"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	**NEW TESTAMENT THEOLOGY AND HISTORY**
Course Code	NEWT 0522 1S
Date **Time** **Delivery Format**	JANUARY 11 – APRIL 5, 2027 **MONDAYS** From 2:15 AM – 5:05 PM SYNCHRONOUS ONLINE
Class information	Classes are livestreamed on Mondays 2:15pm to 5:05pm.
Instructor **Contact Information**	**DR. VAN JOHNSON, ThD** Dean, Master's Pentecostal Seminary Director, MTS in Pentecostal Studies Adjunct NT, Tyndale Seminary Email: vjohnson@tyndale.ca
Office Hours	Zoom meeting 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

A study of the New Testament focusing on its overarching vision of God's mission in the world and how human beings are called to respond. Each book will be placed in its historical and cultural setting as we focus on its distinctive contribution to the New Testament. Along the way students will be introduced to critical methods for studying the New Testament and will reflect on how we can integrate scholarly perspectives with a conviction that the New Testament is the word of God.

Recommended Prerequisite: BIBL 0501

II. LEARNING OUTCOMES

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

1. Use appropriate NT critical methodologies in the study and preaching of the NT by integrating lecture material with course readings and by engaging in classroom discussions;
2. Identify the main themes of the NT through weekly reading of the NT text, written responses to textbook readings, and small group discussions;
3. Demonstrate an ability to teach the NT effectively through awareness of its Jewish matrix, the social conditions of the Greco-Roman world, the general content of the NT corpus, and the various theological perspectives of the NT writers by preparing a lesson plan based on one NT book;
4. Demonstrate sensitivity to the seminal role of apocalyptic eschatology throughout the NT by analyzing NT texts in discussion groups about their eschatological content and framework.

III. COURSE REQUIREMENTS

A. REQUIRED READING

The New Testament [a non-paraphrase translation (i.e., not The Living Bible, The Message, New English Bible)]; Preferably: NIV, NRSV, NASB, ESV, NKJV

Green, Joel et al. *Introducing the New Testament: Its Literature and Theology*. Second Edition. Grand Rapids: Eerdmans, 2001. ISBN: 978-0802878908 (kindle e-book available)

Beers, Holly. *A Week in the Life of a Greco-Roman Woman*. Downers Grove, IL: Intervarsity, 2019. ISBN: 0830824847 (e-book available from Tyndale library)

VanderKam, James. *An Introduction to Early Judaism.* Grand Rapids: Eerdmans, 2022. 2nd edition. ISBN: 978-0-8028-8016-1 (kindle e-book available)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

Teacher's Note: Please note for this class the following resources **are not to be used for any assignments:** ChatGPT, AI Book Summaries or AI Overviews, AI Writing or Grammar tools, Wikipedia, CoPilot tools or other AI tools. Grammar checkers that rewrite sentences are not to be used. **Please see updated Tyndale AI policy in the Tyndale student Academic Calendar.**

All completed assignments are to be uploaded to the course page. If you need help submitting assignments on the class page, please contact Samantha at sjagan@mpseminary.com

1. **10 weekly textbook readings and written responses to** Achtemeier, et al (INT) and VanderKam (EJ): **Due weekly the Sunday night before class day; 2% x 10 = 20 %.**

Purpose

The readings are intended to complement the lectures by reinforcing central ideas discussed during the class session and by providing details not given in the lectures. The written responses serve two purposes: 1) they show your ability to identify primary issues, and 2) alert me to what issues need more explanation. [This assignment is related to learning objectives #1, #2 and #3]

Instructions

Each week, submit a 1-page response to your assigned textbook reading (see Required Reading Schedule below). Samantha, the TA for the course, will collect and read your reports, informing you by email if there is any deficiency to be addressed before the following week's submission

There are two parts for each report:

Part 1: Summarize 2 main concepts found in your reading(s) that are significant for your understanding of the NT—for each main concept, write one paragraph that explains the concept sufficiently so that a non-NTTH student would understand it. In other words, how would you explain the idea and its importance to a Sunday School class?

> *When there are two textbooks being read during the first few weeks, please write one paragraph for each book.*

Part 2: Write 1 question that fits 1 of these 3 categories: 1) a question seeking clarification about an idea in the textbook, or 2) one that asks about the implications of an idea for biblical/theological understanding, or 3) one that asks about the applicability of an idea for ministry.

Due dates and grading

Due each Sunday before midnight starting with week #2. 2% will be awarded each week that the reading and written response are completed on time, and 1% awarded for any that are submitted after the due date, but before the final class.

Please note: students who register late have one extra week to catch up on textbook reading—on Jan 25, the textbook reading for Jan 18 and 25 will be due.

For reading schedule, see: IV. COURSE SCHEDULE, CONTENT & READING SCHEDULE

Note: INT stands for *Introducing the New Testament 2nd Edition*, and EJ for *Early Judaism*.

2. New Testament readings: Due weekly before 11 am on class day; 1% x 10 = 10%.

Appropriate to a survey course on the NT is the reading of the NT. Reading the text within a semester will highlight common elements and reveal the contrasting styles and content of the twenty-seven books. [This assignment is related to objectives #3 and #4]

Students will read through the NT in 10 sections. For reading the assigned NT passage before the weekly due date, 1% will be awarded. No written report required**. You will report a completed reading through a form link on the course page each Monday.** Any missed NT readings (not completed when assigned) may be credited with .5% if done before the final class session on April 5.

Please note: students who register late for the course will have one extra week to catch up on NT reading; on Jan. 25, the NT reading for Jan. 18 and 25 will be due.

For reading schedule: see IV. COURSE SCHEDULE, CONTENT & READING SCHEDULE.

3. Book Report on *A Week in the Life of a Greco-Roman Woman*: Due Saturday Feb 13, by 11:59pm; 5-7 pages (double spaced). 20%.

The book is a novel written by a NT scholar to introduce readers to the conditions of life in the first century Greco-Roman world, and notably, it is written from a woman's perspective. After reading the novel, write a report: 1) summarize the content and methodology of the book, including the identity of the author, and 2) explain five aspects of first-century life as described in the novel and compare each aspect with life in twenty-first century Canada. [This assignment is related to learning objective #3].

Late? After Feb 13, 2/3 letter grade penalty per week.

Detailed grading rubric is posted on the course page.

4. Breakout Groups: 5 sessions, 2% for participation in each = 10%.

5 breakout groups will be convened during class hours. The focus of these oral discussions will be set by the instructor, and they will be posted on the course page. The grade of 2 points will be given for all who participate in the discussion. That is, the student is not evaluated on the quality of the participation, but by making a contribution. One member of the group will be responsible to report on participation. [This assignment is related to learning objectives #2 and #4]

5. Teaching Notes for a NT book: Due Apr 7, by 11:59pm. 40%.

One of the goals of this course is that you teach the NT effectively. By preparing lecture notes [**please submit them in note form**], you will be asked to think through what is most important and how to communicate it. **7-10 pages (double spaced).** [This assignment is related to learning objective #3]

Prepare **lecture notes** for an adult Sunday School class that explains one NT book that is at least 4 chapters long. Each lesson plan should include, but not be limited to, the following areas:

1) authorship, genre and date;
2) the situation that it responds to;
3) the structure [outline of book] and flow [how you would describe it in your own words];
4) central themes (3-5); and
5) how the central themes relate to current concerns

For better grade, please identify clearly all 5 sections in your report. Although these five areas cover the basic requirement, the student is welcome to include other topics. References should be cited and bibliography included according to the Chicago Manual of Style, with **a minimum of 4 academic sources** (commentaries, dictionaries, etc.). Academic sources do not include Wikipedia, AI searches, nor devotional books or study Bibles. The bibliography contains academic sources.

Evaluation Criteria:

1) *clarity* [all concepts clearly explained];
2) *consistency* [between description of structure and flow; between section 4 and 5];
3) *comprehensiveness* [all major categories discussed sufficiently, and for higher grade, additional relevant material added];
4) *citations* [sources documented consistently and accurately]; and
5) *creativity* [how the material is shaped to engage the audience].

Late? After Apr 7, 2/3 letter grade penalty per week. After Apr 19, a further extension must be pursued with the Registrar's Office.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
1. Textbook readings and written reports	Weekly	20 %
2. NT readings	Weekly	10 %
3. Book report	Feb 13	20 %
4. Participation in Breakout groups (5 x 2%)	Various	10 %
5. Teaching outline of a NT book	Apr 7	40 %
TOTAL GRADE		**100 %**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

A. CONTENT: LECTURE OUTLINE

1. The New Testament Text
   1.1. Reading the NT as a historical document (Historical criticism)
   1.2. Formation of NT canon
      1.2.1. Transmission of NT books (Text criticism)
      1.2.2. Selection of NT books (Canon criticism)

2. Matrix of NT/Part 1: Judaism
   2.1. Short history of Second Temple Judaism
   2.2. Early Judaism: unity and diversity
   2.3. Social dynamics of village life
   2.4. Apocalyptic eschatology: Jewish and Christian

3. Genre of Gospels: Ancient Biography
   3.1. Jesus Tradition in narrative form
      3.1.1. Hermeneutical approaches to the gospels
      3.1.2. Literary Genre: Ancient Biography (Literary Criticism)
      3.1.3. Gospels as Narratives (Narrative Criticism)
      3.1.4. Oral Stage of Jesus Tradition (Form Criticism)
      3.1.5. Written stage and Synoptic Problem (Source Criticism)
      3.1.6. Editorial work (Redaction Criticism)
      3.1.7. History of search for Historical Jesus (History of Religions)
   3.2. Jesus and the gospels
      3.2.1. *Synoptics*
      3.2.2. *John*

4. Genre of Luke/Acts: Ancient Historiography
   4.1. Literary Genre: ancient historiography
   4.2. *Luke/Acts*

5. Matrix of NT/Part 2: Greco-Roman world
   5.1. Culture
   5.2. Social Dynamics (Social-Scientific Criticism)

6. Genre of NT Letters: Ancient Letters
   6.1. Literary Genre
      6.1.1. Greco-Roman letters
   6.2. NT letters
      6.2.1. Form and content
      6.2.2. Hermeneutics

6.2.3. Letters as persuasive speech (Rhetorical Criticism)

6.3. Paul

6.3.1. Apostle to the gentiles

6.3.2. Paul and Judaism

6.4. *Romans*

7. Genre of Revelation: Apocalypse

7.1. Literary Genre: Jewish apocalyptic literature

7.1.1. *Revelation*

B. REQUIRED READING SCHEDULE

Jan 11, 2027	no readings required
Jan 18	*(Bible Reading #1)*: Galatians; James INT: Chapter 14; Chapter 21; Chapter 25 EJ: 1-52 (Chapter 1: *The Time of the Second Temple*)
Jan 25	*(#2):* Matthew INT: Chapters 2 and 3 EJ: 53-115 (Chapter 2: only sections on *Philo and Josephus; Chapter 3: Archaeological Discoveries*)
Feb 1	*(#3):* Mark INT: Chapters 4 and 5; Chapter 8 EJ: 175-218 (Chapter 4: *Leaders, Groups, and Institutions*)
Feb 8	*(#4):* John INT: Chapter 7
Feb 15	***Family Day Holiday; No Class*** **Feb 16 - Feb 21 Reading Week**
Feb 22	*(#5):* Luke-Acts INT: Chapter 6; Chapter 9
Mar 1	*(#6)*: 1-2Thess; 1-2Cor INT: Chapters 10 and 11; Chapter 13; Chapter 18
Mar 8	*(#7):* Romans INT: Chapter 12
Mar 15	*(#8)***:** Phil; Col; Eph; Phm; 1-2Tim; Titus INT: Chapters 15, 16 and 17; Chapter 19
Mar 22	*(#9):* Heb; 1-3John; 1-2Peter; Jude INT: Chapter 20; Chapters 22 and 23
Mar 29	*(#10):* Revelation INT: Chapter 24
Apr 5	**Final Class session**

V. SELECTED BIBLIOGRAPHY

It is recommended that the student consult the Biblical Studies Resources page at Tyndale Library. For a survey course of the NT, it is not feasible to produce a bibliography covering all the relevant reference works. The resource mentioned above will provide a guide to other resources.

Some of the following entries are available for viewing online from the WorldCat site in the Tyndale Library system (look for the link "view now"). For example, search for E.P. Sanders et al, *Redefining First Century Jewish and Christian Identities.*

Please note: Most of the entries under *Monographs and Articles* are those referred to specifically in class lectures.

Dictionaries:

Aune, D., ed. *Westminster Dictionary of New Testament and Early Christian Literature and Rhetoric*. Louisville, KY: Westminster John Knox, 2003.

Evans, C., and S. Porter, eds. *Dictionary of New Testament Background: A Compendium of Contemporary Biblical Scholarship*. Downers Grove, IL: Intervarsity, 2000.

Freedman, D., ed. *The Anchor Bible Dictionary*. New York: Doubleday, 1992.

Green, J., and S. McKnight, eds. *Dictionary of Jesus and the Gospels*. Downers Grove, IL: InterVarsity, 1992.

Hawthorne, G., and R. Martin, eds. *Dictionary of Paul and His Letters*. Downers Grove, IL: InterVarsity, 1993.

Martin, R., and P. Davids, eds. *Dictionary of the Later New Testament and Its Developments*. Downers Grove, IL: InterVarsity, 1997.

Monographs and Articles:

Aland, K. and B. Aland. *The Text of the NT: An Introduction to the Critical Editions and to the Theory and Practice of Modern Textual Criticism*. 2nd ed. Grand Rapids, MI: Eerdmans, 1989.

Allison, D. "Was there a 'Lukan Community'?" *Irish Biblical Studies* 10 (1988): 62-70.

Arrington, F., and R. Stronstad. *Full Life Bible Commentary to the New Testament*. Grand Rapids, MI: Zondervan, 1999.

Bailey, K. E. "Informal Controlled Oral Tradition and the Synoptic Gospels." *Asian Journal of Theology* 5 (1991): 34-54.

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Barnett, P. *The Birth of Christianity: The First Twenty Years*. Grand Rapids: Eerdmans, 2005.

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Brown, R. *The Gospel of John*. Anchor Bible. 2 Vols. New York: Doubleday, 1966.
Bultmann, R. *Theology of the New Testament.* Translated by Kendrick Grobel. 2 Vols. New York: Scribner, 1951-55.
Burridge, R. "About People, by People, for People: Gospel Genre and Audiences." In *The Gospels for all Christians: Rethinking the Gospel Audiences,* edited by R. Bauckham, 113-145. Grand Rapids, MI: Eerdmans, 1998.
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Carson, D. A. *The Farewell Discourse and the Final Prayer of Jesus: An Exposition of John 14-17.* Grand Rapids: Baker, 1980.
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Conzelmann, H. *The Theology of St. Luke*. London: SCM, 1982.
Davies, W.D. *Paul and Rabbinic Judaism: Some Rabbinic Elements in Pauline Theology*. London: SPCK, 1955.
_____. "Paul and the People of Israel." *New Testament Studies* 24 (1977-78): 20.
Diessmann, A. *Bible Studies*. Translated by Alexander Grieve. Edinburgh: Clark, 1901.
_____. *Light from the Ancient East: The New Testament Illustrated by Newly Discovered Texts from the Graeco-Roman World*. Translated by L. Strachan. London: Hodder and Stoughton, 1910.
Dodd, C.H. *The Interpretation of the Fourth Gospel*. Cambridge: Cambridge University Press, 1968.
Dunn, J. *Jesus, Paul, and the Law*. Louisville, KY: Westminster John Knox Press, 1990.
_____. *Jesus Remembered*. Grand Rapids: Eerdmans, 2003.
_____. *Romans 1-8*. Dallas: Word Books, 1988.
_____. *Romans 9-16.* Dallas: Word Books, 1988.
_____. *Unity and Diversity in the NT: An Inquiry into the Character of Earliest Christianity*. 2nd ed. London: SCM, 2002.
Ferguson, E. *Backgrounds of Early Christianity*. 2nd ed. Grand Rapids, MI: Eerdmans, 1993.
Frye, N. *The Great Code: The Bible and Literature.* New York: Harcourt, 1982.
Gerhardsson, B. *Memory and Manuscript.* Grand Rapids, MI: Eerdmans, 1998.
_____. "The Secret of Transmission of the Unwritten Jesus Tradition." *New Testament Studies* 51 (2005): 1-18.
Green, J., ed. *Hearing the NT: Strategies for Interpretation*. Eugene, OR: Wipf & Stock Publishers, 2004.

Goldstein, J. A. *1 Maccabees: A New Translation, with Introduction and Commentary*. Garden City: Doubleday, 1976.

Guthrie, D. *New Testament Introduction*. 3rd ed. Downers Grove: InterVarsity, 1970.

Gunkel, H. and Zimmern, H. *Schöpfung und Chaos in Urzeit und Endzeit Eine Religionsgeschichtliche Untersuchung über Gen I und Ap Joh 12.* Göttingen, Vandenhoeck und Ruprecht, 1895.

Hengel, M. *Acts and the History of Earliest Christianity.* Philadelphia: Fortress, 1980.

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Holmberg, B. *Sociology and the NT.* Minneapolis: Fortress, 1990.

Jacobson, A. *The First Gospel: An Introduction to Q*. Sonoma, CA: Polebridge, 1992.

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Wright, C. J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove: IVP Academic, 2006.

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.

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.