Theology courses | 6 |
| BSTH ____ | Biblical Studies and Theology courses | 6 |
| CHRI 101 | Christian Life and Discipleship | 3 |
| CHRI 221 | Educational History and Philosophy | 3 |
| CHRI 321 | Principles and Practices of Teaching | 3 |
| CHRI 361 | Global Christianity | 3 |
| Two of: | | 6 |
| ENGL 101 | Introduction to Literature | 3 |
| ENGL 102 | Introduction to Literature | 3 |
| ENGL 171 | Literature and Composition | 3 |
| FDED (Field Education) 102, 201, 202, 301, 302 (Units # 2 – 6) | | 0 |
| HIST 251 | History of Christianity I | 3 |
| HIST 252 | History of Christianity II | 3 |
| INDS 101 | University Studies in Christian Perspective | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| Fine Arts | Fine Arts elective course | 3 |
| Natural Sciences | Natural Sciences elective course | 3 |
| Social Sciences | Social Sciences elective courses | 6 |
| Total Core Requirements | | 66 |
| General Ministries Focus Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
| CHRI 3__ | Christian Ministries courses | 6 |
| CHRI ____ | Christian Ministries courses | 9 |
| Total Focus Requirements | | 15 |
| Electives | | Credit Hours |
| Total Elective Requirements | | 9 |

| Total Degree Requirements | Credit Hours |
|---------------------------|--------------|
|---------------------------|--------------|

Core, Focus & Elective Requirements

| | |
|----------------------------------|-----------|
| Total Degree Requirements | 90 |
|----------------------------------|-----------|

Notes:

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

BRE Pastoral Ministry Requirements

| Core Requirements <i>(Credit hours in bold are required)</i> | Credit Hours |
|--|--------------|
|--|--------------|

| | | |
|-----------|---------------------------------------|----------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| BSTH 3__ | Biblical Studies and Theology courses | 6 |
| BSTH ____ | Biblical Studies and Theology courses | 6 |
| CHRI 101 | Christian Life and Discipleship | 3 |
| CHRI 221 | Educational History and Philosophy | 3 |
| CHRI 321 | Principles and Practices of Teaching | 3 |
| CHRI 361 | Global Christianity | 3 |

| | | |
|----------------|----------------------------|----------|
| Two of: | | 6 |
| ENGL 101 | Introduction to Literature | 3 |
| ENGL 102 | Introduction to Literature | 3 |
| ENGL 171 | Literature and Composition | 3 |

| | | |
|--|---|----------|
| FDED (Field Education) 102, 201, 202, 301, 302 (Units # 2 – 6) | | 0 |
| HIST 251 | History of Christianity I | 3 |
| HIST 252 | History of Christianity II | 3 |
| INDS 101 | University Studies in Christian Perspective | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| Fine Arts | Fine Arts elective course | 3 |
| Natural Sciences | Natural Sciences elective course | 3 |
| Social Sciences | Social Sciences elective courses | 6 |

| | |
|--------------------------------|-----------|
| Total Core Requirements | 66 |
|--------------------------------|-----------|

| Pastoral Ministry Focus Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---------------------------------|--------------|
| CHRI 121 | Ministry Today | 3 |
| CHRI 242 | Pastoral Care and Procedures | 3 |
| CHRI 343 | Preaching | 3 |
| CHRI 344 | Seminar in Ministry | 3 |
| CHRI 349 | Internship in Pastoral Ministry | 3 |
| Total Focus Requirements | | 15 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 9 |

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

Notes:

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

BRE Youth Ministry Requirements

| Core Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---------------------------------------|--------------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| BSTH 3__ | Biblical Studies and Theology courses | 6 |
| BSTH __ | Biblical Studies and Theology courses | 6 |
| CHRI 101 | Christian Life and Discipleship | 3 |
| CHRI 221 | Educational History and Philosophy | 3 |
| CHRI 321 | Principles and Practices of Teaching | 3 |
| CHRI 361 | Global Christianity | 3 |

| | | |
|--|---|-----------|
| Two of: | | 6 |
| ENGL 101 | Introduction to Literature | 3 |
| ENGL 102 | Introduction to Literature | 3 |
| ENGL 171 | Literature and Composition | 3 |
| FDED (Field Education) 102, 201, 202, 301, 302 (Units # 2 – 6) | | 0 |
| HIST 251 | History of Christianity I | 3 |
| HIST 252 | History of Christianity II | 3 |
| INDS 101 | University Studies in Christian Perspective | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| Fine Arts | Fine Arts elective course | 3 |
| Natural Sciences | Natural Sciences elective course | 3 |
| Social Sciences | Social Sciences elective courses | 6 |
| Total Core Requirements | | 66 |

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

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 9 |

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

Notes:

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

BRE Modular

The Bachelor of Religious Education Modular Program is a non-traditional program specifically designed for adults who want to complete a Bachelor of Religious Education (BRE) degree but who are unable to attend traditional semester education programs and have little or no transfer credit from previous post-secondary education.

The program allows for the completion of all requirements for a BRE degree with a focus in General Ministries and is designed to serve adults interested in studying the Bible, doctrine and ministry with the intent of becoming more effective Christians in ministry and in the workplace.

Full-time undergraduate education is made possible for adults because of the BRE Modular program's unique design. Each course consists of one four-hour evening class per week for five weeks, supplemented by 14-18 hours of guided independent study per week. This format gives essentially the same time involvement as a traditional schedule.

The program's goal is to integrate Christian faith, learning and living in a meaningful and practical way.

An important component of the BRE Modular Program is the Directed Research Project comprised of academic instruction and individual advising by a qualified professional. Students will choose from one of the following areas of interest: Educational Ministries, Intercultural Studies, Pastoral Studies or Youth Ministry.

Specific Entrance Requirements

1. Applicants must be 25 years or older.
2. Applicants must have served two or more years in a local church or para-church ministry in some lay or professional ministry.

Field Education

Six units of Field Education are required for graduation. Credit is given for proven learning outcomes through previous ministry experience.

BRE Modular Program Requirements

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---------------------------------------|--------------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| BSTH 3__ | Biblical Studies and Theology courses | 6 |
| BSTH ____ | Biblical Studies and Theology courses | 6 |
| CHRI 101 | Christian Life and Discipleship | 3 |
| CHRI 221 | Educational History and Philosophy | 3 |
| CHRI 321 | Principles and Practices of Teaching | 3 |
| CHRI 361 | Global Christianity | 3 |
| CHRI 394 | Directed Research Methods | 3 |
| CHRI 395 | Directed Research Project | 3 |
| CHRI ____ | Christian Ministries courses | 9 |
| Two of: | | 6 |
| ENGL 101 | Introduction to Literature | 3 |
| ENGL 102 | Introduction to Literature | 3 |
| ENGL 171 | Literature and Composition | 3 |
| FDED (Field Education) 102, 201, 202, 301, 302 (Units # 2 – 6) | | 0 |
| HIST 251 | History of Christianity I | 3 |
| HIST 252 | History of Christianity II | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| Fine Arts | Fine Arts elective course | 3 |
| Natural Sciences | Natural Sciences elective course | 3 |
| Social Sciences | Social Sciences elective courses | 6 |
| Total Major Requirements | | 78 |
| Electives | | Credit Hours |
| Total Elective Requirements | | 12 |
| Total Degree Requirements | | Credit Hours |
| <i>Major & Elective Requirements</i> | | |
| Total Degree Requirements | | 90 |

Notes:

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

BRE Degree Completion Program

The Degree Completion Program (DCP) is a non-traditional program specifically designed for adults who want to complete a Bachelor of Religious Education (BRE) degree but who are unable to attend traditional semester education programs.

The DCP allows for the completion of a BRE degree with a focus in General Ministries. The DCP is designed to serve adults interested in studying the Bible, doctrine and ministry with the intent of becoming more effective Christians in ministry and in the workplace.

Full-time undergraduate education is made possible for adults because of the DCP's unique design. After the student transfers 30-42 credit hours into the program, there are 16 courses offered in a modular format over a 24-month period. Each course consists of one four-hour evening class per week for 5 weeks, supplemented by 14-18 hours of guided independent study per week. This format gives essentially the same time involvement as a traditional schedule.

The program's goal is to integrate Christian faith, learning and living in a meaningful and practical way.

An important component of the DCP is the Directed Research Project comprised of academic instruction and individual advising by a qualified professional. Students will choose from one of the following areas of interest: Educational Ministries, Intercultural Studies, Pastoral Studies or Youth Ministry.

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

Specific Entrance Requirements

1. Applicants must be 25 years of age or older.
2. Applicants must have completed at least one year of accredited transferable university or college credit with a cumulative Grade Point Average (GPA) of 2.0 or above.
3. Applicants must have served two or more years in a local church or para-church ministry in some lay or professional ministry.
4. Requires initial transfer of between 30-42 credit hours.

Field Education

Six units of Field Education are required for graduation. Credit is given for proven learning outcomes through previous ministry experience.

BRE Degree Completion Program Requirements

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---------------------------------------|--------------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| BSTH 2__ | Biblical Studies and Theology courses | 6 |
| BSTH 3__ | Biblical Studies and Theology courses | 6 |
| CHRI 101 | Christian Life and Discipleship | 3 |
| CHRI 221 | Educational History and Philosophy | 3 |
| CHRI 2__ | Christian Ministries courses | 9 |
| CHRI 321 | Principles and Practices of Teaching | 3 |
| CHRI 361 | Global Christianity | 3 |
| CHRI 394 | Directed Research Methods | 3 |
| CHRI 395 | Directed Research Project | 3 |
| ENGL ____ | English course | 3 |
| FDED (Field Education) 101, 102, 201, 202, 301, 302 (Units # 1 – 6) | | 0 |
| One of: | | 3 |
| HIST 151 | History of Christianity | 3 |
| HIST 251 | History of Christianity I | 3 |
| HIST 252 | History of Christianity II | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| Total Major Requirements | | 60 |
| Transfer Course Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
| Transfer courses | | 18 |
| Humanities/Social Science Transfer courses | | 12 |
| Total Transfer Course Requirements | | 30 |
| Total Degree Requirements | | Credit Hours |
| <i>Major & Transfer Course Requirements</i> | | |
| Total Degree Requirements | | 90 |

Notes:

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

Department of Education

Associate Professor Nelson, Director

Assistant Professor Cunningham, Associate Director

Associate Professor Hayhoe

Assistant Professor Foster

Assistant Professor MacIntyre

Professor Badley, Special Appointment

Associate Professor Brown, Special Appointment

Terry LeBlanc, Program Elder

Conceptual Framework

The conceptual framework of Tyndale’s teacher preparation program leading to a Bachelor of Education degree emerges from two central Biblical commands. The first is to “love God with our whole selves.” This implies, among other responsibilities, that we maintain a high degree of professionalism and excellence in everything we do, including the application of current educational theory, critical thinking and inquiry, and reflective practice. The second is to “love our neighbour as ourselves.” This implies that our teacher preparation includes a strong focus on collegiality and community, equity and social justice, and service and stewardship.

We therefore intend that our graduates will understand the need to cultivate a nurturing learning community that values and respects the whole person, that enables children to mature intellectually, emotionally, socially and spiritually, and that promotes responsibility for the natural and social world in which we live. As educators fully prepared to teach in all schools, our graduates will embrace their roles in the formation of children who will become both informed citizens and responsible participants in a civil society.

Mission Statement

To educate and equip graduates to teach with the utmost commitment to professionalism, collegiality, equity, service and excellence.

Program Description

The Tyndale Bachelor of Education (BEd) is a 16-month, four-semester, full-time program, beginning in August of each year. Teacher Candidates will participate in a wide variety of educational activities three to five days per week.

Teacher Candidates will have approximately 112 days of classroom observation, participation and practice teaching, divided into three distinct placements in three different educational settings. Each of the placements will be with OCT-certified teachers in schools which teach

the Ontario curriculum, one in each of the divisions of the Teacher Candidate's approved track. Placements are typically arranged in eight publicly-funded School Boards in the Toronto, Peel, York and Durham regions.

Tyndale's BEd program recognizes that the teaching profession cannot be completely compartmentalized into stand-alone courses. It has therefore adopted a model of Differentiated Instruction as a framework to understand the complexity and inter-relatedness of the many elements necessary for effective teaching. It also emphasizes cross-discipline integration. One example of this is the development of a Professional e-Portfolio for the purpose of application to teaching positions.

All successful applicants to the BEd program are required to obtain and submit a vulnerable sector police screening report that is satisfactory to the Department prior to beginning the practicum components of the program.

Bachelor of Education Degree

The Department of Education offers a Bachelor of Education degree (BEd), which leads to registration and certification with the Ontario College of Teachers (OCT). The OCT certification requirements state that teachers must be qualified to teach in at least two consecutive divisions: Primary/Junior (Kindergarten to Grade 6), Junior/Intermediate (Grades 4 to 10 with a specialty in one subject area), and Intermediate/Senior (Grades 7 to 12 with two subject specialties). At this time, Teacher Candidates in Tyndale's BEd program have the opportunity to focus on either the Primary/Junior track or the Junior/Intermediate track. The degree consists of 60 credit hours of course work including practica experience.

Admission to the Bachelor of Education

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

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

1. Applicants are required to have an officially recognized three-year (90 credit hours, 15 full credits) baccalaureate degree from an officially recognized degree-granting institution with university status.
 - a. Preference will be given to applicants who have completed, or who are completing, a four-year baccalaureate degree (120 credit hours, 20 full credits), or who have completed both a three-year baccalaureate degree plus the equivalent of 30 credit hours at another officially recognized post-secondary institution (i.e., an Ontario College of Applied Arts and Technology).
2. Applicants are required to have a Grade Point Average (GPA) in the "B" range (minimum 70% or 2.7 on a 4.0 scale) calculated on the applicant's best 60 credit hours (10 full credits)

of undergraduate university courses. College diploma and/or certificate courses, whether transferred into the university degree program or not, will not be included in the Grade Point Average (GPA) calculation.

- a. Academic Equivalence: Applicants who do not meet the above Grade Point Average (GPA) requirement may be selected for an admission interview if the Admissions Committee grants academic equivalence. Academic equivalence can be demonstrated by:
 - i. Substantial relevant experience in an educationally-related field (e.g: experience and/ or employment as an Educational Assistant or Early Childhood Educator, employment as an uncertified/supply teacher, private school/Montessori teaching experience); or,
 - ii. Demonstrated proficiency in an identified area of need in the publicly-funded school systems in Ontario (e.g: French language proficiency).
3. Proficiency in English is required, as it is for all other Tyndale programs.
4. Meeting the academic requirements does not guarantee admission to the program.

Additional Information:

1. Applicants to the Junior/Intermediate program must be completing or have completed a minimum of 12 credit hours (2 full credits) in a teachable area. (Actual teachable course offerings may vary from year to year.)
2. For applicants completing an undergraduate degree during the application process, only courses completed by the application deadline will be assessed. A conditional acceptance, pending receipt of a final, official transcript, may be offered.
3. Primary/Junior applicants who wish to register in the French as a Second Language program must first demonstrate proficiency on the French Language Competency Test.
4. Junior/Intermediate applicants who wish French as a Second Language to be their teachable must have successfully completed a minimum of 12 credit hours (2 full credits) in French at the university level and demonstrate proficiency on the French Language Competency Test.
5. Applicants must complete the BEd application form and provide all requested documentation, including, but not limited to, all official post-secondary transcripts, reference letter(s), written statements and resumé (curriculum vitae).
6. Admission to the BEd is on a full-time basis only.
7. Transfer credit will not normally be granted for BEd applicants.

Bachelor of Education Graduation Requirements

Teacher Candidates are eligible to graduate if:

1. They successfully complete all courses in the program;
2. They achieve a minimum cumulative Grade Point Average (GPA) of at least 2.3 (C+);
3. They successfully complete all practicum components;
4. They do not receive a Level 1 (D+ or lower) in any course.

Learning Outcomes

Graduates of the Tyndale BEd degree program will:

1. Be eligible to apply for an Ontario Teaching Certificate through the Ontario College of Teachers;
2. Have a thorough knowledge of all of Ontario’s curricular areas in either the Primary and Junior (including The Kindergarten Program) or the Junior and Intermediate divisions;
3. Be committed to professionalism, collegiality, equity, service and excellence;
4. Engage the diversity of learners in today’s classrooms through utilizing the framework of differentiated instruction, developing awareness of special learning needs and gaining competency in the use of assistive technologies;
5. Develop the ability to cultivate nurturing learning environments that value and respect the whole person and that enable children to mature intellectually, emotionally, socially and spiritually; and,
6. Understand that their beliefs, values and knowledge directly influence professional practice.

BEd – Primary/Junior Track Degree Requirements

(60 credit hours and 110 – 114 practicum days)

| Concept Requirements | | Credit Hours |
|-----------------------------------|---|--------------|
| One of | | 3 |
| EDUC 501 | Democratic Values, Christian Perspectives and Education | 3 |
| EDUC 510 | Religious Education: Democratic Values, Catholic Perspectives and Education | 3 |
| EDUC 503 | The Developing Learner | 3 |
| EDUC 511 | Reflective Practice | 3 |
| Total Concept Requirements | | 9 |

| Content Requirements | | Credit Hours |
|-----------------------------------|---------------------------------|--------------|
| EDUP 521 | Language & Literacy PJ (Part 1) | 3 |
| EDUP 522 | Language & Literacy PJ (Part 2) | 3 |
| EDUP 523 | Mathematics PJ (Part 1) | 3 |
| EDUP 524 | Mathematics PJ (Part 2) | 3 |
| EDUP 503 | Science and Technology PJ | 3 |
| EDUP 505 | Social Studies PJ | 3 |
| EDUP 506 | Health & Physical Education PJ | 3 |
| EDUP 507 | Arts PJ | 3 |
| One of | | 3 |
| EDUP 508 | Early Years PJ | 3 |
| EDUP 509 | French as a Second Language PJ | 3 |
| Total Content Requirements | | 27 |

| Context Requirements | | Credit Hours |
|-----------------------------------|---|--------------|
| EDUC 506 | Creating Safe, Engaging and Inclusive Learning Environments | 3 |
| EDUC 508 | Education Act and Ethical Standards for the Teaching Profession | 3 |
| EDUC 512 | Educational Technology | 3 |
| EDUC 521 | Differentiated Instruction for Diverse Learners (Part 1) | 3 |
| EDUC 522 | Differentiated Instruction for Diverse Learners (Part 2) | 3 |
| Total Context Requirements | | 15 |

| Professional Seminar and Practica Requirements | | Credit Hours |
|---|-----------------------------------|--------------|
| EDPR 531 | Practicum 1 (Literacy & Numeracy) | 2 |
| EDPR 532 | Practicum 2 | 2 |
| EDPR 533 | Practicum 3 | 2 |
| EDPR 534 | Professional Seminar | 3 |
| Total Professional Seminar and Practica Requirements | | 9 |

Notes:

- P/J Teacher Candidates who wish to include a focus in teaching French as a Second Language in their program must first demonstrate proficiency on the French Language Competency Test. They will then be registered in, and must successfully complete, EDUP 509, plus all other program requirements.

BEd – Junior/Intermediate Track Degree Requirements

(60 credit hours and 110 – 114 practicum days)

| Concept Requirements | | Credit Hours |
|-----------------------------------|---|--------------|
| <i>One of</i> | | 3 |
| EDUC 501 | Democratic Values, Christian Perspectives and Education | 3 |
| EDUC 510 | Religious Education: Democratic Values, Catholic Perspectives and Education | 3 |
| EDUC 503 | The Developing Learner | 3 |
| EDUC 511 | Reflective Practice | 3 |
| Total Concept Requirements | | 9 |

| Content Requirements | | Credit Hours |
|-----------------------------------|--|--------------|
| EDUI 521 | Language & Literacy JI (Part 1) | 3 |
| EDUI 522 | Language & Literacy JI (Part 2) | 3 |
| EDUI 523 | Mathematics JI (Part 1) | 3 |
| EDUI 524 | Mathematics JI (Part 2) | 3 |
| EDUI 503 | Science and Technology JI | 3 |
| EDUI 505 | Social Studies J and History/Geography I | 3 |
| EDUI 506 | Health & Physical Education JI | 3 |
| EDUI 507 | Arts JI | 3 |
| One of | | 3 |
| EDIT 502 | Music I | 3 |
| EDIT 504 | English I | 3 |
| EDIT 505 | French as a Second Language I | 3 |
| EDIT 507 | Mathematics I | 3 |
| EDIT 509 | Science – General I | 3 |
| EDIT 511 | Geography I | 3 |
| EDIT 512 | History I | 3 |
| Total Content Requirements | | 27 |

| Context Requirements | | Credit Hours |
|-----------------------------------|---|--------------|
| EDUC 506 | Creating Safe, Engaging and Inclusive Learning Environments | 3 |
| EDUC 508 | Education Act and Ethical Standards for the Teaching Profession | 3 |
| EDUC 512 | Educational Technology | 3 |
| EDUC 521 | Differentiated Instruction for Diverse Learners (Part 1) | 3 |
| EDUC 522 | Differentiated Instruction for Diverse Learners (Part 2) | 3 |
| Total Context Requirements | | 15 |

| Professional Seminar and Practica Requirements | | Credit Hours |
|---|-----------------------------------|--------------|
| EDPR 531 | Practicum 1 (Literacy & Numeracy) | 2 |
| EDPR 532 | Practicum 2 | 2 |
| EDPR 533 | Practicum 3 | 2 |
| EDPR 534 | Professional Seminar | 3 |
| Total Professional Seminar and Practica Requirements | | 9 |

Notes:

- J/I Teacher Candidates who wish to register in the French as a Second Language Intermediate teachable must first demonstrate proficiency on the French Language Competency Test and must have successfully completed at least 12 university credit hours in French.
- All I-level teachables have the prerequisite of a minimum of 12 university credit hours in the discipline.

Bachelor of Education (BEd) Policies

In the absence of a specific policy for the BEd program, University College policies will be considered the default policy.

Academic Advancement

Teacher Candidates must demonstrate diligent progress towards successfully completing all components of the program. It is expected that Teacher Candidates achieve a minimum Cumulative Grade Point Average (CGPA) of 2.30 with no one course below C-.

If a Teacher Candidate is not successful in a course or practicum component, he/she may request in writing, through a letter addressed to the Director, the opportunity to repeat the component in which he/she was unsuccessful. The Director will consider the request on a case-by-case basis. Only one repeat per component will be considered. If the repeat of a component is granted, it will be bound to a specific time frame, have clearly described expectations and be subject to additional costs. In the case of an unsuccessful third practicum, the Teacher Candidate may be required to wait one program year before repeating, if granted.

Involuntary Withdrawal

A Teacher Candidate may be involuntarily withdrawn from a practicum component if the Teacher Candidate demonstrates a breach of professional conduct in a practicum placement setting (e.g., seriously disrupting the functioning of the host classroom and/or the well-being of the students in the classroom). After consultation with the Director, the Faculty Advisor, the Principal of the partner school, and the Associate Teacher, a decision will be made. If involuntary withdrawal is invoked for a practicum component of the program, the Candidate may request in writing, through a letter addressed to the Director, the opportunity to repeat the component from which he/she was withdrawn. The conditions as stated in the Academic Advancement Policy apply.

Classroom Expectations and Guidelines

The expectations of the BEd program regarding attendance are founded on the following premise: The BEd program is a professional program, and therefore participants in the program need to demonstrate the same responsibilities that an employer would place upon them. Teacher Candidates are therefore expected to be present at all of the classes and practicum components in which they are registered. All absences are to be reported by email to the program officer, as well as to the appropriate instructor(s), faculty advisors and partner school contact. Missed or late course assignments due to an absence, whether excused or unexcused, are to be negotiated with the professor.

In keeping with most collective agreements between Teachers' federations and school boards, there are some circumstances wherein an absence will be excused. These include illness, the death of a family member and the graduation of a family member. For each of these instances, a two-day maximum absence will be granted at the discretion of the Director, and may require appropriate documentation (e.g., a doctor's note.)

In regard to the practicum components of the program, Teacher Candidates are to be aware that time missed is a reflection of the Teacher Candidate's commitment, as well as a great inconvenience for the Associate Teacher. Please see the Practica Handbooks for additional details.

To request an extended absence (i.e., more than two days), the Teacher Candidate needs to request special exemption by writing a letter addressed to the Academic Standards Committee and copied to the Director. It is recommended that the request be submitted at least one month prior to the intended absence.

Syllabi Availability

Binders of syllabi for the various courses are available in the Education Library for Teacher Candidates who wish to peruse them. Copies can be made on the library photocopier. The syllabi will also be available electronically.

Course Descriptions

EDUCATION

Please note that Education courses are offered only to students registered in the Bachelor of Education program.

EDIT 502 (3) Music I

— Designed to facilitate deeper study for teacher candidates wishing to teach music at the Intermediate level in Ontario schools. Teacher candidates will have the opportunity to explore a variety of resources (texts, instruments, media and human) and approaches to the delivery of music education to diverse learners. They will practice their teaching of the music strand of the Arts curriculum through developing expertise in vocal and instrumental program delivery and consider the opportunity that music offers to adolescents as they transition from elementary to secondary school.

Prerequisite: A minimum of 12 university credit hours in music.

EDIT 504 (3) English I

— Designed to prepare future teachers in developing an informed and reflective practice while working with intermediate students in a diverse society. It provides teacher candidates with an increased knowledge of the intermediate learner, the learning environment, the English curriculum (Grades 7 to 10), the challenges adolescents face as they transition from elementary to secondary school and the foundational knowledge, skills and technology necessary for the planning and implementation of an effective and motivating language arts program.

EDIT 505 (3) French as a Second Language I

— Provides teacher candidates with a knowledge, understanding and practice of teaching French to intermediate level students whose first language is not French, in Core, Extended and Immersion classes. Teacher candidates will learn about their role in supporting the diverse learning needs of students who are coming to French as language learners. *Prerequisite: Demonstration of proficiency based on the French Language Competency Test and a minimum of 12 university credit hours in French.*

EDIT 507 (3) Mathematics I

— Builds on EDUI 5233 and EDUI 5243. It provides teacher candidates with the theory, methodology, assessment strategies, knowledge and conceptual understanding of content to help them facilitate the teaching of mathematics to intermediate students. The components of the course will help teacher candidates to develop the confidence, resources and necessary background knowledge that will enable them to meaningfully engage all adolescent learners. *Prerequisite: A minimum of 12 credit hours of mathematics.*

EDIT 509 (3) Science – General I

— Science Intermediate builds on EDUI 5033, exposing teacher candidates to more in-depth issues related to the teaching of science in Grades 7 to 10. Concept development, assessment, evaluation, and hands-on activities, together with detailed safety procedures, will be emphasized. Detailed lesson and unit planning will be a key part of this course with consideration given to First Nation, Métis and Inuit perspectives, environmental stewardship, integration of literacy and numeracy and the transition into science specialties. *Prerequisite: A minimum of 12 university credit hours in Science.*

EDIT 511 (3) Geography I

— Designed for those teacher candidates who wish to acquire a subject specialty in Geography at the Intermediate Division (Grades 7 to 10). Teacher candidates will investigate geographic issues in Canada and build their awareness of connections between Canada and the world. Teacher candidates will have opportunities to analyze, interpret and implement the Ontario Ministry intermediate Geography curriculum and resource documents and

become familiar with theoretical understandings, curriculum applications, basic principles, concepts, skills, strategies, values and attitudes that are necessary in order to design, implement and assess intermediate geography programs. *Prerequisite: A minimum of 12 university credit hours in Geography.*

EDIT 512 (3) History I

— Builds on EDUI 5053 and focuses on the design and implementation of the Intermediate History and Civics programs for Grades 7 to 10 based on the overall and specific expectations outlined in the Ontario Ministry curriculum documents. Through an understanding of the four concepts of historical thinking in an inquiry-based approach to learning, teacher candidates will be able to support students in understanding history as an interpretive discipline where students can rethink assumptions and consider the validity and credibility of evidence in order to construct/re-construct new perspectives. *Prerequisite: A minimum of 12 university credit hours in History.*

EDPR 531 (2) Practicum I (Literacy and Numeracy)

— For 30 to 35 days, teacher candidates will be learning from and collaborating with an OCT certified associate teacher in a school setting that teaches the Ontario curriculum. The Practicum has an Observation/ Participation Phase and a Practice Teaching Phase. Using a gradual release of responsibility structure, teacher candidates move from Observation and Participation to a co-planning and teaching partnership with the Associate Teacher in the areas of language and math. Teacher candidates may also assume responsibility for teaching other curricular areas.

EDPR 532 (2) Practicum II

— For 40 to 45 days, teacher candidates will be learning from and collaborating with an OCT certified associate teacher in a school setting that teaches the Ontario curriculum. The Practicum has an Observation/ Participation Phase and a Practice Teaching Phase. Using a gradual release of responsibility structure, teacher candidates move from Observation and Participation to assuming the full responsibilities of their Associate Teacher by the end of the Practice teaching Phase. *Prerequisite: EDPR 5312.*

EDPR 533 (2) Practicum III

— For 35 to 40 days, teacher candidates will be learning from and collaborating with an OCT certified associate teacher in a school setting that teaches the Ontario curriculum. The Practicum has an Observation/ Participation Phase and a Practice Teaching Phase. Using a gradual release of responsibility structure, teacher candidates move from Observation and Participation to assuming the full responsibilities of their Associate Teacher by the approximately the midpoint of the Practice Teaching Phase. *Prerequisite: EDPR 5322.*

EDPR 534 (3) Professional Seminar

— Supports teacher candidates in the practicum components of the program. The classes are distributed throughout the duration of the program to coincide with the three practicum placements. The seminar and the practica work together to provide an overview of key issues and skills related to curriculum, teaching, and learning and to provide the opportunity to integrate theory and practice. The course includes scheduled classes before and after each practicum which incorporate opportunities to meet with faculty advisors. Teacher candidates are encouraged to think of the Professional Seminar as an apprenticeship in professional knowledge and practice development.

EDUC 501 (3) Democratic Values, Christian Perspectives and Education

— Introduces and reviews the concepts of worldviews, curriculum orientations, values, and educational ideals. It reviews the questions that worldviews typically answer and the central principles and beliefs of Christian worldviews. It attends to the values of western, liberal democracies, noting especially the concerns for diversity, equity, and social justice as expressed in documents from a variety of jurisdictions, including Ontario. It builds critical conversation between these democratic values and religious worldviews, asking specifically about the ideals that classroom teachers will attempt to realize in their day-to-day practice in curriculum, instruction and assessment.

EDUC 503 (3) The Developing Learner

— Teacher candidates will come to understand how a child and adolescent's transition through developmental stages affects their learning. They will learn how to support students as they transition through these stages. A thorough understanding of the development of the learners' cognitive, emotional, physical, and social characteristics from infancy through adolescence will be explored. An understanding of typical development will help teachers detect, address, and foster the development of their students.

EDUC 506 (3) Creating Safe, Engaging and Inclusive Learning Environments

— Supports teacher candidates in developing the knowledge, skills and pedagogical practices that allow each student to feel respected, confident and safe so that they can learn to their highest potential. They will be introduced to a variety of research-based practices, equitable and inclusive policies, and effective strategies for establishing safe, engaging and inclusive learning environments in their classrooms and school communities. They will develop professional judgment regarding proactive and responsive approaches to understand how to support positive environments so that all students feel welcome in the environment in which they are learning.

EDUC 508 (3) The Education Act and Ethical Standards for the Teaching Profession

— Designed to provide teacher candidates with knowledge of the structure and function of publicly funded elementary and high school education, and of the regulation of private schools in the Province of Ontario. It will provide relevant legal information in regard to teachers and the teaching profession, including the role of the College of Teachers, and to the operation of classrooms, schools and Boards of Education. The Ontario College of Teachers' document entitled *Foundations of Professional Practice* and *The Education Act* will provide the framework for case study learning.

EDUC 510 (3) Religious Education: Democratic Values, Catholic Perspectives and Education

— Helps teacher candidates prepare to teach in Ontario Catholic schools. It is recommended for teacher candidates with a demonstrated commitment to the Catholic faith who are planning to apply for employment with Catholic school boards. Teacher candidates will explore the Catholic worldview using official curriculum documents for Religious and Family Life Education as well other foundational pedagogical documents in the Ontario Catholic educational community.

EDUC 511 (3) Reflective Practice

— Intended to help teacher candidates develop an educational foundation and an inquiry stance towards their on-going teaching identity through developing a critical, ethical, informed and reflective habit of mind; one that considers the perspectives of various educational philosophers, theorists, researchers and practitioners on the journey to teaching excellence. Using a case study approach, teacher candidates will consider authentic school-based dilemmas through a variety of lenses: Personal, Philosophical, Professional, Pedagogical, Parental and Political.

EDUC 512 (3) Educational Technology

— Designed to equip teacher candidates with the understanding and skills necessary to utilize Educational Technology and cloud based computing for teaching and learning activities: communicating with students, parents and colleagues; differentiating content, process and product; providing accessibility to learning materials for learners of different abilities; assessing and providing descriptive feedback; integrating interactive whiteboard technology into lessons; and, developing on-going organizational strategies. Understanding and skills will be developed through the creation of two products, a Professional Teaching e-portfolio and a flipped lesson.

EDUC 521 (3) Differentiated Instruction for Diverse Learners: Part I

— Facilitates teacher candidates' understanding of and ability to program for the diversity of learners in Ontario classrooms. Teacher candidates will undertake a critical examination of diversity and

be exposed to members of diverse communities. They will be introduced to differentiated instruction as a model through which the unique identities of students (i.e., race, ethnicity, culture, gender, sexual orientation, social class, religion, ability, and language) are welcomed and the unique learning needs of students are addressed.

EDUC 522 (3) Differentiated Instruction for Diverse Learners: Part II

— Builds on the foundation laid in EDUC 5213. It continues to facilitate teacher candidates' understanding of and ability to program for the diversity of learners in Ontario classrooms. Teacher candidates will apply their understanding of diverse learners by developing their ability to differentiate instruction to meet the needs of all learners. They will develop their abilities to use technology and strategies as learning tools. They will come to understand particular learning needs and the system of special education, the stages of language acquisition for English Language learners, the roles and responsibilities of other educational professionals, and, the process of assessment and evaluation. Overall, they will develop the understanding that all students can learn and they will be able to demonstrate they have the competency to support the students in the unique learning challenges they face. *Prerequisite: EDUC 5123.*

EDUI 503 (3) Science and Technology JI

— Introduces teacher candidates to science and technology in the Junior and Intermediate divisions, including Grades 9 and 10 science. The course examines the Ontario learning expectations of the science and technology program, strategies for implementing the expectations in a diverse classroom, and methods of assessment and evaluation.

EDUI 505 (3) Social Studies J and History/ Geography I

— Focuses on the design and implementation of junior Social Studies, and Intermediate History and Geography programs based on the overall and specific expectations outlined in the Ontario Ministry curriculum documents. Teacher candidates will acquire a knowledge and understanding of the four concepts of historical thinking that form the basis of all learning and thinking in the social studies/history/geography program.

EDUI 506 (3) Health and Physical Education JI

— Prepares teacher candidates to work with students in Grades 4 to 10 in ways that enable and encourage them to develop the commitment and capacity to lead healthy, active lives, including participation in, and appreciation of, Health and Physical Education. Teacher candidates will be provided with the knowledge and skills they need to deliver meaningful, effective and balanced programs to diverse learners.

EDUI 507 (3) Arts JI

— Designed to prepare teacher candidates to teach the four strands of the Ontario Arts curriculum— Music, Drama, Dance and Visual Arts – to students in the junior and intermediate divisions. Teacher candidates will learn to facilitate the creative process that enables diverse students to develop lifelong enjoyment of the Arts.

EDUI 521 (3) Language and Literacy JI: Part I

— Designed to introduce teacher candidates to foundational literacy knowledge and skills in the areas of speaking and listening (oral communication), reading, writing, viewing and representing (media). Teacher candidates will explore these areas in conjunction with the Ministry's language and literacy expectations for Grades 4 to 10 as outlined in the Ontario curriculum and policy documents and relevant research. Emphasis will be placed on the oral communication and reading strands.

EDUI 522 (3) Language and Literacy JI: Part II

— Builds upon the knowledge and skill base acquired in EDUI 5213. Teacher candidates will learn to use the Ministry's curriculum and policy documents to guide the design of units, lessons, activities and assessment procedures for a diverse range of learners in Grades 4 to 10, with an emphasis on the writing and media strands.
Prerequisite: EDUI 521.

EDUI 523 (3) Mathematics JI: Part I

— Provides JI teacher candidates with the most recent and relevant learning and teaching theories, methodologies, and assessment strategies applied to the teaching and learning of mathematics in the Junior grades. Teacher candidates will be given

many opportunities to deepen and enrich their knowledge and conceptual understanding of the five strands and achievement chart of the Ontario Mathematics Curriculum.

EDUI 524 (3) Mathematics JI: Part II

— Provides JI teacher candidates with the most recent and relevant learning and teaching theories, methodologies, and assessment strategies as they apply to the teaching and learning of mathematics in the Intermediate grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge and conceptual understanding of the five strands and achievement chart of the Ontario Mathematics Curriculum. *Prerequisite: EDUI 523.*

EDUP 503 (3) Science and Technology PJ

— Introduces teacher candidates to science and technology in the Primary and Junior divisions, including the Full-Day Kindergarten program. The course examines the Ontario learning expectations of the science and technology program, strategies for implementing the expectations in a diverse classroom, and methods of assessment and evaluation.

EDUP 505 (3) Social Studies PJ

— Provides teacher candidates with an understanding of the Ontario Social Studies Curriculum Grades 1 to 6, the Full-Day Early Learning Kindergarten program and other policy documents. Teacher candidates will explore ways to help students understand and reflect upon their world, the people they encounter and the human interactions that have occurred in the past, that are occurring in the present and which are likely to occur in the future.

EDUP 506 (3) Health and Physical Education PJ

— Prepares teacher candidates to work with students in Kindergarten to Grade 6 in ways that enable and encourage them to develop the commitment and capacity to lead healthy, active lives, including participation in, and appreciation of, Health and Physical Education. Teacher candidates will be provided with the knowledge and skills they need to deliver meaningful, effective and balanced programs to diverse learners.

EDUP 507 (3) Arts PJ

— Designed to prepare teacher candidates to teach the four strands of the Ontario Arts curriculum— Music, Drama, Dance and Visual Arts – to students in the kindergarten program and the primary and junior divisions. Teacher candidates will learn to facilitate the creative process that enables diverse students to develop lifelong enjoyment of the Arts.

EDUP 508 (3) Early Years PJ

— Builds teacher candidates' knowledge of The Full-Day Early Years - Kindergarten Program as outlined by the Ontario Ministry of Education. A main focus of the course will be on planning instruction that embraces the growth of the “whole” child: physical, emotional, social, spiritual and academic. Teacher candidates will gain an understanding of the importance of and the “how to” of implementing an active play-based and inquiry approach to learning that will help young children build their critical and creative thinking skills while meeting the needs of a wide range of diverse learners.

EDUP 509 (3) French as a Second Language PJ

— Provides teacher candidates with the knowledge, understanding and practice of teaching students French in kindergarten, primary and junior levels whose first language is not French, in Core, Extended and Immersion classes. Teacher candidates will learn about their role in supporting the diverse learning needs of students, including those in early years, who are coming to French as language learners. *Prerequisite: Demonstration of proficiency based on the French Language Competency Test.*

EDUP 521 (3) Language and Literacy PJ: Part I

— Designed to provide teacher candidates with foundational literacy knowledge and skills in the areas of speaking and listening (oral

communication), reading, writing, viewing and representing (media) for the Primary and Junior divisions. Teacher candidates will explore these areas in conjunction with the Ministry's language and literacy expectations for Kindergarten and Grades 1 to 6 as outlined in the Ontario curriculum and policy documents and relevant research. Emphasis will be placed on the oral communication and reading strands.

EDUP 522 (3) Language and Literacy PJ: Part II

— Builds upon the knowledge and skill base acquired in EDUP 5213. Teacher candidates will learn to use the Ministry's curriculum and policy documents to guide the design of units, lessons, activities and assessment procedures for a diverse range of learners from Kindergarten to Grade 6, with an emphasis on the writing and media strands. *Prerequisite: EDUP 521.*

EDUP 523 (3) Mathematics PJ: Part I

— Provides PJ teacher candidates with the most recent and relevant learning and teaching theories, methodologies, and assessment strategies as they apply to the teaching and learning of mathematics in Kindergarten and the Primary grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge and conceptual understanding of the five strands and achievement chart of the Ontario Mathematics Curriculum.

EDUP 524 (3) Mathematics PJ: Part II

— Provides PJ teacher candidates with the most recent and relevant learning and teaching theories, methodologies, and assessment strategies as they apply to the teaching and learning of mathematics in the Junior grades. Teacher candidates will be given many opportunities to deepen and enrich their knowledge and conceptual understanding of the five strands and achievement chart of the Ontario Mathematics Curriculum. *Prerequisite: EDUP 523.*

Department of English

Associate Professor Davey, Chair

Associate Professor Duquette

Associate Professor Friesen

Associate Professor Masson

The works of authors such as C.S. Lewis and J.R.R. Tolkien have inspired millions. But what inspired them? The same works that form the staple of an English degree at Tyndale. Taking a Bachelor of Arts (BA) in English at Tyndale means studying literature by its greatest practitioners: Homer, Virgil, Sophocles, Dante, Shakespeare, Milton, Wordsworth – authors you will study in your first year alone! It entails learning the craft of writing and the theory that underlies it, while developing an appreciation for the great tradition of literature across the ages. It is also an excellent preparation for many professions, including education, law, public relations, journalism, politics, international relations, advertising and graduate research. With an eye on past greats and present practice, a BA in English is an investment in the future.

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

BA English Requirements

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

| Major Requirements (<i>Credit hours in bold are required</i>) | | Credit Hours |
|--|--------------------------------------|---------------------|
| ENGL 101 | Introduction to Literature I | 3 |
| ENGL 102 | Introduction to Literature II | 3 |
| ENGL ____ | English course | 3 |
| ENGL 260 | Practical Criticism: Poetry | 3 |
| ENGL 261 | Practical Criticism: Prose | 3 |
| ENGL 375 | Shakespeare | 3 |
| ENGL 378 | Milton | 3 |
| ENGL 3__ | English courses | 6 |
| ENGL 4__ | English course | 3 |
| One of | | 3 |
| ENGL 383 | American Literature I | 3 |
| ENGL 384 | American Literature II | 3 |
| ENGL 385 | Canadian Literature I | 3 |
| ENGL 386 | Canadian Literature II | 3 |
| One of | | 3 |
| ENGL 301 | Anglo-Saxon Literature | 3 |
| ENGL 303 | Sixteenth-Century Literature | 3 |
| ENGL 305 | Classics of Medieval England | 3 |
| ENGL 310 | Seventeenth-Century Literature | 3 |
| ENGL 320 | Eighteenth-Century Literature | 3 |
| ENGL 331 | Romantic Poetry | 3 |
| ENGL 332 | Nineteenth-Century Novel | 3 |
| ENGL 341 | Twentieth-Century British Literature | 3 |
| Total Major Requirements | | 36 |

| Electives | Credit Hours |
|------------------------------------|---------------------|
| Total Elective Requirements | 45 |

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

Notes:

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

BA Honours English Requirements

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

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|-------------------------------|--------------|
| ENGL 101 | Introduction to Literature I | 3 |
| ENGL 102 | Introduction to Literature II | 3 |
| ENGL ____ | English course | 3 |
| ENGL 260 | Practical Criticism: Poetry | 3 |
| ENGL 261 | Practical Criticism: Prose | 3 |
| ENGL 375 | Shakespeare | 3 |
| ENGL 3__ | English course | 3 |
| ENGL 4__ | English course | 3 |
| ENGL 400 | History of Literary Theory | 3 |
| One of | | 3 |
| ENGL 383 | American Literature I | 3 |
| ENGL 384 | American Literature II | 3 |
| ENGL 385 | Canadian Literature I | 3 |
| ENGL 386 | Canadian Literature II | 3 |
| One of | | 3 |
| ENGL 301 | Anglo-Saxon Literature | 3 |
| ENGL 303 | Sixteenth-Century Literature | 3 |
| ENGL 305 | Classics of Medieval England | 3 |

| | | |
|---------------------------------|--------------------------------------|-----------|
| One of | | 3 |
| ENGL 310 | Seventeenth-Century Literature | 3 |
| ENGL 320 | Eighteenth-Century Literature | 3 |
| ENGL 378 | Milton | 3 |
| One of | | 3 |
| ENGL 331 | Romantic Poetry | 3 |
| ENGL 332 | Nineteenth-Century Novel | 3 |
| ENGL 341 | Twentieth-Century British Literature | 3 |
| One of | | 6 |
| ENGL 497 & 499 | Honours Thesis in English I & II | 6 |
| ENGL 4__ | English courses | 6 |
| Total Major Requirements | | 45 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 36 |

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

Notes:

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

BA English Minor Requirements

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|-------------------------------|--------------|
| ENGL 101 | Introduction to Literature I | 3 |
| ENGL 102 | Introduction to Literature II | 3 |
| One of | | 3 |
| ENGL 260 | Practical Criticism: Poetry | 3 |
| ENGL 261 | Practical Criticism: Prose | 3 |
| ENGL 3__ | English courses | 6 |
| ENGL __ | English courses | 9 |
| Total Minor Requirements | | 24 |

Note:

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

English (Canadian Literature)

History (Canadian History)

Mathematics (Calculus)

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

Department of General Studies

Directed by the Office of the Academic Dean

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

GENERAL STUDIES MINORS

French

Assistant Professor Foster

Learning a second language is an important aspect of a comprehensive university education. In an effort to both embrace and promote cultural and linguistic diversity within the context of the university, the city of Toronto and the broader Canadian, multicultural context, as well as increase students' linguistic aptitude as an effort to promote God's kingdom and build community, Tyndale offers a number of courses designed to help students to think and communicate in French.

Students completing a minor in French will take courses in language and grammar instruction as well as courses that introduce students to French literature, media and culture. Successful completion of a minor in French will prepare students to engage and serve the community, both locally and globally, in the context of worldwide cultural and linguistic diversity. French language competency also provides students with an employable skill which can complement other areas of study at Tyndale, such as Business Administration, International Development, Christian Ministries and the Bachelor of Education program.

French Minor Requirements

| Minor Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|-------------------------|--------------|
| FREN 101 | Introductory French I | 3 |
| FREN 102 | Introductory French II | 3 |
| FREN 201 | Intermediate French I | 3 |
| FREN 202 | Intermediate French II | 3 |
| FREN 230 | Everyday French Grammar | 3 |

| | | |
|--|---|-----------|
| One of | | 3 |
| FREN 210 | Conversational French | 3 |
| FREN 241 | Introduction to French Literature and Media | 3 |
| Two of | | 6 |
| FREN 341 | Francophone Literature | 3 |
| FREN 350 | Directed Studies in French | 3 |
| FREN 370 | Professional French | 3 |
| FREN 391 | French Travel Practicum | 3 |
| Total French Minor Requirements | | 24 |

Visual Arts and Media

Associate Professor Duquette

The minor in Visual Arts and Media emphasizes and promotes creational thinking, aesthetic excellence and therapeutic communal responsibility through the arts. Students taking courses in Visual Arts and Media as a part of the minor or as a fulfilment of the Fine Arts Core Requirement will recognize that participation in the arts emerges out of God’s original act of creation and is carried out as an act of expanding the kingdom of God.

Students in the Visual Arts and Media minor program will engage in drawing, painting, print-making and multimedia composition, developing their own personal skills and talents, while engaging theoretical, historical and philosophical matters in the arts. They will also discover how the arts may be used as a therapeutic and transformational resource for community and church building. Successful completion of the Visual Arts and Media minor will prepare students for further studies in Visual Arts and Media as well as the skills to practice art in a way that contributes to local, global, Christian and secular communities.

Visual Arts and Media Minor Requirements

| Minor Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---|--------------|
| FINE 160 | Introduction to Drawing | 3 |
| FINE 161 | Introduction to Painting | 3 |
| FINE 201 | History of Art I (same as HIST 201) | 3 |
| FINE 202 | History of Art II (same as HIST 202) | 3 |
| FINE 323 | Aesthetics (same as PHIL 323) | 3 |
| One of | | 3 |
| FINE 224 | Introduction to Photography | 3 |
| FINE 260 | Intermediate Drawing | 3 |
| FINE 261 | Intermediate Painting | 3 |
| Two of | | 6 |
| (One must be at the 300 level) | | |
| FINE 224 | Introduction to Photography | 3 |
| FINE 260 | Intermediate Drawing | 3 |
| FINE 261 | Intermediate Painting | 3 |
| FINE 324 | Writing and North American Art | 3 |
| FINE 340 | Cinema and Christianity | 3 |
| FINE 344 | Film and Western Culture (same as HIST 387) | 3 |
| FINE 350 | Directed Studies in Visual Arts and Media | 3 |
| FINE 390 | Studio Practicum: Art in Context | 3 |
| Total Visual Arts and Media Minor Requirements | | 24 |

BIOLOGY, CHEMISTRY & MATHEMATICS

Bachelor of Science from Nipissing University

A memorandum of understanding outlines the terms and conditions agreed upon between Nipissing University and Tyndale University College & Seminary by which Tyndale students may become eligible for admission with advanced standing into Nipissing's Bachelor of Science, or Bachelor of Science (Honours) degree programs in Mathematics or Biology. Eligible students may transfer from Tyndale, after approximately two years (60 credits) of study, into Nipissing's Bachelor of Science programs, completing their degrees with an additional two years (60 credits) of study at Nipissing.

BSc Biology Major

Sessional Lecturer Bishay

Years One and Two

In their first two years of study at Tyndale, students will take up to eight courses (24 credits) in Biology and Chemistry, in addition to courses in Humanities (English, History, Philosophy, Biblical Studies and Theology, Fine Arts) and the Social Sciences (Economics, Psychology, Human Services), for a total of 60 credits, with a minimum overall average of 60% (Grade Point Average [GPA] 2.0) for the Bachelor of Science (four-year) degree, and a minimum overall average of 70% (GPA 3.0) for the Bachelor of Science (Honours).

Nipissing Biology majors must complete six credits in Humanities courses and an additional six credits in Social Sciences; ordinarily this requirement will be met in the first two years of the Tyndale/Nipissing program.

| BSc Biology Major Requirements: Years One and Two | | | |
|--|---|---------------------|-----------------------------|
| Tyndale Course <i>(Credit hours in bold are required)</i> | | Credit Hours | Nipissing Equivalent |
| Year One | | 12 | |
| BIOL 103 | Introduction to Molecular and Cell Biology | 3 | BIOL 1006 |
| BIOL 104 | Introduction to Organismal and Evolutionary Biology | 3 | BIOL 1007 |
| CHEM 101 | General Chemistry I | 3 | CHEM 1006 |
| CHEM 102 | General Chemistry II | 3 | CHEM 1007 |
| Year Two | | 9 | |
| One of | | 3 | |
| BIOL 201 | Biology of Seedless Plants | 3 | BIOL 2336 |
| BIOL 202 | Biology of Seed Plants | 3 | BIOL 2337 |
| BIOL 221 | Principles of Ecology | 3 | BIOL 2446 |
| BIOL 231 | Genetics | 3 | BIOL 2557 |
| Total BSc Biology Major Requirements for Years One and Two at Tyndale | | 21 | |

Years Three and Four

Students will complete an additional 60 credits at Nipissing, fulfilling all of the remaining requirements of the Nipissing Bachelor of Science (four-year) or Bachelor of Science (Honours) degrees, as specified in the Nipissing University Calendar current in the year of their matriculation to Tyndale.

BSc Mathematics Major

Years One and Two

In their first two years of study at Tyndale, students will take up to seven courses (21 credits) or up to nine courses (27 credits) in Mathematics, in addition to courses in Humanities (English, History, Philosophy, Biblical Studies and Theology, Fine Arts) and the Social Sciences (Economics, Psychology, Human Services), for a total of 60 credits, with a minimum overall average of 60% [Grade Point Average [GPA] 2.0] for the Bachelor of Science (four-year) degree, and a minimum overall average of 70% [GPA 3.0] for the Bachelor of Science (Honours).

Nipissing students majoring in Math must complete six credits in Humanities courses and an additional six credits in Social Sciences; ordinarily this requirement will be met in the first two years of the Tyndale/Nipissing program.

| BSc Mathematics Major Requirements: Years One and Two | | | |
|--|------------------------------|---------------------|-----------------------------|
| Tyndale Course (Credit hours in bold are required) | | Credit Hours | Nipissing Equivalent |
| Year One | | 12 | |
| MATH 111 | Calculus I | 3 | MATH 1036 |
| MATH 112 | Calculus II | 3 | MATH 1037 |
| MATH 131 | Introductory Linear Algebra | 3 | MATH 1046 |
| MATH 151 | Discrete Mathematics I | 3 | MATH 1056 |
| Year Two | | 15 | |
| MATH 211 | Advanced Calculus I | 3 | MATH 2036 |
| MATH 212 | Advanced Calculus II | 3 | MATH 2037 |
| MATH 221 | Probability and Statistics I | 3 | MATH 2076 |
| MATH 231 | Advanced Linear Algebra | 3 | MATH 2046 |
| MATH 251 | Discrete Mathematics II | 3 | MATH 2056 |
| Total BSc Mathematics Major Requirements for Years One and Two at Tyndale | | 27 | |

Years Three and Four

Students will complete an additional 60 credits at Nipissing, fulfilling all of the remaining requirements of the Nipissing Bachelor of Science (four-year) or Bachelor of Science (Honours) degrees, as specified in the Nipissing University Calendar current in the year of their matriculation to Tyndale.

Department of Health and Human Services

Associate Professor Hutchinson, Chair

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

The Social Services Work (SSW) and the Early Childhood Education (ECE) programs are completed in partnership with Seneca College. These programs allows students to complete a Bachelor of Arts degree at Tyndale, plus a diploma in either Early Childhood Education or Social Services Work at Seneca, all in four years of full-time study. Students study at Tyndale for the first two years and then complete a 10-month program at Seneca before returning to Tyndale for their final year. Students graduate with both a university degree and a diploma and are ready for a career in their area of interest.

The Bachelor of Arts in Health and Human Services and the Bachelor of Arts Human Services (Modular format) are fully completed at Tyndale whereby students receive credit for a four-year university degree.

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

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

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

| Interdisciplinary Studies/Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---|--------------|
| HEAL 102 | Human Biology (same as BIOL 102) | 3 |
| HEAL 205 | Brain and Behaviour (same as BIOL 205 and PSYC 205) | 3 |
| HEAL 301 | Social Determinants of Health | 3 |
| HEAL 391 | Applied Skills for Practice in Health and Human Services | 3 |
| HEAL 3__ | Health and Human Services course | 3 |
| HEAL 493 | Practicum in Psycho-Social Health and Health Determinants | 3 |
| HEAL 4__ | Health and Human Services course | 3 |
| MATH 121 | Introduction to Statistics | 3 |
| MATH 322 | Data Analysis | 3 |
| PSYC 101 | Introduction to Psychology I | 3 |
| PSYC 102 | Introduction to Psychology II | 3 |
| PSYC 211 | Developmental Psychology I | 3 |
| PSYC 212 | Developmental Psychology II | 3 |
| PSYC 360 | Research Methods in the Social Sciences | 3 |
| PSYC 3__ | Psychology courses | 9 |
| SOCI 101 | Introduction to Sociology I | 3 |
| SOCI 102 | Introduction to Sociology II | 3 |
| SOCI 3__ | Sociology courses | 6 |
| SOCI ____ | Sociology courses | 9 |
| Total Interdisciplinary Studies/Major Requirements | | 72 |

| Electives <i>(Credit hours in bold are required)</i> | Credit Hours |
|--|--------------|
| ___ 3 ___ | 6 |
| ___ ___ | 3 |
| Total Elective Requirements | 9 |

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

Notes:

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

BA Human Services – Social Service Work Requirements

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

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

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|--------------------------------|--------------|
| SOCI 251 | Introduction to Social Welfare | 3 |
| SOCI 252 | Introduction to Social Work | 3 |
| SOCI 321 | Marriage and the Family | 3 |
| — — — | Transfer courses | 30 |
| <i>(Student must be admitted to and complete the 10-month diploma program in Social Service Work at Seneca College during their third year. 30 credit hours of transfer work are granted for this diploma.)</i> | | |
| Total Major Requirements | | 39 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 12 |

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

Notes:

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

BA Human Services – Early Childhood Education Requirements

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

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

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---|--------------|
| PSYC 3__ | Psychology course | 3 |
| PSYC 4__ | Psychology course | 3 |
| SOCI 321 | Marriage and the Family | 3 |
| ___ __ | Transfer courses <i>(Student must be admitted to and complete the 10-month diploma program in Early Childhood Education at Seneca College during their third year. 30 credit hours of transfer work are granted for this diploma.)</i> | 30 |
| Total Major Requirements | | 39 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 12 |

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

Notes:

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

BA Human Services – Modular Program (120 credit hours)

The Bachelor of Arts Human Service Modular program is designed to offer an interdisciplinary degree to prepare graduates to meet the leadership demands of a rapidly changing service sector. Students complete a core of liberal arts courses and core courses in psychology, sociology and Biblical Studies and Theology.

This BA Human Services degree prepares students for fulfilling careers working with people who need additional support to function successfully in their communities. A graduate with this degree may find employment in family and community daycare facilities, youth programs, group homes and residential settings, special needs programs and care agencies. This major is excellent preparation for graduate studies and also for commencing the Bachelor of Education.

Full-time undergraduate education is made possible for adults (25 years of age or older) because of the Modular program's unique design. Each modular course consists of one four-hour evening class per week for five weeks, supplemented by 14-18 hours of guided

independent study per week. This format gives essentially the same time involvement as a traditional schedule.

The program's goal is to integrate Christian faith, learning, living and career preparation in a meaningful and practical way.

BA Human Services Modular Requirements

| Core Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---|--------------|
| BSTH 101 | Old Testament Scripture | 3 |
| BSTH 102 | New Testament Scripture | 3 |
| BSTH 201 | Hermeneutics | 3 |
| BSTH 270 | Introduction to Christian Theology | 3 |
| BSTH 280 | Introduction to World Religions | 3 |
| Two of | | 6 |
| ENGL 101 | Introduction to Literature I | 3 |
| ENGL 102 | Introduction to Literature II | 3 |
| ENGL 171 | Literature and Composition | 3 |
| One of | | 3 |
| HIST 101 | History of Western Civilization I | 3 |
| HIST 102 | History of Western Civilization II | 3 |
| HEAL 301 | Social Determinants of Health | 3 |
| INDS 475 | Christianity and Culture | 3 |
| PHIL 171 | Introduction to Philosophy | 3 |
| PSYC 101 | Introduction to Psychology I | 3 |
| PSYC 102 | Introduction to Psychology II | 3 |
| PSYC 211 | Developmental Psychology I | 3 |
| PSYC 212 | Developmental Psychology II | 3 |
| SOCI 101 | Introduction to Sociology I | 3 |
| SOCI 102 | Introduction to Sociology II | 3 |
| SOCI 394 | Directed Research Methods | 3 |
| SOCI 395 | Directed Research Project | 3 |
| Fine Arts | Fine Arts elective course | 3 |
| Language | Language elective courses | 6 |
| Natural Sciences | Natural Sciences elective course | 3 |
| Social Sciences | Social Sciences elective courses (3000-level) | 12 |
| Total Core Requirements | | 81 |

| Electives <i>(Credit hours in bold are required)</i> | Credit Hours |
|--|--------------|
| ___ 3 ___ | 21 |
| ___ ___ | 18 |
| Total Elective Requirements | 39 |

| Total Degree Requirements | Credit Hours |
|---|--------------|
| <i>Core & Elective Requirements</i> | |
| Total Degree Requirements | 120 |

Notes:

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

Department of History

Professor Faught, Chair

Professor Crouse

Professor Gentles, Special Appointment

The Bachelor of Arts in History involves studying the past in a scholarly manner as a means of understanding the present in a more complete way. Critical thinking, communication skills and research skills are fostered by the study of history at the university level. Studying history is excellent preparation for a wide variety of professions, including law, education, divinity and journalism, as well as for any endeavour for which a broad liberal arts education is desirable. The major in history also prepares students for graduate studies in history.

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

BA History Requirements

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

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|--|---------------------|
| HIST 101 | History of Western Civilization I | 3 |
| HIST 102 | History of Western Civilization II | 3 |
| HIST 301 | The Historian's Craft | 3 |
| HIST 2__ | History course | 3 |
| HIST 3__ | History courses | 12 |
| HIST 4__ | History course | 3 |
| One of | | 3 |
| HIST 251 | History of Christianity I | 3 |
| HIST 252 | History of Christianity II | 3 |
| HIST 312 | The World of the Early Christians, from the Time of Christ to 200 AD | 3 |
| HIST 313 | The World of the Early Christians, c. 200 AD to the Rise of Islam | 3 |
| One of | | 3 |
| HIST 271 | Canadian History: Pre-Confederation | 3 |
| HIST 272 | Canadian History: Post-Confederation | 3 |
| HIST 281 | History of the United States to the Civil War | 3 |
| HIST 282 | History of the United States from 1865 to the Present | 3 |
| HIST 375 | The United States and the Middle East since 1945 | 3 |
| HIST 376 | History of the Arab-Israeli Conflict | 3 |
| HIST 382 | Evangelicalism: 1900 to the Present | 3 |
| HIST 384 | North American Economic History: 1919 to the Present | 3 |
| HIST 387 | Film and Western Culture (same as FINE 344) | 3 |
| HIST 485 | Seminar in U.S. Foreign Policy since 1945 | 3 |
| One of | | 3 |
| HIST 240 | Introduction to British History I | 3 |
| HIST 241 | Introduction to British History II | 3 |
| HIST 242 | England, Ireland and Cromwell in the Sixteenth and Seventeenth Centuries | 3 |
| HIST 291 | The Great War and the Making of the Modern World | 3 |
| HIST 292 | The Second World War | 3 |
| HIST 321 | The Crusades | 3 |
| HIST 331 | The Reformation Era | 3 |
| HIST 342 | Henry VIII and Oliver Cromwell, 1500-1660 | 3 |
| HIST 343 | England from the Restoration to the Industrial Revolution, 1658-1815 | 3 |
| HIST 344 | Modern Britain | 3 |
| HIST 345 | Lion Rampant: British Imperial History in Global Perspective, 1800-1980 | 3 |
| HIST 363 | Modern Europe: 1789 to the Present | 3 |
| HIST 441 | Colossus: Britain in the Age of Queen Victoria | 3 |
| HIST 495 | Revolutionary England, 1625-1690 | 3 |
| Total Major Requirements | | 36 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 42 |

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

Notes:

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

BA Honours History Requirements

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

| Major Requirements (<i>Credit hours in bold are required</i>) | | Credit Hours |
|--|--|---------------------|
| HIST 101 | History of Western Civilization I | 3 |
| HIST 102 | History of Western Civilization II | 3 |
| HIST 301 | The Historian's Craft | 3 |
| HIST 3__ | History courses | 18 |
| One of | | 3 |
| HIST 251 | History of Christianity I | 3 |
| HIST 252 | History of Christianity II | 3 |
| HIST 312 | The World of the Early Christians, from the Time of Christ to 200 AD | 3 |
| HIST 313 | The World of the Early Christians, c. 200 AD to the Rise of Islam | 3 |
| One of | | 3 |
| HIST 271 | Canadian History: Pre-Confederation | 3 |
| HIST 272 | Canadian History: Post-Confederation | 3 |
| HIST 281 | History of the United States to the Civil War | 3 |
| HIST 282 | History of the United States from 1865 to the Present | 3 |
| HIST 375 | The United States and the Middle East since 1945 | 3 |
| HIST 376 | History of the Arab-Israeli Conflict | 3 |
| HIST 382 | Evangelicalism: 1900 to the Present | 3 |
| HIST 384 | North American Economic History: 1919 to the Present | 3 |
| HIST 387 | Film and Western Culture (same as FINE 344) | 3 |
| HIST 485 | Seminar in U.S. Foreign Policy since 1945 | 3 |
| One of | | 3 |
| HIST 240 | Introduction to British History I | 3 |
| HIST 241 | Introduction to British History II | 3 |
| HIST 242 | England, Ireland and Cromwell in the Sixteenth and Seventeenth Centuries | 3 |
| HIST 291 | The Great War and the Making of the Modern World | 3 |
| HIST 292 | The Second World War | 3 |
| HIST 321 | The Crusades | 3 |
| HIST 331 | The Reformation Era | 3 |
| HIST 342 | Henry VIII and Oliver Cromwell, 1500-1660 | 3 |
| HIST 343 | England from the Restoration to the Industrial Revolution, 1658-1815 | 3 |
| HIST 344 | Modern Britain | 3 |
| HIST 345 | Lion Rampant: British Imperial History in Global Perspective, 1800-1980 | 3 |
| HIST 363 | Modern Europe: 1789 to the Present | 3 |
| HIST 441 | Colossus: Britain in the Age of Queen Victoria | 3 |
| HIST 495 | Revolutionary England, 1625-1690 | 3 |

| | | |
|---------------------------------|--|-----------|
| Two of | | 6 |
| HIST 441 | Colossus: Britain in the Age of Queen Victoria | 3 |
| HIST 485 | Seminar in US Foreign Policy since 1945 | 3 |
| HIST 495 | Revolutionary England, 1625-1690 | 3 |
| HIST 497 | Honours Thesis in History I | 3 |
| HIST 499 | Honours Thesis in History II | 3 |
| Total Major Requirements | | 48 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 30 |

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

Notes:

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

BA History Minor Requirements

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

Note:

Tyndale University College Bachelor of Arts programs provide course work preparation (12.18 credits) for Bachelor of Education teachables in English, History, Mathematics, Science and French. Candidates are encouraged to include the following courses as a part of this preparation:

English (Canadian Literature)
 History (Canadian History)
 Mathematics (Calculus)
 Science (Earth Science, Physical Geography, Biology, Chemistry)

Department of Linguistics

Assistant Professor Arsenault, Chair

Linguistics, the study of human language, is a young and vibrant discipline. On the theoretical side, understanding how language is structured and functions is part of the cognitive sciences. After all, language is hosted in the human brain. Linguists work between actual sounds on the one end and meaning on the other end, because it is known that language, at the very least, involves sounds that convey meaning.

Phonetics is the study of the anatomy, physiology and physics of speech sounds; how the human vocal apparatus produces the sounds that make language possible. Phonology is the study of how these sounds are organized cognitively by the brain into a functioning system of consonants, vowels, tone, intonation, etc., for each language. In Morphology, students learn how these basic sounds are then combined to form morphemes and words. In Syntax, the world's languages are studied, languages that not only have different words, but also very different systems of arranging words into sentences (syntax).

Beyond the differences, however, there are aspects of syntax that are common to all human languages. A major theme in modern linguistics is discovering the characteristics of this universal grammar (UG) that all humans are argued to share. While these core subject areas of phonetics, phonology, morphology and syntax are a necessary base, linguists are also interested in psychological aspects of language use (psycholinguistics), how language functions in society (sociolinguistics), how language functions are distributed in the brain (neurolinguistics), etc.

At Tyndale, the curriculum focuses on core questions of language structure, mainly from the “generative” perspective, but not uniquely. Beyond structural aspects of language, in keeping with the liberal arts tradition, the Linguistics program seeks to relate “hard” empirical science to classical concerns in the humanities about language use and meaning in literature, philosophy and theology. Linguistics is therefore of interest to future teachers, speech pathologists, psychologists, and those planning to work with unwritten or little-studied languages, or learn new languages. This training can form the basis for graduate work in academic linguistics or for a variety of vocations where knowledge of language is used and applied. Linguistics makes a wonderful dialogue partner for the companion disciplines of English Literature, Philosophy, Psychology and Biblical Studies and Theology.

Linguistics Minor

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

Department of Philosophy

Professor Davis, Chair

Associate Professor Franks

The Bachelor of Arts in Philosophy involves the study of the history and major problems of philosophy in the Western tradition, from the early Greeks to the present. Studying philosophy involves developing one's critical thinking, communication and debating skills. The Bachelor of Arts in Philosophy is excellent preparation for various professions, including law, divinity and politics. The major also prepares one for graduate studies in philosophy, as well as for any endeavour in which a broad liberal arts background is desirable.

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

BA Philosophy Major Requirements

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

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---------------------------------|---------------------|
| PHIL 171 | Introduction to Philosophy | 3 |
| PHIL 201 | Critical Reasoning | 3 |
| PHIL 2__ | Philosophy course | 3 |
| PHIL 370 | Symbolic Logic | 3 |
| One of | | 3 |
| PHIL 301 | Metaphysics | 3 |
| PHIL 302 | Belief, Truth, and Knowledge | 3 |
| One of | | 3 |
| PHIL 311 | Normative Ethical Theory | 3 |
| PHIL 330 | Political Philosophy | 3 |
| One of | | 3 |
| PHIL 321 | Philosophy of Religion | 3 |
| PHIL 322 | Philosophy of Science | 3 |
| One of | | 3 |
| PHIL 363 | Modern Philosophy | 3 |
| PHIL 366 | Ancient and Medieval Philosophy | 3 |
| PHIL 3__ | Philosophy courses | 9 |
| PHIL 4__ | Philosophy course | 3 |
| Total Major Requirements | | 36 |

| Electives | Credit Hours |
|------------------------------------|---------------------|
| Total Elective Requirements | 42 |

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

Notes:

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

BA Honours Philosophy Major Requirements

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

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

| | | |
|---------------------------------|-------------------------------------|-----------|
| One of | | 3 |
| PHIL 363 | Modern Philosophy | 3 |
| PHIL 366 | Ancient and Medieval Philosophy | 3 |
| PHIL 3__ | Philosophy courses | 12 |
| PHIL 4__ | Philosophy courses | 6 |
| One of | | 6 |
| PHIL 497 & 499 | Honours Thesis in Philosophy I & II | 6 |
| PHIL 4__ | Philosophy courses | 6 |
| Total Major Requirements | | 48 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 30 |

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

Notes:

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

BA Philosophy Minor Requirements

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

Department of Psychology

Assistant Professor Noh, Chair

Assistant Professor Azarbehi

Assistant Professor Cwir

The Bachelor of Arts in Psychology involves the scientific study of human behaviour and exposes students to the major theories and theorists in the discipline. The Bachelor of Arts in Psychology prepares the student for a wide variety of professions, for professional schools where a general liberal arts background is desirable and for graduate studies in psychology. The Department of Psychology at Tyndale University College emphasizes clinical, social and developmental psychology. A Bachelor of Arts Honours degree in Psychology is also offered. To enrol in the Bachelor of Arts Honours Psychology track during the fourth year requires completion of PSYC 360 and 461 during the third year and the arrangement of a thesis supervisor by April 1 of the third year.

BA Psychology Requirements

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

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|--|---|---------------------|
| MATH 121 | Introduction to Statistics | 3 |
| MATH 322 | Data Analysis | 3 |
| PSYC 101 | Introduction to Psychology I | 3 |
| PSYC 102 | Introduction to Psychology II | 3 |
| PSYC 205 | Brain and Behaviour (same as BIOL 205 and HEAL 205) | 3 |
| PSYC 211 | Developmental Psychology I | 3 |
| PSYC 301 | Personality Psychology | 3 |
| PSYC 305 | The Integration of Christianity and Psychology | 3 |
| PSYC 321 | Abnormal Psychology | 3 |
| PSYC 332 | Cognitive Psychology | 3 |
| PSYC 341 | Social Psychology | 3 |
| PSYC 360 | Research Methods in the Social Sciences | 3 |
| PSYC 3__ | Psychology courses | 6 |
| PSYC 4__ | Psychology courses | 6 |
| Total Major Requirements | | 48 |

| Electives | Credit Hours |
|------------------------------------|---------------------|
| Total Elective Requirements | 33 |

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

Notes:

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

BA Honours Psychology Requirements

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

| Major Requirements <i>(Credit hours in bold are required)</i> | | Credit Hours |
|---|---|--------------|
| MATH 121 | Introduction to Statistics | 3 |
| MATH 322 | Data Analysis | 3 |
| PSYC 101 | Introduction to Psychology I | 3 |
| PSYC 102 | Introduction to Psychology II | 3 |
| PSYC 205 | Brain and Behaviour (same as BIOL 205 and HEAL 205) | 3 |
| PSYC 211 | Developmental Psychology I | 3 |
| PSYC 301 | Personality Psychology | 3 |
| PSYC 305 | The Integration of Christianity and Psychology | 3 |
| PSYC 321 | Abnormal Psychology | 3 |
| PSYC 332 | Cognitive Psychology | 3 |
| PSYC 341 | Social Psychology | 3 |
| PSYC 360 | Research Methods in the Social Sciences | 3 |
| PSYC 3__ | Psychology courses | 6 |
| PSYC 401 | History of Psychology | 3 |
| PSYC 461 | Advanced Research Methods | 3 |
| PSYC 497 | Honours Thesis in Psychology I | 3 |
| PSYC 499 | Honours Thesis in Psychology II | 3 |
| Total Major Requirements | | 54 |

| Electives | Credit Hours |
|------------------------------------|--------------|
| Total Elective Requirements | 27 |

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

Notes:

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

BA Psychology Minor Requirements

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



University College Course Descriptions

AMERICAN SIGN LANGUAGE

ASLN 101 (3) Introduction to American Sign Language I

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

ASLN 102 (3) Introduction to American Sign Language II

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

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

Prerequisite: ASLN 101.

BIOLOGY

BIOL 101 (3) Introduction to Biology

— Developments in the biological sciences are having a major impact on the world around us. Provides introduction to basic principles of biology. Topics will include: the science of biology, chemical building blocks of life, classification of living things, cell structure and function, cell transport and metabolism, cell division, how genes work and are controlled, genetic engineering and biotechnology, plant development and regulation of plant growth.

BIOL 102 (3) Human Biology

— Basic structure and function of the human body. Emphasizes the processes that control and regulate important properties of living systems. Covers regulation of body temperature, blood pressure, blood glucose levels, oxygen and carbon dioxide and a host of other parameters. Covers various pathologies in the human body and how the body's immune system works. *Same as HEAL 102.*

BIOL 103 (3) Introduction to Molecular and Cell Biology

— Examines the fundamentals of biology at the molecular and cellular levels.

BIOL 104 (3) Introduction to Organismal and Evolutionary Biology

— An introduction to organismal and super-organismal biology. Topics include evolution, ecology, conservation and animal physiology.

BIOL 205 (3) Brain and Behaviour

— Examines the relationship between behaviour and the structure and function of human and animal neural systems. Technological advances in recording techniques are also covered. Topics include: neuron structure and function, brain anatomy and function, brain development, learning and consciousness.

Prerequisites: PSYC 101, 102. Same as HEAL 205 and PSYC 205.

BIBLICAL STUDIES AND THEOLOGY

BSTH 101 (3) Old Testament Scripture

— Survey of the redemptive story in the three major divisions of the Old Testament (the Law/Torah, the Prophets and the Writings), including an orientation to the historical backgrounds, religious context, literary forms, apocryphal dimensions, prophetic elements, matters of canon, text, interpretation and critical issues.

BSTH 102 (3) New Testament Scripture

— Survey of the redemptive story in the literature of the New Testament, including an orientation to the historical backgrounds, religious context, literary forms, matters of canon, text and interpretation, and critical issues.

BSTH 111 (3) Who is Jesus?

— Through the lens of the Gospel of Mark, students explore the identity question that Mark asks: Who is Jesus? Students interpret Mark's theological conclusions and consider their implications for discipleship and contemporary living. *Offered to Leading Edge students only.*

BSTH 151 (3) Worship and Christian Spirituality

— Reflects on the nature of Christian spirituality through exploration of classic and contemporary works. Throughout the course, students are encouraged to clarify and shape personal understanding of spirituality and worship and

develop ways of expressing their connection with God. *Offered to Leading Edge students only. Exclusion: CHR1 101.*

BSTH 201 (3) Hermeneutics

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

BSTH 211 (3) Torah & the Ancient Near East

— Examines the first five books of the Hebrew Bible, the Pentateuch, with special reference to introduction, exegesis and history. Attention is given to their historical and theological significance for Judaism and Christianity. *Offered to students in Modular programs only.*

BSTH 231 (3) Life and Teachings of Jesus

— Explores Jesus' life and teachings against the backdrop of the first-century world and the intentional witness of the four evangelists to Jesus. Why was He born? Why did He live? Why did He die? What are the implications of His life and ministry today? *Offered to students in Modular programs only.*

BSTH 267 (3) Pentecostal and Charismatic Movements

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

BSTH 270 (3) Introduction to Christian Theology

— Provides an orientation to the central teachings of the Bible as revealed in the flow of redemptive history, including a focus on various theological traditions, methods of doctrinal reflection and the nature of biblical authority. *Exclusion: BSTH 261 and 360.*

BSTH 280 (3) Introduction to World Religions

— Explores various major religions of the world, such as Buddhism, Hinduism, Judaism and Islam. Other topics may include Daoism, Shamanism,

animism and traditional religions. Questions of how religions are the same, differ, and have common points of connection will be raised.

Prerequisites: BSTH 101, 102.

BSTH 301 (3) Advanced Issues in Hermeneutics

— Examines various hermeneutical theories with specific attention to author, reader, and textual approaches and their implications for the location of textual meaning. Important figures in the development of hermeneutical thought will be discussed, along with practical application of these hermeneutical theories in the study of the biblical text. *Prerequisites: BSTH 101, 102, 201.*

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

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

BSTH 310 (3) Pentateuch

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

BSTH 311 (3) Former Prophets (Historical Books)

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

BSTH 312 (3) Latter Prophets: Major

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

BSTH 313 (3) Latter Prophets: Minor

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

Prerequisites: BSTH 101, 102, 201.

BSTH 314 (3) Psalms

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

BSTH 315 (3) Writings

— Survey of especially the wisdom literature of the Old Testament, which may cover Job, Proverbs, Ecclesiastes and Song of Songs and should address the role of wisdom in Israelite religion and culture. Comparison will be made with wisdom texts in the Apocrypha and Ancient Near East. Other texts from the Writings may also be included. *Prerequisites: BSTH 101, 102, 201.*

BSTH 320 (3) Ancient Near East

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

BSTH 321 (3) Ten Commandments

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

BSTH 331 (3) Mark

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

BSTH 332 (3) Luke and Acts

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

BSTH 333 (3) John

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

BSTH 334 (3) Romans

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

BSTH 338 (3) Pauline Epistles

— Explores the letters of Paul and concentrates on the historical, social and religious contexts of the early Christian communities to which the letters are addressed. Attention will be paid to the theology of the letters and critical, scholarly issues. *Prerequisites: BSTH 101, 102, 201.*

BSTH 339 (3) Hebrews and General Epistles

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

BSTH 342 (3) Revelation

— Study of the Book of Revelation (or the Apocalypse) with special attention to its content,

its literary genre of "apocalypses," the various interpretations of the book, the Old Testament connections, and the theological themes.

Prerequisites: BSTH 101, 102, 201.

BSTH 345 (3) Second Temple Judaism

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

BSTH 346 (3) Jesus and the Synoptic Tradition

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

BSTH 347 (3) Paul: Apostle and Theologian

— Examination of the person and theology of Paul, the apostle of the Lord, especially considering Paul's interpretation of the Old Testament Scriptures in light of Jesus. Galatians will be used as a lens for considering these topics and others. *Prerequisites: BSTH 101, 102, 201.*

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

— Open to third- and fourth-year students who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: 12 credit hours in Biblical Studies and Theology. Permission required.*

BSTH 360 (3) The Spirituality of the Early Church

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

BSTH 362 (3) Augustine of Hippo

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

BSTH 363 (3) Medieval Theology and Spirituality

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

BSTH 365 (3) Reformation Theology

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

BSTH 367 (3) Modern Theology

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

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

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

BSTH 369 (3) Major Theologians

— Examines one or more major theological figures from church history and their contribution to the articulation and development of theological

doctrines. The course may cover figures such as Ambrose, Aquinas, Luther, Wesley, Barth, etc. *Prerequisites: BSTH 101, 102, 270.*

BSTH 370 (3) Doctrine of Scripture

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

BSTH 371 (3) Doctrine of God

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

BSTH 372 (3) Doctrine of Creation

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

BSTH 374 (3) Doctrine of Christ

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

BSTH 376 (3) Doctrine of the Holy Spirit

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

BSTH 377 (3) Doctrine of Salvation

— Explores key areas of salvation, such as election, conversion, justification and sanctification, paying close attention to Scripture and also to historical

debates throughout church history. Various views on issues such as the fate of the unevangelized and eternal security will also be explored.

Prerequisites: BSTH 101, 102, 270.

BSTH 378 (3) Doctrine of the Church

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

BSTH 379 (3) Doctrine of Eschatology

— Addresses the doctrine of the return of Jesus Christ in glory and a number of surrounding events, including the millennium, the resurrection of the dead, the final judgment and the new heavens and the new earth. Attention will also be given to the doctrine of the intermediate state.

Prerequisites: BSTH 101, 102, 270.

BSTH 383 (3) Islam

— Offers a comprehensive study of Islam: its basic beliefs and practices, including the impact of social and political Islam on our contemporary world. A variety of topics, such as the role of women and the struggle in the way of God or jihad, will be explored. Special emphasis will be given to understanding theological differences between Christianity and Islam. *Prerequisites: BSTH 101, 102.*

BSTH 387 (3) Contemporary Religious Movements

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

BSTH 392 (3) Christianity and Science

— A basic exploration of the relationships between science and the Christian faith that includes both philosophic issues and concrete examples of apparent tensions. An overview of both traditional and contemporary understandings of the scientific method and epistemology provides the framework for examining specific problem areas.

Prerequisites: BSTH 101, 102, 270. Offered to students in Modular programs only.

BSTH 394 (3) Marriage in Theological Perspective

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

BSTH 396 (3) Christian Ethics

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

BSTH 410 (3) Old Testament Theology

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

BSTH 430 (3) New Testament Theology

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

BSTH 440 (3) Topics in Biblical Theology

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

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

— This independent study option is open to fourth year Biblical Studies and Theology majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: 18 credit hours in Biblical Studies and Theology. Permission required.*

BSTH 460 (3) Topics in Historical Theology

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

BSTH 470 (3) Topics in Christian Doctrine

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

BSTH 490 (3) Senior Research Project in Biblical Studies and Theology

— Students will complete a major research project in Biblical Studies and Theology that demonstrates the ability to formulate a research question or thesis, use current scholarly methods and theories, critically evaluate primary sources and/or research data and come to responsible conclusions. *Offered only to Bachelor of Arts Modular students in their final year. Permission required.*

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

— Students complete a major research project in Biblical Studies and Theology that demonstrates the ability to formulate a research question or thesis, use current scholarly methods and theories, critically evaluate primary sources

and/or research data and come to responsible conclusions. The honours thesis is a six-credit-hour course. *Prerequisite: Offered only to students in their final year of an honours program in Biblical Studies and Theology. Application required.*

BUSINESS ADMINISTRATION

BUSI 101 (3) Introduction to Business

— Outlines the basic principles of business and the history and development of the set of activities, functions and systems that together define the discipline of modern business practice.

BUSI 102 (3) Mathematics for Business

— Designed to foster a broad understanding and appreciation for mathematics and to improve mathematical dexterity in establishing a foundation for further studies in the more quantitative business disciplines. Course material includes elements of calculus, algebra and data management applications.

BUSI 201 (3) Organizational Behaviour

— Using the behavioural sciences as a foundation, provides a general information overview to develop an understanding of the nature and behaviour of individuals and work organizations. Topics will include communication, motivation, diversity, values, group dynamics, leadership, power, organizational design and development. Lectures and assignments are structured to develop the skills required to improve effectiveness in both profit and non-profit organizations.

BUSI 203 (3) Business Communication

— Intended primarily to develop the writing and presentation skills that professionals require to manage business communications and academic studies. The principles of clear, cogent and effective writing and presentation are reviewed. Critical thinking about spoken and written communication is encouraged. Writing assignments include typical business communications, memos, letters, business proposals and formal reports. The effective use of modern communication and presentation technology and the proper use of social and communications media, such as Facebook and Twitter, are also studied.

BUSI 211 (3) Introduction to Leadership

— Designed to prepare students to lead and manage not-for-profit organizations, with special emphasis on volunteer organizations. Students gain a general knowledge of leadership and administrative theory and skills. Methods of personal and corporate organizing, decision making, team building and personal character are among the specific issues addressed.

BUSI 213 (3) Fundraising

— Understanding of the fundraising process and how to successfully raise money for various purposes. Introduces students to a broad spectrum of strategies and tools for fundraising. Students will learn about how to plan and implement a fundraising campaign. Students will also learn about goals and objectives, different methodologies, needs assessment, donor relationships, recruiting volunteers, and communication within a fundraising context. Experience in writing a fundraising plan and how to raise money for a real world project. *Same as IDVP 213.*

BUSI 231 (3) Marketing

— Outlines the marketing function and its relation to other business functions in the organization. A study of product development, pricing policy, promotional planning and relationships with marketing distribution channels is included. The importance of buying behaviour and buying patterns in shaping marketing decisions is examined. The business issues and ethical concerns in developing and implementing domestic and international marketing plans for profit and non-profit organizations are also presented. *Prerequisite: BUSI 101.*

BUSI 261 (3) Introduction to Financial Accounting

— Introduces the generally accepted principles that govern the financial accounting system and the income statement and balance statement that are the principal end products of the system. Students are also introduced to the corresponding statements for non-profit and charitable organizations and how these statements are used to evaluate the performance, capacity and financial status of the organization.

BUSI 262 (3) Introduction to Managerial Accounting

— An introduction to cost accounting systems and the use of cost information for decision-making. Emphasis is placed on a basic understanding of cost, cost analysis and cost systems. Topics include budgeting, capital expenditure budgets, controls through standards, cost-volume-profit relationships, the behaviour of costs and responsibility accounting. The unique cost relationships for non-profit organizations are also explored. *Prerequisite: BUSI 261.*

BUSI 301 (3) Human Resource Management

— Surveys what human resource professionals and managers in general need to know about personnel and human resource management in business and non-profit organizations. The need for strategic management of human resources within the context of the total organization is examined. Material includes staff selection and recruitment, performance evaluations, compensation, other reward systems, training and development, promotion of equal employment opportunity and the corresponding policies and practices. *Prerequisites: BUSI 101, 201.*

BUSI 311 (3) Managing Non-Profit Organizations

— Provides students with a broad overview of the non-profit and voluntary sector and covers the role of non-profits, how to develop effective non-profit organizations and how to deal with the challenges facing these organizations. Issues will include management and administration, board selection and governance, recruiting and motivating volunteers, accountability and managing growth, change and diversity. The importance of creating and stating mission statements and developing and communicating strategic plans, both internally and externally, is examined. *Prerequisites: BUSI 101, 201.*

BUSI 321 (3) Business Law

— Considers terminology, concepts and methodology of law in the context of doing business in Canada. Deals with some of the legal issues and laws commonly encountered by business people, managers and administrators. Includes the Canadian legal system, contract law, forms of business entities, corporation law and

torts. Introduction to risks in global and online business, as well as management of legal risks in business. *Prerequisites: BUSI 101, 201.*

BUSI 323 (3) Business Ethics

— Examination of the central moral issues raised by business activities and practice. It begins with an exploration of various utilitarian and respect-for-persons ethics and traces out the very different results they yield in ethical decision making. Then, by way of case studies, it examines a host of specific business-related issues: employee rights, affirmative action, “reverse discrimination,” fairness in advertising and the duties of corporations in protecting the environment. *Prerequisites: PHIL 171 or 3 credit hours in Philosophy.*

BUSI 325 (3) Business and the Environment

— Examines the relationship between business and the environment and the implications of that relationship on business practice. The different ways in which nature is used for economic activities are explored in order to understand the way in which business activity creates environmental impacts. A variety of models, management tools and processes for building sustainable businesses are studied. *Prerequisites: 6 credit hours in BUSI.*

BUSI 331 (3) Marketing for Non-Profit and Voluntary Organizations

— An organization needs marketing skills to survive in a competitive environment. Changes in government policies are forcing non-profits to compete for funds among donors and to look for ways to generate revenue. Provides a clear understanding of the decisions that must be made to set up effective marketing and fundraising programs in the non-profit sector. Topics include targeting specific markets, attracting resources, increasing awareness of program offerings and collaborating with other organizations. *Prerequisite: BUSI 231.*

BUSI 332 (3) Professional Selling

— A course in professional sales which focuses not only on the professional disciplines needed to succeed in sales, but also emphasizes the role character plays in becoming an effective salesperson. *Prerequisite: BUSI 231.*

BUSI 341 (3) Entrepreneurship and New Ventures

— Examines how one can harness creativity, personal drive and faith to develop a successful new venture. It focuses on the organizational, marketing, legal and financial decisions that are required when starting a new enterprise. It explores such questions as how to develop a business plan, secure financing, manage cash flow and put together and manage a small organization. The opportunities for various strategic alliances and partnership arrangements with non-profit, profit and government organizations are introduced and explored. *Prerequisites: 12 credit hours in BUSI.*

BUSI 350 (3) Directed Studies in Business Administration

— This independent study option is open to third- and fourth-year Business Administration majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: 12 credit hours in BUSI. Permission required.*

BUSI 361 (3) Intermediate Financial Accounting

— Elaborates on the generally accepted accounting principles (GAAP) and presents the concepts, objectives and techniques underlying asset valuation and income determination. A theoretical framework for analyzing accounting practices and preparing financial statements is outlined and accounting policies and the criteria for policy selection are reviewed. The asset side of the balance sheet is analyzed in detail. *Prerequisite: BUSI 261.*

BUSI 362 (3) Intermediate Managerial Accounting

— Internal cost accounting data is examined as a source of information for management decisions, planning and control. Topics include the accumulation of costs for service and product costing, job order or project costing, process costing systems, standard costs and variance analyses and decision making with imperfect costing information. *Prerequisite: BUSI 262.*

BUSI 371 (3) Managing Information Systems

— Takes a strategic perspective to develop the student's critical thinking as to how emerging technologies can be best utilized and managed in order to increase organizational productivity, performances and capacity. Developed to cover the essential fundamental concepts of information systems, as well as challenges of implementing information technology in support of business strategic direction. In addition, a holistic approach is developed throughout the course. Assesses the technological and human resources issues associated with information systems in the context of rapid organizational and business change.

Prerequisite: BUSI 101.

BUSI 372 (3) Operations Management

— Develops an understanding of the issues involved in managing operations and projects. It introduces the skills required to plan and control the use of layout, materials, plants and technology for the purpose of creating and delivering goods and services of increasing quality and value that meet customer needs. Topics will include product planning, process selection, scheduling, inventory, capacity planning, just-in-time production and quality measurement and control. *Prerequisites: 6 credit hours in BUSI.*

BUSI 374 (3) Computerized Accounting Systems

— Intends to provide a well-rounded training of accounting information systems in today's business environment with an in-depth, hands-on study of QuickBooks Pro, the leading accounting software in North America. This course deals with the fundamentals of internal controls and business processes in a computerized environment; it provides practical training in bookkeeping and accounting skills in the day-to-day operations of typical business offices. This course provides students with the necessary skill to fully master the design, implementation and management of the QuickBooks-based accounting information systems for different industries, as well as the necessary internal control and system security procedures. In preparation for future growth, this course will introduce the fundamentals of e-commerce and Enterprise Resource Planning (ERP) computerized systems, as well as computer

fraud and system security issues. *Prerequisites: BUSI 261, 262.*

BUSI 381 (3) Finance

— Students will learn about investments and how to analyze the capital structure of an organization. The pivotal roles of return on investment and the cost of capital in shaping the investment decision in allocating scarce resources, as well as the financial decision in providing cash, are introduced. The related subjects of asset valuation, capital budgeting, working capital management, financial instruments, the risk-return trade-off and overall financial planning are also discussed.

Prerequisites: BUSI 101, 102.

BUSI 382 (3) Corporate Finance

— Builds on the material in BUSI 3813. Students learn how firms assess risk when making investment decisions. Students also examine how firms decide to finance projects they assess as being worthwhile. This decision involves capital structure, dividend policy, financial instruments, risk-return trade-offs, financial planning and the cost of capital. In addition, students are introduced to derivatives and their uses in investments, risk management and capital structure. *Prerequisite: BUSI 381.*

BUSI 385 (3) Business Administration Internship

— This business experience option is designed to provide an in-depth exposure to business in an area appropriate to the student's goals. A Business Administration professor from Tyndale and a business supervisor in the workplace will coordinate the student's work. The number of hours spent in this option must be over 210 (including the time spent on research, analysis and writing). *Advanced approval must be received from the coordinating Business professor. Permission required.*

BUSI 391 (3) International Business

— Introduces students to the international environment of business and provides a comprehensive outline of the functional management issues and operational elements that define international business. The evolving nature of the global economy and the business and social implications for multinational corporations and other organizations will be examined, and students

will learn the principles for strategy, organizational structure, finance and control. *Prerequisites: 12 credit hours in BUSI.*

BUSI 411 (3) Business Policy and Strategy I

— Intended as a comprehensive course that extends and integrates course work in the functional areas of accounting, finance, marketing, human resources and operations management. The critical role of formulating and implementing management policy and strategy consistent with overall organizational direction, values and goals is introduced. With the use of cases involving complex business problems in both profit and non-profit organizations, students are challenged to apply integrative strategic thinking, imagination and creativity supported by the most recent research findings in this area. *Only offered to Business Administration majors in their final year.*

BUSI 412 (3) Business Policy and Strategy II

— *Continuation of BUSI 411.*

BUSI 415 (3) Business and Society

— Capstone course that acknowledges the dynamics and impact of change and the need for balance, and views the business interests of various organizational stakeholders and individuals in a broad social, political, technological and global context. By way of case studies and examination of current business affairs, students develop a Christian perspective on the complex environment of business and learn to apply ethical decision making and sound judgment coupled with the best business practices to reach durable business decisions. *Prerequisites: 18 credit hours in BUSI.*

BUSI 418 (3) Micro-Enterprise Development

— Designed to introduce students to fundamental issues and strategies of Micro-Enterprise Development in third-world conditions. A culmination of the theoretical and practical studies involves field work and observation in a developing country. Addresses issues such as Micro-Enterprise Development and Microfinance in the developing world. It will also address local strategic, economic, political, cultural and religious country-specific issues. Prepare for meaningful intervention in the economic realities of the developing world with a view of expressing

the compassion of Christ and Christian business principles. *Only offered to Business Administration majors in their final year.*

BUSI 423 (3) Negotiations and Alternative Dispute Resolution

— Examines the principles and methods of effective negotiation. Negotiation skills are critical to any business or professional person and are necessary to obtain good deals and settlements, and to resolve conflicts and disputes. Students will acquire basic negotiation skills through role plays and exercises. Will also deal with the ways businesses may avert or ameliorate disputes and expensive litigation using negotiation skills and alternative dispute resolution (ADR) methods. *Prerequisite: BUSI 321.*

BUSI 441 (3) Business Development

— Students will develop a broad understanding of the entrepreneurship process and how a business venture could be launched, as well as how existing companies use entrepreneurial techniques and strategies to grow by commercializing innovative ideas. This is a second course in entrepreneurship. *Offered only to Business Administration majors in their final year.*

BUSI 450 (3) Advanced Directed Studies in Business Administration

— This independent study option is open to fourth-year Business Administration majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: 18 credit hours in BUSI. Permission required.*

CHEMISTRY

CHEM 101 (3) General Chemistry I

— Examines the fundamental principles of chemistry. Topics include the periodic properties of the elements, reactions of atoms, ions, and molecules, solution stoichiometry, thermochemistry, electronic structure of atoms, basic chemical bonding and molecular geometry. *Prerequisite: 4U Chemistry or equivalent, or instructor's permission.*

CHEM 102 (3) General Chemistry II

— A continuation of CHEM 101, covering topics such as general chemical equilibrium theory, solution chemistry, acid-base theory, rates and mechanisms of chemical reactions and chemical thermodynamics. *Prerequisite: CHEM 101.*

CHRISTIAN MINISTRIES

CHRI 101 (3) Christian Life and Discipleship

— Study of the biblical and theological foundations of the Christian life and discipleship. Major aspects of the Christian life are explored, including the relationship of the individual to God, to self and to others. *Exclusion: BSTH 151.*

CHRI 121 (3) Ministry Today

— Designed to introduce ministry candidates to the methodology of ministry. Constructs a theological, sociological and philosophical foundation for ministry today by providing a working knowledge of ministry strategies, programming models and history.

CHRI 131 (3) Foundations of Ministry to Children and Youth

— Designed to help students in the methodology of ministry to children and youth. Constructs a theological, sociological and philosophical foundation for children's and youth ministry. Students gain a working knowledge of ministry strategies, programming models and history.

CHRI 201 (3) Pentecostal History

— Despite having begun only a little over a century ago, the Pentecostal movement has become a major presence within the Christian world. Explores the origins of the Pentecostal Movement in North America and the method and manner by which Pentecostalism has successfully grown. Some time will be given to understanding historical and theological predecessors. Special emphasis will be given to the development of the major Pentecostal groups in Canada. Finally, some attention may be given to the growth of Pentecostalism worldwide.

CHRI 211 (3) Leadership

— Prepares students to lead and manage volunteer organizations, with special emphasis on church

and church-related organizations. Students will gain a general knowledge of leadership and administrative theory and skills. Methods of personal and corporate organizing, decision making, team building and personal character will be among the specific issues addressed.

CHRI 221 (3) Educational History and Philosophy

— Includes an analysis of biblical, historical and philosophical foundations of Christian education, issuing in a personal philosophy of education.

CHRI 231 (3) The Practice of Youth Ministry

— Practical skills designed to assist the student in developing a strategy for youth ministry in a variety of settings (i.e., church or church-related). Specific focus is given to staff relationships and development, strategic planning and management and leadership skills.

CHRI 239 (3) Foundations of Family Ministry

— Provides theological and scientific foundations for family ministry in the setting of a faith community. Equips adult students with proven tools and resources to build healthy couple and family relationships. Proposed psycho-educational framework for family ministry utilizes and enriches existing structures and ministries in the church, such as Christian education, cell groups, fellowships, lay counselling, growth groups and pastoral and professional counselling.

CHRI 240 (3) History of Christian Worship

—Presents a chronological sweep of the development and practice of Christian worship. We will consider the context of Jewish worship and the beginnings of Christian worship through reflections on the biblical text and early church documents. From these beginnings, we will reflect on the development of the western and eastern Catholic traditions, the worship in the reformed traditions, free church worship, Anglicanism and the worship within the evangelical movement, leading up to a consideration of trends in contemporary worship.

CHRI 241 (3) Theology of Christian Worship

— Explores significant themes related to worship. The exploration includes biblical studies related

to pertinent themes, concepts of worship and affective practices related to the issues of the worship of God.

CHRI 242 (3) Pastoral Care and Procedures

— Designed to prepare the student to give lifespan pastoral care and to acquaint the student with the various tasks of pastoral ministry. Topics to be considered are the biblical role and models of the pastor and a developmental approach to pastoral care of the entire congregation from birth through death. *Prerequisites: BSTH 101, 102.*

CHRI 271 (3) Behaviour in Groups

— Examines theory and research relating to group behaviour. Problem solving, decision making and communication within groups are examined. Participants will become aware of their own strengths and weaknesses in leading and participating in groups and will be able to analyze the effectiveness of any particular group. *Same as SOCI 271.*

CHRI 274 (3) Why Music Matters

— Attempts to clarify students' thinking about what makes Christian worship music faithful and biblical. It discusses issues in worship and music by tasting and studying examples, both good and bad, from historical precedents and contemporary practices. Congregational song will form the primary material for discussion. *Same as FINE 274.*

CHRI 301 (3) Contemporary Pentecostal Issues

— After experiencing astounding growth in the last 100 years, Pentecostalism now finds itself at many crossroads. With its greater acceptance by the larger evangelical community, influence felt from the wider charismatic world, and changes within, many Pentecostals today question the future of the movement. Explores the theological shifts and trends currently found within Pentecostalism. Innovations and developments in Western Pentecostal (and Charismatic) theology will be discussed and the merit of these will be examined. Also, the challenges and problems that they pose for Pentecostals in the future will be explored.

CHRI 302 (3) Pentecostal Distinctives and Spirituality

— Explores Pentecostalism from a theological perspective. It will examine the understanding of the person and work of the Holy Spirit within a Classical Pentecostal theological framework. Special attention will be given to those doctrines for which Pentecostalism is most widely known, such as Spirit baptism (Subsequence and Initial Evidence), healing, worship and the gifts of the Spirit.

CHRI 308 (9) Internship in Pentecostal Ministry

— Open only to students in the Pentecostal ministry preparation stream and is offered only on site in Newfoundland and Labrador. It is designed to give in-depth exposure to ministry in an area appropriate to the student's career goals and is a prerequisite for ministry candidates in the Pentecostal Assemblies of Newfoundland and Labrador. The intern will be supervised by his or her faculty member and by a pastor or head of a church-related ministry. Requires full-time work in the ministry placement, except for periodical intensive courses that take place during the semester as part of the Pentecostal ministry preparation program. *Permission required.*

CHRI 309 (3) Internship in Student Development Leadership

— This internship is designed to prepare students as servant leaders within the student development stream by deepening and strengthening self-awareness and by exploring the processes of interpersonal and helping relationships in the context of biblical principles. It highlights issues in college student development, counselling, crisis intervention, leadership and servanthood and related topics in people-helping ministries with the design to encourage the development of people within the context of community. *By invitation of the Department of Student Development. Permission required.*

CHRI 321 (3) Principles and Practices of Teaching

— Provides an introduction to the principles of teaching and learning and the application of those principles within the Christian context. Attention

is given to contextualizing teaching, lesson design and instructional strategies, especially as they pertain to effective Bible teaching. *Prerequisites: BSTH 101, 102.*

CHRI 322 (3) Children's Ministry

— Builds a biblical foundation and formulates a rationale for ministry to children. Practical approaches for establishing and operating programs that respond to the spiritual needs of children and nurture their growth as whole persons are included. Possible topics include worshipping with children, biblical literacy, integration of biblical values and learning and responding to children in crisis. *Prerequisites: BSTH 101, 102. PSYC 211 is recommended.*

CHRI 328 (3) Special Topics in Children's Ministry

— This seminar-style course focuses on a topic and considers it in depth. Topics will vary from year to year. *Prerequisites: 9 credit hours in CHRI.*

CHRI 329 (3) Internship in Children's Ministry

— Designed to give in-depth exposure to ministry in an area appropriate to the student's career goals. The intern is supervised directly by his/her faculty advisor and by a field professional. Field Education (up to two units) is normally combined with the student's internship. Internships require a minimum time investment of 210 hours and may be completed over more than one semester. Advance approval must be received from the professor of Internship in Children's Ministry. The student should register for the internship in the semester in which he or she plans to complete all of the course requirements. *Prerequisites: CHRI 131, BSTH 101, 102. Permission required.*

CHRI 331 (3) Canadian Youth Culture

— In order to minister effectively to adolescents, an understanding of their context is essential. Designed to enhance the student's understanding of youth culture in the multicultural, multi-ethnic and multi-faceted Canadian context. Key to understanding Canadian youth culture is the evaluation of the kind of life created for Canadian teens and the life they create for themselves. Students have an opportunity to explore the

elements of Canadian culture that shape today's social structures and the youth culture within the Christian framework. *Prerequisites: CHRI 131, BSTH 101, 102.*

CHRI 332 (3) Youth at Risk

— Designed to survey issues related to working with youth who are "at risk" in some way. Students creatively explore current research, the media of popular culture and stories of their own experience to understand more about serving youth who are physically, emotionally or spiritually "at risk." *Prerequisites: CHRI 131, BSTH 101, 102.*

CHRI 338 (3) Special Topics in Youth Ministry

— This seminar-style course focuses on a topic, such as body image or media influence, and explores it extensively. Topics will vary from year to year. *Prerequisite: 9 credit hours in CHRI.*

CHRI 339 (3) Internship in Youth Ministry

— Designed to give in-depth exposure to ministry in an area appropriate to the student's career goals. The intern is supervised directly by his/her faculty advisor and by a field professional. Field Education (up to two units) is normally combined with the student's internship. Internships require a minimum time investment of 210 hours and may be completed over more than one semester. Advance approval must be received from the professor of Internship in Youth Ministry. The student should register for the internship in the semester in which he or she plans to complete all of the course requirements. *Prerequisites: CHRI 131, BSTH 101, 102. Permission required.*

CHRI 340 (3) Contemporary Worship in the Church

— *Prerequisite: BSTH 101, 102.*

CHRI 341 (3) Evangelism

— Conceptual and practical study to help the local believer and the church present the gospel message in today's world. Special focus will be on issues such as contextualization, examining a community's evangelistic potential, presenting one's testimony and the gospel message, following up new believers, and praying and evangelism. *Prerequisites: BSTH 101, 102.*

CHRI 343 (3) Preaching

— Introduction to the basic elements of sermon preparation, including exegesis, sermon form and elements of communication for preaching. Sermons are delivered and evaluated in class. *Limited enrolment. Priority is given to Pastoral Ministry students. Prerequisites: BSTH 101, 102, 201.*

CHRI 344 (3) Seminar in Ministry

— This seminar course for ministry is designed to discuss the current issues in the life of the church. Emphasis is placed on personal preparation, the practice of ministry and ongoing training. *Prerequisites: BSTH 101, 102. Exclusion: CHRI 345.*

CHRI 345 (3) Seminar in Pastoral Studies

— This seminar course for ministry is designed to discuss the current issues in the life of the pastor, the church and overall ministry. Emphasis is placed on personal preparation, the practice of ministry and on-going training. *Prerequisites: CHRI 242, BSTH 101, 102.*

CHRI 349 (3) Internship in Pastoral Ministry

— Designed to give an in-depth exposure to ministry in an area appropriate to the student's career goals. The intern will be supervised directly by his/her faculty advisor and by a field professional. Field Education (up to two units) is combined with the student's internship. Internship requires a minimum time investment of 210 hours and may be completed over more than one semester. Advance approval must be received from the professor of Internship in Pastoral Ministry. The student should register for the internship in the semester in which he or she plans to complete all of the course requirements. *Prerequisites: CHRI 242, BSTH 101, 102, 270. Permission required.*

CHRI 350 (3) Directed Studies in Christian Ministries

— This independent study option is open to third-year students who wish to explore a topic not covered in the regular curriculum in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: 12 credit hours in Christian Ministries and permission of the Academic Dean. Permission required.*

CHRI 361 (3) Global Christianity

— Designed as an introduction to the "holy catholic church" in its Canadian and global contexts. Attention will be given to the doctrine of the church, the state of the world and the state of the Christian church. *Prerequisites: BSTH 101, 102.*

CHRI 362 (3) Modern Missiological Issues

— Christ's command to make disciples of all nations is still relevant. As the gospel has been brought to the nations and throughout the history of missions, there have been dominant missiological issues in each period. Briefly examines some of these historical issues and then focuses on contemporary missiological issues. Some of the issues considered are mission and evangelism strategy, the poor and mission, justice and reconciliation, missions and modernity, urban mission, contextualization, social sciences and mission, women and mission, children and mission and evangelism and social action. *Prerequisites: BSTH 101, 102.*

CHRI 364 (3) Ministry in a Multicultural World

— Explores various methods of the local church to minister effectively in a culturally diverse world. Students examine multicultural, multiethnic and ethnic-specific approaches to ministry. Related issues of leadership, church life, outreach, preaching and teaching are discussed. *Prerequisites: BSTH 101 and 102.*

CHRI 366 (3) Anthropology for Humanitarian Work

— Helps students understand the receiver perspective in an international development and humanitarian context. Key questions are asked regarding the advantages and disadvantages of internal development and humanitarian projects. Emphasis is placed on analysing different cultures from an anthropological perspective. *Same as IDVP 304. Prerequisites: 6 credit hours in CHRI or IDVP.*

CHRI 367 (3) Cross Cultural Studies

— Deals with cross-culture theories, cross-culture comparisons, culture values and norms, languages, communications and challenges in working with people from different cultures.

Other subjects covered include globalization and transnationalism. *Same as IDVP 303. Prerequisites: 6 credit hours in CHRI or IDVP.*

CHRI 368 (3) Seminar in Intercultural Studies

— A seminar for ministry designed to explore the “folk” nature of religion and why understanding theological systems alone is inadequate. The majority of world religions are often highly symbolic and ritualistic. This course will explore the implications of introducing Christianity in contexts that are often spirit-oriented, holistic and community-oriented.

CHRI 369 (3) Internship in Intercultural Studies

— Designed to give in-depth exposure to cross-cultural ministry in an area appropriate to the student’s career goals. The intern will be supervised directly by both his/her faculty advisor and by a field professional. Field Education (up to two units) is normally combined with the student’s internship. Internships require a minimum time investment of 210 hours and may be completed over more than one semester. *Offered to all. Advance approval of the instructor is required. Prerequisite: BSTH 270. Permission required.*

CHRI 379 (3) Internship in Music and Worship Ministry

— Designed to give in-depth exposure to ministry in an area appropriate to the student’s career goals. The intern is supervised directly by his/her faculty advisor and by a field professional. Field Education (up to two units) is normally combined with the student’s internship. Internships require a minimum time investment of 210 hours and may be completed over more than one semester. Advance approval must be received from the professor of Internship in Music and Worship Ministry. The student should register for the internship in the semester in which he or she plans to complete all of the course requirements. *Prerequisites: CHRI 131, BSTH 101, 102. Permission required.*

CHRI 394 (3) Directed Research Methods

— Examines various research methods. The student will apply research methods in preparing the initial stages of a Directed Research Project. *Offered to Modular and DCP students only.*

CHRI 395 (3) Directed Research Project

— Student investigates a specific area of ministry under the direction of a mentor who is actively involved in the research and the final report. *Prerequisite: CHRI 394. Offered to Modular and DCP students only.*

COMMUNITY DEVELOPMENT

CDEV 301 (3) Perspectives on Community Development

— An advanced level course on community development which focuses on core aspects of community development with North American and European paradigms (but also incorporates Aboriginal and cross-cultural perspectives that accommodate human diversity and pluralism). The two-fold purpose of this makes the important connection between being and doing. Before persons can engage in “successful” community development, they must understand the interconnection between community “needs analysis” and “asset mapping” as well as understand how to effectively respond to “people” dynamics as core components of community development. In the first part of the course, students will be required to examine issues “community gaps and needs” with acute attention to challenging societal factors such as poverty, power, privilege, race, class, gender and other social inequalities and health disparities. Students will also be enabled to define “at-risk” communities within a social justice framework. Second, students will explore elements of “community assets” and “community capacity” whereby community can be supported to address many of their own needs “from the inside out”. The course will conclude with students being asked to begin to develop a simple program for community development informed by leading/standard models of community development. *Prerequisites: SOCI 101, 102, 251, 252. Only open to third- or fourth-year students or equivalent.*

CDEV 302 (3) Applications in Community Development

— A follow-up to CDEV 301. This course allows students to apply theoretical perspectives learned in the previous course. This advanced level course requires focus, maturity and commitment on the part

of students to develop a targeted, strategic community development initiative that can be implemented or become a model of implementation for a community interest of each students choosing. It is highly recommended that students use the group case study processes in this course to inform their final individual proposal for a community development project. A major portion of the final course grade is based on a final project proposal developed by each student. *Prerequisites: CDEV 301. Only open to third- or fourth-year students or equivalent.*

COMMUNITY SERVICE

CSER 102 (0) Community Service
— *Leading Edge students only.*

ECONOMICS

ECON 101 (3) Microeconomics
— Introduces the basic theoretical framework for describing and explaining decision making in a market-oriented economy. Topics include consumer behaviour, the theory of markets, the theory of the firm, price and output determination, market equilibrium and the factors affecting the inefficient allocation of resources.

ECON 102 (3) Macroeconomics
— Presents an aggregated view of the economy. Theories of national income, growth, unemployment, interest rates and inflation, money and banking, international trade and finance and the impact of economic globalization will be introduced. *Prerequisite: ECON 101.*

ENGLISH

ENGL 101 (3) Introduction to Literature I
— An introduction to literature written by men and women from a variety of countries. This course will include literature up to the year 1660.

ENGL 102 (3) Introduction to Literature II
— An introduction to literature written by men and women from a variety of countries. This course will include literature from 1661 to the present.

ENGL 171 (3) Literature and Composition
— A development of writing skills necessary for university work, including a review of the fundamentals of grammar. Students will be given exercises in writing clear sentences, paragraphs and essays, and instruction in the writing of a research paper. Selected works of literature will provide the basis for the frequent composition assignments.

ENGL 172 (3) Major Authors in English Literature
— Consists of a study of major authors selected from the various periods of English literature. Authors may include Chaucer, Marlowe, Milton, Swift, Wordsworth, Charlotte Brontë and Shaw. In the selection of texts, students will explore works of poetry, drama and the novel.

ENGL 260 (3) Practical Criticism: Poetry
— Develops the basic practical skills of literary criticism. With respect to poetry, among other things, instruction is provided in the use of poetic metre and poetic form and the use of stylistic figures. *Prerequisites: 6 credit hours in ENGL.*

ENGL 261 (3) Practical Criticism: Prose
— Instructs in the fundamental aspects of prose fiction and provides practice in engaging these from a critical perspective. Among other things, students receive instruction in matters of plot, characterization, modes of narration, setting and thematic development. *Prerequisites: 6 credit hours in ENGL.*

ENGL 290 (3) The Short Story
— Select short stories and short story sequences are the focus of the course. Consideration is also given to the peculiarities of the genre itself. Authors studied may include Hemingway, Hodgins, Joyce, Munro, O'Connor and Poe.

ENGL 301 (3) Anglo-Saxon Literature
— Introduces students to the poetry and prose of Anglo-Saxon England. Works are read in modern translations, but an introduction to the language and to the mechanics of Anglo-Saxon poetry is given. Works and authors studied may include *The Battle of Maldon, Beowulf, The Dream of the Rood, The Seafarer, The Wanderer, Aelfric, King Alfred and Cynewulf.* *Prerequisites: 6 credit hours in ENGL.*

ENGL 302 (3) Arthurian Literature

— From medieval to modern times, the legends of King Arthur have captured the imaginations of many cultures. Explores diverse articulations of those legends through the works of authors such as Malory, Spenser, Tennyson, Twain and White. *Prerequisites: 6 credit hours in ENGL.*

ENGL 303 (3) Sixteenth-Century Literature

— Explores important works of poetry and prose by authors such as Sidney, Spenser, Erasmus and More and their place in Renaissance culture. *Prerequisites: 6 credit hours in ENGL.*

ENGL 305 (3) Classics of Medieval Literature

— Beginning with Bede's account of the seventh-century conversion of King Edwin and ending with the close of the Middle Ages circa 1400, surveys some of the great classics of early English medieval literature. Some authors of the works studied are anonymous; others may include Bede, King Alfred, Julian of Norwich, Hilton, Langland and Chaucer. All works are read in modern English translations. *Prerequisites: 6 credit hours in ENGL.*

ENGL 306 (3) The Bible as Literature

— Explores the literary power and expression of biblical material. The Bible will be read as a work of literature, sensitive to issues of plot, character, point of view, theme and other matters integral to understanding the richness and interconnectedness of the Old and New Testaments. *Prerequisites: BSTH 101, 102 plus 6 credit hours in ENGL.*

ENGL 307 (3) Children's Literature

— Intensive introduction to children's literature. Students will investigate various genres of children's literature and critically analyze significant books in each area. Includes a lecture at the Osborne Collection of historical children's literature. *Prerequisite: 6 credit hours in ENGL.*

ENGL 308 (3) Science Fiction and Subcreation

— Focuses on Tolkien and Lewis' response to the problem of alienation in contemporary culture, more specifically the genre of science fiction. It explores the literary, philosophical and theological sources of alienation in the writing of the Enlightenment. Required reading includes Tolkien's *The Lord of*

the Rings and Lewis' science fiction trilogy, as well as the "classics" of the science fiction genre. *Prerequisites: 6 credit hours in ENGL.*

ENGL 310 (3) Seventeenth-Century Literature

— Study of English literature from the reign of James I to the Restoration, emphasizing Donne, Herbert, Bunyan and Milton. *Prerequisites: 6 credit hours in ENGL.*

ENGL 312 (3) Introduction to Old Norse Literature

— Survey of Old Norse literature in translation, including Eddic and Skaldic poetry, King's sagas, Icelandic sagas, ancient sagas and later re-interpretations of such material by writers such as J.R.R. Tolkien or Thomas Gray. *Prerequisites: 6 credit hours in ENGL.*

ENGL 320 (3) Eighteenth-Century Literature

— Study of poetry, drama and prose from 1660 to 1798, including such writers as Dryden, Pope, Swift and Johnson. *Prerequisites: 6 credit hours in ENGL.*

ENGL 331 (3) Romantic Poetry

— Focuses on the poetry of the Romantic period (c.1789-1832), including some of the works of the major Romantic poets, such as Blake, Wordsworth, Coleridge, Byron, Keats and Shelley. *Prerequisites: 6 credit hours in ENGL.*

ENGL 332 (3) Nineteenth-Century Novel

— Examines representative works of the 19th century British novel, including such authors as Austen, the Brontës, Dickens, Gaskell, Eliot and Hardy. *Prerequisite: 6 credit hours in ENGL.*

ENGL 333 (3) Victorian Poetry

— Focuses on the poetry of the Victorian period (1837-1901), including works by poets such as Tennyson, Arnold, Hardy and Browning. *Prerequisites: 6 credit hours in ENGL.*

ENGL 340 (3) Twentieth-Century Literature

— Study of representative works reflecting the various influences of the major wars and social upheavals characteristic of the 20th century. Authors may include Eliot, Woolf, Morrison, Atwood, Achebe and Marquez. *Prerequisites: 6 credit hours in ENGL.*

ENGL 341 (3) Twentieth-Century British Literature

— Examines works by a representative selection of 20th century British authors, including Yeats, Woolf, Eliot, Lawrence, Joyce, Mansfield, Pinter, Lessing, Larkin, Heaney and Hill. *Prerequisites: 6 credit hours in ENGL.*

ENGL 350 (3) Directed Studies in English

— This independent study option is open to third and fourth year students who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: 12 credit hours in ENGL. Permission required.*

ENGL 361 (3) Creative Writing

— Instructs and practices the student in the methods of creative writing. Through reading and writing short stories, dramatic works and poetry, students will be familiarized with and coached in aspects of writing such as plot, characterization, point of view, voice, genre and dialogue. Additionally, students may consider matters of inspiration, influence and revision.

ENGL 370 (3) Chaucer

— Surveys major works of Geoffrey Chaucer, including selections from *The Canterbury Tales*, *Troilus and Criseyde* and the dream poetry. Students will be introduced to the language of Middle English, but most works will be read in modern translations. *Prerequisites: 6 credit hours in ENGL.*

ENGL 371 (3) George Herbert: Priest and Poet

— A study of the life and works of one of 17th century England's supreme poets, drawing on biographies and other secondary sources to illuminate Herbert's poetry in *The Temple* and his wise reflections on pastoral duties and village life in *The Country Parson*.

ENGL 372 (3) Jane Austen

— Surveys Jane Austen's major novels in their cultural and religious contexts. Through subtle commentary, Austen's narrators allude to the French Revolution, British imperialism, the oppressive practices of West Indian slavery, and the rise of Anglican evangelicalism. *Prerequisites: 6 credit hours in ENGL.*

ENGL 374 (3) Studies in C.S. Lewis

— Exploration of the major theological and fiction works of C.S. Lewis. The ongoing tension between reason and imagination, informing both his life and his writing, is the major theme of discussion. Required readings include *Mere Christianity*, *The Screwtape Letters*, *The Great Divorce*, *Till We Have Faces*, and *The Chronicles of Narnia*. *Prerequisite: 6 credit hours in ENGL.*

ENGL 375 (3) Shakespeare

— Survey the major genres of Shakespeare's plays and study a series of selected critical works. *Prerequisites: 6 credit hours in ENGL.*

ENGL 378 (3) Milton

— Emphasizes Milton's major poetry, including *Paradise Lost*, *Paradise Regained* and *Samson Agonistes*, and provides an introduction to such influential prose pieces as *Areopagitica*, *The Doctrine and Discipline of Divorce*, *Of Education* and *Christian Doctrine*. *Prerequisites: 6 credit hours in ENGL.*

ENGL 380 (3) Post-Colonial Literature

— Focuses on literature of countries that were once British colonies and have since become independent nations. Among the literatures discussed are those of South Africa, Nigeria, India, Trinidad and Canada. *Prerequisites: 6 credit hours in ENGL.*

ENGL 382 (3) African-American Literature

— Study of literature produced by writers of African descent in the United States. Writings include the slave narrative, essay, poetry, novel, short story, play, sermon, prayer and song. Authors include Frederick Douglass, W. E. B. Du Bois, Zora Hurston, Langston Hughes, Ralph Ellison, Lorraine Hansberry and Toni Morrison. *Prerequisites: 6 credit hours in ENGL.*

ENGL 383 (3) American Literature I

— Introduction to influential American writers of the 17th, 18th and 19th centuries up to the Civil War, shaping the direction of American letters, including Edwards, Hawthorne, Melville, Whitman, Emerson and Dickinson. *Prerequisites: 6 credit hours in ENGL. Exclusion: ENGL 281.*

ENGL 384 (3) American Literature II

— Focuses on post-Civil War and 20th century American literature, in the major genres of poetry, drama and fiction. Representative authors include some of the following: Twain, James, Wharton, Hurston, O’Neill, Williams, Stevens, Levertov, Hemingway, Faulkner, Fitzgerald, Morrison and O’Connor. *Prerequisites: 6 credit hours in ENGL. Exclusion: ENGL 281.*

ENGL 385 (3) Canadian Literature I

— Introduction to Canadian literature from its beginnings through the 1960s. Authors include some of the following: Moodie, Leacock, Pratt, Laurence, Davies, Callaghan, Roy, Wiebe, Carr, Avison, Purdy, Page and Layton. Texts are chosen from works in both English and French (in translation). *Prerequisites: 6 credit hours in ENGL. Exclusion: ENGL 285.*

ENGL 386 (3) Canadian Literature II

— Introduction to Canadian literature emphasizing writers of the 1970s to the present. It explores the development of post-modern, post-colonial and post-national literature. Authors may include Atwood, Mistry, Munro, Ondaatje, Martel, Urquhart, Kogawa, Michaels, Bringham, Lane and Brand. *Prerequisites: 6 credit hours in ENGL.*

ENGL 400 (3) History of Literary Theory

— Offers a survey of the major theorists of literature, from Plato and Aristotle to Augustine and Sidney, before looking at neoclassical critics such as Samuel Johnson and the Romantic theorists, such as Wordsworth, Coleridge and Shelley, who set the tone for the modern period. *Required course for students in Honours English. Prerequisites: 6 credit hours in ENGL.*

ENGL 401 (3) Contemporary Literary Theory

— Considers many of the theoretical approaches to literature that have proliferated in the 20th century. Recommended for all students who are considering graduate studies in English. *Prerequisites: 6 credit hours in ENGL. Completion of ENGL 400 is strongly recommended.*

ENGL 425 (3) The Romantic Epic

— Observes how the writers of the Romantic age engaged with John Milton both as a political figure

and as an epic poet. *Prerequisites: 6 credit hours in ENGL.*

ENGL 426 (3) Shakespeare’s History Plays

— Explores Shakespeare’s history plays, focusing on his use of political theory. *Prerequisites: 9 credit hours in ENGL.*

ENGL 450 (3) Advanced Directed Studies in English

— This independent study option is open to fourth-year English majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: 18 credit hours in ENGL. Permission required.*

ENGL 497 (3) and ENGL 499 (3) Honours Thesis in English I and II

— Students complete a major research project in English that demonstrates the ability to formulate a research question or thesis, use current scholarly methods and theories, critically evaluate primary sources and/or research data and come to responsible conclusions. *Prerequisite: Only offered to students in their final year of an honours program in English. Application required.*

ENVIRONMENTAL SCIENCE

ENVS 151 (3) Introduction to Environmental Science

— Earth’s physical environments are studied to appreciate the processes that occur in soil, water and air, both natural and caused by human activity. Use of resources for needs such as water supply and energy are considered with the goal of improving stewardship of the environment.

FIELD EDUCATION

FDED 102 (0), 201 (0), 202 (0), 301 (0), 302 (0)

— Each of these five units must be completed as a non-credit graduation requirement for the Bachelor of Religious Education degree and the Transitions Program. Each unit involves 48 hours of work within a ministry context corresponding to the student’s intended vocational goals.

FINE ARTS

FINE 120 (3) Art Appreciation: An Introduction to Visual Language

— Examines the fundamental value of visual art in its historic development, its workaday practice and its vital role as a means of expression of what is real, what is true and of value to us in our human journey. It seeks to encourage visual literacy and respect for art-making as a sacred trust, most elevated from a Christian worldview. *Exclusion: INDS 171.*

FINE 121 (3) Visual Art: Introduction to Studio Practice

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

FINE 130 (3) Introduction to Design

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

FINE 160 (3) Introduction to Drawing

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

FINE 161 (3) Introduction to Painting

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

FINE 171 (3) Music Fundamentals

— Teaches the building blocks of standard musical notation for the reading and writing of music.

Students will study scale modes, chords, rhythm, key signatures, time signatures, transposition and common musical terms, drawing primarily from the standard repertoire of classical music.

FINE 172 (3) Music Appreciation

— Explores many of the ways that music engages us. Students are encouraged to develop awareness of musical textures, sonority, rhythm, melody, harmony and how these textures invite the listener into the world of the musical work. Students will study various forms of vocal and instrumental music from both within and apart from the European tradition and explore some of the ways they portray the passions and the drama of the human story. *Exclusion: MUSI 1713.*

FINE 181 (1) Applied Instrumental: Piano

— Weekly piano lessons, ½ hour in length. The lessons will be private, with an occasional master class open to all piano students, held at a mutually convenient time. Students will study repertoire for the piano of different time periods, and learn some progressive technical skills. *Exclusion: MUSI 1711.*

FINE 183 (1) Applied Vocal

— Individual lessons to teach the fundamentals of singing or further develop healthy vocal production through the use of solo vocal repertoire. Lessons will include a midterm group class and a final recital. *Exclusion: MUSI 172.*

FINE 184 (2) Music Ensemble Choir

— The Tyndale University College Choir will be a campus-wide ensemble, meeting regularly for rehearsals, with performances in both fall and winter semesters. *Exclusion: MUSI 181.*

FINE 201 (3) History of Art I

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

FINE 202 (3) History of Art II

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

FINE 224 (3) Introduction to Photography

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

FINE 241 (3) Introduction to Theatre I

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

FINE 242 (3) Introduction to Theatre II

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

FINE 260 (3) Intermediate Drawing

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

FINE 261 (3) Intermediate Painting

— *Prerequisite: FINE 170.*

FINE 274 (3) Why Music Matters

— *Same as CHRI 274. Exclusion: MUSI 271.*

FINE 323 (3) Aesthetics

— *Same as PHIL 323.*

FINE 324 (3) Writing and North American Art

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

FINE 340 (3) Cinema and Christianity

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

FINE 344 (3) Film and Western Culture

— *Same as HIST 387.*

FINE 350 (3) Directed Studies in Visual Arts & Media

— An independent study option open to fourth-year students who wish to pursue an art project or research topic beyond the bounds of the regular curriculum. *Prerequisites: FINE 160 and 170. Permission required.*

FINE 390 (3) Studio Practicum: Art in Context

— In this course, students will be introduced to a broad range of media including acrylic and acrylic mediums; encaustic; collage assemblage and mixed media techniques; printmaking techniques; photography; handbuilding with clay, and other forms. Recalling the tradition of plein air painting and the more contemporary painting in situ, classes will take place off campus in different spaces and studios located in downtown Toronto. *Prerequisites: FINE 160 and 170.*

FRENCH

FREN 101 (3) Introductory French I

— Designed for students who have not previously studied French and who wish to begin the study of French intensively. Students are encouraged to develop their written and oral skills in a progressive way. As grammatical concepts and vocabulary necessary for basic communication in the language are introduced, students will be challenged to express themselves at an early stage. *Not open to native speakers of French, immersion students or students who have OAC French (old curriculum) or any Grade 12 French course (new curriculum).*

FREN 102 (3) Introductory French II

— Continuation of FREN 101. *Prerequisite: FREN 101.*

FREN 201 (3) Intermediate French I

— The main objective is the further development of written/oral comprehension and expression. This is a continuation of the Introductory French I and II courses. Emphasis will be placed on grasping and applying grammar concepts in a variety of written exercises. *Prerequisites: FREN 101 and FREN 102 or by permission of the instructor.*

FREN 202 (3) Intermediate French II

— Continuation of FREN 201. *Prerequisite: FREN 201.*

FREN 210 (3) Conversational French

— Language students will engage in media responses, dialogues, presentations, debates and interviews as different means to communicate within the range of A2 and B1 (and parts of B2) Common European Framework Reference levels on authentic topics, such as personal likes, opinions, goals, leisure, family, shopping and employment. Pronunciation and intonation, idiomatic expressions, formal and informal speech patterns and cultural norms will be incorporated in the process of communication. Participation in the DELF language testing program will be encouraged. *Prerequisites: FREN 101 & 102.*

FREN 230 (3) Everyday French Grammar

— For students who wish to improve their ability to speak and write in French, this course consists of an intensive review of French grammar integrated

into writing practices. From standard letters to administrative documents, students will be given the opportunity to further their understanding of the grammatical rules necessary to master the language. Students will learn to apply the acquired knowledge into their own written documents in correct French. *Prerequisites: FREN 101 & 102.*

FREN 241 (3) Introduction to French Literature and Media

— Students are given an opportunity to learn the French language through French materials including newspapers, magazines articles, advertising, French songs and films dealing with cultural topics and specificities. Students will gain increased cultural awareness and appreciation for the regional and social aspect of the language and the culture it sustains. The course aims to further develop students' speaking, comprehension and writing skills through the analysis of contemporary issues and their representation in literature and media. *Prerequisites: FREN 101 & 102.*

FREN 341 (3) Francophone Literature

— Develops students' understanding of La Francophonie by means of a variety of literary texts from the Francophone world, with special attention to Francophone postcolonial literature in Africa, the Caribbean, Canada, Asia, Polynesia, and the Indian Ocean. It will focus on a number of themes, including colonialism and the other, through the reading and discussion of literary works with analysis of social, historical, and political issues. *Prerequisites: FREN 101, 102, 201, 202, 230, & 241.*

FREN 350 (3) Directed Studies in French

— This independent study option is open to third- and fourth-year students who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: 12 credit hours in FREN. Permission required.*

FREN 370 (3) Professional French

— Language learners will compare French and English cultural practices in family, education and business. Students will acquire written and oral skills used in institutional settings: composing letters, emails, résumés, agendas and contracts using legal and business terminology. Employment

interviews and standard interactions related to travel and situational problem-solving will form a key component of the communication requirement of the course. *Prerequisites: FREN 101, 102, 201, 202 & 230.*

FREN 391 (3) French Travel Practicum

— Language students will prepare for and respond to a five-day, four-night trip to a Francophone city. Components of the preparation phase will include a virtual tour of urban and rural Francophone locations, practicing asking directions of native speakers, designing informal interview questions to collect data on cultural practices, selecting key tourist sites to gather information from, and studying local pastimes and recipes. During the tour, students will be required to speak French only. Data from planned activities will be recorded for further research and discussion. *An additional fee will be required for this course. Prerequisites: FREN 101, 102, 201, 202 & 230.*

GEOGRAPHY

GEOG 101 (3) Introduction to Physical Geography: Earth Science

— Introduction to geomorphology, the scientific study of the landscape and landscape formation processes. Introduction to the physical structure of the earth, earth materials, the nature and formation of major landform features on the earth's surface, and the processes that continue to shape the landscape such as rivers, oceans, glaciers, winds, earthquakes, volcanoes and tsunamis. Very beneficial for students interested in other disciplines that consider the natural environment (such as agriculture, ecology, engineering), or fields that deal with human/environment interaction (such as the social sciences, history, anthropology, architecture). It will also be beneficial to students interested in relief, development and mission work.

GEOG 102 (3) Introduction to Physical Geography: Weather, Climate and Ecosystems

— Introduction to atmospheric and soils sciences; physical elements of climate (including seasonal cycles, climate change and global warming); causes, changes, and patterns of weather (including hurricanes, tornadoes and other extreme weather

conditions); spatial and dynamic interrelations of climate, soils and vegetation (including soil protection, ecosystems and biodiversity). Basic foundation for further courses in physical geography. Relates to considerations of the natural environment (such as agriculture, ecology or engineering), or fields that deal with human/environment interaction (such as the social sciences, history, anthropology or architecture).

GREEK

GREE 201 (3) Elementary New Testament Greek I

— An introduction to the basic principles of New Testament Greek grammar with emphasis on morphology, declension, conjugation and syntax. *Exclusion: GREE 101.*

GREE 202 (3) Elementary New Testament Greek II

— A continuation of detailed Greek grammar and syntax study with significant reading and analysis of Greek New Testament passages. *Prerequisite: GREE 201. Exclusion: GREE 102.*

GREE 301 (3) Readings in New Testament Greek I

— Focuses on extensive readings in the Gospels and Letters to develop proficiency in reading the Greek New Testament. The study of intermediate level Greek syntax and its application to exegesis is included. *Prerequisites: GREE 201, 202; BSTH 101, 102, 201. Exclusion: GREE 401.*

GREE 302 (3) Readings in New Testament Greek II

— Emphasizes the study of the Greek text of selected New Testament books. The discipline of textual criticism is introduced and the development of expertise in exegetical method is stressed. *Prerequisites: GREE 301. Exclusion: GREE 402.*

GREE 451 (3) Advanced Studies in the New Testament Greek Text

— Includes an advanced study of the text and literature of the New Testament with a focus on matters such as letter writing, rhetorical structure, narrative and apocalyptic style. Some

comparisons will be made to other contemporary Greek literature, and the use of the Septuagint in allusions and quotations will be examined.

Prerequisite: GREE 302.

HEALTH

HEAL 102 (3) Human Biology

— Same as BIOL 102.

HEAL 205 (3) Brain and Behaviour

— Same as BIOL 205 and PSYC 205.

HEAL 301 (3) Social Determinants of Health

— Introduces key social determinants of health (SDOH) to students within a Canadian context. Course content orients learners to view health in relation to key social factors, such as societal equity, diversity, inequalities and social justice. Students will be introduced to basic terms, concepts and measurements related to health, public health, population health and health inequalities. *Prerequisites: SOCI 101, 102.*

HEAL 302 (3) Mental Health & Social Policy

— Examines issues, concerns, and policies surrounding mental health and their impact on individuals, families, communities, and institutions. This course builds upon knowledge acquired from social welfare programs and policies (SOCI 251) as well as the social determinants of health (HEAL 301), and will analyze the relationship among policy, practice, and research. There will be a brief overview that connects health and human services practice to the policy-making arena, from advocacy to implementation, and a review of the policy-making process. Theories and strategies for policy-practice will be discussed for their relevance in promoting effective and positive change. Students will learn about the history of mental health policy, and gain an understanding about the forces which led to the rehabilitation and recovery movements, including the enactment of various mental health policies from past to present. There will be examination of the complex nature of policy debates and priorities according to the perceptions of legislative bodies, advocacy organizations, and other key constituents. Through core readings students will discover the values, attitudes, and paradigms

that have influenced mental health policy. In gaining a comprehensive framework of the social, political, economic, and cultural aspects that have shaped mental health policy, students will develop the critical skills necessary to become policy analysts.

Prerequisites: SOCI 101, 102, 251, HEAL 301.

HEAL 391 (3) Applied Skills for Practice in Health and Human Services

— Supports students to learn, hone and develop foundational skills that can be used across a range of applied Health & Human Services contexts. It builds on theories and concepts acquired from Introduction to Sociology Part I (SOCI 101) and Introduction to Sociology Part II (SOCI 102) as well as Introduction to Social Welfare (SOCI 251). Students will learn how to apply these theories in practical ways with activities and practice opportunities. This course provides an operational framework whereby theories can provide the lens that shapes how Health & Human Services providers can think and put their thoughts into meaningful action beneficial to people served. This course will also examine how to apply theories in practical examples that a practitioner in Health & Human Services sectors will come across. Through the core readings, students will discover how to critically appraise beliefs, arguments and claims in order to arrive at a well-reasoned judgement. *Prerequisites: SOCI 101, 102, 251.*

HEAL 441 (3) Advanced Studies in Women's Health

— The promotion and maintenance of women's health needs are emphasized in this course based on a social determinants of health perspective within the context of contemporary political economic realities. Historical influences as well as social, political, religious, cultural and economic factors that impact contemporary women's health are explored and addressed. A lifespan perspective is engaged to consider gynecological health needs and sexuality from menarche to menopause. Course content also includes women's roles in a complex, diverse, multicultural society. Learners will become more aware of self and the needs of women as consumers and providers in traditional and alternative health systems with a focus on becoming effective advocates for women's health priorities. *Prerequisites: SOCI 101, 102, HEAL 301.*

HEAL 493 (3) Practicum in Psycho-Social Health and Health Determinants

— A capstone requirement in the Health & Human Services with a Minor in Psychology program at Tyndale. All program candidates must complete a semester-long minimum of 120 practicum hours (a minimum of 10 hours per week) in a preferred Social Determinant of Health (SDOH) area. The Practicum provides students with a vibrant and transformative context for integrating the theoretical and practical elements of Psycho-Social Health and specific Health Determinant area. The Practicum has a formative aim in developing reflective and professional Health and Human Services leaders for service in a relevant, related area. Through engagement in real-world supervised placements, students are provided with opportunities to work alongside experienced mentors to develop professional competencies, to set and meet individualized learning goals, and to clarify and confirm their gifts and calling.
Prerequisite: HEAL 301, 391.

HEBREW

HEBR 201 (3) Introduction to Biblical Hebrew I

— An introduction to the basic principles of biblical Hebrew with emphasis on morphology, phonology and syntax. *Exclusion: HEBR 101.*

HEBR 202 (3) Introduction to Biblical Hebrew II

— A more detailed study of Hebrew grammar and syntax through the reading of selected portions of the Hebrew Old Testament. *Prerequisite: HEBR 201. Exclusion: HEBR 102.*

HEBR 301 (3) Readings in Biblical Hebrew I

— Provides the student with a broad exposure to an extensive amount of biblical Hebrew prose, facilitating an environment where the student's reading ability is enhanced. In addition to providing a platform of advanced morphology and syntax, also provides a preliminary introduction to matters of textual criticism and exposure to the Septuagint and Qumran materials. *Prerequisites: HEBR 201, 202; BSTH 101, 102, 201. Exclusion: HEBR 401.*

HEBR 302 (3) Readings in Biblical Hebrew II

— As a continuation of Readings in Biblical Hebrew I, provides students with an opportunity to advance their skills in reading considerable portions of biblical Hebrew prose. In addition to further studies in advanced grammar, syntax and text criticism, features an introduction to biblical Hebrew poetry in the classical writing Prophets.
Prerequisite: HEBR 301. Exclusion: HEBR 402.

HISTORY

HIST 101 (3) History of Western Civilization I

— Traces the development of Western civilization. Begins with the rise of civilizations in the ancient Near East. Assesses the Hebrew, Greek, Roman and Christian contributions to Western thought and culture to the 17th century.

HIST 102 (3) History of Western Civilization II

— Explores Western civilization from the age of the Enlightenment to the present. It will examine the key events and ideas of the last 300 years that are essential for an understanding of Western culture today.

HIST 151 (3) History of Christianity

— Introductory historical evaluation of Christianity in terms of periods (e.g., Roman, Medieval), people (e.g., Augustine, Luther), movements (e.g., Crusades, Reformation) and moods (e.g., capitalism, imperialism). Its focus is upon key historical themes in Western civilization through the lens of its most significant phenomenon, Christianity. In this core course, students will learn how to read both original documents and historical books and how to write basic undergraduate history essays. *Offered only to students in the Degree Completion Program.*

HIST 201 (3) History of Art I

— *Same as FINE 201.*

HIST 202 (3) History of Art II

— *Same as FINE 202.*

HIST 240 (3) Introduction to British History I: From the Norman Conquest to the English Revolution (1066-1660)

— An outline of British history from the Norman conquest to the mid-17th century revolution; pays particular attention to the history of monarchy, parliament and the church. Specific topics include the conflict between crown and aristocracy, the rise of parliament, the Reformation and the factors that led to the turbulence of the 17th century. *Co-requisite: HIST 241.*

HIST 241 (3) Introduction to British History II: From the Restoration to Tony Blair (1660 to the present)

— An outline of British history from the restoration of monarchy in 1660 to the present; examines the rise of Britain to the status of a great world power, the industrial revolution, the empire, the two world wars of the 20th century and the question of political leadership, with particular attention to Winston Churchill and Margaret Thatcher. *Co-requisite: HIST 240.*

HIST 242 (3) England, Ireland and Cromwell in the Sixteenth and Seventeenth Centuries

— An examination of the political, military, religious and economic relationship between England and Ireland from the reign of Elizabeth I to the establishment of the Protestant Ascendancy under William III in 1693. England's policy of military occupation, religious conversion and colonization culminated in the total subjugation of Ireland, first by Oliver Cromwell during the English Revolution (1642-1653), and again by William III (1690-1693). Investigates the origins, progress and long-term consequences of Ireland's subjugation by England.

HIST 251 (3) History of Christianity I

— Survey of the history of Christianity from the earliest days of the church through to the calls for reform in the early 16th century. It examines the main currents of spirituality, theology, missions, worship and organization of the church, as well as identifies major leaders, writings and movements within the church. *Continuing with HIST 252 is strongly recommended.*

HIST 252 (3) History of Christianity II

— Survey of the history of Christianity from the time of the Reformation to the end of the 20th century. It examines the main currents of spirituality, theology, missions, worship and organization of the church, as well as identifies major leaders, writings and movements within the church. The main emphasis will be on the Protestant tradition, but attention will also be paid to the Orthodox and Roman Catholic traditions. *Prerequisite: HIST 251.*

HIST 271 (3) Canadian History: Pre-Confederation

— A survey of the history of Canada from the earliest times to the conclusion of the colonial period. The main focus is on the political, cultural and economic forces that shaped colonial life. *Exclusion: HIST 270.*

HIST 272 (3) Canadian History: Post-Confederation

— A survey of the political, cultural and economic development of Canada from 1867 to the present. *Exclusion: HIST 270.*

HIST 281 (3) History of the United States to the Civil War

— Explores the major political and social developments in American history from the founding of the first permanent settlements to the close of the Civil War. Issues for discussion include aggressive displacement of indigenous peoples, political development, religious pluralism, racial slavery and irreconcilable sectional differences.

HIST 282 (3) History of the United States from 1865 to the Present

— Examines the major political and social forces in American history from the Reconstruction era to the present. Issues for discussion include the emergence of modern America, popular culture, the civil rights movement and foreign policy.

HIST 291 (3) The Great War and the Making of the Modern World

— Probes the history of the First World War from a number of perspectives: military, economic, strategic, diplomatic, religious and cultural. The

intent is to understand more fully the reasons why the war broke out in 1914, how it was fought over the succeeding four years, the varied impact it had on the countries and societies involved and its wide-ranging and longstanding impact on world affairs.

HIST 292 (3) The Second World War

— Surveys the nature and extent of the war that enveloped the world from 1939-1945. Its roots in the 1920s and 1930s will be examined, as well as its military, political, economic and social features. The construction of the post-war world order will also be examined.

HIST 301 (3) The Historian's Craft

— Combines an examination of the discipline of history, the major historians of the past, how history developed its professional autonomy, the philosophy of history, with the ways and means of doing history today through the use of primary sources, the understanding of historiography, the writing of essays and the critical analysis of books and articles. *Prerequisites: 6 credit hours in HIST.*

HIST 310 (3) The Ancient World: From Mesopotamia to Greece, c. 3000-300 BC

— This course examines the social, religious, political and cultural history of ancient Mesopotamia, Assyria, Babylon, Persia, Egypt, Israel and Greece. *Prerequisites: 3 credit hours in HIST.*

HIST 312 (3) The World of the Early Christians, from the Time of Christ to 200 AD

— Examines the Jewish society into which Jesus was born, followed by a reading of the New Testament in its historical context. It concludes with a survey of the spread of Christianity throughout the Roman Empire during the first two centuries after Christ. *Prerequisites: 3 credit hours in HIST. Exclusion: HIST 253.*

HIST 313 (3) The World of the Early Christians, c. 200 AD to the Rise of Islam

— Examines the history of Christianity from the time of the early martyrs at the end of the second century to the rise of Islam in the seventh century. *Prerequisites: 3 credit hours in HIST.*

HIST 321 (3) The Crusades

— Provides an overview of the crusades through an examination of the major impulses, events and figures involved in the movement. Students are required to read a variety of crusader histories written from a Western, Byzantine, Jewish and Muslim perspective. *Prerequisites: 3 credit hours in HIST.*

HIST 331 (3) The Reformation Era

— Deals with the roots, development and significance of the 16th century revolutions in Christianity, Protestant, Catholic and Radical, in their social contexts. It also outlines the early developments of some significant subsequent movements such as Puritanism. *Prerequisites: 3 credit hours in HIST.*

HIST 342 (3) Henry VIII and Oliver Cromwell, 1500-1660

— Henry VIII, and his numerous wives and children, with special attention to Elizabeth I. Considers the impact of the Protestant Reformation, the wars with Spain, the translation of the Bible and overseas expansion. It concludes with an examination of the English Revolution (1642-1660), the conquest of Ireland and the role of Oliver Cromwell in these cataclysmic events. Attention is also given to music, architecture and social history. *Prerequisites: 3 credit hours in HIST.*

HIST 343 (3) England from the Restoration to the Industrial Revolution, 1658-1815

— Continues the themes outlined in England from Reformation to Revolution, 1500-1658, and also considers England's emergence as a world power, the early history of the British Empire and the early impact of the industrial revolution. *Prerequisites: 3 credit hours in HIST.*

HIST 344 (3) Modern Britain

— Covers the history of the United Kingdom from the beginning of the 19th century to the election of Tony Blair as prime minister in 1997. Topics such as war, diplomacy, the industrial revolution, the rise and decline of empire, religion and secularization, the emergence of the welfare state, class and the position of the monarchy will be examined. *Prerequisites: 3 credit hours in HIST.*

HIST 345 (3) Lion Rampant: British Imperial History in Global Perspective, 1800 — 1980

— Examines the history of the British Empire, the largest empire in the history of the world, during its last and greatest phase from 1800-1980. The Empire's wide-ranging impact on the modern world will be considered in the context of such topics such as politics, economics, armies, navies, race, nationalism, gender, society and religion. *Prerequisites: 3 credit hours in HIST.*

HIST 350 (3) Directed Studies in History

— This independent study option is open to third- and fourth-year students who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: 12 credit hours in HIST. Permission required.*

HIST 363 (3) Modern Europe: 1789 to the Present

— Beginning with the outbreak of the French Revolution in 1789, surveys 200 years of European history, concluding with the fall of the Soviet Empire in 1989. The rise of modern politics and society is examined, including industrialization, war, imperialism and religion. *Prerequisites: 3 credit hours in HIST.*

HIST 371 (3) Modern Africa: From Empire to Independence

— Traces the history of the African continent from 1800 to the present. Topics include pre-colonial societies, slavery and the slave trade, European exploration and conquest, colonialism, the missionary movement, nationalism and independence, economics, warfare and contemporary religion. *Prerequisites: 3 credit hours in HIST.*

HIST 372 (3) The History of Population and the Family, from 1500 to the Present

— Examines the origins and impact of the population explosion that began around 1750. Topics include nutrition, medicine, disease, public health, fertility, marriage, children and the family. *Prerequisites: 3 credit hours in HIST.*

HIST 373 (3) Imperial India: The Rise and Fall of the British Raj

— Beginning with the creation of the East India Company in 1600 during the reign of Elizabeth I, surveys the history of the British in India until 1947, the year of Indian independence. Politics, war, economics, religion, social and race relations and nationalism are examined. *Prerequisites: 3 credit hours in HIST.*

HIST 375 (3) The United States and the Middle East since 1945

— The Middle East witnessed more momentous events in the post-World War II period than any other region of the world. Study of U.S. foreign policy covers U.S.-Middle East relations during the Cold War. The major topics targeted include: the rebirth of Israel, C.I.A. covert action in Iran, Arab-Israeli conflict, Lebanese civil war and the rise of Islamic fundamentalist groups. American public opinion and the issues of ideology, religion, oil and mass media receive significant treatment. *Prerequisites: 3 credit hours in HIST.*

HIST 376 (3) History of the Arab-Israeli Conflict

— Surveys the development of what is commonly referred to as the "Arab-Israeli Conflict." It examines modern Palestine, the rebirth of Israel in 1948, the Arab-Israeli wars and ongoing acts of violence, including the dramatic events of recent years involving Palestinians. *Prerequisite: 3 credit hours in HIST.*

HIST 382 (3) Evangelicalism: 1900 to the Present

— Examines the American Christians who upheld the fundamentals of conservative theology in the face of challenges from modernity, science, liberal Protestantism, and secularism. *Prerequisite: 3 credit hours in HIST. Exclusion: HIST 284.*

HIST 384 (3) North American Economic History: 1919 to the Present

— Explores modern North American economic history including the impact of economic theory, war, urbanization, technology, regionalism, immigration, and globalization on growth and income. *Prerequisites: 3 credit hours in HIST.*

HIST 387 (3) Film and Western Culture

— Examines the relationship between film and history and the development of cinema as a popular art form. Globally, many people acquire much of their knowledge of American history, society and culture from movies. Popular movies often reflect the tastes and beliefs of mainstream society, but they can also manipulate the American experience. Examining the aesthetics of film and the accuracy and distortion of American society by Hollywood, covers the advance of filmmaking throughout the twentieth century. *Prerequisites: 3 credit hours in HIST. Same as FINE 344.*

HIST 441 (3) Colossus: Britain in the Age of Queen Victoria

— Probes in detail the history of 19th century Britain, an era dominated by the idea of progress. Empire, literature, warfare, democracy, religion and gender relations are some of the topics that will be examined in order to understand more fully British society at the height of its power during the long reign of Queen Victoria. *Prerequisites: 9 credit hours in HIST and at least third-year standing. HIST 301, 342 are recommended.*

HIST 450 (3) Advanced Directed Studies in History

— This independent study option is open to fourth-year History majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: 18 credit hours in HIST. Permission required.*

HIST 485 (3) Seminar in U.S. Foreign Policy Since 1945

— This seminar course covers U.S. foreign relations from the end of World War II to the present. American relations with the Soviet Union, East Asia, the Middle East and Latin America are explored in the context of the bipolar world, subsequent global changes that demonstrated the limits of superpower hegemony, domestic considerations and the rise of Islamic terrorism. Considerable attention is paid to foreign policy interpretations, political leaders and the ideologies behind military and diplomatic solutions.

Prerequisites: 9 credit hours in HIST and at least third-year standing.

HIST 495 (3) Revolutionary England, 1625-1690

— Between 1640 and 1660, England experienced Europe's first major revolution. This course examines the background to that revolution, its religious, intellectual, military, political and social dimensions, and the manner in which the other Stuart kingdoms, Scotland and Ireland, were drawn into this cataclysmic conflict. Current historiographical controversies are discussed, as well as the significance of the downfall of the English republic and the restoration of monarchy in 1660. Key personalities such as Charles I and Oliver Cromwell are given close attention.

Prerequisites: 9 credit hours in HIST and at least third-year standing.

HIST 497 (3) and HIST 499 (3) Honours Thesis in History I and II

— Students will complete a major research project in History that demonstrates the ability to formulate a thesis, use scholarly methods, evaluate primary sources and come to reasonable conclusions. *Only offered to students in their final year of an honours program in History. Application required.*

INTERDISCIPLINARY STUDIES

INDS 101 (3) University Studies in Christian Perspective

— An introduction to university education, and to the place and purpose of academic work in the life of the thoughtful Christian student. In addition to providing an introduction to a biblical worldview, the course will explore such topics as strategies for academic success, preparation for scholarly work, and the integration of faith and learning.

INDS 475 (3) Christianity and Culture

— An interdisciplinary upper-level course with contributions from faculty from several departments of the University College. Explores academic disciplines and culture from an explicitly Christian perspective. *Offered only to Bachelor of Arts third- and fourth-year students.*

INTERNATIONAL DEVELOPMENT

IDVP 213 (3) Fundraising

— Same as BUSI 213.

IDVP 301 (3) Introduction to International Development

— International development in its many forms presents one of the most interesting challenges for today's world. Broad introduction to international development and deals with the origin and various theories of development, contextual factors, administration of sustainable international development, transfer of technology and ethical issues involved in international development.

IDVP 302 (3) Political Science & Micropolitics of International Development

— The politics of international development refers to government-sponsored ideas, strategies and policies pertaining to economic growth and social improvement in the poor countries of the world. It takes place in three (distinct and interlocking) settings: within wealthy countries of Europe, North America and Asia; within the poor countries of Africa, Asia and South America; and within the international system as represented primarily by the United Nations and its specialized agencies. Each setting offers possibilities but also contains limitations for political action. The overall picture is that, while the socioeconomic problems of the global poor are immense, the political capacity to address them is severely constrained by the absence of cohesion in the global polity.

IDVP 303 (3) Cross Cultural Studies

— Deals with cross-culture theories, cross-culture comparisons, culture values and norms, languages, communications and challenges in working with people from different cultures. Other subjects covered include globalization and transnationalism. Same as CHRI 367.

IDVP 304 (3) Anthropology for Humanitarian Work

— Helps students understand the receiver perspective in an international development and humanitarian context. Key questions are asked regarding the advantages and disadvantages of internal development and humanitarian projects.

Emphasis is placed on analysing different cultures from an anthropological perspective. Same as CHRI 366.

IDVP 323 (3) Project Management and Evaluation for International Development

— Project management is an essential part of work in most international development organizations. Covers project planning, project implementation, project monitoring and project leadership. Different evaluation theories and methods are also discussed and evaluated. Prerequisites: 6 credit hours in BUSI.

IDVP 331 (3) Logistics for International Development

— Provides an overview of the areas of logistics and supply chain management in the practice of international development and humanitarian assistance. Students are exposed to scenarios in both emergency and non-emergency development and humanitarian situations. Emphasis is placed on differentiating between business and humanitarian logistics models and practices. In so doing, students better understand the particulars of positioning supplies for development assistance, including the discussion of the costs and benefits of local and global procurement. Important components discussed are procurement, transportation and distribution logistics, and risk management.

IDVP 401 (3) International Development Internship

— Students work at a local non-governmental organization (NGO), typically beginning the summer between their second and third years and continuing in a cross-cultural setting with the same NGO in the winter semester of their third year. A minimum of 96 hours at the NGO must be completed. Prerequisites: 12 credit hours in BUSI. Permission required.

IDVP 417 (3) International Finance

— Deals with international financing issues for both the industry and non-for-profit sectors. Areas covered include exchange rates, risk and return, hedging, currencies, equity and loans, banking and other international financial institutions. Case study based. Prerequisites: 12 credit hours in BUSI.

IDVP 421 (3) Global Economy and Sustainable International Development

— Examines global economic development from a historical perspective and a twenty-first century perspective. Subjects covered include theories of economic development, sustainability, the role of trade and manufacturing, economic growth, natural resources, government contributions and other relevant macro factors from an international development point of view. Case study based.

Prerequisites: 12 credit hours in BUSI.

IDVP 497 (3) and IDVP 499 (3) Honours Thesis in International Development I and II

— Students complete a major research project in international development that demonstrates their ability to formulate a research question, use existing theories and methodologies, gather research data, conduct an analysis with both quantitative and qualitative methods and formulate conclusions. *Only offered to students in their final year of an honours program in BUSI — International Development Track. Application required.*

LANGUAGE

LANG 110 (3) Academic Achievement Strategies

— This course will equip students with the tools they will need to achieve academic success in a university setting. Students will gain a better understanding of their individual learning styles, learn to apply various reading, memorization and note-taking strategies, increase their proficiency in composition skills, learn to evaluate and research sources critically, write academic papers using existing material from other classes and learn to present information effectively in a classroom setting. Students will learn various techniques to better cope in the university environment. Topics include how to deal with stress, time management, prioritizing and academic planning.

LINGUISTICS

LING 101 (3) Introduction to Linguistics I

— Introduction to core “technical” areas of linguistics: phonetics, phonology, morphology and

syntax. Interplay of linguistics with the related disciplines of psychology, neurology, sociology and literature. Additional topics covered include: animal communication, language and culture, and how languages change over time. Understanding of how human languages are structured in the mind, how language develops in children, and how language is used in human communities. Exposure to data and analysis of languages from around the world.

LING 102 (3) Introduction to Linguistics II

— *Continuation of LING 101.*

LING 201 (3) Phonetics

— Introduction to the broad range of human speech sounds used in languages of the world. Students receive training and practice in recognizing, describing and producing speech sounds from a variety of languages, and transcribing them with phonetic symbols. Focuses on the articulatory bases of speech production, but some discussion of the acoustic properties of speech sounds is also provided.

LING 202 (3) Morphology: Introduction to Morphological Analysis

— Study of the internal structure of words. Distinguishing between derivational and inflectional morphology and study of the morphological patterns in various languages from around the world. Emphasis on integrating the analysis of morphological data into an overall theory of morphology.

LING 203 (3) Phonology I: Phonological Analysis

— Provides an introduction to the theory and practice of analyzing sound systems in spoken languages. Opportunity to apply the principles of phonological analysis to data from a wide variety of natural languages. Application of phonological analysis to issues of orthography development.

Prerequisite: LING 201.

LING 204 (3) Syntax I: Introduction to Grammatical Analysis

— Introduces analytical tools and concepts of a theory of universal grammar for human

languages. Syntax involves studying categories and relationships below the level of the sentence. Introduction to a consideration of lexical vs. functional categories, word order, semantic roles, case, constituency and phrase structure, morphosyntactic features and other topics. Analysis of problems involving the syntax of languages from around the world. The framework is broadly that of Generative Syntax.

LING 301 (3) Language and Society

— Introduction to language as a context-dependent social phenomenon. Students examine how various contexts and social factors, such as age, gender, social class, status, setting and topic, influence linguistic choices, with special attention to multilingual societies. Other topics include language attitudes, the maintenance, shift or loss of languages, language and technology and language in education. *Prerequisites: 6 credit hours in LING.*

LING 302 (3) Language and Culture Acquisition

— Practical introduction to language and culture learning for linguists, missionaries and professionals who find themselves in areas where no formal language instruction is available. Students learn foundational principles of language acquisition and are exposed to a diverse range of language learning methodologies. Students exercise these methodologies in regular sessions where they meet with a speaker of a non-Indo-European language. Students learn how to plan their own language learning, tailoring strategies to their individual learning styles. *Prerequisites: 6 credit hours in LING.*

LING 303 (3) Phonology II: Advanced Phonological Analysis

— Builds upon LING 203 by exploring recent developments and current issues in phonological theory. Attention is given to the interplay between theory and analysis. Experience extending theoretical models to new data, and develop constructive critical thinking in light of problems encountered. *Prerequisites: 6 credit hours in LING, including LING 203.*

LING 304 (3) Syntax II: Advanced Grammatical Analysis

— Builds on the concepts and skills acquired in LING 204. Working within the general framework of Generative Syntax, we will look at Argument Structure, the Verb Phrase, movement, Tense and Aspect and other syntactic phenomena. The student will apply the concepts and skills learned to the analysis of languages from around the world. *Prerequisite: 6 credit hours in LING including LING 204.*

LING 380 (3) Psychology of Language

— *Same as PSYC 380.*

LING 405 (3) Field Methods: Tools and Techniques for Gathering and Analyzing Language Data

— Being able to gather and organize data, form hypotheses and work ethically with human subjects in research are essential professional skills for any linguistic researcher. Work with speakers from a non-Indo-European language community to transcribe utterances, build a rudimentary dictionary and gather data for phonological and grammatical analysis. Involves learning some special computer tools for the creation of lexical databases, and the gathering and organizing of language data. *Prerequisites: 12 credit hours in LING.*

LING 407 (3) Discourse Analysis: Understanding the Structure of Meaning in Texts

— Analysis of structures and meaning beyond the sentence to how information is organized in texts. Consideration of text genres and the study of concepts such as topic, focus, foregrounding, new and old information, etc. Exploration of techniques of narrative text discourse analysis in various languages of the world. *Prerequisite: 12 credit hours in LING, including LING 304, 471.*

LING 430 (3) Philosophy of Language

— *Same as PHIL 430.*

LING 471 (3) Semantics: Formal and “Other” Approaches to the Study of Meaning

— The study of meaning has deep roots in the Western intellectual tradition. Introduces students to the scientific study of linguistic meaning. Focuses on truth-conditional aspects of sentence meaning and involves some learning of the formal tools of predicate calculus. Consideration of word meaning and the meaning of “language in use” (pragmatics), including Speech Act Theory and Relevance Theory. Sense of the breadth and dynamism of linguistic semantics as it is practiced today. *Same as PHIL 471. Prerequisite: LING 204.*

MATHEMATICS

MATH 101 (3) Introduction to Mathematics

— Provides an introduction to fundamental ideas and methods in the work of mathematics. This will be achieved through a review of key elements of high school level mathematics as well as extensions to more advanced topics, an overview of the applications of mathematics in various fields and reflections on the lessons from mathematics through the eyes of Christian faith.

MATH 111 (3) Calculus I

— A standard first year level Calculus course which covers a wide variety of topics, which include: the real number system, algebra of functions, limits and continuity, inverse functions, differentiation, the intermediate value theorem, the mean value theorem, differentiation of transcendental functions, L'Hôpital's rule, curve sketching and applications of the derivative. *Prerequisite: MCV4U or MCB4U or OAC Calculus.*

MATH 112 (3) Calculus II

— A standard first year level integral Calculus course which covers a wide variety of topics, which include: inverse functions, L'Hôpital's rule, the definite integral, the fundamental theorem of calculus, integration of transcendental functions, the substitution rule, techniques of integration, applications of the integral and improper integrals. *Prerequisite: MATH 111.*

MATH 121 (3) Introduction to Statistics

— Covers the basic techniques of descriptive data analysis and their application to qualitative and quantitative research.

MATH 131 (3) Introductory Linear Algebra

— Linear algebra is the study of linear systems of equations, vector spaces and linear transformations. Solving systems of linear equations is a basic tool of many mathematical procedures used for solving problems in science and engineering. In this class, we will concentrate on the mathematical theory and methods of linear algebra. *Prerequisite: MCV4U or MCA4U or OAC Algebra and Geometry.*

MATH 151 (3) Discrete Mathematics I

— An introduction to discrete mathematics. In contrast to calculus, discrete mathematics deals with structures consisting of distinct, disconnected parts. The nature of discrete math makes it ideally suited to (but not limited to) application in computer science. Discrete math is an extensive field. Topics will include Boolean algebra, elemental set theory, induction, relations and counting, functions, probability and graph theory. Attention will also be paid to the notions of proof and counterexample. This course is a good opportunity to sharpen your analytical skills and develop your ability to prove theorems. *Prerequisite: Any 4U or OAC Mathematics.*

MATH 322 (3) Data Analysis

— Follows from MATH 121 to address the fundamental concepts and techniques of inferential statistics and their application to quantitative research. It also examines experimental design in research and the statistical analysis of experimental data. *Prerequisite: MATH 121.*

MATH 324 (3) Statistics for Business

— Examines mathematical methods and analytical techniques used to assist managers in decision making. Topics include probability, forecasting, decision under uncertainty, decision trees, linear programming, queuing theory and inventory management. Introduces methods to understand and interpret data, to deal with variability and to use statistics for process quality. *Prerequisite: MATH 121.*

PHILOSOPHY

PHIL 171 (3) Introduction to Philosophy

— Introduction to the perennial issues in Western philosophy, such as knowledge and skepticism, the existence of God, the problem of evil, freedom of the will and the foundations of morality. Emphasis is placed on critical thinking and the development of understanding through reasoned argument. *Exclusion: PHIL 101, 102.*

PHIL 201 (3) Critical Reasoning

— Examination of the basic principles of constructing good arguments and criticizing bad ones. Among the topics covered are deductive and inductive reasoning, appeals to emotion, personal attack, uses and abuses of expert opinion and techniques for converting everyday reasoning into standard logical form. Emphasis is placed on applying the reasoning skills developed in the course to such contemporary issues as abortion rights, affirmative action, racism and civil disobedience.

PHIL 213 (3) Bioethics

— Provides an in-depth examination of contemporary bioethical issues, such as the definition of a person, determination of life and death, euthanasia, doctor-assisted suicide, abortion and maternal-fetal conflict, prenatal diagnosis and intervention, problems in the physician-patient relationship, new reproductive technologies, research on animals, genetic engineering and human cloning.

PHIL 241 (3) Philosophy and Film

— Aims to examine and critically evaluate various philosophical themes and problems by means of the visual medium of film. It will be divided into two sections. The first half will consider films that explore the nature of knowledge and reality. The second half will consider films that look at how we ought to act in the world in which we find ourselves. *Exclusion: PHIL 341.*

PHIL 294 (3) Christian Apologetics

— Examines the Christian worldview and various issues in Christian apologetics and alternative worldviews. A positive case for the Christian faith will be developed using arguments for

the existence of God, the deity of Jesus Christ and the divine authority of the Bible. Addresses common objections to Christian belief, such as the presence of apparent discrepancies in the Bible, the alleged conflict between science and the Bible, the problem of evil and the problem of religious pluralism. *Exclusion: PHIL 321, 394.*

PHIL 301 (3) Metaphysics

— Systematic study of contemporary issues related to the nature of reality. These include universals and particulars, the necessary and the possible, causality, identity through time and the realism/antirealism debate. Wherever possible, contemporary views will be related to their classical sources in the history of philosophy. *Prerequisites: PHIL 171 and 201.*

PHIL 302 (3) Belief, Truth and Knowledge

— Systematic study of contemporary issues related to the nature of knowledge, belief and truth. These include warrant and justification, foundationalism, coherentism, skepticism, perception, memory and a priori knowledge. Wherever possible, contemporary views are related to their classical sources in the history of philosophy. *Prerequisites: PHIL 171 and 201.*

PHIL 304 (3) Existentialism

— Introduces students to existentialist philosophy in both its religious and atheist expressions. In addition, endeavours to have students assess whether existentialism is the precursor of postmodernism or the latter's contradiction. *Prerequisites: PHIL 171 and 201. Exclusion: PHIL 404.*

PHIL 311 (3) Normative Ethical Theory

— Introduction to the problems, positions and arguments of contemporary moral philosophy. Through readings from classical and contemporary writers, students are confronted with the ultimate questions of morality. What do "right" and "wrong" mean? Can moral beliefs be rationally assessed and justified? Are moral truths absolute or relative? Why be moral? What is the good or virtuous life? How ought we to live? *Prerequisites: PHIL 171 and 201. Exclusion PHIL 211.*

PHIL 321 (3) Philosophy of Religion

— Undertakes an investigation of some of the problems in the philosophy of religion, including the interface between faith and reason, the divine attributes, arguments for God's existence, the problem of religious language and the problem of evil. Both historical and contemporary philosophical sources are used. *Prerequisites: PHIL 171 and 201. Exclusion: PHIL 294.*

PHIL 322 (3) Philosophy of Science

— Introduction to the central issues in contemporary philosophy of science. Topics include the definition and limits of science, the nature and kinds of scientific explanation, the formation and use of scientific ideas, paradigm shifts and theory change, options in the realist/ antirealist debate, laws of nature and the philosophical aspects of evolution. *Prerequisites: PHIL 171 and 201.*

PHIL 323 (3) Aesthetics

— This course provides an introduction to problems, classical, medieval, modern, and contemporary, in philosophical aesthetics. A case-based approach is used to explore a variety of issues, including the nature of art and art works; beauty, sublimity and aesthetic experience; meaning and interpretation; art and ethics; criticism, interpretation and evaluation. Cases are drawn from a cross-section of the arts, such as painting, music, literature, sculpture, dance, and film. *Prerequisite: PHIL 171. Same as FINE 323.*

PHIL 326 (3) Philosophy of Mind

— What is a human being? Are human beings simply material objects? Are they a combination of matter and soul? What is consciousness and how can it be explained? In this class, students will be introduced to these questions and will explore various answers to these questions from the history of philosophy and from contemporary discussions. Students will engage the answers provided in class as a means of formulating their own understanding of the connection between mind and brain and mind and body. *Prerequisites: PHIL 171 and 201.*

PHIL 330 (3) Political Philosophy

— What is the state? Why should citizens allow the state to exercise control over various aspects

of life within that state? Are there limits to the exercise of that control, and if so, how does one determine them? What type of obligations, if any, do governments have toward the poor? How does one understand the government's role in protecting various rights of its people? Political philosophy is not primarily about politics, but instead is about the foundation of societies that allows political discourse to be possible. In this class, students will be introduced to these questions and will explore various answers to these questions from the history of philosophy and from contemporary discussions. Students will engage the answers provided in class as a means of formulating their own understanding of the state and its relationship to the people in it. *Prerequisites: PHIL 171 and 201.*

PHIL 350 (3) Directed Studies in Philosophy

— This independent study option is open to third- and fourth-year students who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: PHIL 171 and 201. Permission required.*

PHIL 361 (3) Plato

— Provides a substantial treatment of an important Platonic dialogue by emphasizing both its philosophical contributions and its historical/ dramatic context. Begins with an overview of some characteristic philosophical themes and controversies found across the Platonic corpus. Includes a careful investigation of the structure, style and arguments of that dialogue. *Prerequisites: PHIL 171 and 201.*

PHIL 362 (3) Aristotle

— Provides a sustained treatment of a significant treatise of Aristotle. Begins with an overview of important themes, problems and distinctions across the Aristotelian corpus. Offers a close and philosophically critical reading of a treatise, paying special attention to how its structure, style and arguments contribute to its overall aims. *Prerequisites: PHIL 171 and 201.*

PHIL 363 (3) Modern Philosophy

— Critical examination of the philosophical traditions and developments of the 17th and 18th centuries. The two main traditions of this era,

British empiricism, which stressed the role of sense experience in the knowing process, and continental rationalism, which emphasized human reason, both sought secure foundations for scientific, ethical and religious knowledge. The advance of these traditions will be traced through selected readings from major figures, Descartes and Leibniz (on the rationalist side), Locke and Hume (on the side of empiricism). Includes a careful consideration of Kant's Copernican Revolution, synthesizing these great traditions, and its implications for the postmodern world. *Prerequisites: PHIL 171 and 201.*

PHIL 364 (3) Aquinas

— Beginning with Aquinas' reflections on the nature of God, traces Aquinas' thought as it progresses in the *Summa Theologiae* and the *Summa contra Gentiles* in order to examine the philosophical problems that perplexed Aquinas, and his remarkable solutions to these problems. *Prerequisites: PHIL 171 and 201.*

PHIL 366 (3) Ancient and Medieval Philosophy

— Focuses on the major philosophical developments between the ancient Greeks and the medieval period. Special emphasis will be given to examining the influence of Plato and Aristotle on the Christian thought of St. Augustine and St. Thomas Aquinas, in particular their views of the relationship between faith and reason. *Prerequisites: PHIL 171 and 201.*

PHIL 368 (3) Jewish Philosophy: Fackenheim

— Introduces students to the work of a Canadian philosopher and theologian who was an internationally acclaimed thinker in the two disciplines. *Prerequisites: PHIL 171 and 201. Exclusion: PHIL 461.*

PHIL 370 (3) Symbolic Logic

— Provides an introduction to symbolic logic, which in turn provides students with a greater ability to understand and to analyze the structure and parameters of philosophical arguments. After a brief review of categorical propositions and the modern square of opposition, examines propositional logic, natural deduction and predicate logic. Promotes active learning through the use of problem solving and written exercises. *Prerequisites: PHIL 171 and 201.*

PHIL 421 (3) The Analytic Tradition

— Examination of the key figures in the development of analytic philosophy: Gottlob Frege, Bertrand Russell, Ludwig Wittgenstein, and A. J. Ayer. Topics include: Frege's distinctions between sense and reference, concept and object; Russell's logical atomism and theory of descriptions; the early Wittgenstein's picture theory of meaning; and Ayer's verificationism with its notorious implications. Concludes with an examination of Kripke's revival of essentialism. *Prerequisites: PHIL 171, 201, and 370.*

PHIL 430 (3) Philosophy of Language

— Advanced survey of the major topics and issues in contemporary philosophy of language. Meaning, truth, names and descriptions, reference, syntax and semantics, various linguistic constructions, modality and possible worlds, speech act theory. *Prerequisites: PHIL 171, 201, and 370. Same as LING 430.*

PHIL 450 (3) Advanced Directed Studies in Philosophy

— This independent study option is open to fourth-year Philosophy majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct studies. *Prerequisites: PHIL 171, 201, and 370. Permission required.*

PHIL 471 (3) Intermediate Logic

— *Same as LING 471.*

PHIL 481 (3) Seminar in Philosophy

— Advanced study of a topic in contemporary philosophy of religion. Students are expected to contribute to the seminar by conducting research and presenting their results to the seminar. *Prerequisites: PHIL 171, 201, and 370. Normally only open to students in the fourth year of the program, unless the professor has given approval.*

PHIL 497 (3) and 499 (3) Honours Thesis in Philosophy I and II

— Students will complete a major research project in Philosophy that demonstrates the ability to formulate a thesis, use scholarly methods, evaluate primary sources and come to reasonable conclusions. Prerequisite: Only offered to students in their final year of an honours program in Philosophy. *Prerequisites: PHIL 171, 201, and 370. Application required.*

PSYCHOLOGY

PSYC 101 (3) Introduction to Psychology I

— This introductory survey course presents various subfields within the discipline of psychology, including: the history of modern psychology, psychology as a method of scientific inquiry, neuroscience and behaviour, the nature/nurture debate, developmental psychology, sensation and perception, states of consciousness, principles of learning and memory.

PSYC 102 (3) Introduction to Psychology II

— This introductory survey follows on from PSYC 101 and presents various subfields within the discipline of psychology, including: thinking and language, intelligence, motivation and work, emotion, stress and health, personality, psychological disorders, therapy and social psychology.

PSYC 205 (3) Brain and Behaviour

— *Same as BIOL 205 and HEAL 205.*

PSYC 211 (3) Developmental Psychology I

— The characteristics and needs of children at each stage of their development are surveyed. Particular attention is paid to the influences that are shaping children's lives in contemporary society.

PSYC 212 (3) Developmental Psychology II: Adulthood and Aging

— A survey of current theories of physical, cognitive, personality and social development as applied to adults and the elderly is the focus.

PSYC 301 (3) Personality Psychology

— General survey of the major theories that attempt to explain the underlying structure and

dynamics of variations in individual behaviour in life situations. *Prerequisites: PSYC 101, 102.*

PSYC 305 (3) The Integration of Christianity and Psychology

— This seminar course is designed to assist students of psychology in examining the interface between their Christian faith and the academic discipline of psychology. Various views of the integration effort are examined, including levels-of-explanation, faith-praxis integration, Christian psychology and biblical counselling views. In addition, differences in the integration effort as it relates to different subfields within psychology (e.g., the differences between studying neuropsychology and theories of personality or clinical psychology) are also discussed. *Prerequisites: PSYC 101, 102.*

PSYC 308 (3) Counselling Psychology

— Introduces students to the basic issues and skills involved in people-helping relationships, such as active listening, appropriate responding skills and intake skills. Ethical principles are also covered. Comprised of two parts: (1) in-class lectures and demonstrations, and (2) practice of basic counselling skills in class and in a lab setting. *Prerequisites: PSYC 101, 102. Exclusion PSYC 202.*

PSYC 320 (3) Health Psychology

— This course explores concepts, issues and methods of health psychology. Topics will include: health maintenance and illness prevention integrating biological, psychological, and social factors; utilization of health psychological assessments; and interdisciplinary aspects of health psychology. *Prerequisites: PSYC 101, 102.*

PSYC 321 (3) Abnormal Psychology

— Surveys the major theories that attempt to explain the nature and causes of psychological disorders. Consideration is given to the contributions of personality theory to the understanding of disturbed behaviour. *Prerequisites: PSYC 101, 102.*

PSYC 332 (3) Cognitive Psychology

— Explore the interdisciplinary field of cognitive science. We will examine common themes and

topics (e.g., mind representation and computation, the mind-body problem, consciousness, and machine thinking) that are investigated by the disciplines of psychology, philosophy, computer science, linguistics and neuroscience. As such, its emphasis is on broad coverage of important concepts rather than detailed analysis of any single area. No prior knowledge or experience with any of the subfields is assumed or necessary. Ideally, this course will lead students to understand the commonalities, as well as the differences, among the various approaches to cognitive science.

Prerequisites: PSYC 101, 102, 205.

PSYC 337 (3) Cognitive Neuroscience

— *Prerequisites: PSYC 101, 102, 205, 332.*

PSYC 340 (3) Cross-Cultural Psychology

— Cultures are socially constructed and transmitted to enhance human beings' survival and well-being. Cultural differences exist not only in languages, norms and shared values, but also in ways of coping. A major part of the human drama is about how human beings adapt to changes and overcome adversities in order to achieve life goals. Focuses on the theory and research of the stress-and-coping process from different cultural perspectives. *Prerequisites: PSYC 101, 102.*

PSYC 341 (3) Social Psychology

— Surveys the major contemporary areas of research in social behaviour. Topics covered include social perception and influence, attitude formation and change, interpersonal relations and persuasive communication and group processes. *Prerequisites: PSYC 101, 102.*

PSYC 345 (3) Consumer Psychology

— Focuses on the psychological study of consumer behaviour. It examines the roles that awareness, beliefs, learning, feelings, intentions and behaviours play in how people become aware of and decide to purchase goods and products. Applications to non-profit settings may also be explored. *Prerequisites: PSYC 101, 102.*

PSYC 350 (3) Directed Studies in Psychology

— This independent study option is open to third- and fourth-year students who wish to explore a topic not covered in the regular curriculum and in

which the professor has an interest and expertise and is willing to direct the studies. *Prerequisites: 12 credit hours in PSYC. Permission required.*

PSYC 360 (3) Research Methods in the Social Sciences

— Examines the strengths and weaknesses of various research methods and their appropriate applications within the social sciences. Research designs include qualitative studies, single subject designs, surveys, naturalistic observation, correlational studies, developmental designs and a variety of experimental designs. *Prerequisites: MATH 121, PSYC 101, 102. Same as SOCI 360.*

PSYC 380 (3) Psychology of Language

— This course provides an introduction to theories and research findings in the field of psychology of language (or psycholinguistics). We will cover a broad range of topics, such as the different components of language (phonology, morphology, syntax and semantics), language production and comprehension, discourse processing, the relationship between language and thought, language acquisition, language impairments/disorders and bilingualism/multilingualism in connection with memory, perception, mental representation and neuroscience. *Prerequisites: PSYC 101, 102 or LING 101, 102. Same as LING 380.*

PSYC 391 (3) Basic Research Project in Psychology

— Provides students with the opportunity to gain practical research experience working with a researcher within the field of psychology. Depending on the research team joined, students may be involved in a variety of activities, including gathering background literature search materials, gathering research data, advertising for recruiting participants, scoring and coding data, and/or helping with general research preparation and completion activities. Students will complete 120 hours of research experience as well as write their own term paper on a topic related to the larger team project of which they have been a part. *Prerequisites: Limited to third- and fourth-year students majoring in Psychology or Human Services who have received the permission from the research project advisor.*

PSYC 393 (3) Practicum in Psychology

— Provides students with the opportunity to gain practical experience working within the field of psychology. Practicum sites include such opportunities as: special needs summer camp, autism intensive behavioral intervention clinic, special education school placements, and psychology clinic placements. Students and their on-site supervisors will work with the Tyndale practicum coordinator to set personal training and learning goals focused on applying theoretical, psychological principles learned in classroom courses in the practicum environment. Students interested in this course are responsible for contacting the practicum coordinator one semester in advance of the course in order to arrange for a placement, which is contingent upon site and supervisor availability and willingness to take on the student. *Prerequisites: Limited to third- and fourth-year students majoring in Psychology or Human Services who have received the permission of their psychology faculty advisor.*

PSYC 401 (3) History of Psychology

— Examine the principal trends of psychological explanation and events in the history of psychology, from the earliest times to the present. The major personalities and schools of thought that have shaped the development of the field of psychology will be explored. *Limited to third- and fourth-year students majoring in psychology, except by permission of the instructor.*

PSYC 404 (3) Psychotherapeutic Interventions

— Surveys the major approaches to psychotherapeutic interventions, including: Psychoanalytic Therapy, Adlerian Therapy, Existential Therapy, Person-Centred Therapy, Gestalt Therapy, Behaviour Therapy, Cognitive Behaviour Therapy, Reality Therapy and Feminist Therapy. *Prerequisites: PSYC 101, 102, 301, 321. Exclusion: PSYC 304.*

PSYC 411 (3) Special Topics in Psychology

— Specific topics relating to the professor's research interests. Seminar format. Topics will vary from year to year. *Prerequisites: 12 credit hours in PSYC.*

PSYC 414 (3) Autism and Developmental Delays

— Provides a comprehensive introduction to autism spectrum disorders. Uses a variety of teaching methods, including lectures, case studies, role play and practicum experiences. *Prerequisites: PSYC 101, 102, 211.*

PSYC 417 (3) Child and Adolescent Abnormal Psychology

— Provides an in-depth review of the most common childhood developmental delays, their causes, diagnosis, prognosis and treatment. Uses a variety of teaching methods, including lectures, student presentations and practicum experiences. *Prerequisites: PSYC 101, 102, 211.*

PSYC 431 (3) Psychology of Mass Media

— This course will focus on the topics of Cognitive Psychology and the Mass Media. It will be a textbook-based course with 7 assignments and a final exam. This course will examine how mass communication and the media interact with our society and us as individuals in today's world. A cognitive psychology framework will be used to examine various types of mass media and how they impact our world today. *Prerequisites: PSYC 101, 102, 332.*

PSYC 450 (3) Advanced Directed Studies and Research in Psychology

— This independent study option is open to fourth-year Psychology majors who wish to explore a topic not covered in the regular curriculum and in which the professor has an interest and expertise and is willing to direct the studies. *Prerequisites: 18 credit hours in PSYC. Permission required.*

PSYC 461 (3) Advanced Research Methods

— Provides the necessary instructions for students to plan and conduct research. It will include topics such as developing a research idea, using theory to choose a research design, reviewing essential descriptive and inferential statistical procedures, choosing participants, using human or animal participants and preparing and submitting a research proposal. *Prerequisites: MATH 121, 322; PSYC 101, 102, 360.*

PSYC 491 (3) Advanced Research Project in Psychology

— Provides students with the opportunity to gain leadership experience working on a research project within the field of psychology. Students may, on some occasions, develop and carry out their own small independent research projects, or they may assist in the implementation of a professor's research project. Depending on the research project undertaken, this could involve in a variety of activities, including gathering background literature search materials, gathering research data, advertising for recruiting participants, scoring and coding data, analyzing data, and/or helping with general research preparation and completion activities. Students will complete 120 hours of research experience as well as write their own term paper examining in-depth the research topic they have been studying and reporting on the results when possible.

Prerequisites: PSYC 101, 102; PSYC/SOCI 360; MATH 121 & 322. Limited to third- and fourth-year students majoring in Psychology or Human Services who have received the permission from the research project advisor.

PSYC 493 (3) Advanced Practicum in Psychology

— Provides students with the opportunity to gain advanced, practical experience working within the field of psychology. Students will return to the same site that was attended during PSYC 393 or will move on to a similar site which allows for further development of the same skills. Students and their on-site supervisors will work with the Tyndale practicum coordinator to set personal training and learning goals focused on continuing and advancing the process of applying theoretical, psychological principles learned in classroom courses in the practicum environment. A review of skills learned during PSYC 393 will be used to identify how these preliminary skills may be expanded. Students interested in this course are responsible for contacting the practicum coordinator one semester in advance of the course in order to arrange for a placement which is contingent upon site and supervisor availability and willingness to take on the student.

Prerequisites: PSYC 393. Limited to third- and fourth-year students majoring in Psychology or Human Services who have received the permission of their psychology faculty advisor.

PSYC 497 (3) Honours Thesis in Psychology I

— Students begin a major research project in Psychology that demonstrates their ability to formulate a research question, use existing theories and methodologies, gather research data, conduct an analysis with both quantitative and qualitative methods and formulate responsible conclusions. *Only offered to students in their final year of an honours program in Psychology. Taught as a regularly scheduled course. Prerequisite: PSYC 360 and 461. Application required.*

PSYC 499 (3) Honours Thesis in Psychology II

— Students complete a major research project in Psychology that demonstrates their ability to formulate a research question, use existing theories and methodologies, gather research data, conduct an analysis with both quantitative and qualitative methods and formulate responsible conclusions. *Only offered to students in their final year of an honours program in Psychology. Taught as a regularly scheduled course. Prerequisite: PSYC 461. Application required.*

SOCIOLOGY

SOCI 101 (3) Introduction to Sociology I

— A general introduction to basic concepts and themes in sociology. These include social change, institutions and organizations. Theoretical approaches of classical sociologists such as Durkheim, Weber and Marx are examined with special attention to their views concerning religious belief and the church as a social institution.

SOCI 102 (3) Introduction to Sociology II

— *Continuation of SOCI 101. Prerequisite: SOCI 101.*

SOCI 250 (3) Social Problems in a Diverse Society

— Supports students in reflecting on and understanding the major social concerns our society must deal with today. The course focuses on the significance of racialization and ethnicity, age, sexual orientation, class, ability, and gender in understanding social problems in Canada and around the world. The course is grounded within a social justice, anti-oppression framework that is inclusive of a Christian worldview contrary to other contemporary paradigms that externalize Christianity from social justice focused solutions. *Prerequisites: SOCI 101, 102.*

SOCI 251 (3) Introduction to Social Welfare

— Involves a critical and analytical examination of theoretical, ideological, philosophical, political and socio-economic bases within social welfare that underlie social work practice. Specific topics covered may include: child poverty, homelessness and visible minority youth violence. *Prerequisites: SOCI 101, 102. Exclusion: SOCI 351.*

SOCI 252 (3) Introduction to Social Work

— Investigates social work and social welfare principles, practices and values in the light of biblical teachings on individuals, families and communities. The history and development of social work in Canada are examined. Students are challenged to develop an understanding of social work as having the goal of empowering the weak and as a struggle against all forms of oppression. *Prerequisites: PSYC 101, PSYC 102, and SOCI 251. Exclusion: SOCI 151.*

SOCI 271 (3) Behaviour in Groups

— *Same as CHRI 271.*

SOCI 321 (3) Marriage and the Family

— Provides a study of Christian marriage and family life in accordance with biblical principles and the relevant findings in the social sciences.

Topics considered include friendship, marriage preparation, communication, marital and family roles, marriage enrichment, a Christian view of sexuality, the ethics of family planning and the rearing of children. *Prerequisites: SOCI 101, 102.*

SOCI 331 (3) Violent Crime: Clinical and Social Implications

— Offers a unique and interdisciplinary focus on the roots of violence. It explores cutting-edge research on the etiology, nature, assessment and treatment of individuals who commit violent crimes. This course builds on theories and concepts acquired from the prerequisite courses. This course examines the origins of violence, including family and other social factors, media violence, genetics, biochemistry and head injuries. It also delves into research on specific subgroups of offenders, including sex offenders, domestic violence perpetrators, murderers and serial murderers, as well as focuses on issues related to victimology, prevention and the treatment of violent offenders. *Prerequisites: SOCI 101, 102, 250, 251.*

SOCI 360 (3) Research Methods in the Social Sciences

— *Same as PSYC 360. Prerequisites: SOCI 101, 102; MATH 121.*

SOCI 394 (3) Directed Research Methods

— Examines various research methods. The student will apply research methods in preparing the initial stages of a Directed Research Project. *Offered to Modular Bachelor of Arts students only.*

SOCI 395 (3) Directed Research Project

— Students investigate a specific area of human services under the direction of a mentor who is actively involved in the research and the final report. *Prerequisite: SOCI 394. Offered to Modular Bachelor of Arts students only.*



University College Academic Policies and Procedures

Registration and Courses

Course Load

In order to complete academic programs in the time frame specified in the Academic Calendar, students need to take 15 credit hours and, for Bachelor of Religious Education (BRE) students, one unit of Field Education each semester. A student must be registered for a minimum of 9 credit hours per semester in order to be a full-time student. To qualify for an Ontario Student Assistance Plan (OSAP) loan, a student must be taking at least 60% of a full course load, which is equivalent to a minimum of 9 credit hours at the University College. Permission to take more than a normal course load must be secured from the Registrar prior to registration.

Course Registration

Registration

1. Students must register for all courses through the Office of the Registrar via the online MyTyndale system.
2. A \$50 late fee will be charged to returning students who register after the respective August and December dates published in the Academic Calendar and on the website.
3. Students will not be allowed to enrol in courses after the second week of fall and winter classes or after the first day of a Degree Completion Program/Modular or spring/summer course.
4. International students must use the paper registration form and have the form signed prior to submission to the Office of the Registrar.

Changes and Withdrawals

1. Up until the end of the add/drop period (the end of the second week of classes), registration changes may be made online or in person.
2. After the end of the add/drop period, courses may be dropped until the final date for dropping courses (published in the Academic Calendar).

3. After the end of the add/drop period, tuition is refunded according to the published refund schedule. There is no refund for the administrative fee. See policy and refund percentages in the Fees and Expenses section.

Waiting List 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 waiting list through online registration or by the Office of the Registrar.
3. All waiting lists are compiled and implemented on a first-come, first-served basis. Students seeking to audit a course may be added to the waiting list but will have second priority after credit students.
4. No student will be offered a vacant place unless he or she is on the waiting list.
5. By decision of the Registrar, a student may be placed in a course without regard to the order of the waiting list or the limit. 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 waiting list process.
7. Instructors may not allow students on the waiting list 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 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 100% refund.
9. Instructors may not allow students to attend a course without being registered either for credit or audit.
10. Enrolment of paying students will take priority over that of free audit students (i.e., graduates).

Course Substitutions

Students are expected to complete all required courses. Permission to substitute a required course may be granted by the Registrar.

Auditing Courses

1. Students must register to audit a course.
2. Prior to auditing any course, a student must have been admitted to Tyndale.
3. Students desiring to change a course from audit to credit or from credit to audit must do so within the first two weeks of the fall or winter semester or before the second class of a Degree Completion Program/Modular or spring/summer course.
4. To register, submit the completed registration form to the Office of the Registrar.
5. No credit hours or quality points shall be awarded for courses audited.
6. Online courses may not be audited.

7. Only lecture courses may be audited. Courses such as internships, directed studies and practica may not be audited.
8. Attendance is required.
9. The taking of examinations is not permitted, except by special arrangement with the instructor.
10. The instructor is not obligated to read or correct any submitted assignments.
11. At the end of the semester, a grade of "AU" (Audit) will be recorded on the transcript.
12. Tyndale students may audit one course free of charge after graduation in a degree program.
13. Permission to audit depends on there being room in the class after regular enrolment has been completed.
14. Paying students will take priority in enrolment.
15. Permission from the Registrar may be required.

Directed Studies Courses

1. Students must have completed at least one year in their program before requesting a Directed Studies course.
2. Students must have the stated prerequisites for the course.
3. No student on academic probation is eligible to take a Directed Studies course.
4. A Directed Studies course may not be taken as a substitute for an equivalent classroom course in the same semester.
5. The desired course must be discussed with the professor of the course, and written approval must be obtained from the Academic Dean prior to registration for the course.
6. The student should complete and submit a Registration for Non-Classroom Course form, available at tyndale.ca/registrar/forms, to the Office of the Registrar.
7. Registration for such courses will take place during normal registration times, and students are expected to complete such courses within the framework of a normal semester.

Letters of Permission

Tyndale University College students wishing to take courses at other institutions for the purpose of gaining credit toward Tyndale degrees or certificates may apply for letters of permission. A Letter of Permission form can be accessed at tyndale.ca/registrar/forms or through the Office of the Registrar. Please note that satisfying the requirements listed below does not guarantee admission to the host institution(s).

Student Eligibility

1. The student is required to have a minimum cumulative Grade Point Average (GPA) of 2.3 (C+) to apply.
2. The student must have completed a minimum of 10 courses (30 credit hours) before applying.
3. The student must have all outstanding balances owed to Tyndale University College paid before he or she is eligible to apply.

4. A student may not take courses by letter of permission if doing so would cause the number of courses taken at Tyndale to comprise less than 50% of the total offered for the degree.

Course Eligibility

1. For a course to be eligible, it must not be offered at Tyndale University College.
2. The course in question must adequately reflect and augment the program of the student as decided by the Department Chair and approved by the Academic Dean.
3. A core course may not be taken by a letter of permission.

Student Responsibilities

1. The student is required to prove the eligibility of the course first to the Chair of the department corresponding to the course; second, to the Registrar; and third, to the Academic Dean.
2. The student is responsible for all communication between the home and host institutions, including all syllabi, official transcripts (within a sealed envelope) and the letters of permission themselves.
3. The student must achieve a minimum Grade Point Average (GPA) of 2.0 (C) or equivalent in the course in question to have it transferred to his or her program at Tyndale University College.
4. The student must be aware that if the transfer credit is allowed in the final year of study, and that credit is the final credit required for graduation, the student will most likely not graduate in that session, but must wait for the next graduating session.

Repeating Courses

1. A student may repeat any course once in which a grade of "D" or "F" was received at Tyndale University College.
2. Only the higher earned grade in any repeated courses will count in the computation of the Grade Point Average (GPA).
3. Earned credit hours in repeated courses will count only once.
4. The repeated course must be completed in its entirety.

Program Changes

1. Students are accepted into the program indicated on their letter of acceptance. Students deciding to change programs or the vocational focus within a program should apply through the Office of the Registrar using the form designed for this purpose.
2. Upon receipt of the application, the Registrar will review it and come to a decision in consultation with the student's academic advisor.
3. Checking a different box on the registration form filled out at the beginning of a semester does not constitute an application for a program change.
4. The Academic Standards Committee reserves the right to request or require a student to change to the certificate program, to another degree program or to another major.

Transfer Credit

Tyndale University College has a long tradition of academic excellence in the liberal arts, as well as in biblical and theological studies and ministry preparation. For decades, students have been going on from Tyndale to other universities and receiving credit for their work here. Our accreditation through the Commission on Accreditation of the Association for Biblical Higher Education (ABHE) has facilitated this, although the Commission has not permitted full course-for-course transfer credit in most cases.

As we have expanded our offerings in the arts and sciences to grant the Bachelor of Arts degree, universities increasingly are recognizing our arts and sciences courses for transfer credit on a course-for-course basis, on the strength of Tyndale's excellent faculty and high academic standards. We expect this trend to continue as the University College continues to grow in both size and quality.

The following is a partial list of universities that accept transfer credit from Tyndale University College. The absence of an institution from the following list does not necessarily mean that it would not grant transfer credit.

- **The Faculty of Arts at York University (Toronto, Ontario)** will accept transfers of up to 30 credit hours (10 semester courses) from Tyndale University College for students who meet the minimum entrance requirements for admission to York University and who achieve a minimum overall average of "C" (i.e., a Grade Point Average [GPA] of 2.0 in the Tyndale grading system) in the courses presented for transfer. Each course accepted for transfer credit must be presented with a grade of C or higher and must be equivalent to a course offered at York. A minimum of "C+" standing (i.e., a GPA of 2.3 in the Tyndale grading system) is required for courses applied to an Honours Bachelor of Arts degree in the Faculty of Arts at York.
- **The University of Waterloo (Waterloo, Ontario)** currently grants transfer credit for up to 45 credit hours (15 semester courses). The remaining course requirements toward a Bachelor of Arts or Bachelor of Science degree will vary, depending on the specific degree and program applied for.
- **Redeemer University College (Ancaster, Ontario)** will grant transfer of up to 75 credit hours (25 semester courses). Specific transfer credit for liberal arts and science courses will be determined by the appropriate academic department(s). After studying for two years at Tyndale, students may transfer to Redeemer and complete a Bachelor of Arts in two further years of study in majors not currently available at Tyndale.
- **Trinity Western University (Langley, British Columbia)** grants transfer of up to 75 credit hours (25 semester courses). The remaining courses required for a Bachelor of Arts or Bachelor of Science degree will vary from student to student, depending on the specific degree and program requirements applied for.

It is recommended that students interested in transferring one or two years of Arts and Science courses from Tyndale University College to any university seek detailed advice from the Registrar or prior to registering at Tyndale.

Transcripts

Students requiring Tyndale transcripts should submit a Transcript Request form, available at tyndale.ca/registrar/forms, to the Office of the Registrar and pay the posted fees.

Second Undergraduate Degrees

A graduate of Tyndale University College with a (Pass) Bachelor of Arts degree in any academic discipline may apply to register in an Honours Bachelor of Arts program in the same discipline.

1. Additional academic work, often including honours-level courses and an honours thesis, will be required. (Specific requirements for each applicant will be established by the Academic Standards Committee in consultation with the Registrar and the academic department concerned.)
2. When all academic requirements have been met, and the Pass Bachelor of Arts diploma has been surrendered, such a student may graduate (again) with an Honours Bachelor of Arts degree.
3. No graduate will be entitled to hold both a Pass and an Honours Bachelor of Arts in the same academic discipline.

A Tyndale Pass or Honours Bachelor of Arts graduate in any academic discipline may apply to study toward a Pass or Honours degree in another discipline.

1. Additional academic work, including course work and (in the case of application to an honours program) honours-level courses and an honours thesis in the second discipline, will ordinarily be required. (Specific requirements for each applicant will be established by the Academic Standards Committee in consultation with the Registrar and the academic department concerned.)
2. Graduates of Tyndale University College may only possess one undergraduate degree. When all academic requirements have been met, the previous Pass or Honours Bachelor of Arts degree must be surrendered before a student may graduate (again) with a Pass or Honours Bachelor of Arts degree in another discipline.

Statute of Limitations Policy

1. Students are eligible to graduate from a program under the terms of the Academic Calendar in force at time of their first enrolment in that program, provided that they graduate within the number of years specified below for each program. Students who change from one certificate, degree or major to another must accept the terms of the Academic Calendar in force at the time the change is made to the new program. The number of years they have to complete the new program, however, will be calculated from the date of first admission.

2. Notwithstanding the above, Tyndale University College reserves the right to substitute courses in cases where required courses are no longer offered.
3. The following time limits apply:
 - a. Students in the Bachelor of Arts or Bachelor of Arts Honours degree have eight years to complete their program.
 - b. Students in all other Bachelor's degrees have seven years to complete their program.
 - c. Students in all Certificate programs have five years to complete their program.
4. Students who exceed the number of years allotted for their program are suspended and not eligible to take further courses unless they receive an extension, as described below.
5. Students who come to the end of the time allotted for the completion of their program and who have not completed it, but are in a position to complete within one calendar year, may apply for an extension using a form available from the Office of the Registrar. The student will meet with the Registrar and they will devise a plan for finishing the program. If the Registrar is satisfied with this plan, the extension will be approved. This plan will be attached to the form and kept in the student's file.
6. In exceptional cases, a second one-year extension may be approved by the Registrar.
7. If the extension is not approved, the student may appeal this decision by writing a letter of appeal to the Academic Standards Committee.
8. If an extension is not granted, the student may continue to register for courses. However, the student will be governed by the Academic Calendar in force at the time his or her allotted time limit expired. This means that all graduation requirements in force at that time must be completed for graduation.
9. Students who exceed the number of allotted years (plus any extensions) and therefore come under the Academic Calendar in force at that point, will have a maximum of two additional years from that point to complete the degree. After the two years, if the student has not graduated, he or she will be suspended and will not be eligible to take further courses.
10. A student suspended because the statute of limitations runs out can apply for readmission to the University College and his or her case will be considered by the Academic Standards Committee. The Committee will re-admit the student only if the Committee is satisfied that the student has a viable plan for finishing in what the Committee considers to be a reasonable time. The re-admission decision will include a new deadline for completion of the degree. The student must complete all graduation requirements specified for his or her program as found in the Academic Calendar in force at the point of re-admission.
11. This policy will apply to all students who first enrol at Tyndale University College after September 1, 2003.
12. This policy will also apply to students enrolled at Tyndale prior to September 1, 2003. However, for purposes of calculating the number of years they have left to finish their program, these students will be considered to have been in their first year in the 2003-2004 year, even though they may have been admitted under an older Academic Calendar.

Classroom Expectations and Guidelines

Course Syllabi

Course expectations will be outlined in the syllabus at the beginning of each course. These include, but are not limited to, course learning outcomes, required texts, an evaluation and grading scheme, assignments, a course schedule and classroom policies.

In most cases, the syllabus will be available to students either on the course webpage or it will be distributed by the instructor. The syllabus contains information that students need in order to succeed in each course. Therefore, students are strongly encouraged to download a copy of the syllabus for each of their courses from the course webpage or to ensure they have received a hard copy from their instructor.

Attendance

Faithful attendance at classes is an important indicator of student maturity and involvement. Class attendance and participation are part of the evaluation of the student and may have a bearing on the final grade for the course.

When a student misses a significant number of classes because of illness, he or she should notify the Dean of Student Life in person or by phone. The student will need to submit a doctor's certificate upon return. The Dean of Student Life will notify the student's professors of the reason for the absence and suggest that they take this reason into consideration when grading assignments.

The University College faculty have adopted the following guidelines to define student responsibilities in this matter and to assist the student in developing a disciplined life.

Attendance Policy for Fall and Winter Courses:

Absence from once-per-week courses

| | |
|---------------------|---|
| 1 or 2 absences: | Absence from class for any reason (including illness) is permitted twice without penalty. |
| 3 or 4 absences: | Students with three or four absences without legitimate reason will lose one grade level from their total course grade. Legitimate absences include personal illness or injury or death in the immediate family. Students are responsible to report to the instructor the reason for all absences. |
| 5 absences or more: | Absenteeism for any reason that exceeds four absences will automatically mean the student has chosen not to complete the course and a grade of "F" will be assigned. Students who are absent because of extended illness or injury verified by a doctor's certificate are eligible to apply through the Academic Standards Committee for permission to complete the subject. If excessive absenteeism due to illness or injury extends into the following semester, the student must have a reduced load in the following semester. |

Absence from twice-per-week courses

| | |
|---------------------|---|
| 1 to 4 absences: | Absence from class for any reason (including illness) is permitted four times without penalty. |
| 5 to 8 absences: | Students with five to eight absences without legitimate reason will lose one grade level from their total course grade. Legitimate absences include personal illness or injury or death in the immediate family. Students are responsible to report to the instructor the reason for all absences. |
| 9 absences or more: | Absenteeism for any reason that exceeds eight absences will automatically mean the student has chosen not to complete the course, and a grade of "F" will be assigned. Students who are absent because of extended illness or injury verified by a doctor's certificate are eligible to apply through the Academic Standards Committee for permission to complete the subject. If excessive absenteeism due to illness or injury extends into the following semester, the student must have a reduced load in the following semester. |

Attendance Policy for Spring/Summer Courses:

Absence from 6-week courses (two classes per week):

| | |
|---------------------|--|
| 1 or 2 absences: | Absence from class for any reason (including illness) is permitted twice without penalty. |
| 3 or 4 absences: | Students with three or four absences without legitimate reason will lose one grade level from their total course grade. Legitimate absences include personal illness or injury or death in the immediate family. Students are responsible to report to the instructor the reason for all absences. |
| 5 absences or more: | Absenteeism for any reason that exceeds four absences will automatically mean the student has chosen not to complete the course, and a grade of "F" will be assigned. Students who are absent because of extended illness or injury (verified by a doctor's certificate) are eligible to apply through the Academic Standards Committee for permission to complete the subject. If excessive absenteeism due to illness or injury extends into the following semester, the student must have a reduced load in the following semester. |

Absence from 1-week intensive courses (five days per week) and weekend courses (five consecutive Saturdays):

As a result of the intensive nature of the 1-week and weekend courses, attendance in each class is a requirement for these types of courses.

Any unexcused absence from an intensive course indicates that a student has chosen not to complete the course, and a grade of "F" will be assigned.

| | |
|---------------------|--|
| 1 absence: | Students may be granted one excused absence for legitimate reasons, including personal illness, injury or death in the immediate family. Students are responsible to report to the instructor the reason for all absences. |
| 2 absences or more: | Students who are absent because of extended illness or injury (verified by a doctor's certificate) are eligible to apply through the Academic Standards Committee for permission to complete the subject. |

Attendance Policy for Modular Courses:

Students in modular courses should refer to the attendance policy noted in the Student Guide for Modular Programs (a supplement to the Academic Calendar). The guide is available online at tyndale.ca/dcp/student-resources.

The above policies should be considered as being in effect unless the instructor indicates otherwise at the beginning of the semester. Instructors have the prerogative of instituting their own attendance policies for individual courses.

Assignments

Major assignments will be specified at the beginning of a semester in the course syllabus, so that students can organize their time effectively. All essays and other written assignments shall be written at the university level as far as grammar, style and structure are concerned. When this is not the case, instructors shall:

- Comment in writing on the deficient parts of the essay or other written assignment;
- Recommend that the student get help from the Centre for Academic Excellence; and
- Lower the grade in proportion to the seriousness of the deficiency.

Research papers for University College courses should conform to the style requested by the professor. A summary of the three standard forms is found on the Writing Consultation webpage: tyndale.ca/academic-excellence/writing.

Students are required to keep backup copies of all assignments submitted.

Electronic Submission

1. For courses where electronic submission of assignments is required, it is the responsibility of the student to ensure that the instructor has received the assignment by the established due date and to ensure that the assignment submitted is the complete and correct version.
2. Any student may be requested to submit papers in electronic form to facilitate the professor's routine checks for academic fraud.

Late Assignments

Assignments should be submitted on the due date in order to receive full credit. The penalty for unexcused late assignments will be determined by the following scale:

1. For each day or part thereof late, the instructor will reduce the assigned grade by one-third of a letter; e.g., "A" to "A-," "B+" to "B." Saturdays, Sundays and holidays are excluded from the reckoning.
2. The above policy should be considered as being in effect unless the instructor indicates otherwise at the beginning of the semester in the syllabus. Instructors have the prerogative of implementing their own late assignment policies for individual courses.

3. Excessively late assignments may receive no credit and result in failure. In some subjects, no late assignments will be accepted for credit, and this will be communicated to the students at the beginning of the course.

Extensions on Assignments

No instructor may grant extensions on any assignments, nor accept assignments after the final day of exams in the fall or winter semesters. Students requiring extension must follow the procedures outlined below.

Penalties for late assignments and attendance expectations will be stipulated in each course syllabus. The following procedure will be followed for students requesting extensions:

1. If a student is not able to complete all assignments within a course by the last day of exams, the student may appeal to the Registrar for an extension. Such an appeal should be made in writing using a form available from the Office of the Registrar or online at www.tyndale.ca/registrar/forms.
2. Extensions will be granted by the Registrar only in cases where the student was clearly prevented from completing the assignments by circumstances beyond his or her control (e.g., hospitalization, illness documented by a note from a doctor, etc.). Extensions are not granted for what best could be described as “poor time management” or “over involvement” in an extracurricular activity.
3. If a student is unsure if he or she has a valid reason to appeal, the student may wish to discuss the matter with the Registrar or the Dean of Student Life.
4. If an extension or grade of “incomplete” is granted by the Registrar, all work for the course will be due with a new deadline. Once an “incomplete” is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work.
5. Failure to submit assignments by the deadline will result in failing grades (a grade of “F”) on those assignments, and the final grades on courses will be calculated accordingly.
6. The decision of the Registrar may be appealed in writing to the Academic Standards Committee. The Academic Standards Committee will respond in writing to the student and provide a copy of the decision to the various parties. The decision of the Academic Standards Committee is final.

Assignment Policy for Spring/Summer Courses

The Tyndale University College policy on assignments for fall and winter courses also applies to spring/summer courses. Instructors have the prerogative of implementing their own late assignment policies for individual courses.

Final assignments for spring/summer courses must be submitted by the due date outlined in the course syllabus, which must be no later than three weeks after the final scheduled class of the course.

Assignment Policy for Modular Courses

Students in modular courses should refer to the assignment policy noted in the Student Guide for Modular Programs in conjunction with the policies outlined here. The guide is available online at tyndale.ca/dcp.

Electronics Policy

Professors have the right to prohibit the use in class of some or all electronic communication devices. Students who require electronic devices (such as laptop computers) because of officially documented disabilities will be exempted from such prohibitions.

Recording of Classes

1. Students must request permission from the professor of the particular class that they would like to record.
2. Where permission is granted, students are expected to supply their own equipment.
3. If a student is not able to attend a lecture and would like to have it recorded, it is the responsibility of the student to obtain the professor's permission, find another student to record the lecture and to supply that student with the recording device.

Course Evaluations

At the end of each academic term, students will be given the opportunity to provide meaningful feedback and evaluation on the courses they have taken. The results of these evaluations are compiled and distributed to the instructors, the respective department chairs and the Academic Dean for consideration. Student feedback and evaluation are important aspects of course development and planning; students are encouraged to provide meaningful feedback using these forms.

Every effort is made to ensure the anonymity of the students completing course evaluations, as well as to ensure the integrity of the evaluation process. Therefore, course evaluations will not be made available for Directed Studies, Honours Thesis or Internships as these are most often one-on-one courses. Students wishing to submit comments or concerns regarding these courses can feel free to contact the Office of the Academic Dean.

Examinations

Midterm Examinations, Tests and Quizzes

1. Instructors will assign the times for midterm examinations, tests and quizzes throughout the semester.
2. Midterm examinations will be held as scheduled. If a student misses such an examination through illness or some other emergency, the examination must be written after the student returns within a number of school days that do not exceed the number of school days missed. Example: If a student is ill for three days and in that time misses a midterm examination, that examination must be written within three days of the return to school.

Final Examinations

Final examinations will be held during the times stated in the Academic Calendar. The Registrar will determine the time and place of these examinations.

The following rules apply to every final examination:

1. No student is permitted to take into the examination room any materials relating to the examination subject, including Bibles, unless otherwise indicated.
2. No student may leave the room without permission from the exam proctor.
3. No student may leave his or her seat during the final fifteen minutes.
4. Students must not linger in the halls outside the examination rooms while examinations are being written.
5. No student will be permitted to write beyond the allotted time without special permission of the Registrar.

Exam Conflicts and Rescheduling

1. The only circumstances that will allow the rescheduling of an exam are as follows:
 - a. Exam Conflict: two exams at the same time or three exams within 24 hours.
 - b. Illness: a doctor's note is required if a student misses an exam due to illness.
2. To reschedule an exam, a student must submit an Exam Reschedule Form to the Office of the Registrar by the deadline stated on the Exam Reschedule Form. Forms are available at tyndale.ca/registrar or in the Office of the Registrar.
3. If a student is ill on the day of the exam, he or she should not call the Registrar or professor, but submit an Exam Reschedule Form and doctor's note to the Office of the Registrar within 48 hours of the originally scheduled exam time.

Examination Policy for Spring/Summer Courses

1. Final in-class examinations may be held on the last class of the course, as indicated in the course syllabus. (In-class examinations will not be held after the last scheduled class of a spring/summer course.)
2. Final take-home examinations, as noted in the course syllabus, may be assigned with a due date of no later than three weeks after the final scheduled class of the course.
3. For further information on examination policies and scheduling, please see the above policies on "Final Examinations" and "Exam Conflicts and Rescheduling."

Academic Standing and Grades

Grading System and Scale

| Grades which count in the Grade Point Average (GPA): | | | |
|--|-----------------|--------------|---|
| Letter Grade | Numerical Value | Grade Points | Definition |
| A+ | 90-100 | 4.0 | Excellent, Good These grades are earned only when evidence indicates that the student has consistently maintained above average progress in the subject. Sufficient evidence may involve such qualities as creativity, originality, thoroughness, responsibility and consistency. |
| A | 85-89 | 4.0 | |
| A- | 80-84 | 3.7 | |
| B+ | 77-79 | 3.3 | |
| B | 73-76 | 3.0 | |
| B- | 70-72 | 2.7 | |
| C+ | 67-69 | 2.3 | Satisfactory This grade means that the student has fulfilled the requirements of the subject to the satisfaction of the instructor. These requirements include the understanding of subject matter, adequacy and promptness in the preparation of assignments and participation in the work of the class. |
| C | 63-66 | 2.0 | |
| C- | 60-62 | 1.7 | |
| D+ | 57-59 | 1.3 | Poor This grade indicates that the accuracy and content of work submitted meets only the minimal standards of the instructor. Performance at this level is considered inadequate for graduation. |
| D | 53-56 | 1.0 | |
| D- | 50-52 | 0.7 | |
| F | 0-49 | 0.0 | Failing Work submitted is inadequate. Attitude, performance and attendance are considered insufficient for a passing grade. |

| Grades which do not count in the Grade Point Average (GPA): | | | |
|---|---------------------------------------|---|------------|
| AG | Aegrotat Standing | P | Pass |
| AU | Audit (non-credit) | W | Withdrawal |
| I | Incomplete (granted by the Registrar) | N | No Pass |
| IP | In Progress | | |

Incomplete Grade

A temporary grade of incomplete ("I") may be granted by the Registrar in cases such as death in the family or medical emergency. Needing more time is not a criterion for an "incomplete." Once an "incomplete" is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A student who receives an "I" must complete the work by the extended deadline. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

Aegrotat Standing

Aegrotat standing, a final grade given in a course for which the required examination was not taken, may be granted in exceptional circumstances. The instructor concerned may submit a recommendation to the Academic Standards Committee. Aegrotat standing will be considered on the basis of grades achieved in the course(s) for which it is requested, accumulated Grade Point Average (GPA), successful completion of three-quarters of the semester in which the course(s) are taken, a minimum of 65% (C) in course(s) prior to the emergency that led to the request for aegrotat, consistent attendance and supporting documentation certifying an inability to continue the course(s).

Dean's Honour List

A student who takes a minimum of 12 credit hours in either the fall or winter semester and achieves a Grade Point Average (GPA) of 3.7 or higher is eligible for the Dean's Honour List for that semester.

Graduation Requirements

1. Graduating students are required to have a passing grade in all courses as prescribed in the particular program in which they are enrolled.
2. Substitutions in a course are allowed only by special permission from the Registrar or the Academic Dean.
3. The cumulative GPA must be at least 2.0 (C) in order to qualify for graduation. (Refer to the Bachelor of Education section for Bachelor of Education graduation requirements.)
4. Students must normally complete the last year of work at the University College in order to graduate.

Graduating with Distinction

A student who achieves a cumulative GPA of 3.7 or higher on the 120 credit hours presented for the Bachelor of Arts degree or the 90 credit hours presented for the Bachelor of Religious Education degree will be awarded the degree "with distinction."

Academic Policies and Procedures

Academic Integrity

Integrity in all academic work is required from all students. Academic fraud violates the academic integrity which is to be the foundation of Christian university studies: it is a serious matter with serious consequences. Knowingly aiding or abetting anyone in a breach of academic integrity shall in itself be considered misconduct and result in a range of consequences leading up to and including expulsion.

Definition of Academic Fraud:

Academic fraud is defined as, but not limited to, the following:

1. Falsification of Data or Citation

- a. Giving false information for the purpose of gaining admission or credits.
- b. Fabricating, forging or altering Tyndale University College documents.
- c. Fabricating, forging or altering transcripts, letters of reference or other official documents.
- d. Providing false information or forged medical documentation to gain extensions, exemptions or advantages for any academic work.
- e. Presenting information or research data that has been falsified; providing statements or referencing sources that have been invented.

2. Interference with or Falsification of Academic Assessment

- a. Tampering with, stealing or destroying another student's academic work.
- b. Preventing another student from completing a task for academic assessment.
- c. Altering a grade on academic work for the purposes of having the recorded grade changed.
- d. Impersonating other students for the purpose of academic assessment.

3. Multiple Submission

- a. Submitting an assignment for which previous academic credit was given, either at Tyndale or at another institution, or submitting the same assignment for two or more courses.
- b. In some circumstances, an expanded paper or project common to two or more courses of study may be submitted with prior approval.

4. Cheating

- a. Copying another person's test, examination, or coursework or allowing another student to copy one's work and submit it as his or her own.
- b. Accepting credit for group work or a group project for which the student did not provide assistance or participate.
- c. Using notes, electronic devices, or other aids during a test or examination without permission from the instructor or disregarding instructions and guidelines set forth by the instructor for take-home or online examinations.
- d. Obtaining or distributing unauthorized tests, examinations or other course materials for academic assessment.

5. Plagiarism

Plagiarism may be attributed (but is not limited) to any of the following types of academic work: papers, essays, tests, exams, research reports, theses (oral or written), lab reports, oral presentations, music, or artwork.

Any of the following may constitute plagiarism:

- a. Submitting academic work that has been, entirely or in part, copied from or written by another person without full and proper acknowledgement. "In part" can be as little as a sentence or two: plagiarism is not a matter of quantity.
 - i. Using the exact wording of a source without putting the borrowed words in quotation marks, or following the syntax (structure) or wording of the source too closely. Even if a citation is given, this is still plagiarism, as it misrepresents the wording as the student's own.
 - ii. Paraphrasing words or ideas from a source without full and proper acknowledgement of the source.
 - iii. Including a source in the "works cited" list or reference list, but giving no parenthetical citations or footnotes/endnotes in the essay to show exactly which quotations, ideas or facts were taken from that source.
- b. Submitting academic work which has been written, rewritten or substantially edited by another person.

For further guidelines on proper acknowledgement of sources, consult the Tyndale University College Centre for Academic Excellence.

Procedure in Cases of Academic Fraud

In all cases of alleged academic fraud, the instructor or staff member will inform the Academic Standards Committee. He or she may also choose to speak with the student(s) involved.

1. The instructor will provide the Committee with evidence of the alleged offence.
 - a. For all cases of alleged academic fraud the instructor, staff member or faculty member will submit a written statement and/or evidence that substantiates the allegation. When applicable, this will include submitting an original copy of the student's academic work.
 - b. For all cases of alleged plagiarism, the instructor must also submit an original copy of the student's academic work or assignment, along with its instructions or guidelines, as well as written indications as to which aspects or sections of the academic work or assignment may have been plagiarized. The instructor will also provide copies of any sources from which material is alleged to have been plagiarized.
2. The Chair of the Academic Standards Committee will give written notice to the student, which will be placed in the student's file, indicating the nature of the alleged offence and setting a date, time and place for a hearing in which the accused will be afforded the opportunity to respond in writing or in person to the allegation. The student may be assisted and represented by another person of his or her choice. The student may waive his or her right to respond in writing or to appear in person.
3. After the hearing, the Academic Standards Committee will rule on the allegation. The Chair will then notify the student of the committee's ruling, in writing, including any penalties imposed. A copy will go to the instructor and be placed in the student's file.

4. Appeals of decisions concerning academic fraud may be made, on procedural grounds only, in writing, to the Academic Dean. Such appeals must be made within fourteen calendar days of the student's having received notification of the decision of the Academic Standards Committee. The policies for appeals of grades on assignments and appeals of final grades do not apply to decisions concerning academic fraud.

Penalties in Cases of Academic Fraud

At the discretion of the Academic Standards Committee, the following penalties may be implemented:

In cases where academic fraud is established within the context of a student's course or coursework:

- In most cases, in addition to the penalties listed below, a written reprimand will be placed in the student's academic file.
- In cases of plagiarism, cheating, falsification of data or citation, or interference with academic assessment, the student will receive a zero on the academic work or in the course.
- If academic fraud is established in multiple cases, the student will receive a mark of zero for the course(s) in question, and the student may be suspended or expelled from Tyndale University College.
- If a student voluntarily withdraws from a course in which he or she has been accused of academic fraud, the student may still receive a grade of zero on that course, should the Academic Standards Committee determine that he or she has committed academic fraud.
- Sometimes academic fraud will not be discovered until after a student has received a passing grade on an assignment, test or examination. When this is the case, the student's grade on the academic work or the course or both may be changed retroactively to zero.
- If a student submits an assignment for which previous academic credit was given, either at Tyndale or at another institution, or has submitted the same assignment for two or more courses without prior approval, the student will receive a zero on one or more of the assignments in question.
- When deemed beneficial, the Academic Standards Committee may refer the student to the Centre for Academic Excellence.

In cases where academic fraud is established within the broader context of a student's relationship to Tyndale University College:

- In most cases, in addition to the penalties listed below, a written reprimand will be placed in the student's academic file.
- Giving false information for the purpose of gaining admission or credits may result in expulsion from Tyndale University College and/or in the revoking of the falsely obtained credits.

- The fabrication, forging or altering of Tyndale University College documents or transcripts (either from Tyndale or other institutions), letters of reference, or other official documents may result in expulsion from Tyndale University College.

Academic Probation and Suspension

1. At the end of each semester, the academic progress of all students will be reviewed by the Registrar.
2. Any student who does not meet the minimum cumulative Grade Point Average (GPA) standard of 2.0 ("C" average) will be placed on academic probation for one semester.
3. Any student who does not meet the minimum cumulative GPA standard of 2.0 ("C" average) at the end of the probationary semester may be subject to academic suspension for a period of one semester (not including summer). The records of all students will be monitored regarding suspension, on a yearly basis. Suspension decisions will be made at the end of the fall and winter semesters.
4. A student who does not achieve the cumulative GPA of 2.0 but whose semester GPA is at least 2.3 may be allowed to continue on probation for an additional semester.
5. Probationary standing may be cleared only with grades and grade points earned at Tyndale. A probationary student who achieves the 2.0 GPA standard will be removed from probation.
6. A student who earns a cumulative GPA of less than 1.0 ("D" average) in the first semester at Tyndale may be subject to academic suspension at the end of that semester without a period of academic probation.
7. A student placed on academic suspension is ineligible for re-admission to Tyndale until one semester has elapsed (not including summer). Credit for course work taken elsewhere during the period of suspension will not be accepted as transfer credit at Tyndale upon readmission.
8. A student who has been readmitted following a period of academic suspension will remain eligible to continue as long as his or her semester GPA for each semester is at least 2.3, even though his or her cumulative standing may be below the 2.0 requirement.
9. A student placed on probation or returning from suspension will be required to enrol in LANG 1103 Academic Achievement Strategies (if not previously completed) and may be required to enroll in specific courses in an effort to improve his or her Grade Point Average (GPA). A student in this category may not enrol for more than twelve (12) credit hours (including LANG 1103) or nine (9) credit hours if LANG 1103 was previously completed until satisfactory standing is achieved.
10. A student who is placed on academic suspension may appeal in writing to the Academic Standards Committee. The student will receive a final written response from the committee.
11. A student on academic probation may not represent Tyndale or participate in co-curricular activities.

Academic Appeals

Appeal of a Grade on an Assignment

A student may informally appeal a grade on an assignment by first discussing it with the professor within 14 days of receiving the grade. If this does not bring about a satisfactory resolution, the procedure is as follows:

1. Within 14 days of discussing the grade with the professor, the student must write a letter of appeal to the Academic Standards Committee, outlining the reasons for appealing the grade. The decision of the committee may result in the grade increasing, decreasing or staying the same. The student will be informed in writing of the committee's decision.
2. If this does not bring about a satisfactory resolution, the student may appeal in writing to the Academic Dean within 14 days of receiving the committee's decision. The written appeal must include a copy of the student's statement to the Academic Standards Committee and the committee's written response. The Academic Dean will evaluate the student's appeal and the committee's assessment. The resulting decision of the Academic Dean is final.

Appeal of a Final Grade for a Course

A student may informally appeal a final grade in a course by first discussing it with the professor upon receipt of the grade. If this does not bring about a satisfactory resolution, the student may formally appeal the grade in writing within 14 days from the date the grades are released from the Office of the Registrar. The procedure is as follows:

1. Within 14 days of discussing the grade with the professor, the student must write a letter of appeal to the Academic Standards Committee, outlining the reasons for appealing the grade. The decision of the committee may result in the grade increasing, decreasing or staying the same. The student will be informed in writing of the committee's decision.
2. If this does not bring about a satisfactory resolution, the student may appeal in writing to the Academic Dean within 14 days of receiving the committee's decision. The written appeal must include a copy of the student's statement to the Academic Standards Committee and the committee's written response. The Academic Dean will evaluate the student's appeal and the committee's assessment. The resulting decision of the Academic Dean is final.

Intellectual Property Policy

The objectives of this Intellectual Property (IP) Policy are:

1. To encourage any member of Tyndale University College & Seminary 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;
2. To determine the ownership of IP created by members of Tyndale;

3. To clearly outline the obligation for costs in the development of IP and the division of revenues derived from such IP; and
4. To provide for the rights and obligations of Tyndale and its members in relation to IP.

The meaning of the following terms pertains specifically to this Policy:

Author means any member of Tyndale's faculty staff, or administration and any student of Tyndale (student) who creates, writes or discovers 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: (i) patent law; (ii) copyright law; (iii) trademark law; (iv) design patent or industrial law; or (v) any other statutory provision or common law principle applicable to the Policy or the IP which may provide a right in: (a) ideas, designs, formulae, algorithms, concepts, processes, materials, trade secrets, discoveries, inventions; or (b) 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 this policy lies with the Academic Dean. The Academic Dean 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.

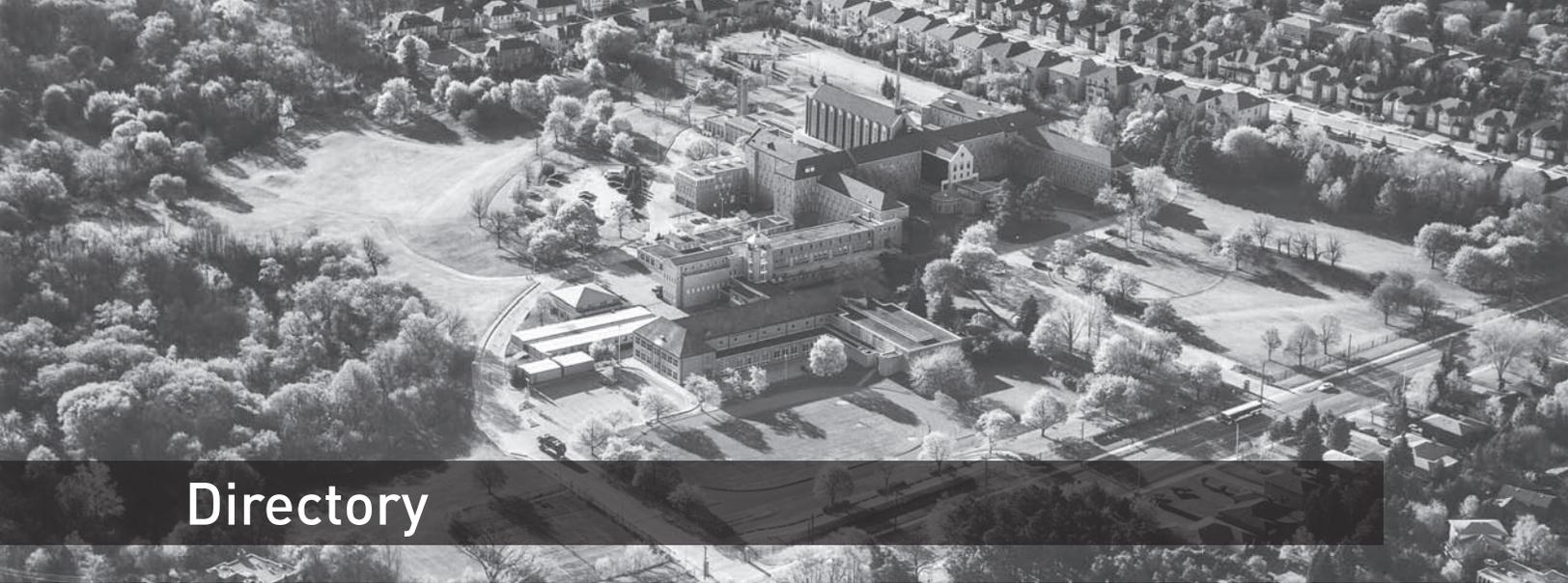
The duties of the IP committee shall include:

- The recommendation to the Board of Governors of any revisions required to this or any other Tyndale policy relating to IP;
- The resolution of issues of disputed discovery among two or more Authors of the same IP or the division of income between Authors;

- The resolution of any other issues relating to the commercialization of IP at and outside Tyndale; and
- The recommendation to the Academic Dean of the manner in which income earned by Tyndale from IP should be allocated.

All Tyndale Authors are subject to the Policy.

- 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.
- 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.
- 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.
- Faculty members may be requested by Tyndale to develop Distance Education courses (and other forms of non-traditional learning). At such time, the faculty member will be contracted for this work. The provisions of such agreements shall supersede this Policy.
- There may be situations in which the outcome of academic research may have significant commercial value or that Tyndale has supported that research to an unusual extent. In such cases, the IP Committee shall be consulted in terms of the ownership of the IP.
- 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.



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*BEd, University of Victoria, 1985; BA
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University, 2002; PhD, University of Toronto,
2008*

Administration

GARY V. NELSON

President, Chief Executive Officer, and Vice Chancellor (2010)

BEd, University of British Columbia, 1976;
MDiv, Fuller Theological Seminary, 1980;
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Senior Vice President Academic and Dean of the Seminary (2005)

BA, McMaster University, 1974; BSW,
McMaster University, 1974; MSW, Wilfrid
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Toronto, 2003

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*Senior Vice President, Finance and Chief
Operating Officer (2007)*

BComm (Honours), University of Manitoba,
1977; CA, 1981; Chartered Business Valuator,
1985

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*Senior Vice President Academic and Dean of
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BA Kingswood University, 1979; MDiv, Asbury
Theological Seminary, 1986; PhD, SUNY,
University at Buffalo, 2002

Admissions and Enrollment

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Registrar (1999)

BBA, Hong Kong Baptist University, 1992

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*Senior Director, External Relations & Chief
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BRS, Ontario Bible College, 1993; MTS,
Tyndale Seminary, 1999; MBA, University of
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Controller (1999)

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Director, Human Resources (2015)

LLB, University of Montreal (1988); LLM,
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Osgoode Hall (2014); Barrister, Solicitor
and CLA

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Director, Marketing & Communications (2009)

BComm, Dalhousie University, 1992; MHA,
University of Geneva, 2004; MTS, Tyndale
Seminary, 2015

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Director, Information Technology (2011)

BSc, Zagazig University, 1988; MBA, Cyprus
International Institute of Management, 2007;
Project Management Professional, 2010

Library

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Director, Library Services (1990)

BTh, Central Baptist Seminary, Toronto, 1982; BA (Honours), University of Waterloo, 1985; MLS, University of Toronto, 1987; MTS, Tyndale Seminary, 2011

Student Development

SHEILA STEVENS

Director, Counselling Services (1996)

BSM, BRE, Tyndale University College & Seminary, 1982; MTS, MDiv, Tyndale University College & Seminary, 1989, 1996; RMFT, AAMFT Clinical Member & Approved Supervisor; CAPPE Specialist & Associate Supervisor in Pastoral Counselling

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BA, Roberts Wesleyan College, 1988; MCS, Regent College, 2008

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BA, York University, 1982; MDiv, Acadia University, 1985; MRE, Acadia University, 1987; DMin, Carey Theological College, 2000

Tyndale Open Learning Centre

PETER DICKENS

Executive Director, Tyndale Open Learning Centre (2012)

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Office of Distributed Learning

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Director, Distributed Learning Technology (2006)

BA, University of Toronto, 1979; MEd, OISE, University of Toronto, 1989; PhD, University of Toronto, 1997