

“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, 2026
Course Title	LEADING THROUGH CONFLICT AND CHANGE
Course Code	LEAD / PAST 0548 1A
Date	From September 14, 2026 to December 11, 2026
Delivery Format	ASYNCHRONOUS ONLINE
Class information	The course is web-based asynchronous with no fixed class time. While there are deadlines throughout the week, lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the weekly forum discussions. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources.
Instructor	Clint Mix, DMin Email: cmix@tyndale.ca
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 lays a biblical and theological foundation for how we should view and lead through conflict that may arise. This will include a biblical rationale and examples from Scripture for how conflict can become a gift to the church, mission/ministry organization, and marketplace, as well as a gift to the individual. Consideration will be given to the dynamics of conflict and change, primary causes for conflict and how these causes can be redirected in a positive manner. Biblical reflection on forgiveness and reconciliation will also be included. Case studies and mediation processes will round out the course.

II. LEARNING OUTCOMES

By actively listening to weekly lectures, participating in online forums, developing, and presenting a group project, researching and presenting a formal research paper, and composing a self-reflection paper, students will be able to:

1. Develop an approach towards conflict that is shaped by the example of Christ, Scripture, and key theological concepts.
2. Describe and discuss how to effectively lead change in a manner that proactively addresses and minimized conflict.
3. Identify the causes of conflict and explain how to redirect the issue from having a negative impact towards (when possible) becoming a gift to the church/organization and individuals involved.
4. Demonstrate a biblical understanding and approach towards forgiveness, reconciliation, and restoration.
5. Identify and describe conflict mediation approaches that are applicable in ministry and marketplace settings.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Bullard, George W. *Every Congregation Needs a Little Conflict*. St. Louis, MO: Chalice Press, 2008. ISBN 978-0-827208-19-3

Halverstadt, Hugh F. [*Managing Church Conflict*](#). Louisville, KY: Westminster John Knox Press, 1991. ISBN –13: 978-0-664-25185-7

Kotter, John P., [*Leading Change*](#). Boston, MA: Harvard Business Review Press, 2012. ISBN 978-1-4221-8643-5

Steinke, Peter L. [*Congregational Leadership in Anxious Times*](#). Herndon, VA: The Alban Institute, 2006. ISBN 978-1-56699-328-9

Volf, Miroslav. [*Exclusion and Embrace*](#). Nashville, TN: Abingdon Press, 1996. ISBN – 13: 978-0-687-00282-5

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

As stated in the Tyndale Academic Calendar, attendance in fully online courses is demonstrated through regular logins and up-to-date participation in discussion forums. Non-participation in three or more graded forums is equivalent to three or more unexcused absences from a semester-based course and constitutes grounds for failure in the course.

This course is primarily designed to help students integrate material learned into a workable personal approach to leadership, based on the student's own gifts, skills, personality, and context. As a result, each of the assignments will be marked based on how well the course material is integrated and applied to the current or potential context of service. In addition, grading will take place on how clearly the students have articulated their own understanding and approach to leadership.

1. Graded Forum Activity: Due Units 2 – 9 (30%)

Discussion forums are a key aspect of this course. They are your opportunity to wrestle with the relevant chapters under consideration, share your ideas with your peers, and participate in the evolving group consensus.

Each week, there will be teaching units to watch and discussion questions to which you will respond. You will also be asked to respond to other student's postings. In addition, there will be a few minor assignments included in this grade that will provide the basis for some of the forum activity. Students are expected to stay current. A major part of the learning that takes place in online courses is the interactions with your classmates. The earlier in the week you post, the more interaction your posts will receive. Those who fail to post on a weekly basis will be responded to in a manner consistent with the student handbook.

After unit one, students will be divided into groups, with each group responsible to share their opinions on a given question with the class. Each student is expected to make a useful contribution, either in the form of opinions proffered, critical engagement, relevant contribution from a key secondary source, or responses to comments from the group.

You can expect to spend about two hours in the discussion forums every week and to contribute an initial response to the discussion question, plus other (a few to several) meaningful and constructive responses to the group. You can plan your activity according to the following schedule:

- Day 1 – Review the discussion question and use this to focus your reading.
- Day 2 – The assigned student will post their initial response to the discussion forum.
- Days 3 and 4 – Group members respond to the initial post.
- Days 5 and 6 – The student who crafted the initial post will draft a summary response. s
- Day 7 – Professor posts a summative response. Students can respond to the summation.

Students will participate in weekly small-group discussion forums during weeks 2 to 9 of the course. The groups will be assigned randomly prior to week 2 of the course and will consist of three or four students in each (for groups of three 'official discussions' are only required on 6 of the 8 weeks, the professor will endeavor to have an initial post for the 3 students to work with

on the remaining two weeks). The duration of each discussion will be one week. The format will be as follows:

- (a) 'Discussion question': Each week the **instructor** will post a discussion question related to some aspect of the lecture or assigned reading.
- (b) 'Student response': **one student** from each group will be responsible for posting a 'student response' to the discussion question. The response should be approximately 700-1000 words in length (2-3 pages double spaced) and must be **posted by 11:59 pm on Tuesday** of the given week (best done as a Word or pdf document). Each student will be responsible for two 'student responses' during the 8 weeks of the discussion forums. The group members will decide among themselves who is responsible for the 'student response' on any given week (it is best to decide on a schedule as soon as your groups have been assigned toward the end of week 2). Given the brevity of these 'student responses' (700-1000 words), it is recognized that they cannot address all aspects of the weekly question in detail.
- (c) 'Feedback to student response': after the 'student response' has been posted, the **remaining members** of each group are required to post constructive feedback **by 11:59 pm on Thursday** of the same week. The feedback should focus primarily on issues of content (rather than style) but may address clarity of expression or logical coherence etc. With this in mind, the 'feedback' to the student responses should clearly identify at least the following (best done in a list format):
 - 2 specific affirmations identifying positive elements or strengths in the 'student response'
 - 2 specific suggestions for enhancing the 'student response' (examples include: providing an alternative point of view; indicating a way to further strengthen an existing argument; providing an additional argument or point of view that would enhance the student response; giving additional examples or concrete illustrations where they are relevant to question etc.)
 - This response should take place directly in the forum (you may want to type it in Word and copy/paste). It should be less than one page, about 400 words.
- (d) 'Final post': once the feedback has been given, the same student who posted the initial 'student response' will provide one final post in which they respond to the feedback received from the other members of the group. This post will briefly indicate in what ways his or her thinking has been enriched or challenged as a result of the feedback received. This final response must be posted **by 11:59 pm on Sunday** of the given week.

Note: since this is a group forum discussion, late response will not be considered in relation to grading.

The initial 'student response' and 'final post' (provided by one group member each week) will be graded according to the grading rubric uploaded on your course page at classes.tyndale.ca.

The 'feedback' to the student response (provided by remaining group members each week) will be graded according to the grading rubric uploaded on your course page at classes.tyndale.ca.

Normally, students will receive feedback and grading for their week's posting work on the Monday following the week.

Weekly list of all forum questions:

Unit	Forum question	Graded?	Groupings
Intro	Tell us why you are taking the course, where you serve (or anticipate serving) and what you hope to get out of the course.	No	All Students
1	Share one leadership conflict that you have been involved in or observed.	No	All Students
2	Utilizing a theological concept or a biblical text not covered in the lecture, post an additional 2 to 3 page biblical and or theological perspective on conflict.	Yes	Small Groups
3	Research and post an alternate change management process. Show points of congruence and tension with Kotter's model. Also, highlight how this new model could be applied to a church, mission, or marketplace organization.	Yes	Small Groups
4	Research and post an alternate communal discernment process. Show points of congruence and tension with Mix's model. Also, highlight how this model could be applied to a church, mission or marketplace organization. (Marketplace may be a bit tricky but give it a try!)	Yes	Small Groups
5	Reflect on and write about an actual conflict that you have been involved in or observed. Identify the underlying issue (s), and how the conflict was or could have been a gift.	Yes	Small Groups
6	Reflect on and write about an actual time that you have been severely criticized or a time you have observed someone else being criticized. How did you respond well? How could they have responded better? Beyond the class material, what would be additional ways that a Christian leader could responded to criticism?	Yes	Small Groups
October 26 – November 1 is Reading Week			
7	Without replicating any course material, provide additional biblical, theological, and psychological basis to support the concept of forgiveness and reconciliation. Move beyond theory to suggest ways that someone would initiate forgiveness and reconciliation with someone they have been in conflict with.	Yes	Small Groups

8	Craft an additional real-life case study (utilizing pseudonyms). As much as possible, endeavor to have the case study reflect the themes covered to date in the class.	Yes	Small Groups
9	Research and propose a mediation process that is different from the processes covered in the class teaching material. Consider points of agreement and divergence from the models presented. Also, suggest ways that your model could be used in a local church context.	Yes	Small Groups
10	Student feedback on the group presentations. Review the other group's presentations and affirm two ways that they have integrated the course material well in addressing their conflict and give two ideas for how their response could have better enhanced the utilization of course material.	No	All Students
11	Student feedback on the group presentations. Review the other group's presentations and affirm two ways that they have integrated the course material well in addressing their conflict and give two ideas for how their response could have better enhanced the utilization of course material.	No	All Students
12	1. Share one biblical or theological insight you will take and apply from the course. 2. Share one change or discernment idea you will take and apply from the course. 3. Share how will you view conflict more as a gift than something to be avoided? 4. Share how will you respond to criticism and forgiveness differently because of the course? 5. Share one new learning from the unit on mediation. 6. Share one thing you learned from the group presentations.	No	All Students

Due date: Each unit's posting work is due on the Sunday night of the week. Graded class discussions or small group discussions will run from week 2 to week 9.

2. Group Project (20%)

Utilizing the existing groups, students will choose an actual (and appropriate) conflict that one of the students is aware of or has been involved in. (Appropriate pseudonyms and other approaches will be used to guard confidentiality). The assignment is to assess the conflict considering the course material and propose how it could have been navigated in a manner that resulted in peace and a renewed emphasis on the mission of the organization.

Students will give a twenty to twenty-five-minute online presentation on the conflict, integrating as much class material (teaching content and textbook input) as is both suitable and appropriate.

Basis of Grade: Integration of class material (emphasis on how the conflict was or could've been a "gift.") Additional areas of grading will include teamwork, quality of presentation, and transferability of the material presented to the class.

Expectation: Twenty-to-twenty-five-minute group presentation. The required format will be to create a YouTube link that will be given to the professor.

The presentation will be evaluated using the grading rubric uploaded on your course page at classes.tyndale.ca.

Due: November 22 or 29. This will vary depending on the size of the class and groups will choose their due dates on a first come first serve basis.

The group will be responsible for emailing a YouTube link of their presentation to the course instructor on or before the due date.

Feedback expectation: Groups should expect feedback and a grade within one week of the presentation being uploaded.

3. Self-Reflective Paper (20%)

Students will write a seven to eight-page self-reflective paper. The paper should focus on how the student has responded to criticism and conflict in the past, course learning about how a Christian leader should address conflict from Scripture, theology, course material, and course textbooks, and how the student has equipped themselves for dealing with criticism and conflict in the future. While this is a self-reflective paper, it is expected that solid academic rigor be applied to the paper. The first-person pronoun "I" is appropriate in the self-reflective parts of the paper.

Basis of Grade: Self-awareness in relationship to criticism and conflict, the integration of appropriate sources in regard to new learning, and the practicality of the steps that the student will put into place for dealing with criticism and conflict in the future.

Expectation: Seven to Eight (7-8) page paper.

Value: 20% of final mark

Due: November 9, 2026

Feedback expectation: Students should expect feedback and a grade within one to two weeks of the assignment due date.

4. Conflict Research Paper (30%)

Write a paper on one of the following topics:

a. *Theological and biblical perspective on forgiveness, reconciliation, and restoration.*

Students will review the appropriate concepts and texts related to this area and integrate their own thoughts with them. Sadly, most church conflicts end in un-forgiveness and separation, this paper will provide ways to encourage forgiveness, reconciliation and restoration to become the reality in the lives of those involved in the conflict.

b. *The issue of Church Discipline*

The student is expected to examine the Biblical views of church discipline, how it is applied or practiced in the context of church conflicts, and comment on its appropriateness.

c. *Change and Church Conflict Postmortem*

This paper will focus on an actual change process in a church that the student is familiar with. The intent will be to (as objectively as possible) analyze the conflict in light of course material/readings and assess how the change could have taken place differently. Attention should also be given to how forgiveness, reconciliation, unity, and *Shalom*, could have been better realized.

d. *Ethnic Influence in Church Conflict*

In this paper, you are expected to discuss the influence of a particular culture, say, West Indian, Korean, Chinese, African, Caucasian, etc. on the issues and reactions to church conflict, and possible ways to address such cultural differences appropriately. You are not expected to compare cultures. Choose only one ethnic group in your discussion.

e. *Conflicts in Parachurch or Missions Organizations*

Para-church organizations or Missions organizations are structured differently from churches and have different mandates from churches. In this paper, you are expected to examine some sources of conflict in either a parachurch or a mission's organization (not both), the influence of the structure on such conflict, and the ways in which conflict is handled in such an organization.

f. *Denominational Influence in Church Conflict* (Please choose one denomination only)

Denominational influences include the structure of church leadership, connectedness to the parent denomination, and established methods of dealing with conflict within the denomination. You are expected to discuss only one denomination and not to compare denominations.

g. *Mediation Guide*

For people who will be facilitating churches in conflict it is useful to have an (adaptable to the context) approach that can be utilized in empowering a church towards shalom. This paper will outline a mediation approach for helping a church in a conflict situation. It will include two to three outlines for congregational and or leadership team biblical reflection, a process to work through, an understanding of the nuances of primary denomination being

served in and a section on how the mediator will maintain their own spiritual vitality despite dealing with the darker side of Christian faith.

h. Topic of the Students Choosing

With pre-approval from the course instructor, a student can choose a topic that would be beneficial to them.

Basis of Grade: Alignment of the paper to the course description, academic soundness and application to the student's present or future ministry. These papers should include a minimum of ten academic sources in addition to the Bible.

This paper will be graded according to the grading rubric uploaded on your course page at classes.tyndale.ca.

Expectation: Eight to Ten (8-10) page paper.

Value: 30% of final mark

Due: December 14, 2026

Feedback expectation: Students should expect feedback and a grade within two weeks of the assignment due date.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation will be based upon completion of the assignments (as outlined above):

Assignment	Due Date (2026)	% of Grade
Forum Participation and Required Reading	Throughout	30%
Group Presentation	November 22 or November 29 TBD based on number of groups	20%
Self-Reflective Paper	November 9	20%
Self-Selected Topic: Conflict Paper	December 14	30%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Introduction, Overview, and Course Expectations

- Scripture
 - James 1:19-27
 - A goal for this class would be to have you memorize James 1:19-20
- Coursebooks
 - *Exclusion and Embrace*
 - Preface and Introduction

Unit One: Reflections on Leadership and Conflict

- Scripture
 - James 1:19-20
 - Romans 8
 - A goal for this class is to have you memorize Romans 8:28 and be very familiar with the whole chapter
- Coursebooks
 - *Exclusion and Embrace*
 - Preface and Introduction
 - *Congregational Leadership in Anxious Times*
 - Preface
 - *Managing Church Conflict*
 - Preface
 - *Every Church Needs a Little Conflict*
 - Forward and Introduction
 - *Leading Change*
 - Preface

Unit Two: Biblical and Theological Perspectives on Conflict

- Coursebooks
 - *Exclusion and Embrace*
 - Part one: pages 35-192

Unit Three: Leading Change and Managing Conflict (Kotter)

- Coursebooks
 - *Leading Change*
 - Parts one, two, three: pages: 3-194

Unit Four: Leading Change and Managing Conflict (Mix)

- Scripture
 - Isaiah 43

Unit Five: The Causes of Conflict and Gifts of Conflict

- Scripture
 - James 1:19-20
 - Romans 8
 - A goal for this class is to have you memorize Romans 8:28 and be very familiar with the whole chapter
- Coursebooks
 - *Every Church Needs a Little Conflict*
 - Chapters one to twelve: pages 8-164

Unit Six: The Christian Leader, Criticism, and Conflict

- Scripture
 - James 1:19-20
 - 2 Timothy 2
 - A goal for this class is to have you memorize 2 Timothy 2:24-26
- Coursebooks
 - *Congregational Leadership in Anxious Times*
 - Parts one to three: pages: 1-175

October 26-November 1: Reading Week

Unit Seven: Biblical Forgiveness and Reconciliation

- Scripture
 - Matthew 6:12
 - If you don't know the Lord's Prayer, you should!!! And pay attention to the verse on forgiveness
 - Matthew 18:15-35
 - Ephesians 4:17-32
 - 2 Timothy 2
 - A goal for this class is to have you memorize 2 Timothy 2:24-26
- Coursebooks
 - *Exclusion and Embrace*
 - Part two: pages: 193-306

Unit Eight: Case Studies

- Scripture
- Coursebooks
 - *Managing Church Conflict*
 - Parts one to two: pages: 19-86

Unit Nine: Mediating Conflict

- Coursebooks
 - *Managing Church Conflict*
 - Part three: pages: 87-207

Unit Ten: Group Presentations

Unit Eleven: Group Presentations

Unit Twelve: Course Summary and Conclusions

- Scripture

- James 1:19-20
- Romans 8:28
- 2 Timothy 2:24-26

V. SELECTED BIBLIOGRAPHY

This hand-picked list of books is not required reading for this course. However, they are highly recommended for broadening your perspective on church conflict management. You may also find some of these books useful for the preparation of your papers.

- Becker, Penny E. *Congregations in Conflict: Cultural Models of Local Religious Life*. Cambridge, UK: Cambridge University Press, 1999.
- Blaine, Allen. *When People Throw Stones*. Grand Rapids, MI: Kregel Publishers, 2005.
- Cosgrove, Charles H. & Dennis D. Hatfield. *Church Conflict: The Hidden Systems Behind the Fights*. Nashville, TN: Abingdon Press, 1994.
- Halstead, Kenneth A. *From Stuck to Unstuck: Overcoming Congregational Impasse*. Bethesda, MD: The Alban Institute, 1998.
- Haugk, Kenneth. *Antagonists in the Church: How to Identify and Deal with Destructive Conflict*. Minneapolis, MN: Augsburg Fortress Publishers, 1988.
- Hicks, H. Beecher, Jr. *Preaching Through a Storm: Confirming the Power of Preaching in the Tempest of Church Conflict*. Toronto, ON: Harper Collins Canada, 1987.
- Kale, David W. *Managing Conflict in the Church*. Kansas City, MO: Beacon Hill Press, 2003.
- Lacey, Walt. *How to Handle Conflict, Criticism & Difficult People in the Church*. Oxnard, CA: Church Growth Institute, 1989.
- Leas, Speed. *Discover Your Conflict Management Style*. Bethesda, MD: The Alban Institute, 1998.
- Lott, David B., & Speed B. Leas. *Conflict Management in Congregation*. Bethesda, MD: The Alban Institute, 2001.
- Peters, Dave. *Surviving Church Conflict*. Scottsdale, PA: Herald Press, 1997.
- Phelps, Joseph. *More Light, Less Heat: How Dialogue Can Transform Christian Conflicts into Growth*. New York, NY: John Wiley & Sons Inc, 1998.
- Shelley, Marshall. *Well-Intentioned Dragons: Ministering to Problem People in the Church*. Minneapolis, MN: Bethany House Publishers, 1994 (reprint).
- Susek, Ron. *Firestorm: Preventing and Overcoming Church Conflicts*. Grand Rapids, MI: Baker Book House, 1999.
- Thomas, Marlin E. (ed.). *Transforming Conflict in Your Church: A Practical Guide*. Scottsdale, PA: Herald Press, 2002.
- Torrance, Thomas F. *Conflict and Agreement in the Church*. Eugene, OR: Wipf & Stock Publishers, 1996.
- Van Yperen, Jim. *Making Peace: A Guide to Overcoming Church Conflict*. Chicago, IL: Moody Press, 2002.
- Weigle, C. A. *War in the Pews*. Belleville, ON: Essence Publishing, 1999.

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 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. 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](#).