TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"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	**BIBLICAL INTERPRETATION**
Course Code	BIBL 0501 1A
Date **Delivery Format**	From January 11, 2027 to April 12, 2027 ASYNCHRONOUS ONLINE
Class information	This course is web-based asynchronous with no fixed class time.
Instructor Contact Information	**WILLIAM J. WEBB, Ph.D.** Email: bwebb@tyndale.ca
Office Hours	You are welcome to post questions in the appropriate forums online. For other matters where more direct communication is helpful, we can set up a phone call, Zoom or, if possible, meet at any Starbucks in Waterloo, ON (where I live).
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 foundational course on biblical interpretation which will provide students with the basic exegetical tools required to interpret and appropriate the biblical text. The student will learn to recognize and work with the different literary genres of the Bible and will gain an overview of various hermeneutical approaches to Scripture. In the process, the student will be introduced to various research tools, methods, resources, and practical skills for interpretation in order to appropriate the Bible well in our contemporary context.

Hermeneutics is concerned with understanding the meaning of the text as well as its significance for people today. This course will develop some of the philosophical and practical skills needed for the complexities of biblical hermeneutics. As a subcategory of communication theory in general, students will explore the relationship between the author, text, and reader and how each contributes to the formation of meaning. Various interpretive models are examined to explore their value and limitations.

II. LEARNING OUTCOMES

At the end of the course, by:

1. Conducting and presenting a semantic fields (word meaning) study involving the ability to recite Greek and Hebrew alphabets and use a concordance and lexicon,
2. Building a validation case for choosing between semantic fields where there is ambiguity in meaning (mutually exclusive options) and through interacting with other students' validation,
3. Presenting an application study, which wrestles with interfacing two distinctly different horizons,
4. Developing and writing an exegetical paper on a selected passage of Scripture,
5. Discussing the application of biblical interpretation skills with colleagues, and
6. Reflecting upon course materials (lectures, handouts, textbooks, etc.),

Students will be able to:

1. Explain the dynamics involved in reading and understanding texts.
2. Evaluate the strengths and weaknesses of competing approaches within the spectrum of interpretive methods.
3. Formulate a "personally adopted" hermeneutical philosophy—not necessarily the professor's perspective—that integrates all three areas of author, text, and reader.
4. Demonstrate basic skills in using a range of Hebrew-English/Greek-English tools as well as commentaries and periodical articles for the task of exegesis.
5. Articulate how the Bible has been interpreted in the past, both within Scripture itself and within second-temple Judaism and church history.
6. Explore approaches to re-reading and "hearing" the ancient text that foster a healthy understanding of biblical authority.
7. Develop an attitude of "hermeneutical humility"[1] towards the correctness of one's own interpretive conclusions.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Klein, William W., Craig L. Blomberg and Robert L. Hubbard Jr. *Introduction to Biblical Interpretation*. Third edition. Nashville, TN: Thomas Nelson, 2017. [ISBN: 978-0-7852-5225-2].

[1] "Hermeneutical humility" lies somewhere between the polar attitudes of absolute *dogmatism* and absolute *skepticism* about our ability to derive/know personally the correct biblical meaning; it is methodologically based upon degrees of *reasoned probability* in the assessment of that meaning.

Webb, William J. *Slaves, Women, & Homosexuals: Exploring the Hermeneutics of Cultural Analysis*. Downers Grove, IL: InterVarsity Press, 2001. [ISBN: 0-8308-1561-9].

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.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tate, W. Randolph. *Biblical Interpretation. An Integrated Approach*. 3rd ed. Peabody, MA: Hendrickson, 2008. [ISBN: 978-1-59856-080-0]

Webb, William J. *Corporal Punishment in the Bible: A Redemptive-Movement Hermeneutic for Troubling Texts*. Downers Grove, IL: InterVarsity, 2011. [ISBN: 978-0-8308-2761-9].

C. ASSIGNMENTS AND GRADING

Attendance in this course is demonstrated by regular log-ins and up-to-date participation in forums.

1. Research-Based Forum #1: Semantic Fields (5%)

The assignment on semantic fields comes in two parts: (a) learning the Hebrew/Greek alphabets and (b) exploring semantic fields [SFs].

Hebrew/Greek Alphabets. Believe it or not, the Greek alphabet is incredibly easy to learn! If you know "alpha" and "omega", then you already know two of the letters. The student must now learn the rest of the Greek alphabet. This part of the SFs assignment will be tested orally for recognition (not reproduction) of the alphabet. You can work off a Greek alphabet list in front of you. See resources under "RB Forum #1" for the alphabets. E.g., at the point of testing, when you see the first small (not caps) Greek letter on the alphabet list, you say "alpha" (without peeking at the English word "alpha" next to the letter —only the person listening to you can look at both the Greek letter and English pronunciation).

The student must be able to read the Greek alphabet (small letters) and the Hebrew alphabet by the second week (Week 2). This stage of the assignment is like an admissions test (GRE) for entering law or medicine. While it does not count towards your grade, the two alphabets are a *requirement for entry* into doing the remainder of the SFs assignment and the next assignment on validation. For a wee bit of work the two-alphabet exercise has immense payback. It is extremely valuable for several reasons:

- begin using Hebrew/Greek-English concordances

- start reading interlinear Hebrew/Greek-English Bibles
- crack open Hebrew/Greek-English dictionaries (called, "Lexicons")
- enjoy Hebrew/Greek-English theological lexicons (entire articles on H/G words)
- gain a greater comfort level in using Hebrew/Greek-English commentaries (no longer have to "skip over" those foreign language words)
- allows you to do word studies that (a) explore the range of possible meanings for a H/G term and (b) engage in the validation process of choosing between semantic domains (dictionary meanings) for a particular passage

In order to proceed to the second part of the assignment (i.e., the "semantic fields" portion) the professor must receive an email confirmation that *"[your name] has recited perfectly or almost-perfectly (one 'mulligan' allowed) the Greek and Hebrew alphabets*." Please have an adult person/friend who heard the two alphabets send this email confirmation. Thanks.

Exploring Semantic Fields. After reciting the two alphabets, the student may now complete the semantic-fields part of this assignment. Use the instructions, grading rubric and various resources posted on opening section (*before* Week 1) of the course site under "RB Forum #1: Semantic Fields".

2. Research-Based Forum #2: Validation (20%)

Becoming familiar with the concept of semantic fields and how they work is the first step in word studies. The next step is to wrestle with meaning in a text where several semantic fields are possible and commentators are divided over which one is correct. In this assignment, students will begin to develop the skills for choosing between semantic fields in a case where there is ambiguity in meaning. Please use the instructions, grading rubric and various resources posted on the course site under "RB Forum #2: Validation".

3. Research-Based Forum #3: Reading Slavery Texts from Two Horizons (25%)

The process of applying Scripture to our lives involves assessing the interface between two horizons (a) the *ancient* world horizons of the biblical text and (b) our *contemporary* horizon—the world in which we live. Applying or appropriating Scripture in a cogent manner requires just as much rigorous thinking and skill as a good word study or choosing between interpretive options. Kindly use the instructions and grading rubric posted under "RB Forum #3: Reading Slavery Texts from Two Horizons".

See the discussion of late RB Forum submissions below.

4. Exegetical Paper (50%)

The culmination of the course is the writing of an exegetical paper. Choose <u>one</u> of the following passages of Scripture and write your exegesis (+ application) paper on it:

- Exodus 34:1-9*

- Isaiah 64:1-7*
- Jonah 2:1-10
- Mark 8:22—9:1
- Philippians 2:1-11
- Revelation 7:1-17*

[*While the selection of a biblical text *within the above six options* is completely your choice, there may be some greater learning benefit choosing one of the six texts that is not known as well by the Christian community and/or one that you have not worked on before.]

Use the instructions, grading rubric and various resources posted on the course site under "Exegetical Paper: Resources." The exegetical paper is due *through email submission* as an attached file [bwebb@tyndale.ca] on the date specified in the syllabus schedule below. See discussion of late submissions below. Length: 12 – 15 pages. The page count does *not* include title page and bibliography; these are additional pages beyond the 12 – 15-page count. The body of the paper should be 12-point font and double spaced; the footnotes should be single-spaced 10-point font (no endnotes and no short-form, i.e., no author-year citations within the body of the text). Footnotes are included in the page count. Going over the allowable page limit will result in a reduction of the grade. The final paper must use Chicago Manual of Style for font size, title page, headings, paragraph spacing, margins, block quotes, footnotes, bibliography, etc. (see General Guidelines below for links). Also, see grading rubric posted in the opening section of the course.

Due date: Thursday April 15th, 2027. See the discussion of late Exegetical Paper submissions below.

5. Fun Forums (5% bonus on Exegetical Paper)

Every course needs some fun. Students can achieve a 5% bonus (maximum) towards their exegetical paper by participation in some "fun forums" during the semester. These are like interaction class discussions where you get graded simply based on participation. If you contribute something to the fun forum, you have just earned yourself a 1% bonus. There are four fun forums but one fun forum has the potential for two contributions (2% bonus) so that is how if it possible to get 5% easy mark advantage on your final paper. I mark your final paper, give it a grade and then look to see what your Fun Forum bonus marks are and, hopefully, I can add 5% to boost your grade! So, join us for some fun.

DISCUSSION FORUMS, EXPECTATIONS, AND RESPONSIBILITIES

Discussion Forums. Discussion forums are a key aspect of this course. They are your opportunity to wrestle with the assignments/relevant issues under consideration, to share your ideas with your peers and share the evolving group consensus. There are two types of forums in this Biblical Interpretation course: (a) research-based forums and (b) fun forums.

You will discover the difference between these two forum types as you read through the assignment section (below) and in the "Forum Rules" posted online.

Forum Expectations and Responsibilities. As you know, the course is being offered online. An online course, by its very nature, is different from one presented using traditional classroom methods. Thus, it is important for you as a student to approach this course differently than you might approach a classroom course.

You have more personal responsibility in a course such as this. We are an online community building our knowledge and understanding together. Doing your readings and regularly showing up online by collaborating in discussions, asking questions, and providing feedback to your learning cohort are important community responsibilities. Additionally, in order to keep up in the course it will be important for you to work consistently throughout the semester. You will need to be disciplined and take the initiative to participate.

You are also expected to complete the anonymous course evaluation in the final week of the course.

The role of your instructor is different as well. In an online course, the main role of the instructor, at least as I will assume here, is to function as a coach. I will be striving in various ways to fulfill that function. I will be presenting information in various formats along the way, but my main role will be to help guide you through the course so that you can get as much from the course as possible. Throughout, I will be encouraging you to think critically about the course content and the views of others, mine included. *I will be online regularly, but I will not be responding to every post in the discussion forums. Rather, I will make intermittent contributions, summarizing, challenging, and at times suggesting new directions.*

One last thing, make sure that you read the documents related to forums that you will find in the opening/general section of the course (the main window just before the numbered weeks start). In other words, kindly read (a) the Forum Rules, (b) the specific instructions for each forum, and (c) the grading rubrics with charted assessment levels that relate to each forum. These resources provide more detailed directions about your course requirements.

GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Submissions. Forum assignments during the semester are posted online and not sent to the professor. Only the final/exegetical paper is sent to the professor as an attached file (either MSWord or PDF format) via email: bwebb@tyndale.ca

Late FORUM Submissions. The initial *"assignment"* post to a RB Forum is due between Monday and Thursday (midnight, Eastern Standard Time) of the week it is scheduled in the course. Two subsequent *"critical interaction"* posts are due by the end of the week—i.e., by Sunday

(midnight, Eastern Standard Time). Any interaction in the following week is encouraged but optional. *The penalty for late RB Forum submissions is one letter grade reduction per day late* (rather weighty) since these submissions play an educational component for all students within the course.

Late EXEGETICAL PAPER Submissions, part I: *ON OR BEFORE* the "Last Day of Exams" [LDOE] Deadline. The last day of exams in a semester is the official deadline for any late submissions. After that day the professor cannot accept late work without the explicit/written approval of the Registrar's Office (see below). If a student recognizes that a late submission on or before the LDOE deadline does not involve clear extenuating circumstances (defined below), they may submit the material to the professor as **(i) a *late submission with penalty*** until midnight of the LDOE. In this case there is no need to contact the professor for approval. For every day late, the grade will be reduced by 5 %, a half a letter grade (i.e. one day late: 82 % A- becomes 77% B+; two days late, 82 % becomes 72 % B-, etc.). Please note that the deduction for a partial day late counts that same as a full day late. On the other hand, if there are clear extenuating circumstances, the student may ask the professor for **(ii) a late submission without penalty** (or with partial penalty). By clear mitigating circumstances I mean something along the following lines. Suppose I as your professor were to take your circumstances to the class (hypothetically, not in reality) and ask them the following question, "Should I treat this student differently regarding late penalties than I would treat the rest of you based upon their particular [mitigating?] circumstances?" If the class were to respond with an overwhelming, "Yes, of course," then you have a case of clear mitigating circumstances. If you wish to ask for this sort of late submission without penalty (or with only partial penalty) where the submission is on or before the LDOE, please contact the professor. The student must take the initiative in this matter.

Late EXEGETICAL PAPER Submissions, part II: *AFTER* the "Last Day of Exams" [LDOE] Deadline.* Any submissions after the LDOE require a formal process of appeal to the Registrar's Office (not to the professor). Requests for such extensions beyond the LDOE must be (a) submitted in writing using the Tyndale Extension Forms, explaining the reason why the extension is needed and (b) submitted to the Registrar before the LDOE unless there are reasons why this was not possible. No assignments will be accepted after the LDOE unless the student has a valid reason for an extension. In that case, the student must apply for an extension to the Registrar (again, not to the professor). Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to a heavy workload, other assignments, professional or ministry obligations or holidays do not constitute legitimate grounds for an extension. [*Note: For *Spring/Summer* semesters "the last day of exams" is the due date of the final paper. Extensions beyond the due date for the final paper require the Registrar's approval.]

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
RB Forum #1: "Semantic Fields"	Week 3	5%
RB Forum #2: "Validation"	Week 4	20%
RB Forum #3: "Reading Slavery Texts from Two Horizons"	Week 9	25%
Exegetical Paper	Apr 15	50%
Fun Forums [bonus added to EP grade]		*5% bonus (maximum)
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

KBH = Klein, Blomberg, Hubbard, *Biblical Interpretation*
W = Webb, *Slaves, Women, & Homosexuals*
W2 = Webb, *Returning Home* (Appendix A & B) (handout)
W3 = Webb, "Balancing Paul's Original-Creation and Pro-Creation Arguments"; article in *Westminster Theological Journal* (handout)
Note: W2, W3 and other reading materials will be posted online with their corresponding week and topic.

Date	Lecture/Subject	Assignments/Reading
	I. Author-centered Approaches	
Week 1	Syllabus Dimensions of Communication	KBH (*skim* chp. 2)
Week 2	Authorial Intent: a rationale SOCIAL, CULTURAL, & HISTORICAL analysis The Spirit & Interpretation	**Grk./Heb. Alphabets** KBH (chps. 1, 5)
Week 3	Dimensions of Language	**RB Forum #1:** "**Semantic Fields"** KBH (chp. 6, 7) W2 (two appendixes)
Week 4	Validation of Semantic Fields	**RB Forum #2:** **"Validation"**

II. Text-centered Approaches/Genre

Week 5	A Text-Centered Approach: a rationale INTRO TO GENRE NARRATIVE RITUAL TEXTS	KBH (chps. 9a-c narrative, law)
[Feb 15-21]	*READING WEEK* [Does <u>not</u> count within the 12-week course schedule.]	
Week 6	GOSPELS EPISTOLARY (reading; no lecture) POETRY PROVERBS & WISDOM	KBH (chp. 10a) KBH (chp. 10c) KBH (chp. 8; 9d) KBH (chp. 9f)
Week 7	PROPHECY APOCALYPTIC	KBH (chp. 9e) KBH (10d)

III. Reader-centered Approaches

Week 8	THE READER & MEANING A Reader-Centered Approach: a rationale Reader-Oriented Methods: "The Good, the Bad and the Ugly!" Use of Scripture in later Scripture Canon and Community	
Week 9	SW&H OVERVIEW • Criteria #1—9 • Criteria #10—18	W (all); W3 **RB FORUM #3:** **"Reading Slavery Texts"**
Week 10	Applying the Bible Redemptively • Slavery texts • Women texts	
Week 11	Application I—General Procedure • Principle/Abstraction Approach • CP texts	
Week 12	Application II—The Covenants Application III—The Will of God & Scripture • Hermeneutical Spiral[2]	 KBH (chps. 11, 12)

[2] I am drawing upon the spiral metaphor as popularized by Grant Osborne, *The Hermeneutical Spiral: A*

- Never Ending Story
- The Bible & God's Will

EXEGETICAL PAPER: Due Thursday, April 15th.

V. SELECTED BIBLIOGRAPHY

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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have

committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

Academic Integrity and 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.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

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

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.