"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, 2027
Course Title	**THEORIES & METHODS OF FAMILY THERAPY II**
Course Code	COUN 0774 (1S & 2S)
Date and Time **Delivery Format**	JAN 14 - APR 8, 2027 **SECTION 1:** THURSDAYS, 8:15 – 11:05 AM **SECTION 2:** THURSDAYS, 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
Class Information	The classes will be livestreamed at designated time listed above.
Instructor **Contact Information**	**Dr. HERMAN CHOW, RP, RMFT-SM (AAMFT Clinical Fellow and Approved Supervisor; CACFT RMFT Supervisor Mentor; Certified EFIT, EFCT, & EFFT Therapist and Supervisor)** E-mail: hchow@tyndale.ca Telephone number for emergency: 416 953 4072
Office Hours	Thursdays TBA (by appointment only).
Course Material	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 is a continuation of Theories and Methods of Family Therapy I. We will examine current theories of marital and family therapy (Solution Focused, Contextual, Experiential, Narrative, and Milan Therapy) along with appropriate intervention methods related to each theoretical orientation. The various therapeutic models are examined in terms of their history, philosophy, theoretical tenets, functional and dysfunctional effects on families, assessment, goals, treatment process, techniques, role of the therapist and evaluation.

Prerequisites: COUN 0574 and 0677. COUN majors only or by permission of program coordinator.

For those interested in Clinical Membership with AAMFT/CAMFT, **it is your responsibility to check with them to see whether it will qualify and what category**.

NOTE: If a student is registered in "Counselling Major Internship (COUN 0701)," it would help to provide a copy of this syllabus to his/her/their supervisor at the beginning of the year.

II. LEARNING OUTCOMES

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

1. critique the strengths and weaknesses of resources relevant to family therapy
2. identify the distinctiveness of the family therapy approaches studied during the term
3. assess the family via multiple lenses and develop appropriate treatment interventions
4. construct an integrative treatment plan

III. COURSE REQUIREMENTS

A. REQUIRED READING

Book

Nichols, M.P. & Davis, S. (2021). *Family therapy: Concepts and methods*. 12th ed. MA: Pearson Education Inc. (Please note: This is an e-text only.)

Chapters

Thomas, Michele B. (1992). An introduction to marital and family therapy – Counselling toward healthier family systems across the lifespan. New York: Macmillan Publishing Co., p.275-283, 386-416.

They are included on the course page at classes.tyndale.ca

B. CRPO COMPETENCIES TAUGHT IN THIS COURSE

CRPO Entry-to-Practice Competencies[1]
1.0 FOUNDATIONS
1.1 Integrate a theory of human psychological functioning and development *[2]
1.1.2 Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.
1.1.3 Integrate knowledge of the psychological significance of various kinds of human development, such as spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.
1.2 Work within a framework based upon an established psychotherapeutic theory*

[1] Revised for Program Recognition mapping tool 2015 CRPO

[2] Asterisks (*) indicate these are competencies subjected to more detailed scrutiny by CRPO review

1.2.1 Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation (e.g., knowledge of the impact of trauma on psychological functioning)
1.2.2 Integrate a theory of change consistent with the therapist's theoretical orientation.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice*
1.3.3 Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches.
4.2 Establish and maintain an effective therapeutic relationship*
4.2.1 Employ empathy, respect, and authenticity.
4.2.2 Establish rapport.
4.2.5 Assume non-judgmental stance.
4.5 Structure and facilitate the therapeutic process*
Structure the therapeutic process
4.5.1 Formulate an assessment.
4.5.2 Formulate a direction for treatment or therapy.
Facilitate the therapeutic process
4.5.10 Facilitate client exploration of issues and patterns of behaviour.
5.0 PROFESSIONAL LITERATURE & APPLIED RESEARCH
5.1 Access and apply a range of relevant professional literature
5.1.1 Access current professional literature relevant to practice area.
5.1.2 Analyze information critically.
5.1.3 Apply knowledge gathered to enhance practice.
5.2 Use research findings to inform clinical practice

C. ASSIGNMENTS AND GRADING

1. Group Project: Video Analysis of a Therapy Session (15%) Due Date: Feb 4 During Class

This group assignment will help students develop the ability to identify and critique the distinctiveness of a couple or family therapy approach.

Prior to coming to the assigned date of the group project (see schedule), each student would have to watch the assigned video: ***Internal Family Systems Therapy (by Richard Schwartz)*** – *you only need to watch Part 2 (the actual session with* Loren and Kathy*).*

You can have free access to the video via **Psychotherapy.net** via Tyndale:
https://www-psychotherapy-net.eu1.proxy.openathens.net/stream/tyndale/video?vid=116

On the group discussion date (see schedule), each student will be assigned to a group of 4-5 people. You will not know your group members until the scheduled date. Each group will have about 1.5 hours to discuss their video analysis.

The schedule is as follows:

- **8:15 class:** 8:20-9:30 discussion, 9:30-9:45 break, 9:45-10:15 discussion, 10:15-10:30 Group Process Evaluation form (***please send the Group Process Evaluation form to your instructor on or before 11:59 pm that day***)
- **11:15 class:** 11:20-12:30 discussion, 12:30-12:45 break, 12:45-1:15 discussion, 1:15-1:30 Group Process Evaluation form (***please send the Group Process Evaluation form to your instructor on or before 11:59 pm that day***)

The class will reconvene after completing the Group Process Evaluation form (10:30 am or 1:30 pm).

The focus of the analysis and discussion is on four areas (see some sample questions – please note, the sample questions are not exhaustive; you need to come up with your own reflection):

a. **The therapist's micro-interventions**: what interventions were used, how well they were used, what was helpful to you or not helpful, etc.
b. **The therapeutic process**: what direction is the therapist going, how well and not well is the therapist moving the clients, how effective is the therapist tuning in to the clients, etc.
c. **The client's response**: how was the therapeutic alliance, what were the clients' reactions, what kind of motivation did you notice in the clients, etc.?
d. **The self-as-therapist reflection**: what are some of your own reactions watching the therapist, what came up strongly for you, what do you notice about your own body response, etc.

Group Process Evaluation

Since this is a group project, each student is expected to contribute fully to the work. You will use the **Group Process Evaluation form**[3] to privately and fairly evaluate your fellow group members according to their contributions. There are four areas to evaluate their:

1. Critical Thinking: Your ability to critically analyze
2. Communication: Your ability to effectively communicate
3. Preparation: Your ability to prepare for the discussion
4. Equitability: Your ability to collaborate

Each person is to offer a sound evaluation of their group members (i.e., not too harsh and lenient). Remember that to score 100% in anything, you must meet all the requirements in all respects.

[3] The Group Process Evaluation form is located on your course page on Moodle.

At the end of the group discussion, each member will complete the form privately and send it to the instructor (hchow@tyndale.ca) on or before 11:59 pm that day. Points will be deducted for incomplete forms and if they are received late. Your group members' highest and lowest scores will be removed from the calculation of your grade. The average of the remaining scores will be used to calculate each person's mark.

Group Process Evaluation **Your name: _____ Your group #: _____**

It is important that each group member contributes equitably to the group assignment. Once you have completed the assignment, you will have an opportunity to privately evaluate the contributions of each member of your group (Your scores of your classmates are confidential). The highest score and the lowest score that you received will be removed. An average of the remaining scores will be used for your grade.

Group Assignment	**Measurables**	**Max. Weight**	**Group Name #1:**	**Group Member #2:**	**Group Member #3:**	**Group Member #4:**	**Group Member #5:**	**Group Member #6:**
Add Last Names & First Names (Lopez, Mia):								
Aptitude (Demonstrated Abilities)								
1. **Critical Thinking** (e.g. analysis, reflection, etc.)		35						
2. **Communication** (e.g. clarity, conciseness, etc.)		15						
Attitude (Demonstrated Willingness)								
3. **Preparation** (e.g. readiness, participation, fully present, etc.)		25						
4. **Equitability** (e.g. allow mutual sharing, collaboration, etc.)		25						
Total Score for Each Group Member		100						

Comments (Optional):

Please note: A written submission is not required because I want everyone to fully immerse in the discussion without worrying about writing a paper.

If you missed the group project …

If you are away on the presentation day for a legitimate reason, the weight of this paper will be evenly applied to your next two assignments. ***If you don't have a legitimate reason for missing the group presentation, you will get 0% for this assignment.***

2. Critique Paper (40%) Due Date: Mar 11 at 11:59 pm

This assignment evaluates how well you can critique and notice the distinctiveness of the various family therapy models studied in this course.

You need to write a personal critique paper on **two** of the family therapy models (You have to choose from: ***Solution-Focused, Contextual, and Experiential***. With each model, critique how they fit and do not fit with you personally in 2 **areas**: 1) your clinical approach and 2) your personal value or faith system.

When appropriate, as you reflect on your clinical approach and your personal values or faith system, including **elements** such as,

a) contextual factors (e.g. culture, gender, racism, religion, etc.),
b) past experiences (e.g. family of origin experience, personal counselling experience, supervision experiences, etc.), and/or
c) personal feelings (e.g. I feel … surprise, confused, etc.) – Make sure you are using feeling words and not thoughts.

You should include at least 1 element in each of the models as you reflect on them.

There is ***no need for an introduction or conclusion*** for this assignment. The paper should be 4 pages. It will be typed, double spaced, 12-point Arial font, with 1-inch margins, including a proper title page. **I don't read beyond the page limit.**

Please save the file as: COUN0774_CP_last name_first name

Please save the file only in PDF format and submit it via Moodle.

See the rubric for details of expectations.

3. Treatment Plan Paper (45%) Due Date: Apr 8 at 11:59 pm

This assignment evaluates how well you can prepare an integrative treatment plan.

Using the movie "The Whale Rider" as the backdrop for a case study, you will create a treatment plan for the Apirana family.

Caro, N. (2002). *Whale Rider*. Newmarket Films.

You can access the movie using the following link: https://tyndale.kanopy.com/.
If you are signed into your classes.tyndale.ca site, you should connect automatically.

Context: A few weeks after the end of the movie, Paikea, Koro, Nanny, and Porourangi came to you for family counselling. They expressed that ***their goal was to improve the family's connection***. You saw them for one session and gathered enough information (whatever you learned from the movie) to propose a treatment plan. The treatment plan should be **6 pages** in length (Submissions beyond the page limit will not be read).

Along with a title page, a reference page, and an appendix page, you should include the following three sections and a genogram (appendix):

a. Conceptualizations (3 pages)
You are to use system language to describe what contributes to the problem (i.e. what prevents the family's goal of connection). You should discuss with depth at least 4 conceptualizations. You can include from various systems: individual, interactional, inter-generational, family life cycle, community – whichever you feel are the most relevant to the case. You need to include examples pertaining to this family with each conceptualization, system language, and at least 2 research to support your treatment models/interventions and referrals (you don't need to support all of your models/interventions/referrals, just a selection of them). Please note: The research portion belongs to the conceptualization section of the paper. This section is about 3 pages.

b. Interventions (2.5 pages)
In this section, you will select only 2 of the family therapy approaches from this course (***Solution-focused, Contextual, Experiential, Narrative, and Milan***) as your treatment interventions. You should discuss in-depth how you will use at least 4 interventions from the 2 selected models to help with some or all of the mentioned conceptualizations in (a). You can choose 2 interventions from 1 model and 2 interventions from another model or choose 3 interventions from 1 model and 1 intervention from another.
You may choose to use your referrals (from c) to address some of the conceptualizations. You should have addressed all the conceptualizations between your interventions (b) and your referrals (c).
You need to include the following for this section: the choice of therapies used, specific interventions/techniques, and some examples of what the techniques will look like. Whenever possible, always incorporate depth and system language.

c. Referrals (0.5 page)
In this section, you are to offer at least 4 appropriate referrals for your family to further their goal of connection. You should have addressed all the conceptualizations between your interventions (b) and your referrals (c). Referrals can include: books, community resources, support groups, therapists, etc. You should convey clearly why these referrals are helpful pertaining to your conceptualizations.

Appendix: Genogram
You need to create at least a three-generation genogram (static and dynamic) of the family (along with relevant info and nodal events) and its relational patterns. A hand-drawn genogram is equally as good as a computer-generated genogram. A legend must be included. Please

attach the genogram to your appendix (this is not part of the 6 written pages). No diagrams should be part of the body of writing.
Introduction and conclusion are not necessary for this assignment. However, I am expecting research and citations for this paper.

The paper is to be typed, double spaced, 12-point Arial font, with 1-inch margins. A detailed discussion of how to design the treatment plan will be presented during the lecture. Please note: You need to write this in paragraph form. No point form is allowed in this paper. There is no need to retell the story except what is necessary to describe the family patterns.

Please note: when you email the assignment, make sure you email both parts in the same email – ideally, it is in the same document.

Please save the file as: COUN0774_TP_last name_first name

Please save the file only in PDF format and submit it via Moodle.

See the rubric for details of expectations.

GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Expected written standards:
Please pay attention to the following writing guidelines; marks will be allocated accordingly:

- Documentation and notes should be consistent with ***APA guidelines*** articulated in the Guidelines for Submission for the Counselling Department.
- ***Stay within the page limit: You will need at least the minimum number of pages to convey your points. Also, I do not read beyond the maximum number of pages.***
- The title page for all written work ought to include: the title of the paper, the name of the course, the professor's name, date of Submission, the name of the student and the class time. An abstract is not necessary.
- Number all your pages.
- The paper ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar.
- The paper needs to be written in a clear, organized, and straightforward academic manner. It should present a coherent position and arguments that support that position.
- Ensure that you have accurately and thoroughly documented sources used in your paper. You need to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. See the attached policy on Academic Honesty for a comprehensive discussion of the Seminary's policy on plagiarism.

Submission and Grading:
All papers are submitted via Moodle. Your assignments should be in PDF format only. You will receive your grades via Moodle.

Late assignments:
Papers handed in on or before the due date will get everything they deserve! Except for "extreme and extenuating circumstances," all late assignments (1 day to 1 week) will be deducted one-third grade point deduction (i.e., B to B-). No paper is accepted after one week past the due date.

Request for Extension on Assignments:
Request for an extension **due to a medical diagnosis** is usually made through the Accessibility Services at Tyndale. This is something you need to arrange with them. ***Please note: Your accommodation plan only allows up to 2 weeks of extension, but you are not guaranteed the entire 2 weeks. You need to submit in writing how many days you need and why. It is typically from a few days to a week. All extensions are negotiated and approved by the professor no later than 7 days before the original due date.***

All other requests for extension must be in writing, indicating the reason and how many extension days are requested. It is a case-by-case situation. Proper documentation (e.g. doctor or counsellor's note indicating the time frame) is usually accompanied by your written request (whenever possible). *Please note: unusual circumstances such as a death in the family, medical emergency or prolonged illness requiring treatment by a physician are considered. Reasons such as too many assignments, vacations, and technology-related issues are insufficient grounds for requesting an extension.*

PLEASE REMEMBER TO BACK UP YOUR COPY IN CASE OF A SYSTEM CRASH.

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
Group Project: Video Analysis	Feb 5	15%
Critique Paper	Mar 12	40%
Treatment Plan Paper	Apr 9	45%
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Jan 14: Introduction and Review

11th and 12th (Nichols, chapter 1-3, 10)

Jan 21: Solution Focused Therapy

11th (Nichols, chapter 11)
12th (Nichols, chapter 12)

Jan 28: Solution Focused Therapy

11th (Nichols, chapter 11)
12th (Nichols, chapter 12)

Feb 4: ***Group Project: Video Analysis of a Therapy Session***

Feb 11: Contextual Therapy

(Thomas, p.275-283)

******* Reading Days, No Class (Feb 18) *******

Feb 25: Contextual Therapy / Treatment Plan

(Thomas, p.275-283)

Mar 4: Experiential Therapy

11th and 12th (Nichols, chapter 7)

Mar 11: Experiential Therapy

11th and 12th (Nichols, chapter 7)
****Critique Paper***

Mar 18: Narrative Therapy

11th (Nichols, chapter 12)
12th (Nichols, chapter 13)

Mar 25: Narrative Therapy

11th (Nichols, chapter 12)
12th (Nichols, chapter 13)

Apr 1: Milan Therapy

(Thomas, p.386-416)

Apr 8: Milan Therapy / Integration of Family Therapy

(Thomas, p.386-416)
11t10h (Nichols, chapter 13-14)
12th (Nichols, chapter 14-15)
Treatment Plan Paper

V. SELECTED BIBLIOGRAPHY

Other than Contextual Therapy and Milan Model, Nichol's book (our main text) offers a comprehensive bibliography list in his recommended readings and reference section for most of the discussed topics. Please refer to them for resources.

The following is a list of recommended resources for Contextual Therapy and the Milan Therapy.

Contextual Therapy

Boszormenyi-Nagy, I., Grunebaum, J., & Ulrich, D. (1991). Contextual therapy. In A.S. Gurman & D.P. Kniskern (Eds.), *Handbook of Family Therapy: Volume II* (pp. 200-238). New York: Brunner/Mazel.

Boszormenyi-Nagy, I. and Krasner, B. R. (1987). *Between give and take: A clinical guide to contextual therapy*. New York: Brunner/Mazel.

Boszormenyi-Nagy, I. and Spark, G. M. (1973). *Invisible loyalties: Reciprocity in intergenerational family therapy*. New York: Harper & Row.

Hargrave, T. D., & Pfitzer, F. (2003). *The new contextual therapy: Guiding the power of give and take.* New York: Brunner-Routledge

Kawar, C., Coppola, J., & Gangamma, R. (2019). A contextual perspective on associations between reported parental infidelity and relational ethics of the adult children. *Journal of marital and family therapy*, *45*(2), 354-363.

Soyez, V., Tatrai, H., Broekaert, E., & Bracke, R. (2004). The implementation of contextual therapy in the therapeutic community for substance abusers: A case study. *Journal of Family Therapy*, 26, 286 – 305.

Milan Therapy

Campbell, D. (2003). Fundamentals of theory and practice revisited; The mutiny and the bounty: The place of Milan ideas today. *Australian & New Zealand Journal of Family Therapy,* 24(1), 15-25.

Cecchin, Gianfranco (1987). Hypothesizing, circularity, and neutrality revisited: An invitation to curiosity. *Family Process, 26(4),* 405-413.

Diorinou, M. & Tseliou, E. (2014). Studying circular questioning "In Situ": Discourse analysis of a first systemic family therapy session. *Journal of Marital and Family Therapy*, 40(1), 106-121.

Tomm, K. (1984). One perspective on the Milan systemic approach: Part 1. Overview of development, theory and practice. *Journal of Marital and Family Therapy*, 10(2), 113-125.

Tomm, K. (1984). One perspective on the Milan systemic approach: Part II. Description of session format, interviewing style and interventions. *Journal of Marital and Family Therapy*, 10(3), 253-271.

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.

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 polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

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

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

Research Ethics

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

Late Papers and Extensions Policy

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

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or an 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.