

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

Semester, Year	WINTER 2026
Course Title	LEARNING TO TEACH; TEACHING TO DISCIPLE
Course Code	CHED 0552 1A
Date	From January 12, 2026 to April 10, 2026
Delivery Format	ASYNCHRONOUS ONLINE
Class information	The course is web-based asynchronous with no fixed class time.
Instructor	YAU MAN SIEW, PhD
Contact Information	Email: ysiew@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 6750
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

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

Jesus’ great commission is to “make disciples of all nations, baptizing ... and teaching them to obey everything I have commanded....” (Mt. 28:18-20, NRSV). Affirming this, Graham Cray stated that, “Churches have to realize that the core of their calling is to be disciple-making communities, whatever else they do; the primary purpose of Christian community is formation as disciples.”¹ However, many pastors and ministry leaders do not fully grasp the nature or role of CE, and often lack basic understanding in teaching and curriculum theory. This course seeks to address this important need.

¹ Graham Cray, *Making Disciples in Fresh Expressions of Church* (Fresh Expression, 2013)

II. LEARNING OUTCOMES

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

1. Outline a biblical theology of Christian education, see its role in teaching and discipleship in the church, and understand some of its challenges today.
2. Develop greater self-awareness and development as “disciple” and “teacher” through reflections on a biblical understanding of “discipleship,” readings in Christian education, and review of the impact of past mentors (and their teaching values) in one’s life.
3. Acquire a working knowledge of some important educational theorists (especially Jesus’ model) for one’s practice as pastor and ministry leader to form, renew and transform persons and flourishing kingdom communities in light of the Gospel.

The course seeks to meet one of the Master of Divinity learning outcomes stipulated in the ATS Commission Standards of Accreditation, approved June 2020, (d): “*Religious and public leadership*, including cultivating capacities for leading in ecclesial or denominational and public contexts and reflecting on leadership practices.”

III. COURSE REQUIREMENTS

A. REQUIRED READING

Morgan, Alison. *Following Jesus: The Plural of Disciple is Church*. Somerset, UK: ReSource, 2015.
[This book is not available from any major book distributor in North America except Cornerstone Bookstore, which stocks textbooks for Tyndale. Order this book early.]

Edie, Fred P. and Mark A. Lamport. [*Nurturing Faith: A Practical Theology for Educating Christians*](#). Grand Rapids, MI: William B. Eerdmans Publishing Company, 2021.
[Tyndale Library has an eBook with multi-user license (no purchase needed). You will read selected chapters.]

Palmer, Parker. [*The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*](#). 20th anniversary edition. Hoboken, NJ: John Wiley & Sons, 1998/2017.
[Tyndale Library has a 2012 edition as an eBook, which can be used.]

Selected articles and book chapters (250-300 pages, posted on the course page on classes.tyndale.ca)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Fernando, Ajith. [*Discipling in a Multicultural World*](#). Wheaton, IL.: Crossway Books, 2019.

Fogleman, Alex. [*Making Disciples: Catechesis in History, Theology, and Practice*](#). Grand Rapids, MI.: Wm. B. Eerdmans Publishing Co. Publication date: July 8, 2025.

Groome, Thomas H. [*What Makes Education Catholic: Spiritual Foundations*](#). Maryknoll, NY: Orbis, 2021.

Smith, James K.A. [*You Are What You Love*](#). Grand Rapids, MI.: Brazos Press, 2016.

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. Forum Discussions (4 forums + 1 conclusion X 6 = 30% of grade)

This assignment is related to learning outcomes #1, #2, and #3.

Students will engage in 4 forum discussions in Weeks 3, 5, 8, 10. Two to three compound questions will be posted for each forum. Students will post their response by 11:55 PM of Wednesday of that week. Your post should be about 250 words per question (grace 10%). Each post should be concise, addressing the issues, supported by referenced quotations (direct or indirect from readings and lectures), demonstrate critical thinking (questions or issues sparked by ideas), with one application to your context. No footnotes for references are needed; only provide page numbers after the quote. You will post a brief response (3-4 lines) to each of your group members by 11:55 PM on Thursday of that week, affirming, seeking clarification of a point, or sharing a personal experience.

On Friday of that week, one member of each group will write a “group conclusion” for their forum by 11:55PM. This would be a summary of the following: (1) major points important to CE & discipleship; (2) questions/issues discussed; (3) practical applications. This conclusion should be about 300-350 words (marks deducted if exceed limit). Your group is responsible for establishing a schedule for conclusion writers. Each student will only write one conclusion for one forum in the course. You are not obliged to include late forum posts (after 11:55 PM, Wednesday) in your “group conclusion.”

Penalty for late work:

Penalty for late posts would be a reduction of 1/3 of a grade for up to 3 hours late (e.g. from A to A minus or B+ to B). If post is between 3-6 hours late, grade reduction will be 2/3 of a grade (e.g. from A to B+ or B+ to B minus). More than this, penalty will increase with the same scale.

If there is no post by 11:55 PM on Friday of the forum week, the student will receive a “zero” for that forum or group conclusion. If there are legitimate reasons for late posts or group conclusion (which meets what is stated in “Late papers and extension policy” in the current version of the Seminary Academic Calendar), the student needs to email the instructor directly.

Due Dates: Jan. 28, Feb. 11, Mar. 4, 18

Evaluation criteria: see “Grading Rubric for Forum Discussions” (on classes.tyndale.ca).

2. Reflection Papers on Edie & Lampport and Palmer (2 X 13 = 26% of final grade)

This assignment is related to learning outcomes #1 and #3.

For Edie & Lampport (2021)

- (a) Select three chapters in Edie and Lampport that are significant to you. Outline the major theme in each chapter and supporting ideas with referenced quotations (direct or indirect).
- (b) Explain why these ideas are important to the teaching ministry and mission of the Church.
- (c) What insights/questions and applications do these major themes/ideas spark for you as pastor and/or ministry leader with responsibility for learning and discipleship at your church?

For Palmer (2012/2017)

- (a) Select three chapters in Palmer that are significant to you. Outline clearly the major theme in each chapter and supporting ideas with referenced quotations (direct or indirect).
- (b) Explain why these ideas are important for you as a person who teach, mentor or influence others in church or other settings.
- (c) What insights/questions and applications about “teacher” and “teaching” do these themes/ideas spark for you?

Due Date:

1. Edie & Lampport reflection: Mar. 23 (2-3 pages, single-spaced).
2. Palmer reflection: Mar. 30 (2-3 pages, single-spaced).

Evaluation criteria: As above.

Referenced quotations for these reflections do not need to state the authors; only the pages (E.g., “quote,” p. 23).

3. Major Project (44%)

Option A: Gifted Teacher

This assignment is related to learning outcomes #1 and #3.

You will interview a “gifted teacher” with substantial teaching experience in church or public setting (if you select a pastor, the emphasis is on “teaching” and not “preaching.”) You will ask

this person to outline core values and practice in his/her teaching and how these were nurtured over the years. A list of questions for this interview is posted on the course page on classes.tyndale.ca and you should provide this to your interviewee a week ahead. If social distancing is preferred, a phone interview will suffice. A “statement of consent to participate in research interview” to be signed by the interviewee is posted on the course page on classes.tyndale.ca. This should be submitted along with this major project to the instructor. Relate what you discover in this interview-research with insights from lectures and readings. Engage with your interviewee’s comments, affirming insights shared with relevant direct referenced quotations from readings (Edie & Lamport, Morgan, Palmer, articles discussed), lectures, as well as raising issues/questions that were not discussed by your interviewee. Conclude with implications for your development and growth as pastor or teacher in your faith community.

Note: Select the person you interview carefully. S/he should be experienced and recognized for their teaching gift, so that you get some good data. If you interview a pastor, the focus of your conversation should be on “teaching” (interactive) and not “preaching” (proclamation).

Length: 7-8 pages, single-spaced.

Due date: Apr. 13

Evaluation criteria: Posted on the course page on classes.tyndale.ca. Your major project will adopt the Chicago style (with footnotes), submitted in MS Word (preferred, but PDF acceptable), with font size 12. An “A” piece of work should have at least 30 references (from class readings, lectures).

Option B: My Growth as Disciple and Teacher-Mentor

This assignment is related to learning outcomes #2 and #3.

This assignment is an attempt to help you develop greater self-awareness of your growth as “disciple” and as “pastor/teacher-mentor.”

To prepare, draw a timeline of your life and highlight critical moments where your discipleship to Jesus deepened significantly. What happened? What aspects of your life were challenged? How do these aspects relate to what you learned about discipleship in Morgan? What other aspects of discipleship has Morgan raised for deeper self-reflection and growth (include direct referenced quotations from Morgan)?

In another section of the timeline, highlight important teacher-mentors who impacted you. What struck you about the way they taught or mentored you? What values did they pass to you that were important for your development as pastor-teacher-mentor? How do these “teaching

values” relate to what you learned about effective teachers and teaching in lectures and readings from Edie & Lamport, Palmer, articles discussed?

Length: 7-8 pages, single-spaced.

Due date: Apr. 13

Evaluation criteria: Clear description of your development and growth as disciple and as pastor-teacher-mentor, with good engagement with Morgan, Palmer, Edie-Lamport, lectures and articles discussed in class. Your major project will adopt the Chicago style (with footnotes), submitted in MS Word (preferred, but PDF acceptable), with font size 12. An “A” piece of work should have at least 30 references (from class readings, lectures).

Note about all written assignments: I use the “review and track changes” feature in MS Word to grade all papers and find it easier when assignments are in single-spaced documents. Tyndale has an institutional license for MS Office 365, and all students can have a complimentary copy (contact IT).

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Forum Discussions: Individual posts and responses (4 X 6 = 24 %) Group conclusion (1 X 6 = 6 %)	Jan. 28, Feb. 11, Mar. 4, 18	30 %
2. Reflection papers: Edie & Lamport and Palmer (2 X 13 %)	Mar. 23 Mar. 30	26 %
3. Major Project	Apr. 13	44 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

This course is asynchronous, but there are three “coffee chats” on Tuesdays (after chapel; no classes scheduled) on Jan. 27, Feb. 24, and Mar. 24 (12:20-12:50 PM). Please join one of these three schedule “coffee chats” for some sharing/prayer and to build “learning community.” A Zoom link would be provided.

DATE	TOPIC	READING	ASSIGNMENT DUE
Jan. 12 Week 1	Covenant, community & a culture of learning Self-introductions Called by Jesus (Morgan, 1)	Edie & Lamport (2021), 1-2 ² Morgan (2015), 1	
Jan. 19 Week 2	Whither Christian Education (CE)?	Farley (1985; 2005) ³	
Jan. 26 Week 3	Coffee chat #1 (Tues., Jan. 27) A vision for CE & Discipleship (biblical theology) What is a disciple (Morgan, 2)	Morgan, 2 Siew (2022) Edie & Lamport, 3-4 Robinson (2006), 12	Forum #1 (Jan. 28)
Feb. 2 Week 4	Person of the Teacher & Teaching as a Creative, Spiritual Act Following Jesus Today (Morgan, 3)	Morgan, 3 Palmer (2017), Introduction & 1 Martin (2006), 2-3 Ken Robinson, TED talk, 2006 (20 mins)	
Feb. 9 Week 5	Jesus, Master Teacher I Thomas H. Groome, Shared Christian Praxis Theory Learning on the Hoof (Morgan, 4)	Morgan, 4 Groome (1980 ⁴ ; 2018)	Forum #2 (Feb. 11)
Feb. 16 - 20	Feb. 16, Family Day & Feb. 17-20, Reading Days – NO CLASS		
Feb. 23 Week 6	Coffee chat #2 (Tues., Feb. 24) Jesus, Master Teacher II David Kolb, Experiential Learning Theory & Learning Styles Plural of Disciple is Church (Morgan, 5)	Morgan, 5 Ferdinando (2015), article Sung Hee Chang & Matthew Floding (2020), 1	
Mar. 2 Week 7	Movie on teaching (title provided later) Community with a Purpose (Morgan, 6)	Morgan, 6 Fogleman (2025), 1	Forum #3 (Mar. 4)

² Numbers after the author/s represent the chapter/s.

³ Farley (1985; 2005) provide an important critique in the field of Christian Education/Educational Ministries.

⁴ Groome (1980) is a classic in the field of Christian Education/Educational Ministries, where he first introduced his “Shared Christian Praxis Model.” He applies this model in faith education in the Roman Catholic church and schools in newer publications.

Mar. 9 Week 8	Erik Erikson, Theory of Psychosocial Development Take up your cross (Morgan, 7)	Morgan, 7 Edie & Lamport, 12 Going (2009), article	
Mar. 16 Week 9	Jean Piaget, Theory of Cognitive Development Lev Vygotsky, Cognitive Mediation Theory Living in God's Story (Morgan, 8)	Morgan, 8 Edie & Lamport, 11	Forum #4 (Mar. 18)
Mar. 23 Week 10	Coffee chat #3 (Tues., Mar. 24) Understanding the adult learner Growing Together (Morgan, 9)	Morgan, 9 Summary of Vella (2000) Edie & Lamport, 13	Reflection on Edie & Lamport (2021), on Mar. 23
Mar. 30 Week 11	Preaching vs Teaching	Trentham (2023), article Kandiah (2005), articles Rowe (1999), article	Reflection on Palmer (2017), on Mar. 30
Apr. 6 Week 12	A curriculum model for adult faith formation Wrap up & summary of learning journey		Major project, on Apr. 13

V. SELECTED BIBLIOGRAPHY

I have included some “older” texts because of their influence in the field.

Children

2023. Klein, Rabbi Reuven Chaim. “The Passover Seder as an Exercise in Piagetian Education Theory.” *Religious Education* 118(4), 312-323.

2023. Pietsch, Evan P. “A Metacognitive Analysis of Conceptual Thinking in Spiritual Formation Utilizing Vygotsky’s Concept Theory.” *Christian Education Journal: Research on Educational Ministry*, 20(2).

2023. Wills, Ruth. “Reclaiming Icons for a Post-Pandemic Christian Pedagogy.” *Christian Education Journal: Research on Educational Ministry*, 20(2). DOI: 10.1177/07398913231201188

2021. Holmes, Sarah E. “The Changing Nature of Ministry amongst Children and Families in the UK During the Covid-19 Pandemic,” *Christian Education Journal: Research on Educational Ministry* (online version), 1-18.

2020. Csinos, David M. *Little Theologians: Children, Culture and the Making of Theological Meaning*. (McGill-Queen's University Press).
2016. Woolfolk, Winne & Perry, *Educational Psychology*, 6th Edition. (Pearson), 32-62; 82-93.
2013. Csinos, David M and Ivy Beckwith. *Children's Ministry in the Way of Jesus*. (Downers Grove, IL: IVP).
2011. Nye, Rebecca. *Children's Spirituality: What It Is and Why It Matters*. (London, Church House Publishing).
2010. Beckwith, Ivy. *Formational Children's Ministry: Shaping Children Using Story, Ritual and Relationships*. (Grand Rapids, MI: Baker Books).
2008. Allen, Holly Catterton, (ed.) *Nurturing Children's Spirituality: Christian Perspectives and Best Practices*. (Eugene, OR: Cascade).
2007. Marty, Martin E. *The Mystery of the Child* (Grand Rapids, MI: William B. Eerdmans Publishing Company).
2005. May, Scottie, Beth Posterski, Catherine Stonehouse and Linda Cannell. *Children Matter: Celebrating Their Place in the Church, Family, and Community*. (Grand Rapids, MI: William B. Eerdmans Publishing Company).
2005. Mercer, Joyce Ann. *Welcoming Children: A Practical Theology of Childhood*. (Chalice Press).
2004. Beckwith, Ivy. *Postmodern Children's Ministry*. (Grand Rapids, MI: Zondervan/Youth Specialties).
1998. Stonehouse, Catherine. *Joining Children on the Spiritual Journey*. (Grand Rapids, MI: Baker Books).
1997. Dawn, Marva V. *Is it a Lost Cause? Having the Heart of God for the Church's Children*. (Grand Rapids, MI: William B. Eerdmans Publishing Company).
1991. Berryman, Jerome W. *Godly Play: An Imaginative Approach to Religious Education*. (San Francisco, CA: Harper San Francisco).

Inter-Generational Learning

2023. Lee, Hyun Ae. "The Effects of Intergenerational Ministry on the Transmission of Christian Faith in Korean Immigrant Churches in the US." *Christian Education Journal: Research on Educational Ministry*, 20(2), 215-44.

2022. Csinos, David M. *A Gospel for All Ages: Teaching and Preaching with the Whole Church*. (Minneapolis, MN: Fortress Press).

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2012. Allen, Holly Chatterton and Ross, Christine Lawton. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community and Worship*. (Downers Grove, IL: InterVarsityPress).

2008. Nelson, C. Ellis. *Growing Up Christian: A Congregational Strategy for Nurturing Disciples*. (Macon, GA: Smyth & Helwys).

2008. Martineau, Mariette, Joan Weber and Leif Kehrwald. *Intergenerational Faith Formation: Learning the Way We Live*. (Twenty-third Publications).

2008. Vanderwell, Howard (editor). *The Church for All Ages*. (The Alban Institute).

2004. DeVries, Mark. *Family-based Youth Ministry*, Revised Edition. (Downers Grove, IL: InterVarsity Press).

Youth and Adult

2021. Brown, Megan G. "Youth Ministry & Crisis," *Christian Education Journal: Research on Educational Ministry* (online version), 1-14.

2020. Dean, Kenda Creasy, Wesley W. Ellis, Justin Forbes and Abigail Visco Rusert. *Delighted: What Teenagers are Teaching the Church About Joy*. (Grand Rapids, MI: William B. Eerdmans Pub. Co., 2020).

2017. Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*. Second edition. (San Francisco, CA: Jossey-Bass).

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2002. Vella, J. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. Revised edition. (San Francisco, CA: Jossey-Bass).

Cross-Cultural Learning

2023. Sales, Terrelle B. "Culture: A Critical Pillar in the Pedagogy of Jesus." *Christian Education Journal: Research on Educational Ministry*, 20(2), 176-191.

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2003. Talvacchia, Kathleen T. *A Spirituality of Multicultural Teaching*. (Chalice Press).

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2023. Mills, Jason. *Glassroom Learning: Virtual Culture and Online Pastoral Education*. (Eugene, OR: Pickwick Publications).

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Discipleship

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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.

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.

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. Students must review the policies and

procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

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 policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

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

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

Research Ethics

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

Late Papers and Extensions Policy

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

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

insufficient grounds for requesting an extension.

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

E. COURSE EVALUATION

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

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

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

F. LIBRARY RESOURCES

[Tyndale Library](#) supports 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. For general grading guidelines, refer to Seminary [Grading System & Scale](#).