



TYNDALE
Seminary

**Course Syllabus
Spring & Summer School 2010**

**Systematic Theology II
THEO 0532**

**MAY 6 – JUNE 17, 2010
MONDAY & THURSDAYS, 6:30 – 9:30 P.M.**

INSTRUCTOR: PATRICK FRANKLIN, BA, MDiv, ThM, PhD (ABD)
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Course Resource Page: <https://www.mytyndale.ca/ics/>
Office hours: By appointment.

I. COURSE DESCRIPTION:

Systematic Theology II is designed to provide an introduction to the thematic study of Christian doctrine according to the evangelical protestant tradition. Topics to be covered include the nature of salvation and the necessity of faith, the Holy Spirit, ecclesiology and the priesthood of all believers, and eschatology.

II. LEARNING OUTCOMES:

Upon successful completion of this course the student will:

1. Formation / Character:

- a) Grow in love for God and worship of God through deeper and more integrated knowledge of God.
- b) Appreciate the value of theology for ministry, vocation, and the Christian life.
- c) Cultivate habits of thinking and reflecting theologically in one's present life context(s).

2. Knowledge:

- a) Wrestle with theology as a dynamic and contextual effort to discern appropriate ways to articulate the mystery of salvation revealed in Jesus Christ.
- b) Understand the interconnection and cohesion of Christian doctrines (a kind of *perichoretic* unity) and their implications for Christian life, vocation, and mission.
- c) Learn a range of Christian perspectives on soteriology, pneumatology, ecclesiology, and eschatology.

3. Skills:

- a) Articulate and communicate your beliefs and positions in a manner that is sound, coherent, relevant, winsome, and humble.
- b) Distinguish between the essentials and non-essentials of the Christian faith, particularly as this relates to cultural expressions of Christianity (G. K. Chesterton's 'generous orthodoxy').
- c) Engage intelligently, graciously, and critically, with the theological ideas and writings of others, including those of key figures in the historic Christian tradition.
- d) Apply theological insights and reflection to practical situations in life and ministry.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS:

McGrath, Alister E. *Christian Theology: An Introduction*. 4th ed. Cambridge, MA: Blackwell, 2007.

McGrath, Alister E., ed. *The Christian Theology Reader*, 3rd ed. Malden, MA: Blackwell, 2007.

B. ASSIGNMENTS AND GRADING

1. Attendance, participation, and readings.

Students must do the assigned readings from McGrath's *Christian Theology* (hereafter designated as CT) and his *Christian Theology Reader* (hereafter designated as CTR). Students should also familiarize themselves with *A Glossary of Theological Terms*, CT, pp. 486-494. Classes will be conducted in lecture-format, although occasionally small group discussions on specific topics will occur.

2. Web Postings (2 Questions, 4 Responses) (50%)

Web Posting Instructions:

Because the web discussion depends on timely postings, posts will only receive credit if made **by midnight of the due date**. Posting well ahead is encouraged.

Researching outside sources is not required, but such is likely to improve the quality of your posting. If you do use sources be sure to give them full credit.

Note as well that to add to the conversation, you will need to read the other postings to gain from their insights and to avoid duplication.

To avoid losing your work while online, it is best first to compose your questions and answers in your word processor, then copy and paste to the online discussion.

- a. Go online to <https://www.mytyndale.ca/ics/>
- b. Join the class “Systematic Theology II”
- c. Begin posting your questions and responses:
 - i) Q.1. Post to the class web discussion site by **11:59 p.m. of May 13** one new question relating to soteriology (doctrine of salvation) or an assigned reading corresponding to that topic. A thoughtful question will need context to state it clearly and why it is worth consideration. **Question postings are to run 1-2 paragraphs.** (5%)
 - ii) R.1.1. Post to the class web discussion site by **11:59 p.m. of May 20** one thoughtful answer to another student’s question. More than one person can respond to a question as interested, but of course do not merely repeat what has already been said. You may also respond to more than one question. If you do so, mention which response is the one you are submitting for a mark. **Answer postings are to run approximately one page.** (10%)
 - iii) R.1.2. Post to the class web discussion site by **11:59 p.m. of May 27** at least one thoughtful response to another student’s answer. **Response postings are to run approximately one page.** (10%)
 - iv) Q.2. Post to the class web discussion site by **11:59 p.m. of June 3** at least one thoughtful question relating to pneumatology (Holy Spirit), ecclesiology (church) or an assigned reading corresponding to one of those topics. (5%)
 - v) R.2.1. Post to the class web discussion site by **11:59 p.m. of June 10** at least one thoughtful answer to another student’s second-round question. (10%)
 - vi) R.2.2. Post to the class web discussion site by **11:59 p.m. of June 17** at least one thoughtful response to another student’s second-round answer. (10%)

3. Research Thesis Paper (40%) Due: July 8th by 11:59 p.m

a. Content

- i) Select a topic or sub-topic from those treated in the course (i.e., soteriology, pneumatology, ecclesiology, or eschatology).
- ii) Write an essay that presents your theology/viewpoint of the selected topic (sample topics to be given on the first day of class).
- iii) Do not merely repeat material presented in class. This is your opportunity to pursue in more depth an investigation of particular importance to you.

b. Argument

- i) Begin by introducing your topic and explaining why it is important and worth your reader’s time and attention.
- ii) Detail a clear thesis, which is a specific position that you will defend in your paper. Example of a thesis statement: the Emergent church movement is an authentic Christian way of being the church in a postmodern and post-Christian culture.
- iii) Write an essay that coherently demonstrates your view.
- iv) Stating and evaluating alternatives with fairness will strengthen your essay.

c. Presentation

- i) Write a stylistically clean essay (e.g., avoid colloquialisms, use proper grammar, etc.). Remember to proofread your work, or perhaps invite a fellow student to proofread it (this might be especially helpful if English is not your first language).
- ii) Length: approx. 12-15 double-spaced pages in 12 point Times New Roman font.
- iii) Use and document (with footnotes) a minimum of five sources.

(See the Marking Grid, included as Appendix A)

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Students should 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. The Academic Calendar is posted at www.tyndale.ca/seminary/calendar. An excerpt is attached with this syllabus for easy reference.
2. Please e-mail your research paper to me (in Word format, if possible) by the due date.
3. **Documentation Style:** In all assigned work, proper style guidelines ([Chicago/Turabian](#)) will be used and followed exactly.
4. **Late papers:** Papers handed in after the due date will receive a one-third grade point deduction (i.e., B to B-) for each week (or part thereof) following the due date. This late policy will apply to all assignments for which no application for extension has been made.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments

Assignment	% Weight of Final Grade	Due Date
1. Attendance, participation, and readings.	10%	
2. Web postings (2 questions, 4 responses)	50% Questions = 5% each Responses = 10% each	Question 1: May 13 Response 1.1: May 20 Response 1.2: May 27 Question 2: June 3 Response 2.1: June 10 Response 2.2: June 17
3. Research thesis paper (12–15pp).	40%	*July 8 th by 11:59 p.m.
TOTAL	100%	

*Research papers submitted after July 8 will incur late penalties (see below). I will not accept papers after 11:59 p.m. on July 22 (i.e. such papers will receive an 'F' grade).

IV. CLASS OUTLINE

NOTE: There is no class on Monday, May 24, 2010.

Class	Topic	CT* readings	CTR† readings
PART ONE: CHRIST'S WORK: SALVATION			
1	Introduction Christian approaches to salvation	Chapter 13 pp. 326-29.	Part 5
2	Atonement	Chapter 13 pp. 330-48.	Part 5
3	Models of salvation Appropriation of salvation	Chapter 13 pp. 349-55.	Part 5
4	Scope of salvation Missional revision Trinitarian revision	Chapter 13 pp. 356-59.	Part 5
PART TWO: THE PERSON AND WORK OF THE HOLY SPIRIT			
5	The person and work of the Spirit in the Bible		
6	The person and work of the Spirit in Christian tradition and theology.	Chapter 9 pp. 235-42	Part 3, pp. 200-08.
7	Contemporary issues in pneumatology - Spirit <i>and</i> : Christology, mission, Creation care, biblical interpretation, the religions.		Part 3, pp. 200-08.
PART THREE: THE CHURCH			
8	Biblical models - Old Testament roots. - Major New Testament images. - The church and the kingdom of God.	Chapter 15-16	Part 7
9	The church in the Christian traditions - Early church – medieval Roman Catholic - Protestant traditions Notes/Marks, key emphases Authority & structure. Sacraments/Ordinances.	Chapter 15-16	Part 7 Part 8
10	Modern & postmodern church models Roman Catholic - Vatican II - Liberation ecclesiology Protestant - Seeker church, purpose-driven, growth. - Emergent, missional, post-church. Church and Trinitarian theology.	Chapter 15 pp. 406-08	pp. 529-32 pp. 534-39
PART FOUR: THE LAST THINGS			
11	Biblical themes. Historical development: figures & movements. The already–not yet dialectic.	Chapter 18 pp. 464-76.	Part 10
12	Death and resurrection Purgatory / Intermediate state The millennium question Heaven and Hell	Chapter 18 pp. 477-85.	Part 10

* McGrath, *Christian Theology: An Introduction* † McGrath, *Christian Theology Reader*

V. SELECT BIBLIOGRAPHY

(See also the Tyndale [Christian Theology Reading Room](#))

Systematic Theology

- Barth, Karl. *Church Dogmatics*. trans ed. G. W. Bromiley and T. F. Torrance. 13 vols. Edinburgh: T & T Clark, 1957-1975. (Reformed; Swiss) (See Tyndale's [Barth Reading Room](#) and Tyndale's [Digital Karl Barth Library](#))
- _____. *Dogmatics in Outline*. trans. G. T. Thomson. London: SCM, 1949.
- _____. *Evangelical Theology: An Introduction*. Grand Rapids, MI: Eerdmans, 1996.
- Calvin, John. *Institutes of the Christian Religion*. Translated by Henry Beveridge. Grand Rapids: Eerdmans, 1989. (Reformed)
- Erickson, Millard. *Christian Theology*. 2nd ed. Grand Rapids: Baker Academic, 1998. (Broadly Baptist, Evangelical; USA)
- Finger, Thomas N. *A Contemporary Anabaptist Theology: biblical, historical, constructive*. Downers Grove: InterVarsity Press, 2004. (Contemporary Anabaptist) [Full text available as [Tyndale NetLibrary](#) ebook]
- Franke, John R. *The Character of Theology: An Introduction to its Nature, Task, and Purpose*. Grand Rapids, MI: Baker, 2005. (Reformed, postmodern)
- Grenz, Stanley J. *Theology for the Community of God*. Grand Rapids: Eerdmans, 1994. (Baptist)
- [Grudem, Wayne A. Systematic Theology: An Introduction to Biblical Doctrine](#). Grand Rapids, MI: Zondervan, 1994 (Conservative Evangelical; Reformed; USA).
- Hall, Douglas John. *Christian Theology in a North American Context*. 3 vols. (*Thinking the Faith, Professing the Faith, Confessing the Faith*). Minneapolis, MN: Augsburg Fortress, 1989, 1993, 1996. (Lutheran; Canadian).
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- Jenson, Robert. *Systematic Theology*. 2 vols. New York: Oxford University Press, 1997, 1999. (Lutheran)
- Lossky, Vladimir. *Orthodox Theology: An Introduction*, trans. Ian and Ihita Kesarcodi-Watson. Crestwood, NY: St. Vladimir's Seminary Press, 1978. (Eastern Orthodox)
- Macchia, Frank D. *Baptized in the Spirit: A Global Pentecostal Theology*. Grand Rapids: Zondervan, 2005. (Pentecostal)
- McClendon, James Wm., Jr. *Systematic Theology*. 3 vols. [*Ethics, Doctrine, Witness*] Nashville, TN: Abingdon, 2002, 1996, 2000. (Baptist)
- Oden, Thomas C. *Systematic Theology*. 3 vols. [*The Word of Life, The Living God, Life in the Spirit*]. San Francisco: Harper and Row, 1987, 1989, 1992. (Wesleyan)
- Pannenberg, Wolfhart, *Systematic Theology*. 3 vols. Trans. G. W. Bromiley. Grand Rapids: Eerdmans, 1991, 1994, 1998. (Lutheran; German)

- Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*. 5 vols. Chicago: University of Chicago Press, 1971-1991. (Lutheran; USA)
- Rahner, Karl. *Foundations of Christian Faith: An Introduction to the Idea of Christianity*. Translated by W. V. Dych. New York: Crossroad, 1978. (Roman Catholic; German)
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- Williams, Rowan. *On Christian Theology*. Malden, MA: Blackwell Publishers, 2000. (Anglican)
- Wilson, Jonathan R. *A Primer in Christian Doctrine*. Grand Rapids, MI: Eerdmans, 2005.

Salvation

- Beilby, James K. and Paul R. Eddy, eds. *The Nature of the Atonement: Four Views*. Downers Grove: InterVarsity Press, 2006.
- Bonhoeffer, Dietrich. *Discipleship*. Vol. 4 *Dietrich Bonhoeffer Works*. Edited by Geoffrey B. Kelly and John D. Godsey. Minneapolis: Fortress Press, 2001.
- Gunton, Colin E. *The Actuality of Atonement: A Study of Metaphor, Rationality and the Christian Tradition*. London: T&T Clark, 1988.
- [Gutiérrez, Gustavo](#). *A Theology of Liberation: History, Politics, and Salvation*. Edited and Translated by Sister Caridad Inda and John Eagleson. Maryknoll, N.Y.: Orbis Books, 1973.
- Luther, Martin. *On Christian Liberty*. Translated by W. A. Lambert and Harold J. Grimm. Minneapolis: Fortress Press, 2003.
- Ngien, Dennis. *The Suffering of God According to Martin Luther's Theologia Crucis*. Eugene, OR: Wipf and Stock Publishers, 1995.
- Okholm, Dennis L. and Timothy R. Phillips, eds. *Four Views on Salvation in a Pluralistic World*. Grand Rapids: Zondervan, 1996.
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The Holy Spirit

- Bergmann, Sigurd. *Creation Set Free: The Spirit as Liberator of Nature*. Grand Rapids: Eerdmans, 2005.
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The Church

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Eschatology

Bauckham, Richard and Trevor A. Hart. *Hope against Hope: Christian Eschatology at the Turn of the Millennium*. Grand Rapids: Eerdmans, 1999.

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Walls, Jerry L. *The Oxford Handbook of Eschatology*. Oxford: Oxford University Press, 2010.

Selected Theological Journals

Evangelical Review of Theology

Modern Theology

Theology Today

International Journal of Systematic Theology

Scottish Journal of Theology

Theology

Theology Today

Toronto Journal of Theology

Important Notes

- To search topically for relevant journal articles, book reviews or collected essays, use the comprehensive *ATLA Religion Database* – [available over Tyndale Library's eJournal Databases](#). See also *Proquest Religious Database*, *Religious and Theological Abstracts* and *JSTOR*. Full-text versions of many theological journal and book reviews can be downloaded from these databases via Tyndale Library's **eJournals**.

For **detailed bibliographies** to support *Christian Theology: An Introduction*, a **glossary** of theological terms, and **details of theologians** from *The Christian Theology Reader*, cf. www.blackwellpublishing.com/mcgrath/.

Appendix A: Marking Grid for Theological Research Thesis Papers

		Writing	Research	Argument	Insight/Creativity
A	Excellent; exceeds expected standards in all respects	No errors in spelling or grammar. Style flows smoothly. Citation format is used correctly throughout. A pleasure to read.	At least 4 good-quality academic sources beyond McGrath Reader/ Introduction. At least 2 are journal articles. At least 1 relevant monograph consulted. Sources are well understood & used thoughtfully & critically.	Clear. All aspects of interpretation are well supported by evidence from the biblical text and/or historical record. Argument for the interpretation is coherent and compelling. Possible objections are anticipated and effectively countered.	Evidence that questions, arguments and issues raised are understood, and fairly, independently, creatively and critically engaged.
B	Good; exceeds expected standards in many respects	Only a few errors in spelling or grammar (1-2 per page). Style may be awkward in places, but is generally readable. Only a few errors in citation formatting.	At least 3 good-quality academic sources beyond the McGrath Reader /Introduction. At least 1 is a journal article. At least 1 academic monograph consulted. The research has been understood well and all sources are used significantly in the paper. In a few places sources may simply be repeated without critical engagement. No significant views or aspects of topic missed.	Clear thesis. All aspects of interpretation supported with some good evidence from biblical text and/or historical record. Some evidence used is weak. Significant effort to address possible counter-arguments, but these responses are not always successful.	Some evidence that questions, arguments and issues raised are understood, and fairly, independently, creatively and critically engaged.
C	Satisfactory; meets expected standards	Frequent errors in spelling or grammar (3-10 per page). Style may be quite awkward in places. Citation format does not follow standard guidelines consistently. In a few places these problems interfere with the reader's understanding.	At least 2 good-quality academic sources beyond McGrath's Reader/ Introduction. At least one is a journal article. Some sources are not reliable or are not relevant to the topic. Sources are not balanced to represent a range of scholarly views. Some sources are not used significantly in the paper or are not understood well. Understanding of the issue is superficial. Some minor scholarly views or aspects of the subject are missed. A few factual errors.	Thesis is unclear. Some aspects of the interpretation are not supported with sufficient evidence from biblical text. Some problems with the logic of the argument. Scholarly opinions may be cited uncritically and not supported by evidence from the biblical text or historical record. Little effective response to possible counter-arguments.	A pedestrian presentation. Little evidence of independent, critical thought.
D	Poor; below expected standards	Many errors in spelling or grammar (more than 10 per page). Style is poor. Both grammar and style often interfere with the reader's understanding.	One good-quality academic source beyond McGrath's Reader/ Introduction. No academic monographs consulted. The student's understanding of the sources and the issue is poor. References or citations are often missing. Page numbers are not provided in citations. Frequent factual errors. Major aspects of issue are not addressed.	No focused thesis. Central aspects of the argument are not supported theologically. Major problems with the logic of the argument. Evidence of some familiarity with the details issue and scholarly approaches to it. Key objections to one's perspective are not acknowledged.	A poor presentation. Problems with the writing and/or argument make it difficult to understand the paper. Thought seems confused.
F	Failure	The paper is effectively unreadable due to major problems in grammar and style.	No good-quality academic sources beyond McGrath's Reader/ Introduction. The student has no grasp of the material read. This grade is also reserved for papers which only provide citations for direct quotes.	The paper contains no thesis/ argument and does not demonstrate significant understanding of the issue.	The level of interest and/or creative thought is impossible to judge because the argument and/or writing are incoherent.

* Adapted from Dr. Ian Scott



Academic Policy Attachment to All Syllabi

The Academic Policies of Tyndale Seminary are outlined in the Academic Calendar, available on the Tyndale Website: www.tyndale.ca/seminary/calendar. Students are responsible for reading and adhering to the academic policies governing all aspects of academic life. As a service to students, selected policies are summarized below, but the full policy statements as printed in the Academic Calendar are the standards to which students will be held.

1. Attendance Policy
2. Policy on Gender Inclusive Language
3. Policy on Academic Honesty
4. Guidelines for Written Work
5. Academic Grading System
6. Policy on Late Papers and Extensions
7. Application for an Extension Due to Extreme Circumstances

Attendance Policy

- 1) Three or more unexcused absences from a Fall or Winter semester course will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 2) An unexcused absence of one day or more of any course taught in an intensive format (e.g., Intersession, Spring/Summer School) will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 3) As a matter of basic courtesy, Tyndale students need to make a serious commitment to arriving on class on time, and returning from class breaks on time. Students who manifest disrespect for the classroom evidenced by chronic lateness or failure to return from break, will be considered in breach of the attendance policy and may be referred to the Dean of Students.
- 4) If a student knows in advance that he/she will miss a class, the student is obligated to notify the Professor prior to that class.
- 5) Faculty members are under no obligation to provide handouts or other classroom materials to those students who are absent from class.

Policy on Gender Inclusive Language

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are, or could be perceived as, exclusive or pejorative. Inclusive language is relevant not only to issues of gender but to all individuals and groups.

The decision at Tyndale Seminary to use gender-inclusive language carries with it the responsibility to be creative in writing without compromising religious faith or grammatical accuracy. Resources and guidelines for gender-inclusive and nondiscriminatory language are widely available.

Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all assignments. Academic dishonesty is a serious matter. **Students are responsible for reading and adhering the full policy on academic honesty as found in the Seminary Academic Calendar.**

- 1) Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism – the literary version of stealing.
- 2) The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another's words and the use of an opinion with no reference to the source.
- 3) Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one's own name which 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.
- 4) The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded

paper, on a project common to two courses of study, to be acceptable.

Consequences of Academic Dishonesty

If a student is suspected of plagiarism or other forms of academic dishonesty, the instructor is obligated to follow the steps outlined in the Academic Calendar.

Guidelines for Written Work

- 1) The following information must be included on the title page of all assignments: your full name, student ID, your MAILBOX NUMBER, course title, title of the paper, name of the professor, and date submitted.
- 2) All papers should be characterized by the following:
 - *Accuracy* (Is what I say correct? Is it true to the case?)
 - *Comprehensiveness* (Have I covered all the points that need to be covered?)
 - *Clarity in structure* (Is there a self-evident and meaningful order to the paper?)
 - *Clarity in content* (Will the reader correctly understand what I have tried to say?)
 - *Specificity* (Have I moved beyond generalities and made specific statements?)
 - *Thorough and accurate documentation* (At every point where I have consciously drawn upon the ideas of others, have I provided the information necessary for the reader also to consult the sources I have used?)
- 3) Written assignments must adhere to academic standards for style, format, citations and references as found in the most recent edition of a recognized style manual (e.g., *The Chicago Manual of Style*, the *Turabian Manual for Writers of Term Papers, Theses, and Dissertations*, *The SBL Handbook of Style*, *The Publication Manual of the American Psychological Association*). The course instructor will advise students as to the preferred academic style format for the course.
- 4) All written assignments must adhere to the Standards on Academic Honesty. Plagiarism is a serious offence. Students will be held accountable to the policy on academic honesty as found in the Academic Calendar.
- 5) Graded papers will normally be returned in class. In some circumstances they will be returned to your student mailbox. Students who are not returning to Tyndale and would like the paper returned by post must include a self-addressed envelope with sufficient Canadian postage. Unclaimed papers will be held in the Seminary Office for 6 months, then destroyed.
- 6) All students are required to keep a back-up copy of their papers.
- 7) Students who display difficulties with English language skills in their assignments may be referred by the instructor to the Tyndale Writing Centre. Students will be assessed may be required to take the *English for Academic Purposes* course in conjunction with current courses.
- 8) Students may seek assistance on their own initiative by contacting the Tyndale Writing Centre.

Academic Grading System

The standards and definitions used by Tyndale Seminary in the assignment of letter grades and percentage grades are outlined in the Academic Calendar.

Policy on Late Papers and Extensions

All papers and course assignments must be submitted by the due dates indicated by the instructor or in the course outline. Unless the instructor already has a policy on grading late papers in the course outline, grades for papers submitted late without advance permission will be lowered at the rate of 1/3 of a grade per week or part thereof (e.g., from A+ to A, from B to B-). Students who have not completed course requirements by the end of the semester (or Registrar approved extension date) will be assigned a grade of F.

Faculty may grant an extension only up until the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar and 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 or malfunctions are all insufficient grounds for requesting an extension.

Application for an Extension Due to Extreme Circumstances

Requests for extensions will only be considered in the circumstances noted above and only upon submission of a completed application form to the Registrar. Application forms are available from the Registrar's office or online at www.tyndale.ca/registrar

Student Medical Certificate

Applications for extensions for medical reasons must be accompanied by a Medical Certificate signed by a physician. The Student Medical Certificate form is available from the Registrar's office or online at www.tyndale.ca/registrar