






G310 Pentecostalism and the Church in Canada

3 credits. Prerequisites: G110 History of the Christian Era

**Note: This course fulfills one of Horizon's [Pentecostal Studies](#) degree concentration requirements.*

 Mississauga Campus  Live-Stream  Video on Demand

September 16 – December 19, 2025

Fall 2025

Tuesday 6PM – 9PM (ET)

*4PM-7PM (SK) *SK time changes to 5PM mid-semester

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Course Goals

Course Description

This course explores the origins of the Pentecostal Movement and its explosive growth and development since the turn of the 20th century. Analysis focuses on the movement's historical antecedents and context, theological developments, and global expansion. Attention also concentrates on the unique Canadian story and the emergence and development of the Pentecostal Assemblies of Canada.

Relationship to Horizon and MCS's Mission

This course provides students with historical knowledge and research skills that will help them better understand the state of the church today given that the global church has been significantly impacted by the Pentecostal movement. In this, the course will help students grow in the following [core competency](#):

- Contextual Awareness: demonstrate contextual awareness through a healthy view of self, a Christian view of the world, and by engaging culture in appropriate ways.

Core Competency and Learning Outcomes



To demonstrate competency in *Contextual Awareness* students will:

- 1) Identify key leaders, events, developments, and controversies within the global Pentecostal-charismatic movement with a specific emphasis on the Canadian Pentecostal story.

- *Assessment: Weekly Quizzes*

- 2) Describe the nature and characteristics of Canada's first Pentecostal revival and appraise its value in the contemporary Pentecostal context.
 - *Assessment: Reading Report #1*
- 3) Explain how the PAOC originated, developed, and matured as an organization, both theologically and missionally.
 - *Assessment: Reading Report #2*
- 4) Intelligently discuss a significant subject and/or person within Pentecostal history and evaluate its influence and impact on the movement.
 - *Assessment: Research Paper or Video Presentation*

Course Work

Required Textbooks

Synan, Vinson. *The Century of the Holy Spirit*. Nashville, TN: Thomas Nelson Publishers, 2001. DTL: <https://thedtl.on.worldcat.org/oclc/46860706>

Wells, David, ed. *Picture This! Reflecting on 100 Years of the PAOC*. Mississauga, ON: The Pentecostal Assemblies of Canada, 2018. Note: [This book has to be ordered from the PAOC Head Office.](#)

Required Articles (available in Populi)

Sloos, William, "The Story of James and Ellen Hebden: The First Family of Pentecost in Canada," *Pneuma* 32 (2010): 181-202.

Hebden, James and Ellen, *The Promise*, May 1907.

Sources on Reserve in the Library for Research Purposes

Miller, Thomas William. *Canadian Pentecostals, A History of the Pentecostal Assemblies of Canada*. Mississauga, ON: Full Gospel Publishing House, 1994.

Seymour, W. J. ed. *The Azusa Street Papers: A Reprint of The Apostolic Faith Mission Publications Los Angeles, California (1906-1908)*. Foley, AL: Together in Harvest Publications, 1997. (MCS only) *The Apostolic Faith* is also available online here: <https://archives.ifphc.org/index.cfm?fuseaction=publicationsGuide.apostolicfaithazusa>.

Burgess, Van der Maas, eds. *New International Dictionary of Pentecostal and Charismatic Movements*. Grand Rapids, MI: Zondervan, 2001.

**While students have the benefit of accessing many of 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.

Course Assignments and Activities

1. Weekly Quizzes – 20%

Weekly quizzes will help students identify key leaders, events, developments, and controversies within the global Pentecostal-charismatic movement. Each week before the in-class lecture, there will be a short objective test based on class lectures and assigned readings from the textbook. To facilitate your learning experience, students will receive the quiz questions in advance to enable them to review, discuss, or research the correct answers prior to the test. The quiz will become available on Populi on Wednesdays the week before the due date and will be due by 5:59pm on Tuesdays, starting Tuesday September 23rd. Since the questions are provided in advance, it is the expectation of the instructor that students should be able to answer all the questions correctly each week.

- Related to Learning Outcome #1
- Due Dates: by 5:59pm ET each Tuesday: Sept 23, Sept 30, Oct. 7, Oct 14, Nov 11, Nov 18, Nov 25, Dec 2, Dec 9

2. Reading Report #1 – 15%

This assignment is one paper in 2 parts (1000 words total), where students will describe the nature and characteristics of Canada's first Pentecostal revival and appraise its value in the contemporary Pentecostal context.

Part 1: Pneuma Article (500 words)

Students will first read Sloos' *Pneuma* article "The Story of James and Ellen Hebden: The First Family of Pentecost in Canada," *Pneuma* (pages 181-202) (available in Populi) in its entirety and answer the following questions:

- a) Describe the Pentecostal revival at the East End Mission, how it started, its impact, how it was perceived, and how it faded.
- b) What are some of the challenges Ellen and James faced in their lives? How did they handle it? How did it shape their faith and ministry?
- c) What is your personal assessment of the Hebden story and what things can we learn and apply in the contemporary context of faith and ministry?

Part 2: The Promise (500 words)

Students will then read "The Promise" periodical (available in Populi) written by Ellen and James Hebden in 1907. "The Promise" is the earliest known Canadian Pentecostal publication. Using critical thinking, students are to identify 2 points of personal interest from the material and provide thoughtful analysis and interaction.

For this assignment, please adhere to the following guidelines:

- a) An introduction and conclusion are not necessary
- b) Include Headings (i.e., Part 1: Pneuma Article / Part 2: The Promise)
- c) The student has the option whether to write in the first or third person
- d) Do not include a bibliography
- e) No other sources should be used
- f) Do not use the Bible or quote Bible verses

- g) Do not use personal stories
- h) Follow the [Horizon](#) & [MCS](#) Format Guide
 - Related to Learning Outcome #2
 - **Assignment length:** 4 pages (no more, no less).
 - **Due Date:** Thursday, Oct. 2 at 11:59PM ET

3. Reading Report #2 – 30%

In this assignment students will explain how the PAOC originated, developed, and matured as an organization. Begin by reading the book *Picture This! Reflecting on 100 Years of the PAOC* in its entirety and then prepare a 1000-1250 word reading report.

Reading Affirmation Statement: At the beginning of your paper, create a stand-alone sentence affirming that the textbook has been read in its entirety.

From your reading of the text, answer the following questions:

- a) Explain how the PAOC began and developed and matured as an organization, both theologically and missionally.
- b) What issues and challenges did the PAOC face in their development and how did they navigate through these challenges?
- c) What is your personal assessment of the PAOC story and what things can we learn and apply in the contemporary context of faith and ministry?

For this assignment, please adhere to the following guidelines:

- a) An introduction and conclusion are not necessary
- b) Include headings related to the questions
- c) Do not include a bibliography
- d) No other sources should be used
- e) Do not use the Bible or quote Bible verses
- f) Do not use personal stories
- g) Follow the [Horizon](#) & [MCS](#) Format Guide
 - Related to Learning Outcome #3
 - **Assignment length:** 4-5 pages.
 - **Due date:** Thursday Nov. 6 by 11:59PM ET

4. Research Paper OR Video Presentation – 35%

Students will select a subject within historical Pentecostalism and perform substantial academic research on the subject to evaluate its influence and impact on the movement.

OPTION #1: Major Research Paper

This 1750–2000-word major research paper must argue a thesis based on primary and secondary research.

- a) Topics for the paper are selected by the student in consultation with the instructor

- b) Create a title for your paper that reflects your topic (“Research Paper” is not a title)
- c) Use headings to clearly identify topical transitions in your paper

Developing a Thesis

- a) A thesis is an argument that can be supported by the available evidence
- b) Your thesis must be clearly stated in your introduction
- c) The remainder of your paper would then be committed to making a case or proving your thesis by providing primary and secondary source evidence and analysis

Here are a few examples of thesis statements for your convenience:

- a) “***This paper argues*** that R. E. McAlister should be considered the Father of the Canadian Pentecostal Movement because of his pioneering leadership, national influence, and defense of the faith.”
- b) “***This paper argues*** that the healing theology of early Pentecostals was centred on a flawed and unbalanced understanding of the atonement of Christ.”
- c) “***This paper argues*** that early Pentecostal views regarding organization delayed the development and progress of the Canadian Pentecostal movement.”

Recommended Format for Your Paper

Title	“Research Paper” is not a proper title Make sure your title captures your topic and your readers’ interest
Page 1	Introduction and Thesis Statement Should be at least a full paragraph in length (i.e., 5-8 sentences) Ensure thesis statement is clearly identified – i.e. “ <i>This paper argues...</i> ”
Pages 1-5	Build your case to support your argument with primary and secondary sources
*Page 6-7	Synthesis of Material (what does it all mean? why is it important? what lessons can we learn and apply to contemporary ministry?)
Page 7-8	Conclusion – Restating/summarizing of thesis, main points, and conclusions Should be at least a full paragraph in length (i.e., 5-8 sentences)

*Note: Don’t forget to include the Synthesis of Material section in your paper. This is a critical section that is often overlooked.

OPTION #2: Video Presentation*

This 15-minute video presentation is a cohesive narrative (your voice) in a visual format containing connecting images and video clips along with a narrator voice/text that creatively illustrates the selected area of research.

*Note: This is not a “talking head” video. This is not a video of the student talking into a camera from a script. This assignment is intended to be a documentary style video made of connecting

images, pictures, and video clips into a seamless biopic with your voice as the voice-over narration. Talking head videos will not be accepted or graded.

Developing a Key Question

- a) Like a thesis statement, the video option requires the student to create a key question to be answered by available primary and secondary source material
- b) Your key question must be clearly stated in the introduction of your video
- c) The remainder of your video would then be committed to answering your key question through a cohesive narrative in visual format

Here are a few examples of a key question:

- a) What is the Pentecostal history of Lakeshore Pentecostal Camp?
- b) Who is R. E. McAlister and how did he impact the Pentecostal movement?
- c) What is the Toronto Blessing?

Instructor's Recommended Format for Your Video

Title	Make sure your title captures your topic and your readers' interest
1-2 min	Hook: Grab your audience's attention Present your introduction and key question
3-10 min	Build your Case: Guide your audience through a narrative visual presentation to explore your key question
11-13 min	Application: Move your audience towards meaningful application. To synthesize the material, ask the following questions: What does it mean? Why is it important? What can we learn? What can we apply to our lives and ministries?
14-15 min	Conclusion: What's the big 'take away' and main point for your audience to remember and apply.

Note: It is the student's responsibility to ensure their video file is compatible and transferable to allow for proper grading. The video should be uploaded to a content hosting site like YouTube or OneDrive, and the link submitted on Populi.

Possible Topics for Major Assignment

- a) Degree of Difficulty: Low (ample primary source material available)
 - The theology of William Seymour, William Durham, Aimee Semple McPherson, etc.
 - The spirituality of early Pentecostals
 - The nature of early revival meetings (Azusa St., Hebden Mission, Argue Home, etc.)
 - The life and ministry of a typical Pentecostal pioneer
- b) Degree of Difficulty: Moderate (sufficient primary source material available)
 - The theology of Charles Fox Parham
 - The life of a prominent Canadian or global Pentecostal leader or missionary

- The imminent eschatology of early Pentecostals
- Defining issues of early Pentecostals: Sanctification, Initial Evidence, or Oneness
- History and theology of xenolalia and glossolalia
- The controversial healing theology of Pentecostals (early, mid, or late era)
- The holiness roots of the Pentecostal Movement
- The emergence of the global Pentecostal Movement
- The emergence of the Charismatic Movement
- The emergence of the Third Wave Movement
- History and Theology of Hillsong

c) Degree of Difficulty: High (less primary source material available)

- The formation of the PAOC statement of faith
- The role of women in the early Pentecostal movement
- The role of music within early Pentecostalism
- The role of race within early Pentecostalism
- Controversies and scandals within Pentecostal history
- Recent or emerging trends or personalities or revivals in Pentecostalism

Note: Students may not choose the Hebdens as a topic for your major research paper.

Searching for Primary Source Material

- a) An excellent website to search for primary source material is the Assemblies of God Archives at <http://ifphc.org> - this is the largest digital Pentecostal archive in the world; search by going to “Collections” then “Digital Publications” then “Full Text Search.” You should come up with many primary sources here.
- b) You can also visit the PAOC Archives located on the Mississauga MCS Campus site for a “hands-on research experience”; please plan your visit well in advance by contacting PAOC Archivist James Craig at archives@paoc.org; explain to him your research focus and he will provide some assistance with primary resource material; don’t forget to bring some cash for photocopying
- c) Find articles in Burgess, Van der Maas, eds. *New International Dictionary of Pentecostal and Charismatic Movements*. Grand Rapids, MI: Zondervan, 2001. At the conclusion of each entry, the author usually lists some primary source material that may be helpful to your research
- d) Check your textbooks and syllabus for primary source bibliographical entries
- e) For research on William Seymour and the Azusa Street Revival, a necessary primary source is “The Azusa Street Papers” (Together in Harvest Publications)
- f) Wikipedia is not a valid source and should not be included in our bibliography
- g) Given the varying degree of trustworthy religious websites, verify your source to ensure their academic validity and soundness

Bibliography

- a) Your Bibliography should have a minimum of 8 sources cited (not consulted)
- b) Included in your Bibliography should be a minimum of 2 primary sources cited

Quoting

- a) When quoting, make sure you introduce your reader to the author of the quote. For example: In his book, *Generation Z*, James Emery White affirms that “next generation ministries require a demonstration of authentic faith.”
 - b) Avoid just inserting quotes out of nowhere – your quotes should include author and context; I especially like when you agree/disagree with the author and interact with the material
 - c) Do not over quote; 2-3 short quotes per page maximum
 - d) For quotations that extend to more than five lines of prose, place quotations in a free-standing block of single-spaced text and omit quotation marks according to the MCS-Horizon Format Guide.
 - e) Your entire paper should not have more than two block quotes
- Related to Learning Outcome #4
 - **Assignment length:** 1750–2000-word major research paper or 15-minute video
 - **Due date:** Thursday Dec. 4 by 11:59PM

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, with the exception of the quizzes, VOD students have *the same* assignment due dates as in-class students. The weekly quizzes will be available for VOD students to take on Populi from the Tuesday that the quiz is due, through to Saturday at 11:59pm ET.
- Due Dates:
 - Quiz Due dates: (Sept. 27, Oct. 4, Oct. 11, Oct. 18, Nov. 15, Nov. 22, Nov. 29, Dec. 6, and Dec. 12)
 - Reading Report #1 Oct 2
 - Reading Report #2 Nov 6
 - Research Paper or Video Presentation Dec 4
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week’s classes.
- By Saturday at 11:59pm each week, VOD students will post a 2-3 minute video report addressing the following items: 1) affirm you have watched the required recording for the last seven days, 2) summarize one thing you learned that week that will help you reach the course learning outcomes, 3) explain at least one question you had after watching the class recording.
- Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due September 20
 - Day 2 Lectures and Report due September 27
 - Day 3 Lectures and Report due October 4
 - Day 4 Lectures and Report due October 11
 - Day 5 Lectures and Report due October 18
 - Day 6 Lectures and Report due November 15

- Day 7 Lectures and Report due November 22
- Day 8 Lectures and Report due November 29
- Day 9 Lectures and Report due December 6
- Day 10 Lectures and Report due December 12*(Friday)
- 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.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

Course Work Summary/Estimate of Time Investment (individual time investments may vary)

			Assignment Weighting
Classroom time	30 hrs	N/A	
1. Weekly Quizzes	16hrs	The beginning of each class starting Sept 23	20%
2. Reading Report #1	10 hrs	Oct 2	15%
3. Reading Report #2	18hrs	Nov 6	30%
4. Research Paper or Video Presentation	21hrs	Dec 4	35%
Total =	95 hrs		

All assignments are due by 11:59pm ET except for quizzes which are due by 5:59pm ET on date due.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

COURSE OUTLINE

1. Introduction – Tue. Sept. 16 at 6pm

- A. Uncovering Early Pentecostalism in Canada (Miller, Rudd, Atter, Sloos)
- B. Key Terms – Handout (Anderson, Burgess, Van Der Mass, Stewart)
- C. Introductions and Syllabus Review

Reading for Next Class: Textbook Ch. 1, *The Pentecostal Century*

2. Pentecost in Historical Context – Tue. Sept. 23 at 6pm

Quiz #1 Key Terms Handout and Textbook Ch. 1, *The Pentecostal Century*

- A. Pentecost through Church History (Kydd, Hyatt, Burgess)
- B. The Legacy of the Reformation (Luther, Oberman, MacCulloch)
- C. The Rise in Evangelicalism (Rawlyk, Noll, Bebbington, Wolffe)
- D. The Cane Ridge Revival, Cane Ridge, KY 1801 (Barton Stone)
- E. The Layman's Revival, Hamilton, Ontario 1857 (Phoebe Palmer)

Reading for Next Class: Textbook Ch. 2, *Pentecostal Roots*

3. Doctrinal Antecedents – Tue. Sept. 30 at 6pm

Quiz #2 Previous Lecture and Textbook Ch. 2, *Pentecostal Roots*

- A. John Wesley and the Double Cure (Dayton, Wesley)

- B. The Holiness and Keswick Movements (Wacker, Synan, Robinson)
- C. The Healing Movement: Another Double Cure (Curtis, Opp, Hardesty)
- D. John Alexander Dowie – Christian Utopia in Chicago (Dowie, Lindsay)

Reading for Next Class: Textbook Ch. 3, *The Azusa Street Revival*

4. The Azusa Street Revival – Tue. Oct. 7 at 6pm

Quiz #3 Previous Lecture and Textbook Ch. 3, *The Azusa Street Revival*

- A. Charles Fox Parham: Father of the Pentecostal Movement? (Goff, Synan)
- B. William J. Seymour and the Azusa Street Revival (Robeck, Bartleman)

Reading for Next Class: Textbook Ch. 4, *To the Regions Beyond*

5. Global Developments – Tue. Oct 14 at 6pm

Quiz #4 Previous Lecture and Textbook Ch. 4, *To the Regions Beyond*

- A. The Pentecostal Wheel Handout – Jesus is Coming Soon! (Johnson)
- B. Missionary Expansion (Anderson, Hollenweger, Burgess)
- C. Pentecostal Missionaries (Rudd, Miller, Synan, PAOC Archives)
- D. The Indian Revival (Ramabai, Burgess, Van Der Maas)

Reading for Next Class: Textbook Ch. 6, *The Finished Work (focus on Oneness)*

NO CLASS – Tue. Oct. 21 – Instructor Speaking at Maritime District Conference

NO CLASS – Tue. Oct. 28 – Reading Week

NO CLASS – Tue. Nov. 4 – No Class (Module week)

6. Doctrinal Challenges – Tue. Nov. 11 at 6pm

Quiz #5 Previous Lecture and Textbook Ch. 6, *The Finished Work*

- A. Four Characteristics of Early Pentecostals
- B. The “New Issue” – Baptized in the Name of Jesus Only
- C. Oneness Pentecostals and the UPCI Movement (Reid, McAlister)

Reading for Next Class: Textbook Ch. 10, *Spirit-filled Women*

7. Organizational Development – Tue. Nov. 18 at 6pm

Quiz #6 Previous Lecture and Textbook Ch. 10, *Spirit-filled Women*

- A. The PAOC Charter and Government 1919 (PAOC Archives, Sloos)
- B. The PAONL Charter and Government 1925
- C. The Latter Rain Schism and the Development of Pentecostal Education (PAOC Archives)
- D. (optional) Pentecostals and the National Association of Evangelicals (Synan)

Reading for Next Class: Textbook Ch. 13, *Healers and Televangelists*

8. Healers and Televangelists – Tue. Nov 25. at 6pm

CLASS TAUGHT BY VIDEO LECTURE

INSTRUCTOR LEADING MISSIONS TRIP TO CUBA

Quiz #7 Previous Lecture and Textbook Ch. 13, *Healers and Televangelists*

- A. Emergence of the Pentecostal Healing Evangelist (Kydd, McNutt, Evangel)
- B. Aimee Semple McPherson (Blumhofer, Sloos)

C. Oral Roberts, Jimmy Swaggart, Jim Bakker (Roberts, Synan, Sloos)

Reading for Next Class: Textbook Ch. 9, *The Catholic Charismatic Renewal*

9. Second Wave Pentecostalism – Tue. Dec. 2 at 6pm

Quiz #8 Previous Lecture and Textbook Ch. 9, *The Catholic Charismatic Renewal*

- A. The Second Wave: The Charismatic Movement (Bennett, Rice, DuPlessis)
- B. Jesus People (Calvary Chapel, Lonnie Frisbee)
- C. New Music for the Movement (Andre Crouch, Keith Green)
- D. Famous Scandals (Oral Roberts, Jim Baker, Jimmy Swaggart)

Reading for Next Class: Textbook, Ch. 14 *Streams of Renewal...*

10. Third Wave Pentecostalism – Tue. Dec. 9 at 6pm

Quiz #9 Previous Lecture and Textbook Ch. 14, *Streams of Renewal...*

- A. The Third Wave: Power Evangelism (C. Peter Wagner, Kansas City Prophets, Trumpism)
- B. What is a Revival?
- C. Contemporary Revivals – Toronto, Brownsville, and Asbury Revivals
- D. How to Discern/Pastor a Move of God (including prayer for revival in class)

- **Revision Week** is Dec 15-19, 2025. Your instructor may also request revisions on some assignments before revision week
- No assignments will be accepted after Friday Dec 19, 2025.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalence
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 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 and MCS encourage 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 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.

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Appendix

Instructor's Online Gravesite Catalogue of Early Canadian Pentecostal Pioneers

Find catalogued listings at findagrave.com

(Listings in bold are gravesites that are still to be identified)

Female Pioneers (not a complete list)

1. ARGUE, Zelma (1900-1980)
2. BINGEMAN, Ethel Leah Hallman (1888-1975)
3. **BOOTH-CLIBBORN DEMAREST, Victoria (1889-1982)**
4. CHORLEY, Alice Mary (1884-1978)
5. CUNNINGHAM, Mabel Florence (1885-1980)
6. CRESSMAN, Annie (1913-1991)
7. DAVIS, Susie J. (1884-1962)
8. DAVIS, Caroline L. (1884-1976)
9. ELLIS, Lillie Maud (1923-1992)
10. GARRIGUS, Alice Belle (1858-1949)
11. GILLESPIE, Jessie (1876-1954)
12. HAIST, Coralee (1889-1976)
13. HEBDEN, Ellen Hebden (1865-1923)
14. JAMIESON, Ethel Leah (1888-1975)
15. KELLER, Marion (1889-1953)
16. McALISTER, Laura Ella (1886-1977)
17. McLEOD, Sadie Margaret (1915-1999)
18. McPHERSON, Aimee Semple (1890-1944)
19. MORRISON, Mary Louella (1895-1979)
20. MORRISON, Laura May (1896-1979)
21. NYGAARD, Sophia (1885-1976)
22. PARDO, Blanche Marie (1904-1979)
23. POOL, Sarah Ann (1862-1913)
24. PRESTON, Ann (Holy Ann) (1810-1906)
25. SHARPE, Jean Elizabeth (1877-1969)
26. SIMS, Beatrice Lindley (1890-1962)
27. SWANSON, May Violet (1898-1984)
28. WARD, Lettie May (1892-1961)
29. YEOMANS, Lilian Barbara (1861-1942)

Male Pioneers (not a complete list)

1. ADAMS, Albert E. (1877-1936)
2. ARGUE, Andrew Harvey (1868-1959)
3. ARGUE, Robert Milton (1916-2009)
4. ATKINSON, George (1891-1949)
5. ATTER, Arthur Manley (1874-1937)
6. ATTER, Gordon Francis (1905-1997)
7. BAKER, Charles Edward (1872-1947)
8. BALL, John T. (1874-1955)
9. BELLSMITH, Frederic Marlett (1872-1948)
10. BENHAM, Rev. Dr. Charles Orville (1891-1974)
11. BLAIR, John Harold (1898-1971)
12. BODDY, Alexander Alfred (1854-1930)
13. BOMBAY, Richard Gerald Austin (1910-1994)
14. BUNTAIN, Daniel Newton (1888-1955)
15. BURSEY, Ananias Stanley (1906-1990)
16. CADWALDER, Hugh Maurice Sr. (1891-1973)
17. CANTELON, John Elmer (1880-1968)
18. CHAMBERS, George Augustus (1879-1957)
19. CHAWNER, Dr. Austin (1903-1963)
20. CHAWNER, Charles Wm Henry (1865-1949)
21. CHORLEY, Frederick Leonard (1878-1953)
22. CLEMENS, Ernest (1877-1959)
23. CROSS, Clarence Lancelot (1888-)
24. DAY, Charles Frederick (1894-1983)
25. DRAFFIN, William Lloyd (1888-1936)
26. EASTMAN, Robert (1901-1990)
27. EBY, Rev. Solomon (1834-1931)
28. EGGLETON, Harry (1902-1977)
29. **ENGLISH, Robert C. (1886-1942)**
30. FAUGHT, James Harry (1925-2005)
31. FISHER, George Edward (1853-1924)
32. FOUND, William Henry (1900-1960)
33. GOSS, Howard Archibald (1883-1964)
34. GREENWOOD, Wilbert Beaton (1908-1993)
35. HARROW, John M L (1873-1920)
36. HART, John Lewis (1883-1968)
37. HEBDEN, James (1860-1919?- unknown)
38. HORNER, Ralph Cecil (1853-1921)
39. HUGHES, John Albert (1894-1952)
40. JAMIESON, Robert (1868-1961)
41. JOHNSTONE, Thomas "Tom" (1903-2002)
42. JONES, Sidney Percy (1880-1972)
43. KAUFFMAN, Ivan (1885-1934)
44. KELLER, Otto (1888-1942)
45. **KING, Roy D. (1928-)**
46. KULBECK, Earl N. O. (1909-1982)
47. LATTO, Thomas T. (1886-1969)
48. LEBROCQ, Philip C. (1888-1976)
49. LYNN, Carman W. (1917-2014)
50. MacKNIGHT, James Montgomery (1931-2007)
51. MADDAFORD, Francis R. (1879-1933)
52. McALISTER, David (1882-1951)
53. McALISTER, Harvey (1892-1978)
54. McALISTER, Hugh John (1902-1955)
55. McALISTER, John (1872-1943)
56. McALISTER, Robert Edward (1880-1953)
57. McALISTER, Walter Elmo (1897-1991)
58. McPHERSON, Willis Hector Grant (1908-1969)
59. MONTGOMERY, James A (1903-1989)
60. MORRISON, John Elmor (1896-1965)
61. MORRISON, Vernon Roy (1900-1975)
62. MUNROE, Alexander (1885-1950)
63. MURRAY, George Andrew (1859-1909)
64. NELSON, Clifford William (1900-1982)
65. PATTISON, Arthur Miles (1865-1928)
66. PERKINS, John Moore (1866-1949)
67. POCOCK, William (1868-1945)
68. PRICE, Charles Sydney (1887-1947)
69. PURDIE, James Eustace (1880-1977)
70. RANDALL, Herbert Edward (1865-1938)
71. RATZ, Charles Arthur (1907-2008)
72. RICHARDS, Albert Graydon (1919-1995)
73. RUDD, Douglas (1919-2007)
74. SALMON, John (1831-1918)
75. SAUNDERS, John Dennis "Jack" (1876-1962)
76. SCRATCH, Carman Clare (1902-1974)
77. SEMPLE, Robert (1881-1910)
78. SIMPSON, Albert Benjamin (1843-1919)
79. SKINNER, James (1904-1992)
80. SLAGER, George Christian (1886-1968)
81. SMALL, Franklin (1873-1961)
82. SMITH, Campbell Bannerman (1900-1961)

83. SPENCE, John Rutherford (1880-1976)
84. SPILLENAAR, John (1916-2003)
85. STERNALL, Reuben Eby (1885-1982)
86. STILLER, Carl Hilmer (1910-1971)
87. STORY, Carlos A. C. (1882-1961)
88. STORY, Franklin Gustavas Monkhouse (1882-1959)
89. STRONG, Tom Alexander (1895-1974)
90. SWANSON, James (1891-1940)
91. TILTON, Stewart Royden (1900-1977)
92. UPTON, George Rolland (1900-1988)
93. VATERS, Eugene (1898-1984)
94. VAN LOON, Harry (1880-1920)
95. WARD, Alfred George (1881-1960)
96. WORTMAN, Dr. Charles M. (1892-1968)
97. YATES, Charles (1926-2014)
98. YOUNG, Frederik Wilmer (1882-1968)