"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	**LEARNING TO TEACH; TEACHING TO DISCIPLE**
Course Code	**CHED 0552 1S**
Date **Time** **Delivery Format**	From January 12, 2027 to April 6, 2027 **Every Tuesday** From 6:45PM to 9:35PM SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Mondays from 6:45 to 9:35pm.
Instructor **Contact Information**	**SARAH HAN, PhD** Email: shan@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 8454
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." 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.

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

Allen, Holly Catterton, Christine Lawton, and Cory L. Seibel. *Intergenerational Christian Formation: Bringing the Whole Church Together in Ministry, Community, and Worship* (2nd Edition). Downers Grove, IL: Intervarsity Press, 2023.

Hall, Chad W., Bill Copper, and Kathryn McElveen. *Faith Coaching: A Conversational Approach to Helping Others Move Forward in Faith*. Hickory, N.C.: Coach Approach Ministries, 2009.

Miiller, Paul E. *A Praying Church: Becoming a People of Hope in a Discouraging World.* Wheaton, IL: Crossway Books, 2023.

Parrett, Gary A., and S. Steve Kang. *Teaching the Faith, Forming the Faithful: A Biblical Vision for Education in the Church*. Downers Grove, IL: InterVarsity Press, 2013.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Barton, Ruth Haley. *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation.* Downers Grove, IL: IVP Books, 2006.

Bowen, John P, and David E Fitch. *The Unfolding Gospel: How the Good News Makes Sense of Discipleship, Church, Mission, and Everything Else*, 2021

Edie, Fred P. and Mark A. Lamport. *Nurturing Faith: A Practical Theology for Educating Christians*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2021.

Fitch, David E. *Faithful Presence: Seven Disciplines That Shape the Church for Mission*. Downers Grove, Illinois: IVP Books, an imprint of InterVarsity Press, 2016.

Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. Harper & Row, 1981.

Morgan, Alison. *Following Jesus: The Plural of Disciple is Church.* Somerset, UK: ReSource, 2015.

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, MI: Baker Academic, 2002.

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.

Palmer, Parker. *To Know As We are Known: Education as a Spiritual Journey.* San Francisco, CA: Harper Collins, 1993.

Shigematsu, Ken. *God in My Everything: How an Ancient Rhythm Helps Busy People Enjoy God.* Grand Rapids, MI: Zondervan, 2013.

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. Livestream Class Participation: 10 % of final grade

Read (prior to intensive) the assigned readers for class, come ready to discuss. Be prepared to share your response to the reading and/or possible application.

Participation: Every absence and lateness will lower this grade and more than 3 unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy.

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.

2. Resource Sharing Forum: Due during the course of the class; 15 % of final grade

This assignment is related to outcomes 1 and 3.

We will have a Resource Sharing Forum where we can glean from each other's experiences and research. This forum will become a treasure trove of resources for Christian Education. Every student must post onto the forum before midnight on the due dates. The forum topics will be as follows:

- **Resource 1:** Find a Podcast or YouTube channel on Christian education (discipleship/spiritual formation/bible studies) ministries and listen to or watch one episode that is relevant to your interests. Write a post a 300-word summary about the Podcast/YouTube channel overall and what you gleaned from the specific material you listened to/watched. Please include the link for the podcast/YouTube channel.
- **Resource 2:** Find a Christian Education (discipleship/spiritual formation/bible studies) curriculum or book and review the scope and content (most curriculums will have free samples on their websites). Write and post a 300-word summary of the curriculum, comment on the methodology, content, level of participation required in leading, etc. Please include a link to the material you are reviewing.
- **Resource 3:** Research one creative way to engage in Christian Education (discipleship/spiritual formation/bible studies) intergenerationally in either a big or small group setting - icebreakers? retreat? field trip? Prayer night? Outreach? Etc…Summarize the activity/event in 300 words and reflect on how you would like to implement this into your
- **Resource 4**: Research one church whose Christian Education ministry (discipleship/spiritual formation/bible studies) formation pathways look effective and impactful. In 300 words reflect on what elements you would like to bring into your context.
- **Resource 5**: Write a 300-word reflection on a Christian Education ministry experience (discipleship/spiritual formation/bible studies) that impacted you in your own spiritual growth. Describe what about that experience was memorable and what are some principals to draw out for your own Christian Education leadership.

3. **Spiritual Formation for Self and Community Presentation, Due on Week 9; 15% of final grade; 10 minute presentation.**

This assignment is related to outcome 2.

Read Paul Miller's *A Praying Church: Becoming a People of Hope in a Discouraging World* and review the course material that summarizes the concepts of "Rule of Life" and "Sacred Rhyhtms" from Ken Shigematsu's *God in my Everything* and Ruth Haley Barton's *Sacred Rhythms* respectively.

- Create a personal 'Rule of Life' for yourself based on *God in my Everything*
- Create a communal 'Rule of Life' for your community of faith that is grounded in prayer incorporating what you have learned from both books
- Intentionally create synergy and integration of your individual and communal rule of life so they work together seamlessly instead of competing for time in your life.

Prepare a 10-minute presentation to share with the class, you are welcome to prepare visual aids to help with your presentation.

4. **Theology of Christian Education Reflection: Due on Week 6, 2026; 25% of final grade; 6-8 pages.**

This assignment is related to outcomes 1.

Read *Teaching the Faith, Forming the Faithful.*

- Reflect on your personal faith formation and highlight some experiences inside or outside the church that were core spiritual memories. How did God form you and who did God work through? What was it about these experiences that led you to deeper faith?
- Articulate your own biblical theology of faith transmission grounded in a scripture passage of your choice.
- Analyze and comment on one idea from the book that surprised, challenged, or inspired you. How do you want to incorporate this into your own vision for Christian Education?

5. **Christian Education Integration Plan: Due on Dec 11, 2026; 35% of final grade; 12-15 pages.**

This assignment is related to outcomes 3.

Read *Intergenerational Christian Formation, Teaching the Faith, Forming the Faithful, Faith Coaching,* and *A Praying Church.*

Analyze your own faith community and create a strategic plan for implementing shared spiritual practices and discipleship in your context. Reflect on the following and more:

- Revise and rearticulate your theological understanding of Christian Education based on the course material. (sources: Assignment 4 and *Teaching the Faith, Forming the Faithful)*

- Reflect on what kind of discipleship and leadership could employ conversational coaching, active listening and powerful questions. (source: *Faith Coaching)*
- Revise your communal "Rule of Life" and reflect on what kinds of spiritual practices you see as fitting for your community. (sources: Assignment 3 and *A Praying Church)*
- Incorporate all of the above pieces into a discipleship plan for your community that prioritizes intergenerational engagement. Include ideas gleaned from your peers in the Resource Forums, readings, and course materials (sources: Assignment 2, *Teaching the Faith, Forming the Faithful* and *Intergenerational Christian Formation*)

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
Livestream Class Participation		10%
Resource Sharing Forum		15%
Spiritual Formation Presentation	Week 9	15%
Theology of Christian Education Reflection	Week 6	25%
Christian Education Integration Plan	Dec 11	35%
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

DATE	**TOPIC**	**READINGS**	**ASSIGNMENTS**
Week 1: Tues, Jan 12	Rethinking Christian Education: From Info Transfer to Life Transformation	Teaching the Faith: Part 1 Intergenerational Christian Formation: Part 1	
Week 2: Tues, Jan 19	Biblical Foundations of Christian Education	Teaching the Faith: Part 2 Intergenerational Christian Formation: Part 2	
Week 3: Tues, Jan 26	Jesus the Master Teacher	Teaching the Faith: Part 3 Intergenerational Christian Formation: Part 3	Resource Forum 1 Due
Week 4: Tues, Feb 2	Deconstructing Segregation	Teaching the Faith: Part 4 Intergenerational Christian Formation: Part 4	Resource Forum 2 Due
Week 5: Tues, Feb 9	The Theology of Community: being a Household of God	A Praying Church: Parts 1-3	
Tues, Feb 16: READING WEEK NO CLASS			

Week 6: Tues, Feb 23	Worship as Primary Pedagogy: Shared Rules of Life	A Praying Church: Part 3, 4	Theology of CE Reflection Due
Week 7: Tues, Mar 2	Communal Spiritual Practices: Resurrecting Corporate Prayer	God in My Everything PDF	Resource Forum 3 Due
Week 8: Tues, Mar 9	Interpersonal Discipleship: The Listening Posture of a Disciple-maker	Faith Coaching: Ch.1-5	
Week 9: Tues, Mar 16	Communicating Across Generations: Asking Questions & Storytelling	Faith Coaching: Ch.6-11	Spiritual Formation Presentations
Week 10: Tues, Mar 23	Equipping the Household: Bridging the Home-Church Divide	The Unfolding Gospel PDF	Resource Forum 4 Due
Week 11: Tues, Mar 30	Strategic Leadership: Leading Change in Local Contexts	To Know As We Are Known PDF	Resource Forum 5 Due
Week 12: Tues, April 6	Leading to leading out: Missional Discipleship and Accountability	Review Resource Forum	
Tuesday, April 13: Christian Education Integration Plan Due at Midnight			

V. SELECTED BIBLIOGRAPHY

Bracke, John M., and Karen B. Tye. *Teaching the Bible in the Church*. St. Louis, MO: Chalice Press, 2003.

Butterfield, Rosaria Champagne. *The Gospel Comes with a House Key: Practicing Radically Ordinary Hospitality in Our Post-Christian World*. Wheaton: Crossway, 2018.

Choung, James. *True Story: A Christianity Worth Believing In*. Downers Grove, Ill: IVP Books, 2008.

Conde-Frazier, Elizabeth, S. Steve Kang, and Gary A. Parrett. *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation*. Grand Rapids: Baker Academic, 2004.

Dean, Kenda Creasy. *Almost Christian: What the Faith of Our Teenagers Is Telling the American Church*. Oxford New York: Oxford University Press, 2010.

Everts, Don, Doug Schaupp, and Valerie Gordon. *Breaking the Huddle: How Your Community Can Grow Its Witness*. Downers Grove, Illinois: IVP Books an imprint of InterVarsity Press, 2016.

Foster, Charles R. *From Generation to Generation: The Adaptive Challenge of Mainline Protestant Education in Forming Faith*. Eugene, OR: Cascade Books, 2012.

Galindo, Israel, and Marty C Canaday. *Planning for Christian Education Formation: A Community of Faith Approach*. St. Louis, Mo.: Chalice Press, 2010.

Goheen, Michael W. *The Church and Its Vocation: Lesslie Newbigin's Missionary Ecclesiology*. Grand Rapids, Michigan: Baker Academic, a division of Baker Publishing Group, 2018.

Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Harper & Row, 1981.

Groome, Thomas H. *Will There Be Faith?* 1st ed. New York, NY: HarperOne, an imprint of HarperCollins, 2011.

Harris, Maria. *Fashion Me a People: Curriculum in the Church*. 1st ed. Louisville, Ky: Westminster/John Knox Press, 1989.

Hauerwas, Stanley, and William H. Willimon. *Resident Aliens: Life in the Christian Colony: A Provocative Christian Assessment of Culture and Ministry for People Who Know That Something Is Wrong*. Expanded 25th anniversary edition. Nashville: Abingdon Press, 2014.

Little, Sara. *To Set One's Heart: Belief and Teaching in the Church*. Atlanta: John Knox Press, 1983.

Melchert, Charles F. *Wise Teaching: Biblical Wisdom and Educational Ministry*. Harrisburg, Pa: Trinity Press International, 1998.

Newbigin, Lesslie. *Foolishness to the Greeks: The Gospel and Western Culture*. Grand Rapids, Mich: W.B. Eerdmans Pub. Co, 1986.

Newbigin, Lesslie. *The Gospel in a Pluralist Society*. Grand Rapids, Mich. : Geneva [SZ]: W.B. Eerdmans ; WCC Publications, 1989.

Okesson, Gregg. *A Public Missiology: How Local Churches Witness to a Complex World*. Grand Rapids, Mich.: Baker Academic, 2020.

Powell, Kara. *Sticky Faith: Everyday Ideas to Build Lasting Faith in Your Kids*. Grand Rapids: Zondervan, 2011.

Taylor, Charles. *A Secular Age*. First Harvard University Press paperback edition. Cambridge, Massachusetts London, England: The Belknap Press of Harvard University Press, 2018.

Vanderstelt, Jeff. *Gospel Fluency: Speaking the Truths of Jesus into the Everyday Stuff of Life*. Wheaton, Illinois: Crossway, 2017.

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 polices 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.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning.

This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

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.