

“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	FALL, 2025
Course Title	THERAPY INTERVENTIONS FOR TRAUMA, ABUSE AND VIOLENCE
Course Code	COUN 0691 1S
Date	SEPTEMBER 16, 2026 – DECEMBER 9, 2026 Every Wednesday
Time	From 6:45pm to 9:35pm
Delivery Format	SYNCHRONOUS ONLINE
Class Information	The classes will be livestreamed on Wednesdays from 6:45 to 9:35pm.
Instructor	BRENTON DIAZ, MSW, RSW Email: bdiaz@tyndale.ca
Office Hours	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

Examines both individual and systemic interventions for victims of trauma, abuse and violence. Research has shown that when trauma survivors’ intimate relationships are strengthened, their ability to cope with the impacts of post-traumatic stress is also strengthened. Therefore, systemic and intrapsychic approaches are outlined in an integrated treatment approach to trauma therapy. A broad range of trauma experiences will be included, such as intimate violence, sexual abuse, natural disasters and witness to violence, war, political terror and vicarious trauma with its impact on the therapist.

Prerequisites: COUN 0574 and COUN 0677.

II. LEARNING OUTCOMES

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

- A. Demonstrate a critical understanding and competence in the area of trauma symptom identification.
- B. Evaluate the significance of trauma on the psychological, social and spiritual functioning of people.
- C. Demonstrate an awareness of the variety of settings and contexts that trauma therapeutic interventions for trauma occur in.
- D. Demonstrate the development and extension of practical skills in the areas of individual, group and family interventions for trauma.
- E. Critically evaluate research on psychological psycho-somatic trauma in light of Biblical theology.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Gingrich, Heather. & Gingrich, Fred C. (2017). [*Treating Trauma in Christian Counselling*](#). Downers Grove: IVP Academic. ISBN 978-0-8308-2861-6.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Herman, Judith L. (1992). [*Trauma and recovery: the aftermath of violence, from domestic abuse to political terror*](#). New York: BasicBooks-HarperCollins. ISBN: 0-465-08766-3.

Levine, Peter. (1997). *Waking the tiger: Healing trauma*. Berkeley, CA: North Atlantic Books.

Mate, Gabor. (2009). [*In the realm of hungry ghosts: Close encounters with addiction*](#). Toronto: Vintage Canada-Random House Canada.

Rothschild, Babette. (2000). *The body remembers: The psychophysiology of trauma and trauma treatment*. New York: W.W. Norton. ISBN: 978-0393703276.

Shapiro, Francine. (2001). *Eye movement desensitization and reprocessing (EMDR): Basic principles, protocols, and procedures, 2nd ed.* New York: Guilford Press.

Yoder, Carolyn & Zehr, Howard (eds.). (2005). [*the little book of trauma healing: when violence strikes and community is threatened*](#). Little Books of Justice and Peacebuilding). Brattleboro, VT: Good Books-Skyhorse Publishing. ISBN: 978-1561485079.

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

The assignments for this course will give students the opportunity to research and reflect on Trauma symptoms, treatment, and the interaction between the broader Christian faith community and people who have experienced trauma.

1. Reflective Paper: Due on October 14, 2026; 25% of final grade

Students will select one of the following questions, and write a 6-7 page Reflective Paper as a response:

In your opinion and experience, how is trauma perceived in the local and broader Church?

Or

In your opinion, how equipped are Christian ministries/communities to deal with trauma?

Since this paper is a reflective one, the student is not required to use references. While this paper is a reflection based on the student's ideas and opinions, the student will also be evaluated on how they integrate the course concepts into their paper. The student will be evaluated on how thoughtfully they explain their opinion. Simply stating an opinion will not ensure a good mark: the student will need to critically explain how they have come to their opinions. Students will be evaluated on: Demonstrated ability to communicate reflections; Depth of insights and considerations; Thorough, clear, organized writing that identifies key issues. This assignment is associated with Outcomes C & E.

2. Short Paper: Trauma Symptoms: Due on November 11, 2026; 25% of final grade

Students are expected to select a specific **Trauma Symptom** discussed in class, and write a short (5 page) research-based paper on the symptom. The student will discuss how the symptom manifests in the lives of people who have experienced trauma, as well as theories on how the symptom emerges, and will offer some ideas based on research on how the symptom might be intervened upon in trauma treatment. Students will be evaluated on their ability to describe with clarity and appropriate depth the symptom, its origins, and treatment possibilities. This assignment is associated with Outcomes A, B & D.

3. Final Paper: Due on December 4, 2026; 40% of final grade

The paper should be a substantial piece of research analysis on a **Therapeutic Modality** that is currently used to treat people who have experienced psychological trauma. Examples of such modalities will be provided in class for you to choose from. You will provide a brief history, overview and description and analysis/critique of the pros and cons of the therapeutic modality you have selected.

The essay should not simply report, summarize, or review class materials (though you are encouraged to draw from class lectures, discussion and readings). It should, rather, demonstrate thoughtful reflection, analysis, and should embody a conceptual argument in which various angles of the questions are explored in fairness and at length. The paper should be 10 pages in length, double-spaced. This assignment is associated with Outcome D.

4. Livestream Class Participation: 10% of final grade

For In-Person Components of the course, student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

For Virtual Components, “Participation” in this course is demonstrated by regular log-ins and up-to-date participation in forums. There will be 12 forums in total (one for each day) with a question for each. Students will post their responses before the next class. Your post for each question should be about 20-25 lines (200-250 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. This is associated with Outcomes A-E.

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.

Expected written standards:

Please pay attention to the following writing guidelines

- Unless otherwise indicated, each paper is to be typed, double spaced, 12 point font, Times New Roman, with 1 inch margins, and stapled in the top left corner of the paper.
- The title page for all written work ought to include: the title of the paper, the name of the course, the name of the professor, date of submission, and the name of the student.

- Please number all your pages (except for the title page).
- 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 fully 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 policy on Academic Honesty for a comprehensive discussion of the Seminary's policy on plagiarism.
- Documentation and notes should be consistent with APA guidelines as articulated in the Guidelines for submission for the Counselling Department.

Submission and Return of Assignments:

All assignments are submitted through the Course Website. Assignments are also returned to students online through the Course Website.

With the exception of "extreme and extenuating circumstances", all papers handed in late will be deducted 1%/day.

If there are some unusual circumstances, please complete the [REQUEST FOR EXTENSION form](#). Specify the nature of these circumstances and submit it to the professor directly by the due date of that assignment.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Reflection Paper	Oct. 14, 2026	25 %
2. Short Paper	Nov. 11, 2026	25 %
3. Final Paper	Dec. 4, 2026	40 %
4. Participation	Various	10 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

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

Date	Topic	Reading	Assignment Due
Sept. 16, 2026	Establishing Safety	<i>None</i>	
Sept. 23, 2026	Overview of Trauma	<i>Gingrich Chapter 1</i>	
Sept. 20, 2026	Biblical Perspectives of Trauma	<i>2 Samuel 13, Lamentations 3, Gingrich Chapters 2, 18</i>	
Oct. 7, 2026	Etiology of Trauma	<i>Gingrich Chapter 3</i>	
Oct. 14, 2026	Etiology of Trauma cont'd	<i>Gingrich Chapter 3</i>	<i>Reflective Paper</i>
Oct. 21, 2026	Symptoms and Manifestations	<i>van der Kolk, Bessel. (1994). <u>"The Body Keeps the Score: Memory and the Emerging Psychobiology of Post-Traumatic Stress."</u> Harvard Review of Psychiatry, 1, pp. 253-265.</i> <i>van der Kolk, Bessel. (2002). <u>In Terror's Grip: Healing the Ravages of Trauma.</u> Cerebrum, 4, pp. 34-50. NY: The Dana Foundation.</i>	
Reading Week – No Class			
Nov. 4, 2026	Symptoms and Manifestations cont'd	<i>Same as previous week</i>	
Nov. 11, 2026	Individual Trauma Interventions	<i>Gingrich Chapters 5, 10, 11</i>	<i>Short Paper</i>
Nov. 18, 2026	Individual Trauma Interventions cont'd	<i>Gingrich Chapters 5, 10, 11</i>	
Nov. 25, 2026	Interpersonal/Relational Trauma Interventions	<i>Gingrich Chapters 6, 7, 8</i>	

Dec. 2, 2026	Global Contexts of Trauma	<i>Gingrich Chapters 14, 15</i>	<i>Final Paper Due December 4, 2026</i>
Dec. 9, 2026	Vicarious Trauma	<i>Gingrich Chapter 4</i>	

V. SELECTED BIBLIOGRAPHY

Books

Allender, Dan. (1995). *The wounded heart: Hope for adult victims of sexual abuse*, rev. ed. NavPress.

Briere, J. (1992). *Child abuse trauma: theory and treatment of the lasting effects*. Newbury Park, CA: Sage Publications, Inc.

Briere, J. & Scott, C. (2006). *Principles of trauma therapy: a guide to symptoms, evaluation, and treatment*. Thousand Oaks, CA: Sage Publications, Inc.

Chu, J. (1998). *Rebuilding shattered lives: the responsible treatment of complex posttraumatic and dissociative disorders*. New York: Wiley and Sons.

Chu, J. & Bowman, E. (2003) *Trauma and sexuality: The effects of childhood sexual, physical, and emotional abuse on sexual identity and behavior*. Binghamton: Haworth.

Clark Kroeger, Catherine and Nancy Nason Clark. (2001). *No place for abuse: Biblical and practical resources to counteract domestic violence*. Downers Grove, IL: InterVarsity.

Cooper-White, Pamela. (1995). *The cry of Tamar: Violence against women and the church's response*. Minneapolis: Augsburg/Fortress.

Fortune, Marie. (1983). *Sexual violence: The unmentionable sin*. Cleveland, OH: Pilgrim Press.

Fortune, M.M. (2005). *Sexual violence: The sin revisited*. Cleveland, OH: Pilgrim Press.

Fortune, M.M. (1987). *Keeping the faith: Questions and answers for the abused woman*. New York: Harper Collins Publishers.

Heitritter, Lynn and Jeanette Vought. (2006). *Helping victims of sexual abuse: A sensitive, biblical guide for counselors, victims, and families*, rev. ed. Minneapolis: Bethany House.

Herman, J.L. (1997). *Trauma and recovery: the aftermath of violence - from domestic abuse to political terror*. New York: Basic Books.

- Holderread Heggen, Carolyn. (1993). *Sexual abuse in Christian homes and churches*. Scottsdale, PA: Herald.
- Levine, P. (1997). *Waking the tiger: Healing trauma: The innate capacity to transform overwhelming experiences*. Berkeley, CA: North Atlantic Books.
- Mandt Langberg, Diane. (1999). *On the threshold of hope: Opening the door to healing for survivors of sexual abuse*. Wheaton: Tyndale.
- McClure, J. S. & Ramsay, N.J. (1998). *Telling the truth: Preaching against sexual and domestic violence*. Cleveland, OH: United Church Press.
- Rothschild, B. (2010). *8 keys to safe trauma recovery: Take-charge strategies to empower your healing*. New York, NY: W. W. Norton and Company.
- Rothschild, B. (2000). *The body remembers: the psychophysiology of trauma and trauma treatment*. New York: Norton.
- Saakvitne, K. & Pearlman, A. (1996). *Transforming the pain: A workbook on vicarious traumatization*. New York: W.W. Norton & Co., Inc.
- Saxe, G.N., Ellis, B.H., & Kaplow, J. (2007). *Collaborative treatment of traumatized children and teens: The trauma systems therapy approach*. New York: Guilford Press.
- Sheinberg, M. & Fraenkel, P. (2003). *The relational trauma of incest: A family-based approach to treatment*. New York: Guilford Press.
- Siegel, D.J. (1999). *The developing mind: how relationships and the brain interact to shape who we are*. New York: Guildford Press.
- van der Kolk, B.A., McFarlane, A.C., & Weisath, L., eds. (1996). *Traumatic stress: the overwhelming experience on mind, body, and society*. New York: Guilford Press.
- van der Kolk, E., et al. (Eds.) (1996) *Traumatic stress: The effects of overwhelming experience on mind, body and society*. New York: Guilford.
- Williams, M. (2002). *The PTSD workbook: Simple, effective techniques for overcoming traumatic stress symptoms*. Oakland, CA: New Harbinger Publications.
- Young, B. & Blake, D. (Eds.) *Group treatments for post-traumatic stress disorder*. New York: Brunner/Mazel, 1999.

Journal Articles

- Ames, N., Hancock, T. U., & Behnke, A. O. (2011). Latino church leaders and domestic violence: Attitudes and knowledge. *Families In Society*, 92(2), 161-167.
- Anderson, K. M., & Hiersteiner, C. (2008). Recovering from childhood sexual abuse: Is a storybook ending possible? *The American Journal of Family Therapy*, 36(5), 413-424.
- Browne, C. and Winkelman, C. (2007). The effect of childhood trauma on later psychological adjustment. *Journal of Interpersonal Violence*, 22(6), 684-697.
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- Brokenleg, M. (2012). Transforming cultural trauma into resilience. *Reclaiming Children and Youth*, 21 (3), 9-13.
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- Murry-Swank, N.A. & Pargament, K.I. (2005). God Where are you? Evaluating a spiritually-integrated intervention for sexual abuse. *Mental Health, Religion and Culture*, 8, 191-204.
- Najavits, L.M. (2009). Psychotherapies for trauma and substance abuse in women, review and policy implications. *Trauma, Violence & Abuse*, 10(3), 290-298.
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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](#).