

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

<b>Semester, Year</b>	<b>FALL, 2025</b>
<b>Course Title</b>	<b>THE THEOLOGY AND PRACTICE OF MINISTRY</b>
<b>Course Code</b>	<b>PAST 0541 1S</b>
<b>Date</b>	From September 9, 2025 to December 2, 2025 <b>Every Tuesday</b>
<b>Time</b>	From 6:45 PM to 9:35 PM
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The classes will be LIVESTREAMED on Tuesdays from 6:45 to 9:35 pm.
<b>Instructor</b>	<b>NARRY F. SANTOS, PhD</b>
<b>Contact Information</b>	Email: nsantos@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2227
<b>Office Hours</b>	Tuesdays and Fridays, 2-6 PM
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

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

## II. LEARNING OUTCOMES

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

1. Discuss the biblical and theological bases for the pastoral vocation of developing a new generation multicultural, missional, and multigenerational church;

2. Examine the call, identity, relationships, roles, responsibilities, and practices of the pastor in discipling and leading the new generation congregation toward character, care, and competence development;
3. Construct practical reflections and assess peer feedback via virtual forum in response to relevant questions or issues on the pastoral tasks of becoming a model, minister, and mentor to the congregation;
4. Identify the need for ongoing personal and professional growth to face the expanding challenges of pastoral ministry and to appreciate the need for flourishing soul care; and
5. Formulate their personal and provisional understanding of pastoral ministry in moving toward a new generation church in their own ministry and multicultural community context.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

##### ***Pastoral Theology and Ministry Books***

Cooper-White, Pamela and Michael Cooper-White. [\*Exploring Practices of Ministry\*](#). Minneapolis: Fortress Press, 2014. (ISBN 978-1-4514-8893-7)

Swetland, Kenneth L. *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations*. Grand Rapids: Kregel Publications, 2005. (ISBN 0-8254-36696-6)

Willimon, William H. [\*Pastor: The Theology and Practice of Ordained Ministry\*](#), revised edition. Nashville: Abingdon Press, 2016. (ISBN 978-1-5018-0491-5)

##### ***Multicultural and Multigenerational Books***

Allen, Holly Catterton and Abby Parker. [\*Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship\*](#). 2<sup>nd</sup> ed. Downers Grove, IL: IVP Academic, 2023. (ISBN 978-1514001424)

Sheffield, Dan. *The Multicultural Leader: Developing a Catholic Personality*, 2<sup>nd</sup> ed. Toronto: Clements Publishing, 2015. (ISBN 13: 978-1926798707)

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Anderson, David A. and Margarita R. Cabellon, eds. [\*Multicultural Ministry Handbook: Connecting Creatively to a Diverse World\*](#). Downers Grove, IL: IVP Books, 2010.

Armstrong, John, ed. *Reforming Pastoral Ministry: Challenges for Ministry in Postmodern Times*. Wheaton, IL: Crossway Books, 2001.

Willimon, William H., et. al. *The Pastor's Guide to Effective Ministry*. Kansas, MO: Beacon Hill Press, 2002.

Woodley, Randy. *Living in Color: Embracing God's Passion for Ethnic Diversity*. Downers Grove, IL: IVP Books, 2004.

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

## **C. ASSIGNMENTS AND GRADING**

### **1. Required Weekly Reading and Livestream Class Participation: 10% of final grade**

The students are given required ten weekly reading assignments, according to the topics specified in the course schedule. The reading materials, which come from the textbooks, specified chapters in certain books, and selected articles given in class, are due on the specified dates in the course schedule. Each week, the students will indicate how much of the required reading they have completed. This assignment is related to Outcome #1.

The students will also have a one-hour one-on-one time with me, as part of a face-to-face coaching or mentoring opportunity. The students can choose whatever area of pastoral theology or practice, personal call or ministry issue that they want to be coached about (note: the one hour is coaching time, not counseling time). This requirement will not be “graded,” but must be completed under “class participation.”

### **2. Journal of Biweekly Pastoral Ministry Lessons: Submitted at the course page before the start of every other class session (Sep. 23; Oct. 7, 28; Nov. 11, 25); 25% of final grade**

The students will choose five pastoral ministry lessons (every two weeks) that they will personally learn from the class sessions and assigned reading every two weeks. They will follow this two-part format: (1) Pastoral Ministry Lesson: (specify the pastoral ministry lesson) – only one sentence in length; and (2) What this pastoral ministry lesson means to me (or why this lesson is important to me): (specify the personal meaning or importance of the lesson) – only two sentences in length. The five lessons will be submitted on a biweekly basis (Sep. 23; Oct. 7, 28; Nov. 11, 25). The length of the five weekly lessons can be less than one double-spaced page but must not exceed one page. Late lessons due that week will not be received. This assignment is related to Outcome #2.

### **3. Forum Discussions: 10% of final grade. Forum #1 (Sep. 24-30) and Forum #2 (Nov. 19-25).**

#### **This assignment is related to Outcome #3.**

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

#### **Individual Posts & Responses:**

There will be two forums in total and each forum will have two questions. The questions will be available on a Wednesday morning and students will post their responses by the following Saturday, and comment on the posts of other students by Tuesday night. Your post for each question should be about 15-20 lines (150-200 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g., further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a “late post” of any member.

#### **Penalty for late work:**

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

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

Forum Discussion Grading Rubric will be posted on [classes.tyndale.ca](http://classes.tyndale.ca).

### **4. Group Case Studies on Two Pastoral Ministry Issues; First Case Study Due on Oct. 14; Second Case Study Due on Nov. 4; 20% of final grade**

The class will be divided into groups of three. Each group will choose two pastoral ministry issues or case studies from Kenneth Swetland’s book *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations*. The respective groups will meet online for an hour to discuss one case study, using the questions at the end of the case study as their discussion guide. Then the students will write their individual two-page, double-spaced reflection on it. This reflection will contain three segments: (1) Basic Case Study Info (i.e., title of the case study;

members of the group; date, time, and place of meeting); (2) Critical Issues Raised and Explored in the Group Discussion (note: this is the main bulk of the reflection; the grade will depend on the quality and depth of interaction here); and (3) “How I Would Handle the Situation as a Pastoral Leader” (i.e., if you were involved in the case that was portrayed). This is the same process for the second group case study and second two-page reflection. The group will make a 10-minute presentation of their group’s consensus on the three segments on the two dates (Oct. 14; Nov. 4) of their case studies. This assignment is related to Outcome #4.

### **5. Final Integrative Reflection Essay; Due on Dec. 9; 35% of final grade**

The final integrative reflection essay is a 12-page (double spaced) synthesis of the class sessions, readings, and other requirements, focusing on the title “My Provisional Understanding of Pastoral Ministry.” Combined with the students’ passion, calling, faith tradition, and giftedness, this essay will summarize your own reflections on the theology and pastoral practice of ministry, especially toward envisioning a missional, multicultural, and multigenerational church in your own context. The reflection essay will include a minimum of 15 footnotes taken from the textbooks, readings, and class lectures. This assignment is related to Outcome #5.

The integrative essay will comprise of four parts:

- (a) Pastoral Ministry Call and Identity (2-3 pages)** – the students will review their spiritual journey leading to their call of ministry, sharing how they have discerned (or are seeking to discern) God’s next ministry call. If the students are not sure of God’s call, they can simply share where they are in this journey. Everything does not need to be clear for now (though they need to be transparent and open to God and his call);
- (b) Giftedness and Personal Assessment Profiles (2-3 pages)** – the students will take three free online assessments (links to be provided later in the course) – on their personality profiles, motivational gifts, and character strengths and weaknesses – and incorporate the results of these assessments into the essay and explore how these results relate to their specific call and passion in ministry;
- (c) Theology and Pastoral Practices (5-6 pages)** – Using biblical passages and theological concepts that capture their hearts and minds, the students will articulate their emerging understanding of pastoral ministry in relation to character, care, and competence development in their congregational context and in light of next generation ministries and current multicultural realities. They will also identify three pastoral practices that they are passionate about and are gifted in. They will also answer these questions: “What makes these three practices fulfilling and fruitful? How do you intend to use these gifts in building up your church?” On the other hand, the students will also identify and reflect on three pastoral practices that they know little of or feel fearful about (yet are important for the students to learn and get experience in). They will also answer these questions: “What is

intimidating or scary about each of these three pastoral practices? How do you intend to address these issues and overcome your fears?”

**(d) Pastoral Self-Nurture (2-3 pages)** – the students will design a personal and professional self-nurture strategy to sustain their spiritual vitality and pastoral ministry. This strategy will be developed partially as a result of their online assessments in the second segment of the essay and in view of the lurking dangers and challenges to pastoral health and wellbeing. The students will also devise a plan to develop self-awareness, meaningful relationships, stress management, proper boundaries, and Sabbath rest.

#### D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Required Reading & Livestream Class Participation		10 %
2. Journal of Pastoral Ministry Lessons	Sep. 23; Oct. 7, 28; Nov. 11, 25	25 %
3. Forum Discussions	Sep. 24-30 and Nov. 19-25	10 %
4. Two Case Studies on Pastoral Ministry Issues	Oct. 14; Nov. 4	20 %
5. Final Integrative Reflective Essay	Dec. 9	35 %
<b>Total Grade</b>		<b>100 %</b>

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Textbook #1: Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry*.

Textbook #2: Cooper-White, Pamela and Michael Cooper-White. *Exploring Practices of Ministry*.

Textbook #3: Swetland, Kenneth L. *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations*.

Textbook #4: Sheffield, Dan. *The Multicultural Leader: Developing a Catholic Personality*.

Textbook #5: Allen, Holly Catterton and Abby Parker. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship*.

#### DATE

#### TOPIC

<b>September 9</b> (Week 1)	<b>Syllabus Review/Call for Pastoral Ministry</b> How do we know that God is calling us for pastoral ministry? How do we sustain the fervency of this call?
<b>September 16</b> (Week 2)	<b>Biblical and Theological Bases for Pastoral Ministry (Missional, Multicultural and Multigenerational Ministries)</b> What is God's mission for us to fulfill in this time and place?  <b>Reading #1 Due: Textbook #1, pp. 11-54</b> (Intro & chapter 1); Reading Folder 1: <i>Pastor: A Reader for Ordained Ministry</i> , pp. 22-30.
<b>September 23</b> (Week 3)	<b>Dynamic Nature of the New Generation Pastor</b> What are the unique identity and key roles of this kind of pastor?  <b>Reading #2 Due: Textbook #2: pp. 1-25; Textbook #1: pp. 55-74</b> (chapter 2); Reading Folder 2: <i>Pastoral Ministry according to Paul</i> , pp. 7-29, 149-163. <b>Pastoral Ministry Journal #1 Due:</b> Lessons #1-5
<b>September 30</b> (Week 4)	<b>Changing Context for a Global God, Global World, and Global Church</b> What are the multicultural tensions and ministry models for a diaspora church?  <b>Reading #3 Due: Textbook #4: 1-85; Textbook #5, pp. 248-258</b> (chapter 19) <b>Forum #1 Due</b> (Sep. 24-30)
<b>October 7</b> (Week 5)	<b>Realities and Reflections for the 1<sup>st</sup>-3<sup>rd</sup> Generations</b> What are the ways of doing inter-generational faith transmission for the now, new, and next generations?  <b>Reading #4 Due: Textbook #4, pp. 89-146; Textbook #5, pp. 177-247</b> (chapters 13-18) <b>Pastoral Ministry Journal #2 Due:</b> Lessons #6-10
<b>October 14</b> (Week 6)	<b>Character Development for the New Generation Pastor</b> What habits of personal life (i.e., health and soul care) must a new generation pastor develop and model? What are the dangers to watch out for, so that God's call can be pursued until the end?

**Reading #5 Due: Textbook #1: pp. 294-318** (Interlude: Failure in Ministry & chapter 13); Reading Folder 3: “Making Choices: Developing a Personal Rule of Life”; “Toward a Pastoral Piety”, pp. 66-76; *Pastor’s Guide to Effective Ministry*, pp. 9-65; “A Pastor’s Approach to Spiritual Formation.”  
**Group Case Study #1 Due**

**(Oct. 21 [Tue.] – 24 [Fri.]: Reading Days, NO CLASSES)**

**October 28**  
(Week 7)

**Care Development for the New Generation Pastor (Part 1)**

How can a new generation pastor nurture God’s people toward community formation and the making of disciples?

**Reading #6 Due: Textbook #1: pp. 197-214** (chapter 8); **Textbook #2: pp. 29-70, 207-214; Textbook #3, pp. 207-214**  
**Pastoral Ministry Journal #3 Due: Lessons #11-15**

**November 4**  
(Week 8)

**Care Development for the New Generation Pastor (Part 2)**

How can a new generation pastor help God’s people, who have hurts and unhealthy habits, to move toward personal and corporate transformation?

**Reading #7 Due: Textbook #2, pp. 71-92; Textbook #1, pp. 239-261** (chapter 10 & Interlude: Sin in Christian Ministry); **Textbook #3, pp. 63-102**  
**Group Case Study #2 Due**

**November 11**  
(Week 9)

**Competence Development in the New Generation Pastor (Part 1)**

How can a new generation pastor develop and influence the next leaders for the multicultural and multigenerational church?

**Reading #8 Due: Textbook #3, pp. 143-178; Textbook #5, pp. 77-118** (chapters 5-8)  
**Pastoral Ministry Journal #4 Due: Lessons #16-20**

**November 18**  
(Week 10)

**Competence Development for the New Generation Pastor (Part 2)**

How can a new generational pastor equip the church to fulfill its God-given vision?

**Reading #9 Due: Textbook #1 (chapter 12), pp. 281-293; Textbook #3: pp. 103-141**  
**Forum #2 Due (Nov. 19-25)**



<b>November 25</b> (Week 11)	<b>Competence Development for the New Generation Pastor (Part 3)</b> How can a new generation pastor enable and send the church to engage the multicultural and multigenerational community or neighbourhood?  <b>Reading #10 Due: Textbook #1: pp. 215-237</b> (chapter 9 & Interlude: Evangelism & the Irresistibility of Jesus), <b>263-279</b> (chapter 11); <b>Textbook #3: 179-206</b> <b>Pastoral Ministry Journal #5 Due:</b> Lessons #21-25
<b>December 2</b> (Week 12)	<b>Competence Development for the New Generation Pastor (Part 4)</b> How can the new generation pastor fulfill the other congregational responsibilities?  <b>Final Integrative Reflection Essay Due</b> (Dec. 9) <b>Course Evaluation</b>

## V. SELECTED BIBLIOGRAPHY

- Allen, Holly Catterton and Abby Parker. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship*. 2<sup>nd</sup> ed. Downers Grove, IL: IVP Academic, 2023.
- Anderson, David A. and Margarita R. Cabellon, eds. *Multicultural Ministry Handbook: Connecting Creatively to a Diverse World*. Downers Grove, IL: IVP Books, 2010.
- Armstrong, John, ed. *Reforming Pastoral Ministry: Challenges for Ministry in Postmodern Times*. Wheaton, IL: Crossway Books, 2001.
- Burton, Laurel. *Pastoral Paradigms: Christian Ministry in a Pluralistic Culture*. New York: Alban Institute, 1998.
- Cahalan, Kathleen. *Introducing the Practice of Ministry*. Collegeville, MN: Order of Saint Benedict, 2010.
- Cole, Allan Hugh Jr., ed. *From Midterms to Ministry: Practical Theologians on Pastoral Beginnings*. Grand Rapids, MI: Eerdmans Publishing, 2008.

Cooper-White, Pamela and Michael Cooper-White. *Exploring Practices of Ministry*. Minneapolis: Fortress Press, 2014.

Harvey, Dave. *Am I Called?: The Summons to Pastoral Ministry*. Wheaton, IL: Crossway Books, 2012.

Hauerwas, Stanley and William Willimon. *Where Resident Aliens Live*. Nashville, TN: Abingdon Press, 1996.

Johnson, Ben Campbell. *Pastoral Spirituality: A Focus on Ministry*. Philadelphia, PA: Westminster Press, 1988.

London, H. B., Jr. and Neil B. Wiseman. *Pastors at Greater Risk: Real Help from Pastors Who've Been There*. Ventura, CA: Regal Books, 2003.

Ortiz, Manuel. *One New People: Models for Developing a Multiethnic Church*. Downers Grove, IL: IVP, 1996.

Peterson, Eugene. *The Pastor: A Memoir*. New York, Harper One, 2011.

Sheffield, Dan. *The Multicultural Leader: Developing a Catholic Personality*, 2<sup>nd</sup> ed. Toronto: Clements Publishing, 2015.

Smith, David I. *Learning from the Stranger: Christian Faith and Cultural Diversity*. Grand Rapids, MI: Eerdmans, 2009.

Swetland, Kenneth L. *Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations*. Grand Rapids: Kregel Publications, 2005.

Thompson, James. *Pastoral Ministry according to Paul: A Biblical Vision*. Grand Rapids, MI: Baker Academic, 2006.

Tripp, Paul David. *Dangerous Calling: Confronting the Unique Challenges of Pastoral Ministry*. Wheaton, IL: Crossway Books, 2012.

Willimon, William. *Calling and Character: Virtues of the Ordained Life*. Nashville, TN: Abingdon Press, 2000.

\_\_\_\_\_. *Clergy and Laity Burnout*. Nashville, TN: Abingdon Press, 1989.

\_\_\_\_\_. *Pastor: A Reader for Ordained Ministry*. Nashville, TN: Abingdon Press, 2002.

\_\_\_\_\_. *Pastor: The Theology and Practice of Ordained Ministry*, revised edition. Nashville: Abingdon Press, 2016.

\_\_\_\_\_, et. al. *The Pastor's Guide to Effective Ministry*. Kansas, MO: Beacon Hill Press, 2002.

\_\_\_\_\_. et al. *The Pastor's Guide to Personal Spiritual Formation*. Kansas, MO: Beacon Hill Press, 2005.

Woodley, Randy. *Living in Color: Embracing God's Passion for Ethnic Diversity*. Downers Grove, IL: IVP Books, 2004.

## **VI. GENERAL REQUIREMENTS FOR ALL COURSES**

### **A. EQUITY OF ACCESS**

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

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

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

*\*exceptions with permission from professor*

### **C. GUIDELINES FOR INTERACTIONS**

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

## D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### Academic Integrity

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

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

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

### Turnitin Text-Matching Software

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

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

## **Research Ethics**

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

## **Late Papers and Extensions Policy**

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

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

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

## **E. COURSE EVALUATION**

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

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

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

## **F. LIBRARY RESOURCES**

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

## **G. GRADING SYSTEM & SCALE**

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