

*“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.”*

<b>Semester, Year</b>	<b>FALL, 2025</b>
<b>Course Title</b>	<b>COUN 0701 01</b>
<b>Course Code</b>	<b>COUNSELLING MAJOR INTERNSHIP</b>
<b>Date</b>	SEPTEMBER 2025 – AUGUST 2026
<b>Instructor</b>	<b>MICHELLE LAXAMANA, DCP, RP, RCFT, CCC</b>
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<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://tyndale.ca">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

All Counselling Major students will be assigned to an internship during their final year. The internship will consist of a minimum of **450 total hours** over a minimum of two semesters. The internship provides students with an opportunity to put into practice, in a real-world setting, what they have learned from the classroom experience. This practical experience, along with the wisdom and expertise of the supervisor, will further enhance the growth and development of each student, personally and professionally. Students will **complete 450 hours** during the internship, with a minimum of **150 hours in direct contact with clients** and a minimum of **30 hours of clinical supervision**. Students typically complete their internship requirements within an 8 – 12 month period, but the internship can be extended up to 24 months.

Tyndale’s M.Div. & MA Clinical Counselling major program and the clinical experience (CE) are approved education/training programs for the College of Registered Psychotherapists of Ontario (CRPO). Consequently, students’ internship clinical experience (CE) must consist of the practice of psychotherapy as the core of their direct client contact (DCC) hours. In addition, students must receive clinical supervision from an appropriately trained and experienced clinical supervisor who meets the criteria of a “Clinical Supervisor” as described by the CRPO. ([www.crpo.ca/supervision/](https://www.crpo.ca/supervision/)).

## A. Prerequisites and Co-requisites

### Prerequisites for all internships

- COUN 0601 & COUN 0602 Pre-internship Counselling Skills Lab I & II
- SPIR 0700 Spiritual Formation
- LEAD 0510 Leadership Development

### Clinical Track Pre- or Co-requisites

- COUN 0772 & COUN 0774 Theories and Methods of Family Therapy I & II
- COUN 0775 Professional Ethics

## B. Registering for Internship Course

- You can register only after you have been accepted at an internship site
- Registration **cannot be done online**. Students must register for COUN 0701 by using the “Registration in a Non-Classroom Course” form located at [Office of the Registrar – Seminary Forms](#).
- Students do not need to have the Internship Coordinator sign the non-classroom course form because once a student communicates to the Internship Coordinator that they have been accepted at an internship site, the Coordinator informs the Registrar’s Office of the student’s approval to register. The Registrar’s approval list is usually updated within one week of being notified of the student’s internship acceptance.

### Note: If you are taking a CASC (CPE/PCE) Unit for your internship

1. Students must consult with Counselling Internship Program Coordinator for specific information and procedure for registering in the internship course. The CASC unit registration process differs depending on where one does the CASC unit.
2. Students are not required to participate in the regularly scheduled internship reflection groups, as similar reflections are inherent in the CASC course unit.

## II. LEARNING OUTCOMES

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

1. Demonstrate how to prepare for counselling sessions effectively
2. Demonstrate interpersonal warmth and genuineness with clients
3. Appropriately assess the emotional, intrapersonal, interpersonal, physical and spiritual dimensions of the client’s presenting issues and mutually develop clear and realistic therapeutic goals for treatment, in accordance with the performance of the controlled act of psychotherapy
4. Develop hypotheses based on appropriate psychotherapeutic modalities by using a systemic lens, and apply these in the formulation and implementation of clinical interventions

5. Practice safe and effective use of self in the therapeutic relationships. This includes (but not limited to) self-reflection and safe practices relating to personal context and biases, values, personal and professional boundaries, diversity, power differential, transference and countertransference, etc.
6. Demonstrate respect regarding confidentiality
7. Maintain clear and effective oral and written communication, and prepare and retain accurate clinical records
8. Access appropriate support and insight from supervisor(s) and peers
9. Facilitate appropriate termination of the counselling process and make appropriate referrals
10. Demonstrate knowledge and application of CRPO ethical standards in the counselling setting and process
11. Demonstrate effective time management meet deadlines promptly
12. Take charge of situations with confidence and make difficult and non-routine decisions appropriately and effectively
13. Demonstrate the fostering of positive relationships with colleagues and leadership
14. Demonstrate ability to effectively integrate faith/spirituality in one's life and in the process of providing psychotherapy services
15. Engage in contractual clinical supervision experience with a qualified supervisor.

### III. COURSE REQUIREMENTS

#### A. INTERNSHIP SITE:

Following acceptance at an internship site, the student must comply with all contracted requirements of the site including:

- Days and hours of work per week
- Location and reporting to supervisor
- Organization's policies and procedures
- All operational rules and guidelines
- Completion of at least **450 internship hours**, of which a **minimum of 150 must be direct client contact (DCC)** hours and a **minimum of 30 clinical supervision** hours.

Planning the Length of Your Internship (Example)

- 2 Semesters – 26 weeks
  - 18 hours per week (total time) = (468 hrs)
  - 6 hours per week direct client contact (DCC) = (156 hrs)
- 3 Semesters – 39 weeks
  - 12 hours per week (total time) = (468 hrs)
  - 4 hours per week direct client contact (DCC) = (156 hrs)

**Note 1:** *Students do not usually START at 6 DCC hours per week. You will need a higher weekly average to complete 150 hours in two semesters. Also, you need to account for no-shows and snow days.*

**Note 2:** *To extend an internship...*

- a) *Beyond 1 year – need approval from the Internship Coordinator*
- b) *Beyond 2 years – need approval (and additional fees may apply) from Registrar's Office*

**Note 3:** **Selected sites should be free from conflicts of interest**

## **B. INTERNSHIP ASSIGNMENTS AND DOCUMENTATION**

### **1. Site Agreement**

Once a student is accepted at an internship site, the intern must ensure that the site supervisor (and external clinical supervisor, where applicable) complete the Internship Site Agreement. This is the formal agreement between the student, site, supervisor(s), and Tyndale for the student internship placement.

**Due date: Within 4-weeks of start of internship.**

### **2. Learning Contract**

Together with the supervisor(s), interns will formulate an individualized learning contract that identifies specific learning goals for the internship and a plan for achieving the goals.

**Due date: Within 4-weeks of start of internship.**

### **3. Supervisor Evaluations**

In consultation with the intern, the on-site administrative/clinical supervisors and/or external clinical supervisor (as is applicable) must complete the supervisor evaluation form at the end of each semester the student is engaged in the internship.

In settings where there is a separate external clinical supervisor, both the on-site administrative supervisor and the external clinical supervisor must complete separate evaluation forms. Each supervisor will complete the sections relevant to the scope of supervision provided to the student. The supervisor will indicate "N/A" for the sections or items on the form which do not relate to the area of supervision that particular supervisor covers.

**Due by the Semester-end Due Date** for each semester of the student's internship. For specific dates, see **Assignment and Evaluation Summary Table in Section H.**

### **4. Check-In Meetings: Internship Coordinator, Intern and Supervisor(s)**

To facilitate proactive support for students while in their internship, each student is required to arrange one Check-In (Zoom) meeting with their onsite supervisor (and external clinical

supervisor, where applicable), the Internship Coordinator and the student him/herself. This **Check-in Meeting must be held 3-4 months after the student starts the internship.**

Students are responsible for contacting the Internship Coordinator at least 2-3 weeks before the meeting will be held to schedule the specific date and time for the meeting. **Please refer to “Class Information” section on the first page of this syllabus for days and times the Internship Coordinator/Instructor is generally available for these meetings.**

Please note that students have the responsibility to contact the Internship Coordinator outside of these scheduled meetings, if any issues or concerns arise with their internship process or progress.

#### **5. Total Internship Hours Record**

At end of the internship, students are required to complete and submit the Total Internship Hours Record form.

**Due by the Semester-end Due Date** in which the student completes the internship. For the specific date, **see Assignment and Evaluation Summary Table in Section H.**

#### **6. Clinical Experience (CE) Hours Record**

At the end of the internship, students are required to complete and submit the CE form. **Due by the Semester-end Due Date** in which the student completes the internship. For the specific date, **see Assignment and Evaluation Summary Table in Section H.**

#### **7. Site and Supervisor Evaluation**

At the end of the internship experience, students are required to complete and submit an evaluation of the internship site and supervisor(s).

**Due by the Semester-end Due Date** in which the student completes the internship. For the specific date, **see Assignment and Evaluation Summary Table in Section H.**

#### **8. Reflection Seminar**

Please see Section III.C for details

#### **9. Clinical Supervision by an RP Supervisor**

Please see Section III.D for details.

#### **10. Capstone Paper**

Please see Section III.E for details.

These requirements are related to learning outcome #s: 1 through 15.

### C. REFLECTION SEMINARS:

As an ATS (Association of Theological Schools) accredited school, it is required that all students who are involved in a Tyndale internship meet during each semester, in small groups, to reflect on the internship experience. The seminar is an opportunity to reflect together on the process of integrating faith/spirituality, learning, and your clinical development.

Each student must **attend one (1) reflection session in each semester during the internship**. The reflection sessions are structured based on the assumption that students will complete their internship over two semesters. Students who will complete their internship over three or more semesters, will attend the reflection session in each semester and prepare for peer discussions as appropriate.

The content of a student's presentation in each reflection session will be based on whether a student is in their **first** or **final** semester as follows:

#### 1. First Semester Presentation:

Each student will prepare a one-page summary of the following and prepare to discuss in your small groups (**A copy must be uploaded to your Moodle course assignment page**). Topics include:

- a) Your personal conceptualization of what it means to integrate faith/spirituality/religion into psychotherapy
- b) What practical steps you have taken in the therapeutic process to intentionally include (implicitly or explicitly) this integrative concept into your clinical assessment, conceptualization and interventions in relation to the client's presenting issue(s). Also, note any ethical considerations or issues
- c) What challenges and/or successes have you had in doing systemic psychotherapy from this integrative stance?
- d) Consider a specific question you would like to explore with the group

#### 2. Final Semester Presentation:

Each student will prepare a one-page summary of two topics of your choice from your capstone paper (details in next section) and prepare to discuss these in your small groups. **A copy must be uploaded to your Moodle course assignment page.**

This requirement is related to learning outcome #s: 2, 3, 5, 10, 14.

### REFLECTION SEMINAR SCHEDULE

Below you will find the internship reflection seminar schedule for Fall 2025, Winter 2026, and Spring/Summer 2026. Please make a note of these dates and plan your mandatory attendance for one session per semester.

### **Fall Semester Reflection Seminar – Link provided on Moodle**

- Session 1: Wed, Oct 15, 2025 (3:00pm-5:00pm)
- Session 2: Thurs, Oct 23, 2025 (10:00am-12:00pm)
- Session 3: Fri, Nov 7, 2025 (9:00am-11:00am)
- Session 4: Tues, Nov 18, 2025 (1:00pm-3:00pm)

### **Winter Semester Reflection Seminar – Same link provided on Moodle**

- Session 1: Tues, Jan 13, 2026 (9:00am-11:00am)
- Session 2: Thurs, Jan 22, 2026 (1:00pm-3:00pm)
- Session 3: Fri, Feb 20, 2026 (10:00am-12:00pm)
- Session 4: Wed, Feb 25, 2026 (3:00pm-5:00pm)

### **Spring/Summer Semester Reflection Seminar – Same link provided on Moodle**

- Session 1: Wed, May 27, 2026 (9:00am-11:00am)
- Session 2: Thurs, Jun 11, 2026 (1:00pm-3:00pm)
- Session 3: Tues, Jul 14, 2026 (10:00am-12:00pm)

### **Seminar Sign-Up Instructions:**

Please use the link provided on the **course resource page** to sign-up for the reflection seminars. Attendance will be taken during the Reflection Seminar meeting. Note that students are required to keep screens on 90% of the time and participate in discussions for the duration of the whole seminar (2 hours).

These requirements are related to learning outcome #s: 1 through 15.

### **D. EXTERNAL CLINICAL SUPERVISION**

With the implementation of the full controlled act of psychotherapy on January 1, 2020, the College of Registered Psychotherapists of Ontario (CRPO) requires that all prospective student applicants receive some clinical supervision from a qualified supervisor. As of Fall 2025, all interns **must have a qualified supervisor** at their placement (whether internal or external) upon agreement with the Internship Program Coordinator and the Site/Placement. In addition, peer group and clinical supervision will be provided in discussion with each scheduled reflection seminar. Supervisors must qualify with CRPO's stipulations. For more information, visit <https://crpo.ca/registrant-information/clinical-supervision-information/supervision-requirements/>

These requirements are related to learning outcome #s: 1 through 15.

## E. FIELDWORK INTEGRATION CAPSTONE PAPER

During the final semester of your internship, each intern will complete and submit a **Fieldwork Integration Capstone Paper**. Having grappled with the various approaches to integrating psychology/psychotherapy and theology over the course of study in the counselling program, you will demonstrate how you have practiced your integration approach during your internship field experience.

This paper must be 20 – 25 pages in length and comply with the general guideline for the submission of written work (**see syllabus Section I**). A minimum of 10 sources must be cited and included in the list of references; these sources should be integrated throughout the paper. The **Due date** for this assignment is based on the semester in which you complete your internship. If you will be completing your internship at the end of the **Fall or Winter semester** (May graduation), your **due date is March 1<sup>st</sup>**. If you will be completing your internship at the end of the **Spring/Summer semester** (November graduation) **your due date is August 1<sup>st</sup>**. **Please submit your paper** to the appropriate assignment section of your Moodle internship course page **by the respective due date**.

### To achieve a Passing Grade, your paper will address each of the following:

In reflecting on your core classroom studies in theology, counselling, formation, ethics and your internship field experiences, as well as relevant literature, write a Fieldwork Integration Capstone paper which demonstrates:

1. Your view of the:
  - a. Nature of human personhood
  - b. Etiology of psychopathology
  - c. Nature of health and wholeness (individually and relationally)
  - d. Process of change
2. Your approach to integrating Christianity/theology and psychotherapy:
  - a. Articulate your own understanding of, and approach to, the integration of
  - b. Christianity/theology and psychotherapy
  - c. The role your presuppositions and worldviews (theologically, psychologically, culturally, socially, personally-idiosyncratically) play in your approach to integration
  - d. Personal experience of integration with self and in other relationships
  - e. Strengths and challenges with your theory of integration
3. Your practice of integrating Christianity/theology and psychotherapy within your placement setting:
  - a. Ethical and professional considerations
    - i. Organizational considerations and realities
    - ii. Implicit and explicit steps to integrate in:
      1. Your personal character development and formational practices



2. Your assessment of client’s presenting issues, case conceptualization, treatment planning, interventions and third-party referral or collaboration
3. Supervision – structured, unstructured or peer
- iii. Successes, challenges and tensions experienced in your practice of integration and how you hold these as you move forward in your professional/ministry work

**Use of AI:** Assignments reporting over 20% AI Generated may require the student to rewrite the paper/assignment or it may be subject to an Academic Integrity review. Please refer to the **Academic Integrity Policy in Section VI.**

#### **H. ASSIGNMENTS AND EVALUATIONS SUMMARY**

The internship course is graded on a Pass/Fail basis. To achieve a passing grade, all of the requirements must be completed by their respective deadlines and submitted using ONLY the forms and templates provided, as is applicable. In addition, the supervisor’s evaluation must indicate a “Satisfactory” or higher rating.

By the end of the internship, students will have a portfolio of documents providing evidence of achieving the learning outcomes of the internship program. Below is a summary of internship course assignments/requirements and their respective due dates.

**Please submit all assignments to the appropriate folder in your COUN 0701 course in Moodle on the “Assignment Submission” webpage, unless otherwise specified. Please name electronic files for submission in the form “LastName, First initial–Abbreviated assignment title– Date [yyyymmdd]” (e.g., Laxamana, M-Site Agreement-20230915)**

	<b>Requirements</b>	<b>Due Date</b>
1	Site Agreement (Signatures required by student & supervisor(s))	Within 4-weeks of start of internship
2	Learning Contract (Signatures required by student & supervisor(s))	Within 4-weeks of start of internship
3	Supervisor Evaluation (one per Semester) (Signatures required by student & supervisor(s))	⇒ Fall Semester-end Due Date: December 29, 2025 ⇒ Winter Semester-end Due Date: April 10, 2026 ⇒ Spring/Sum Semester-end Due Date: Aug 28, 2026

4	Check-In Meeting: (with Internship Coordinator, Intern and Supervisor(s))	<b>At 3-4 months after start of internship</b>
5	Total Internship Hours Record (Total 450 hrs. with min. 150 DCC & 30 supervision hrs.) <b>MUST USE EXCEL SPREADSHEET PROVIDED</b>	⇒ Fall Semester-end Due Date: December 29, 2025 ⇒ Winter Semester-end Due Date: April 10, 2026 ⇒ Spring/Sum Semester-end Due Date: Aug 28, 2026  <b>(Submit ONLY ONCE at the end of your internship)</b>
6	Clinical Experience (CE) Hours Record (Signatures required by student & supervisor(s))	⇒ Fall Semester-end Due Date: December 29, 2025 ⇒ Winter Semester-end Due Date: April 10, 2026 ⇒ Spring/Sum Semester-end Due Date: Aug 28, 2026  <b>(Submit ONLY ONCE at the end of your internship)</b>
7	Site and Supervisor Evaluation	⇒ Fall Semester-end Due Date: December 29, 2025 ⇒ Winter Semester-end Due Date: April 10, 2026 ⇒ Spring/Sum Semester-end Due Date: Aug 28, 2026  <b>(Submit ONLY ONCE at the end of your internship)</b>
8	Reflection Seminar Paper Assignment (one per semester)	Due as per Reflection Seminar Schedule
10	Capstone Paper	<b>March 1<sup>st</sup></b> – if completing internship in Fall or Winter <b>August 1<sup>st</sup></b> – if completing internship in Spring/Summer

**All assignment templates and forms can be accessed from the Moodle Internship Information page (Groups; MDiv and MA Clinical Counselling Programs; Internship).**

## GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. **Title page and documentation:** The title page should include the name of the course, name of the instructor, title of the paper/assignment, student's name, and the due date. Students are expected to honestly and accurately cite use of materials other than their own. Tyndale does not tolerate plagiarism in any form. Any sources used in the paper should be properly documented using the format provided by the Publication Manual of the American Psychological Association (APA-7).
2. **Papers** must be typed, double spaced, and written using inclusive language. Students are required to retain a copy of all assignments in hard copy or electronic form. Graduate level spelling, grammar and style are expected.

## V. SELECTED BIBLIOGRAPHY

*This (non-exhaustive) list is provided for your reference only. It is not required reading.*

Aist, Clark S. (2012). The Recovery of Religious and Spiritual Significance in American Psychiatry. *Journal of Religion and Health* 51, no. 3 (September): 615-629. (accessed via Tyndale library here: <https://tyndale.on.worldcat.org/oclc/810286230> )

Carter, J.D., & Narramore, B. (1979). *The Integration of Psychology and Theology: An Introduction*. Grand Rapids: Zondervan. (ISBN 0 310 30341 9/0395)

Crabb, L. J. (1977). *Effective Biblical Counseling*. Grand Rapids: Zondervan. (ISBN 0-310-22570-1)

Gladding, S.T. (2005). *Counselling theories: Essential concepts and applications*. New Jersey: Pearson

Johnson, E. L. (Ed.). (2011). *Psychology and Christianity: Five Views*. Downers Grove: InterVarsity Press (ISBN 978-0-8308-2848-7)

Kirwan, W.T. (1984). *Biblical concepts for Christian counseling*. Grand Rapids: Baker Book House. (ISBN 08010 5454 0) 3

Malony, H. Newton & Augsburger, D. (2007). *Christian Counseling - An Introduction*. Nashville: Abingdon Press (ISBN 9780687332830)

McMinn, M.R. (1996). *Psychology, Theology and Spirituality in Christian Counseling*. Wheaton: Tyndale House. (ISBN 0 8423 5252 X)

## 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](https://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](https://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 policies 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](https://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](https://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](mailto: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](https://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).