



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

BI5101 Interpreting God's Word

3 credits. Prerequisites: none.

👤 On Campus 'A' Live-Stream 📺 Video on Demand

December 5-9, 2022
Module
Monday-Friday, 9am-4pm

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Please note: This course includes substantial reading and preparation work before and during the module.

Course Goals

Course Description

This course introduces students to the theory and practice of biblical interpretation. By exploring the genres, historical contexts, and theology of various books of the Bible, students will engage in the complex process of interpreting these texts in order to communicate them effectively to a contemporary audience.

Relationship to Horizon's Mission

The course prepares Christian leaders for Spirit-empowered life and ministry by equipping them with the skills necessary for thoughtful sermon and Bible study preparation. This involves an introductory consideration of philosophical and methodological approaches to hermeneutics, as well as the provision of a series of practical exercises that hone specific interpretive skills.

In his second letter to Timothy, Paul strongly tells his son in the faith to "Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth" (2 Tim 2:15). As we seek to serve the Lord in the church and in the world, it is critical that how we serve flows out of God's revelation in the Scriptures. This course will help equip students to read the Scriptures more carefully and responsibly.

Course Competencies and Learning Outcomes

To demonstrate competency in biblical and theological literacy, students will

1. Identify how a proper understanding of biblical languages and literary devices, the importance of covenantal context, and the choice of Bible translations impact biblical interpretation.
 - *Assessment: Exegetical Fallacies Quiz, Exegetical Exercises*
2. Summarize the distinctive features of various biblical genres and their implications for interpretation.
 - *Assessment: How to Read the Bible for All Its Worth Reading and Essay*
3. Show growing competency in character analysis in biblical narratives.
 - *Assessment: The Making of a Disciple Reading and Essay*
4. Demonstrate a growing ability to move from careful interpretation to teaching or preaching the message of Scripture effectively.
 - *Assessment: Research Project*

Course Work

Required Readings

Carson, D. A. *Exegetical Fallacies*. 2nd edition. Grand Rapids: Baker, 1996. ISBN: 9780801020865.

Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All Its Worth*. 4th edition. Grand Rapids: Zondervan, 2014. ISBN: 9780310517825.

Watson, Edward W., and Martin M. Culy. *The Making of a Disciple: Character Studies in the Gospel of John*. Eugene, OR: Cascade, 2021. ISBN: 9781725298767.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Recommended Resources

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. 2nd edition. Grand Rapids: Zondervan, 2005.

Klein, William W., Craig L. Blomberg, and Robert L. Hubbard, Jr. *Introduction to Biblical Interpretation*. Dallas: Word, 1993.

Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Revised and Expanded edition. Downers Grove, IL: InterVarsity, 2006.

Tate, W. Randolph. *Biblical Interpretation: An Integrated Approach*. 3rd edition. Peabody, MA: Hendrickson, 2008.

Pre-Course Assignments

1. *How to Read the Bible for All Its Worth* Reading and Essay (20%).

- a. Prior to the week of class, carefully read Fee and Stuart’s *How to Read the Bible for All Its Worth* in its entirety. When Fee and Stuart introduce a passage of Scripture that they are going to discuss in detail, stop and read that passage prior to continuing on in the textbook. Feel free to make a list of questions that the book raises in your mind and ask them during the week of class.
- b. On page 13, Fee and Stuart write: “Our concern is to help the reader to read and study the psalms as poems, and the epistles as letters. We hope to show that these differences are vital and should affect both the way one reads them and how one is to understand their message for today.” In a carefully written essay, choose any two of the biblical genres *other than narrative* that Fee and Stuart discuss and demonstrate how understanding each genre’s distinct features is vital to handling the Word of God responsibly and understanding its message. Your primary resource for writing this essay is *How to Read the Bible for All Its Worth*. You may use two or more Scripture passages to illustrate the importance of keeping the form and function of the two genres in mind as you interpret. *In a footnote on page 1 of your essay, please confirm that you read this book in its entirety before the first day of class.*
 - Related learning outcome: #2.
 - **Assignment length:** 900-1200 words.
 - **Due date:** December 5, 2022.

2. *Exegetical Fallacies* Reading and Quiz Preparation.

- a. Read pages 15-64 and pages 87-142 of *Exegetical Fallacies*. This book is designed to help students of Scripture learn to avoid common mistakes that are made by pastors, teachers, and even commentators.
- b. Carefully study the fallacies listed below from Carson’s book in preparation for the quiz during the week of class. We will discuss these further in class and you will have an opportunity to do a practice exercise before taking the quiz.
 - Related learning outcome: #1 (assessed by quiz).
 - **Assignment length:** n/a.
 - **Due date:** December 5, 2022.

“simplistic appeal to authority”	“world-view confusion”
“semantic anachronism”	“semantic obsolescence”
“cavalier dismissal”	“false disjunction”
“unwarranted associative jump”	“ <i>non sequitur</i> ”
“failure to recognize distinctions”	“negative inference”
“unwarranted confusion of truth and precision”	“purely emotive appeal”
“verbal parallelomania”	“illegitimate totality transfer”
“unwarranted generalization and overspecification”	“selective use of evidence”
“root fallacy”	

Assignments During Week of Class

3. *Exegetical Fallacies Quiz* (15%, combined with Assignment #2).

After reviewing the above categories in class and completing a practice exercise, students will take a quiz that presents a series of texts and asks them to identify the exegetical fallacy that is illustrated in each text. The list above will be provided in the quiz. The quiz will also ask students to confirm that they completed the assigned readings in *Exegetical Fallacies* prior to the first day of class.

- Related learning outcomes: #1.
- **Assignment length:** n/a.
- **Due date:** December 6, 2022.

4. *Exegetical Exercises* (10%).

Each day (Monday-Thursday), students will be assigned exercises that provide an opportunity to put into practice what they have been learning or explore additional hermeneutical issues. These exercises will take approximately 2-3 hours each afternoon/evening to complete and will sometimes involve additional reading. Some class time may be allotted for working on the exercises. Assessment will be based on the timely completion of each exercise.

- Related learning outcome: #1.
- **Assignment length:** n/a.
- **Due date:** December 6, 7, 8, 9, 2022.

Post-Course Assignments

5. *The Making of a Disciple Reading and Essay* (20%).

- a. To gain greater competence in reading biblical narratives read *The Making of a Disciple: Character Studies in the Gospel of John* in its entirety. Then, summarize in a brief essay what this book teaches about finding meaning through character analysis using examples from the book.
- b. Integrate into your essay a careful character analysis from one other biblical narrative of your choice from either the Old or New Testament that is not covered in *The Making of a Disciple*. Follow the method modeled in *The Making of a Disciple* and be sure to provide enough detail from your chosen passage to demonstrate your growing competence in character analysis.

- Related learning outcome: #3.
- **Assignment length:** 1000–1200 words.
- **Due date:** January 16, 2023.

6. *Research Project* (35%).

Choose one of the following options to demonstrate a growing ability not only to handle Scripture responsibly, but also to use it effectively in a ministry context. Further guidance for each option will be provided during the week of class. VOD students are encouraged to meet with the professor on Zoom to discuss their project ideas and receive further guidance.

- Related learning outcome: #4.
- **Assignment length:** See below.
- **Due date:** January 30, 2023.

Option #1 – Bible Study Project

Choose a passage from the Bible that you have never studied in depth or taught before. Using what you have learned in class, complete a detailed study of the passage that identifies in a compelling manner what it likely meant to the original readers and then shows how it speaks to the Church today. Be sure to make use of at least *five* credible commentaries for this project. Your instructor will provide recommendations once you choose your passage.

- First, summarize your findings in a verse-by-verse commentary that interacts with both relevant background information and the context in which the passage occurs. This portion of your work should be 4-6 pages (1200-1800 words) in length.
- Next, show how you would teach this in a context of your choice (adult Sunday school class, youth group, children's Sunday school class, small group, sermon, etc.). Be sure to clearly identify what the teaching context will be. In this part of the assignment, you are not simply conveying what the passage means, but also communicating what God might be saying through the passage, i.e., spiritual truths that impact our lives today. This part of the assignment may be completed by either submitting an additional written component or a video of you teaching the passage. Your goal is to demonstrate how a careful study of a passage can translate into a compelling proclamation of the Scriptures in a particular context. If you choose the written option, you will present how you would teach the passage in script form. Be sure that the lessons from the passage that you highlight are anchored in a careful handling of the text.

Option #2 – Annotated Sermon Project

Effective sermon preparation requires diligent preachers to leave much of what they learn in their studies out of their sermon. As much as they may have been impressed by academic insights from the commentaries and other resources they consulted, such insights often do not fit well with proclaiming what God is saying to a particular congregation through a passage of Scripture. This can be frustrating at times, but with this assignment you can leave your frustrations behind!

- Choose a passage (a portion of the biblical text that has a clear beginning and end, not a single verse) and complete careful research to determine the meaning of each part of the passage and the message of the passage as a whole. Be sure to determine how all of the parts fit together to communicate the message. Either include an outline of the passage or make use of headings and subheadings within the sermon to show the flow of thought and how the parts fit together.
- Prepare a well-crafted sermon that not only helps God's people understand the message of the passage, but also helps them clearly understand the *implications* of that message for their lives today.
- For every claim you make in the sermon, be very careful to show your hearers *how* that claim flows naturally out of the biblical text and use detailed footnotes to provide additional arguments for those claims and to cite relevant scholarly sources supporting your claim. Be sure to make use of at least *five* credible commentaries for this project. Your instructor will provide recommendations once you choose your passage. If there are alternative interpretations, be sure to mention those in the footnotes, cite scholars who take that view, and explain why they are less compelling than the view you adopted in your sermon. You should generally avoid presenting more than one view in your sermon.

Do not be concerned if you have two sentences of sermon on a page and the rest is made up of footnotes (annotation).

- Use as many illustrations as needed to help drive home the message of the passage, but be sure that they support the key teaching points.

Option #3 – Research Paper

Using what you have learned in class and what you can glean from your own research, carefully analyze one of the parables below from Luke's Gospel or another passage of Scripture (subject to instructor approval):

- The Good Samaritan (Luke 10:30-35)
- The Friend at Midnight (Luke 11:5-8)
- The Rich Fool (Luke 12:16-21)
- The Lost Son (Luke 15:11-32)
- The Dishonest Steward (Luke 16:1-9)
- The Rich Man and Lazarus (Luke 16:19-31)
- The Unjust Judge (Luke 18:1-8)
- The Pharisee and the Tax Collector (Luke 18:9-10)

Your findings should be presented in a 10-12 page research paper (3000-3600 words) that explains the message of the parable in detail. To complete this assignment, you will need to consult reliable commentaries and specialized studies that focus on the parables. *A list of key works is provided below. These will be on reserve in the library.* You should also try to locate any relevant journal articles that relate to your specific parable using The Digital Theological Library. Where scholars disagree on an issue, briefly summarize the competing views and explain why one of them is more compelling.

A good approach for organizing your paper is to begin by briefly summarizing what the parable means. This will represent the "thesis" of your paper, e.g., "In the Parable of the Lost Coin, Jesus teaches his disciples that ..." To formulate your thesis statement you essentially need to ask what Jesus was *doing* with the parable, i.e., what lesson he was intending to communicate. Then, carefully work through the parable in a verse-by-verse fashion explaining how all the pieces fit together to communicate this message. Be sure to comment on any insights you gain regarding how the parable might have been heard in light of Jewish and/or Greco-Roman socio-cultural backgrounds. For general instructions on how to interpret parables, the volume by Blomberg (see below) is highly recommended. (Note the parallels between Blomberg's method and the method for character analysis described in *The Making of a Disciple*.) For Jewish backgrounds, the works by Bailey and Young will be particularly helpful. You might also attempt to comment on how the parable fits into the argument in the immediate context and/or larger context of Luke's gospel. Be sure to conclude your paper with a significant section summarizing what you think the parable has to say to the church today or include such applications throughout your paper.

Key Commentaries on Luke (asterisk = highly recommended)

- *Bock, Darrell L. *Luke. Volume 2: 9:51-24:53*. BECNT. Grand Rapids: Baker, 1996.
 _____ . *Luke*. NIVAC. Grand Rapids: Zondervan, 1996.
 _____ . *Luke*. IVPNTC. Downers Grove, Ill.: InterVarsity, 1994.
- Craddock, Fred B. *Luke*. Interpretation. Louisville, Ky.: Westminster/John Knox, 1990.
- Danker, Frederick W. *Luke*. Philadelphia: Fortress, 1976.
- Ellis, E. Earle. *The Gospel of Luke*. NCBC. Grand Rapids: Eerdmans, 1983.
- Evans, Craig A. *Luke*. NIBC. Peabody, Mass.: Hendrickson, 1990.
 _____ . *Saint Luke*. TPINTC. Philadelphia: Trinity, 1990.
- *Fitzmyer, Joseph A. *The Gospel According to Luke: Introduction, Translation, and Notes. Volume 2: 10-24*. Anchor Bible. New York: Doubleday, 1985.
- *Garland, David E. *Luke*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2011.
- Geldenhuis, Norval. *Commentary on the Gospel of Luke: The English Text with Introduction, Exposition and Notes*. NICNT. Grand Rapids: Eerdmans, 1988.
- Goulder, Michael D. *Luke: A New Paradigm*. Journal for the Study of the New Testament Supplement Series 20. Sheffield: JSOT, 1989.
- *Green, Joel B. *The Gospel of Luke*. NICNT. Grand Rapids: Eerdmans, 1997.
- *Johnson, Luke Timothy. *The Gospel of Luke*. Sacra Pagina. Collegeville: Liturgical, 1991.
- Just, Arthur A., Jr. *Luke*. ACCSNT. Downers Grove, Ill.: InterVarsity, 2003.
 _____ . *Luke*. Concordia Commentary. St. Louis: Concordia, 1996.
- Liefeld, Walter L. *Luke*. In *The Expositor's Bible Commentary*. Volume 8. Grand Rapids: Zondervan, 1984.
- *Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text*. NIGNT. Grand Rapids: Eerdmans, 1978.
- Morris, Leon. *Luke: An Introduction and Commentary*. TNTC. Grand Rapids: Eerdmans, 1988.
- *Nolland, John. *Luke 1-9:20*. WBC. Dallas: Word, 1989.
 _____ . *Luke 9:21-18:34*. WBC. Dallas: Word, 1993.
 _____ . *Luke 18:35-24:53*. WBC. Dallas: Word, 1993.
- Patella, Michael. *The Gospel according to Luke*. New Collegeville Bible Commentary. Collegeville, Minn.: Liturgical, 2005.
- Plummer, Alfred. *A Critical and Exegetical Commentary on the Gospel of S. Luke*. Fifth edition. ICC. Edinburgh: T. & T. Clark, 1922.
- Ringe, Sharon H. *Luke*. Westminster Bible Companion. Louisville, Ky.: Westminster John Knox, 1995.
- *Stein, Robert H. *Luke*. NAC. Nashville: Broadman, 1992.
- Talbert, Charles H. *Reading Luke: A Literary and Theological Commentary*. Reading the New Testament. Revised edition. Macon, Ga.: Smyth & Helwys, 2002.
- Tannehill, Robert C. *Luke*. ANTC. Nashville: Abingdon, 1996.
- Tiede, David L. *Luke*. ACNT. Minneapolis: Augsburg, 1988.

Key Parables Resources

- *Bailey, Kenneth E. *Poet and Peasant and Through Peasant Eyes: A Literary-Cultural Approach to the Parables in Luke*. Grand Rapids: Eerdmans, 1976, 1980.
- *Blomberg, Craig L. *Interpreting the Parables*. Second edition. Downers Grove, Ill.: InterVarsity, 1990, 2012.
- *Dodd, C. H. *The Parables of the Kingdom*. New York: Scribner, 1961.
- *Hultgren, Arland J. *The Parables of Jesus: A Commentary*. Grand Rapids: Eerdmans, 2000.

- Hunter, Archibald Macbride. *Interpreting the Parables*. Philadelphia: Westminster, 1961.
- *Jeremias, Joachim. *The Parables of Jesus*. Second revised edition. Upper Saddle River, N. J.: Prentice Hall, 1972.
- Kistemaker, Simon J. *The Parables of Jesus*. Grand Rapids, Baker, 1980.
- Longenecker, Richard N., ed. *The Challenge of Jesus' Parables*. Grand Rapids: Eerdmans, 2000.
- *Scott, Bernard Brandon. *Hear Then the Parable: A Commentary on the Parables of Jesus*. Minneapolis: Fortress, 1989.
- *Sider, John W. *Interpreting the Parables: A Hermeneutical Guide to Their Meaning*. Grand Rapids: Zondervan, 1995.
- Snodgrass, Klyne. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. Grand Rapids: Eerdmans, 2008.
- Stein, Robert H. *An Introduction to the Parables of Jesus*. Philadelphia: Westminster, 1981.
- Via, Dan Otto, Jr. *The Parables: Their Literary and Existential Dimension*. Philadelphia: Fortress, 1967.
- Wenham, David. *The Parables of Jesus*. London: Hodder & Stoughton, 1989.
- Westermann, Claus. *The Parables of Jesus in the Light of the Old Testament*. Translated and edited by F. W. Golka and A. H. B. Logan. Minneapolis: Fortress, 1990.
- *Young, Brad H. *The Parables: Jewish Tradition and Christian Interpretation*. Peabody, Mass.: Hendrickson, 1998.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have some due dates that are the *same* as in-class students and some due dates that are *different*. Assignments with different due dates are listed below:
 - **Exegetical Fallacies Quiz.**
Complete the quiz *after* watching the Day 1 Lectures and *before* watching the Day 2 Lectures. The quiz will be available under “Lessons” on Populi from December 12 at 9am until December 14 at 11:59pm.
 - **Due date:** December 14, 2022.
 - **Exegetical Exercises.**
Submit each exercise after completing each day of lectures.
 - **Due dates:**
 - **Day 1 Exercise:** December 12, 2022.
 - **Day 2 Exercise:** December 19, 2022.
 - **Day 3 Exercise:** January 9, 2023.
 - **Day 4 Exercise:** January 16, 2023.
- By Monday at 11:59pm each week, according to the schedule below, VOD students will submit a 2-3 minute Flip video or a 300-500 word written report that 1) affirms they have watched the required recordings, and 2) summarizes two-three items from each day that help them to reach the course learning outcomes.
 - **Day 1 Lecture Report:** December 12 at 11:59pm.
 - **Day 2 Lecture Report:** December 19 at 11:59pm.
 - **Day 3 Lecture Report:** January 9 at 11:59pm.

- **Day 4 Lecture Report:** January 16 at 11:59pm.
- **Day 5 Lecture Report:** January 23 at 11:59pm.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Weighting
1. Fee & Stuart Reading and Essay	20 hrs	Dec 5	20%
2-3. <i>Exegetical Fallacies</i> Reading/Quiz	12 hrs	Dec 5/6	15%
4. Exegetical Exercises	8 hrs	Dec 6-9	10%
5. <i>The Making of a Disciple</i> Reading/Essay	20 hrs	Jan 16	20%
6. Research Project	30 hrs	Jan 30	35%
Total =	120 hrs		

Course Outline (Tentative!)

Date	Topics	Exercises (sample only)
Mon, Dec 5	Introduction to Interpreting the Bible The Nature of Biblical Languages Literary Devices Exegetical Fallacies Discussion Scripture as a Spiritual Discipline	Using Greek Resources Exegetical Fallacies Literary Devices
Tues, Dec 6	Review Monday Exercises What Meaning Are We Looking For? A Communication Model for Interpretation Why So Many English Translations? Using Multiple Versions for Bible Study	Exegetical Fallacies Quiz Multiple-Version Bible Study The TNIV Debate
Wed, Dec 7	Review Tuesday Exercises Interpreting Narratives (OT, Gospels, Acts) Interpreting Epistles	Presuppositions & Interpretation Reading Between the Lines What Does Jonah Mean?
Thurs, Dec 8	Review Wednesday Exercises Using Online Resources Interpreting Parables Interpreting the Law Word Studies Interpreting the Prophets Interpreting Psalms	Online Resources Word Study Reading Amos
Fri, Dec 9	Review Thursday Exercises Interpreting Wisdom Literature Intertextuality Interpreting Revelation	
Dec 9 – Jan 30	Working on Post-Module assignments	Post-course assignments due

- Assignments will not be accepted after January 30, 2023.

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are

drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Seminary [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.

- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.