



Graduate Student Handbook

2026-2027



Preparing competent Christian leaders, *with the church, for the church.*

Horizon College and Seminary is incorporated in the province of Saskatchewan under the Societies Act, for the purpose of the education and training of men and women for vocational ministry and other forms of Christian service, and to award certificates, diplomas and degrees towards the fulfillment of these purposes.

Published by Horizon College and Seminary
2026-2027 Academic Year

The information in this catalogue is intended to be accurate and complete as of the date of its publication, Tuesday, July 14, 2026. However, the seminary reserves the right to make corrections and changes, as it deems necessary, should conditions so warrant. It also reserves the right to follow its discretion in the interpretation and enforcement of all standards and expectations relative to seminary life and pursuits, however communicated, in keeping with the ministry goals of the seminary.

Horizon College and Seminary
604 Webster St, Saskatoon, SK, Canada S7N 3P9
Phone: (306) 374-6655
Toll Free: 1-877-374-6655
Fax: (306) 373-6968
Email: info@horizon.edu
Website: www.horizon.edu

Issue Date: 7/14/26

Table of Contents

General Information.....	5
Mission Statement	5
Statement of Faith	5
Governance	5
Institutional Goals	5
Non-discrimination	6
MCS-Horizon Partnership	6
Accreditation and Affiliations	6
Faculty.....	8
Faculty & Staff Directory	9
Administrative Information	10
Admissions Information	11
Seminary Admissions Requirements & General Information	11
Transfer Credit Policy	13
Financial Information.....	15
Financial Policies for 2026-2027	15
Canada Student Loans	16
Tuition Refunds.....	17
Academic Information	18
Peer Mentoring & Academic Coaching.....	19
Grading System	22
Academic Integrity	23
Artificial Intelligence (AI): Policy for Acceptable Use	24
Academic Appeals	26
Graduation Requirements.....	27
Accessible Learning Services Information	28
Record Retention Policy	29
Library.....	30
Student Services	31
Student Health Services	32
Campus Community	32
Community Covenant	33

Seminary Student Code of Conduct.....	33
Statement on Human Sexuality & Gender	34
Seminary Property	35
Disciplinary Measures.....	36
Abuse Policy.....	37
Sexual Assault Policy.....	39
General Complaints Policy.....	42
Emergency Procedures	42
Appendices	43
Graduate Degrees	43
Graduate Diploma.....	45
Graduate Certificates	46
Course Catalogue	47
Biblical Interpretation	47
Old Testament	48
New Testament.....	49
Theological Studies	52
Pastoral Studies	54
Educational Ministries	55
Leadership Studies	55
Global Studies	58
Counselling and Psychotherapy.....	58
Program Requirements.....	61



General Information

Mission Statement

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

In keeping with this broader vision, Horizon Seminary equips both seasoned and aspiring Christian leaders to serve the church and world through thoughtful engagement in graduate-level biblical and theological studies, ministry and leadership training, and hands-on contextualized learning.

Statement of Faith

We believe the Holy Scriptures to be the divinely inspired, infallible, inerrant and authoritative Word of God.

We believe there is one God, eternally existent in the three Persons of the Holy Trinity.

We believe in the virgin birth of the Lord Jesus Christ, His unqualified deity, His sinless humanity and perfect life, His all-sufficient atoning death, His bodily resurrection, His ascension to the Father's right hand, and His personal return at His second advent.

We believe that justification is a judicial act of God on the believer's behalf solely on the merits of Christ, and that regeneration by the power of the Holy Spirit is essential for personal salvation.

We believe in the present-day reality of the baptism in the Holy Spirit according to Acts 2:4, the gifts of the Holy Spirit, and the Lord's supernatural healing of the body.

We believe in the Lordship of Christ over the Church, the ordinances of Christian baptism by immersion for believers, and the Lord's Supper.

We believe in the imminent, personal return of Jesus Christ and in the eternal blessedness of the redeemed in heaven.

Governance

Horizon's Board of Governors is comprised of members appointed by the board itself and of members appointed by the PAOC SK and MB/NWO District executives.

Institutional Goals

1. To advance God's kingdom by operating an effective Christian leadership College and Seminary—provide and operate primarily at Saskatoon, in the Province of SK, a College and Seminary and facilities for the education and training of men and women for pastoral ministry, global missions work, and other forms of Christian leadership, service and witness.

2. To advance God's kingdom by educating students for Spirit-empowered Christian life and ministry—educate students to grow in Christ-like character, to be prepared for credentialed ministry, and to be salt and light in the church and society.
3. To advance God's kingdom by building multi-denominational relationships—secure cooperation of all persons, churches, and other ministries within the Christian and Missionary Alliance, Church of God in Western Canada, Mennonite Brethren, the Pentecostal Assemblies of Canada, and other like-minded denominations, for the purpose of making the work of Horizon College and Seminary effective.
4. To advance God's kingdom by graduating competent students for life and ministry—award undergraduate and graduate certificates, diplomas, and degrees which may be deemed necessary or useful for carrying into effect the objects and purposes of the Corporation.

Further information about our institutional goals can be found here: horizon.edu/about/institutional-effectiveness

Non-discrimination

Horizon College & Seminary practices nondiscrimination on the basis of biological sex, race, disability, or national origin. See further the Community Covenant and the Statement on Human Sexuality and Gender.

MCS-Horizon Partnership

In November 2023, MCS and Horizon began a partnership aimed at offering prospective Christian leaders innovative, accessible, and affordable pathways to develop or hone leadership competencies at both undergraduate and seminary levels, preparing leaders with the knowledge and skills to lead competently in professional ministry, co-vocational ministry, and marketplace contexts. MCS and Horizon will continue operating in Ontario and Saskatchewan respectively, granting degrees under their distinct names.

Accreditation and Affiliations

Horizon Seminary is accredited by the Association for Biblical Higher Education (ABHE) Commission on Accreditation (5850 T. G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407.207.0808) to grant certificates and degrees at the Baccalaureate and Master's levels. ABHE is an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.



We are an associate member of The Association of Theological Schools.



We are an accredited ministerial training college of the Pentecostal Assemblies of Canada.



We are a joint-venture partner with Master's College & Seminary.



We are a constituent member of the Evangelical Fellowship of Canada.



We are a member of Christian Higher Education Canada.



We are a participating institution in the Canada Student Loan Program.



We are a partner of the Institut Biblique du Québec.



We offer Youth Ministry degree programs in partnership with The Coalition for Youth Ministry Leadership.



We are an affiliated college of the University of Saskatchewan.



We are associated with the Lutheran Theological Seminary (Saskatoon, SK) for graduate programs.



We have an educational affiliation with the Evangelical Orthodox Church.



We hold transfer agreements with Briercrest Seminary, Providence Theological Seminary, MB Biblical Seminary and Ambrose University.



We are affiliated with the Canadian Conference of Mennonite Brethren Churches, The Alliance Canada, and the Canadian Church of God Ministries.



We are a member of the Saskatchewan Association of Theological Colleges.

Faculty



Dr. Stephen Barkley

Internship Director; Assistant Professor of Bible & Practical Theology

D.P.T. (McMaster Divinity College)
M.Div. (Tyndale Seminary)
B.Th. (Eastern Pentecostal Bible College)



Stephanie Christianson

Assistant Academic Dean; Instructor

M.A. (Briercrest Seminary)
B.A. (Bethany College)



Dr. Andrew Gabriel

VP Academics; Professor of Theology

Ph.D. (McMaster Divinity College)
M.A. (McMaster Divinity College)
B.Th. (Master's College and Seminary)



Dr. Ron Kadyschuk - Professor Emeritus

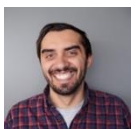
Ph.D. (University of Saskatchewan)
M.Div. (Lutheran Theological Seminary)
M.Ed. (University of Manitoba)
B.Ed. (University of Manitoba)
B.A. Honours (University of Winnipeg)



Dr. Carmen Kampman

VP of Community Relations; Assistant Professor of Leadership & Spiritual Formation;
MAML & MDiv Program Coordinator

D.Min. (George Fox University)
M.A. (Briercrest Seminary)
Dip. Christian Studies (Horizon College & Seminary)



Dr. Mykhaylo Khromyak

Associate Professor of History & Theology

Ph.D. (Ukrainian equivalent: Candidate of Science, Dragomanov National Pedagogical University)
Master of Non-profit Organization Management (Ukrainian Catholic University)
M.A. (Evangelische Theologische Faculteit)
M.Th. (Lviv Theological Seminary)
M.A. (Ukrainian Equivalent: Specialist in History, Ivan Franko National University of Lviv)



Dr. Nataliia Khromyak

Professor; MA in Biblical & Theological Studies Program Coordinator

Ph.D. (Ukrainian Equivalent: Candidate of Science, Dragomanov National Pedagogical University)
M.R.S. (Dragomanov National Pedagogical University)
M.B.T. (Evangel Theological Seminary)
B.Th. (Lviv Theological Seminary)



Dr. Todd Manuel

Assistant Professor of Pastoral Leadership; Executive Vice President of MCS

Ph.D. (Wilfrid Laurier University)
M.Div. (Tyndale University)
Graduate, Eastern Pentecostal Bible College

**Dr. Jeromey Martini**

President; Professor of New Testament

Ph.D. (University of Edinburgh)

E.M.B.A. (Quantic School of Business and Technology)

M.T.S. (McMaster University)

B.A. (Briercrest College)

**Heather Tomes**

Instructor; Counselling and Psychotherapy Program Coordinator

Registered Psychologist with Authorized Practice Endorsement (#772; Saskatchewan College of Psychologists)

M.Ed. School and Counselling Psychology (University of Saskatchewan)

B.A. Psychology, Honours (University of Saskatchewan)

**Eldon Wright**

Associate Vice President, Student Experience and Registrar

Diploma Theology (Central Pentecostal College)

Adjunct Faculty information is available on our [website](#).

Faculty & Staff Directory

Jan Andreae	VP Operations	business@horizon.edu
Stephen Barkley	Internship Director, Assistant Professor of Bible & Practical Theology	stephen.barkley@mcs.edu
Richelle Bekkattla	Library Technician, Academic Accommodations Coordinator	library@horizon.edu
Elly Blackaby	Assistant Director of Students Services	
	Reception & Hospitality Coordinator	assistant@horizon.edu
Stephanie Christianson	Assistant Academic Dean, Instructor	schristianson@horizon.edu
Tyrone Dyck	College Ambassador	tdyck@horizon.edu
Michael Epp	Jr Accountant	finance@horizon.edu
Dawn Friesen	IT	IT@horizon.edu
Andrew Gabriel	VP Academics, Assoc. Professor of Theology	agabriel@horizon.edu
Wendy Holmes	Director of Academic Success	
Tammy Israelson	Admissions Counsellor & Assistant to the Registrar	tisraelson@horizon.edu

Carmen Kampman	VP Advancement, Assistant Professor of Leadership & Spiritual Formation, MAML & MDiv Program Coordinator	carmen@horizon.edu
Mykhaylo Khromyak	Associate Professor of History & Theology	Mykhaylo.Khromyak@mcs.edu
Jessie Lysholm	Adjunct Faculty Advisor	jlysholm@horizon.edu
Todd Manuel	Assistant Professor of Pastoral Leadership	todd.manuel@mcs.edu
Jeromey Martini	President, Professor of New Testament	jmartini@horizon.edu
Jayna Snider	Director of Marketing	jsnider@horizon.edu
Leang Sum	Custodian	N/A
Heather Tomes	Instructor; Counselling and Psychotherapy Program Coordinator	htomes@horizon.edu
Mark Tubbs	Library Director	N/A
Eldon Wright	Associate Vice President, Student Experience & Registrar	eldon.wright@mcs.edu

Administrative Information

Main Office hours:

8:30am - 4:30pm Monday - Thursday

8:30am - 3:30pm Fridays

The office is closed statutory holidays and between Christmas Eve and New Year's Day annually.

Summer Office hours:

8:30am-3:30pm Monday – Friday



Admissions Information

Seminary Admissions Requirements & General Information

All applicants:

- Clearly display strong Christian character and values.
- Must testify to a definite experience of Christian conversion, demonstrate their commitment to a life of Christian discipleship, and provide evidence of an approved Christian character that is free from questionable habits and practices.
- Complete and submit all portions of the online application. Submission of the application does not guarantee admission. The online application includes submission of:
 - Original transcripts.
 - Pastoral Reference & Personal Reference
- Will agree to be subject to the rules and regulations of the Seminary as stated in the Seminary Student Handbook, including the Code of Conduct.

Horizon Seminary reserves the right to deny admission of any individual who refuses to embrace the doctrines and practices of the community at Horizon College and Seminary

Academic Requirements:

Horizon Seminary seeks to ensure that people who are admitted to a graduate program find success in their studies. For this reason, we provide three pathways for entrance to our programs:

- Undergraduate degree: Students who have an undergraduate degree (with a cumulative grade point average [GPA] of 2.5 or higher) may enter a graduate degree program at Horizon Seminary.
- Degree equivalency: Students who have completed 90 credit hours of accredited undergraduate courses (with a 2.5 cumulative GPA or higher) may receive degree equivalency, which allows them to enter most graduate degree programs at Horizon Seminary. (The MA in Pastoral Psychotherapy is the sole exception, as it requires a completed four-year undergraduate degree.)
- Certificate/Certificate Equivalent: Students who are 25 years or older and who have professional work experience may be considered for admission to a Horizon Seminary non-degree program without an accredited undergraduate degree or its equivalent.

Students who are 25 years or older and who have professional work experience may be considered for conditional acceptance to a Horizon Seminary degree program without an accredited undergraduate degree or its equivalent. Full acceptance would require the completion of a six-course Graduate Certificate from Horizon Seminary (or the equivalent of a Graduate Certificate), with a 2.7 cumulative GPA or higher.

Additional Requirements for the MA in Pastoral Counselling Program

- Acceptance of the general Seminary application (as per above).

- Completion of an additional screening application, specific to the MA in Pastoral Counselling program. This will be provided by Admissions once the general Seminary application has been accepted.
- Original Criminal Record Check with Vulnerable Sector Search (Must be issued within the last 60 days).

Additional Requirements for the MA in clinical Pastoral Counselling and the MA in Pastoral Psychotherapy Program

- Acceptance of the general Seminary application (as per above).
- Completion of an additional screening application, specific to the MA in Clinical Pastoral Counselling and MA in Pastoral Psychotherapy programs. This will be provided by Admissions once the general Seminary application has been accepted.
- Entrance into the MA in Pastoral Psychotherapy program requires a completed, four-year undergraduate degree, as per the requirements of the College of Registered Psychotherapists of Ontario (CRPO).
- Original Criminal Record Check with Vulnerable Sector Search (Must be issued within the last 60 days).

Re-Entry Students:

Re-entry students are those who have been away from Horizon College & Seminary for more than one year (12 months). We understand that students may step away from study for a period time for a variety of reasons. We are committed to helping students re-engage with Horizon College & Seminary when the time is right.

To Continue as a Re-Entry Student:

- 1) Review the admissions requirements and process.
- 2) Complete the Re-Entry Application that can be found [here](#).
- 3) Submit transcripts for any other post-secondary education you have completed since you last studied at HCS.

Please contact us if you have any questions about the application process as a re-entry student.

If it has been less than one year since you've studied at Horizon College & Seminary, and you wish to continue your studies, please contact the Registrar's office.

English Language Policy:

The language of instruction and examination at Horizon College & Seminary is English. In order for students to understand, communicate, and be successful in our programs, an acceptable level of academic English is required. See the full policy in the International Student Handbook.



Transfer Credit Policy

Horizon College & Seminary (HCS) considers transfer credit from a variety of post-secondary institutions. Applicants desiring advanced standing at HCS on the basis of previous work must have official transcripts forwarded directly from the institution where the credits were earned. Photocopies are adequate for an unofficial transfer assessment, but transfer credits can only be confirmed and awarded with official transcripts. HCS's Registrar's office will determine if a course is comparable to an HCS course.

General Policies

1. A graduate student from an institution accredited by the Association of Theological Schools or the Association for Biblical Higher Education will receive full credit for equivalent courses provided grades were at least a C (73 or higher).
2. To be transferable, a course must be the equivalent or near to the equivalent of the HCS course. Most 3-credit courses at the seminary level require 110-130 hours. The hours include classroom instruction, readings, assignments, revisions, etc.
3. Courses can be considered for electives but must fit within the maximum number of elective hours in the particular program selected.
4. Students wishing to graduate from Horizon Seminary must take at least 50% of their courses from Horizon.
5. Grades for credits transferred will not appear on the transcript nor will they be considered when calculating a student's grade point average.

Policy Specific to the MA in Clinical Pastoral Counselling (MACPC) Program:

6. These three core counselling courses must be completed at Horizon College & Seminary: CP5100 Counselling Theory and Techniques, CP5111 Ethical and Legal Issues in Counselling, and CP6510 Counselling Skills Lab.
7. The MACPC Practicum must be completed at Horizon College & Seminary: CP7501 Counselling Practicum I, and CP7502 Counselling Practicum II.

Seminary Transfer Credit Agreements with Specific Schools

Horizon has transfer agreements with three seminaries (Briercrest Seminary, Providence Theological Seminary, and Mennonite Brethren Biblical Seminary) that are accredited by the Association of Theology Schools. More information about the applicable courses can be obtained from the Registrar's office.

Transfer of Credit to a Second Graduate Degree with Horizon College & Seminary

An individual wishing to graduate with a second graduate degree from Horizon College & Seminary can transfer up to a maximum of half the credit hours (50%) from the first degree, and must complete a minimum of half (50%) the credit hours of the second degree at Horizon College & Seminary.

Only 50% of credits from the shorter degree can apply to a longer degree. If a student has a previous MA of 36 credits, only a max. of 18 of those credits could be used in a second MA. Alternatively, if a person

has a previous MA of 60 credits and wants to take a second, 36-credit MA at Horizon, again only a max. of 18 credits could be used.

The following criteria must also be met:

- The student has met the admission requirements of the second degree.
- The specific requirements of each degree must be fulfilled.
- The second degree must have a different specialization from the first degree.
- Credits transferred in must have been completed within the last 10 years from the commencement of a second degree.

Appealing Transfer Credit Decisions

If an applicant thinks they have a valid basis for appealing a transfer credit evaluation, they can appeal through the Registrar's office. The student will likely be asked to provide additional evidence or documentation that an adjustment to the transfer credit decision is merited.

Failing an appeal, a student could also potentially consider PLAR (Prior Learning Assessment and Recognition) which might provide credit for previous life learning. PLAR consideration is only available for College level studies. More information can be secured from the Registrar's office or online.

Transfer of Credits for Courses Taken after Admission (Post-Admission Credits)

Admitted full or part-time students, and students on leave, who wish to take courses offered by other post-secondary institutions towards their program at HCS must apply through the Registrar's office for a letter of permission to be a visiting student. The courses to be taken must be specified. Following completion of the approved courses, an official transcript must be sent from the host institution to HCS in order for any transfer credits to be applied to the student's file.

Credit Transfer to Other Colleges and Universities

HCS students have been able to transfer courses to other colleges, seminaries, or universities. Each institution determines which credits taken at HCS will transfer into a student's program of study based on the program requirements of the chosen degree. It is advisable for students to consult with the school they are applying to regarding transfer credits.

Seminary Advanced Standing Policy

Advanced standing may be applied where a student has completed undergraduate coursework that is considered equivalent to that required by a graduate program.

Advanced standing may be awarded in one of two ways:

1. Advanced standing with credit:

- Students may apply to have credit applied to a program requirement on the basis of course work completed from an accredited undergraduate institution. This includes credit toward open elective requirements, provided the undergraduate course aligns with the program objectives.
- Undergraduate internships and previous ministry experience alone will not be considered in any advanced standing requests.

- At this time, advanced standing with credit can only be applied to the Master of Divinity (MDiv) program at Horizon College & Seminary.
- No more than 18 credit hours (6 courses) needed for completion of the MDiv may be accrued through upper-level undergraduate courses (300/400-level) for advanced standing with credit.
- The student must provide evidence of undergraduate credit completed through submission of an official transcript. Course assignments may be requested for additional assessment.
- Only courses with a minimum “B+” grade will be considered for advanced standing.
- The courses considered for advanced standing must have been taken within ten years of commencement of the current degree program at Horizon College & Seminary.
- All requests for advanced standing must be completed in writing to the Registrar’s Office no later than six months after official acceptance to Horizon College & Seminary.

2. Advanced standing without credit:

- Advanced standing without credit allows a student to waive a curricular requirement on the basis of having sufficient breadth in the field of study and allows the student to substitute an advanced course in the same field. Exemptions do not reduce the total credits required for a degree.
- The Program Coordinator and Registrar will determine appropriate course substitutes for advanced standing without credit. This may be done through assessing transcripts, syllabi, and/or course work.



Financial Information

Financial stewardship is a direct reflection of our obedience to God and His Word. Your education will cost you, financially and personally, and you must count (prepare for) the cost. It is worth it if you give yourself fully to the process of being transformed into the unique and amazing person you were created to be.

Financial Policies for 2026-2027

All tuition and student fees are due and payable one business day prior to the start of the semester, unless a student is making use of the Monthly Payment Plan (see below). Payment is accepted via e-transfer to business@horizon.edu, cash, cheque, Interac, automated account withdrawal, or credit card (M/C, Visa, Amex).

Tuition & Fees

A list of current tuition and fees are available on our website (www.horizon.edu) under Seminary – Tuition and Fees. The following are the current academic year rates:

Tuition \$248.00 per credit hour

Student Fee \$40.50 per credit hour

Populi Fee \$54.00 per semester

Monthly Payment Plan Option

Students unable to pay in full at registration may take advantage of our Monthly Payment Plan option, with payments due on the 1st of each month (or as agreed on) over the course of the semester. Interest charges of 2% are applied monthly on the outstanding balance. If scheduled payments are not received, access to the student's marks and transcript will be locked.

Please contact the Business Office if you have questions or require assistance managing your finances. We are here to help!

Students with unpaid accounts are:

- Unable to receive or access marks or transcripts.
- Unable to finalize registration for another semester.
- Unable to receive certificates, diplomas, degrees, or awards.

Failure to meet payment deadlines may result in dismissal from the college. Accounts outstanding over 90 days or in arrears will be sent to Canadian Credit Corporation for collection. Students will receive a number of notices over the 90 days and are provided every opportunity to care for their account during this time.

Canada Student Loans

Horizon College and Seminary is a designated college under the Canada Student Loan program. Our EI code is CPAO. This allows students to apply for national and provincial student loans to attend Horizon College & Seminary.

Application for student loans are made through your provincial government (SK & MB information below) and may be submitted prior to being accepted. Loan applications for the Fall are generally available in early June/July and should be submitted prior to course registration.

College students are eligible for full-time student loans with a minimum of 10 credit hours per semester, and part-time student loans with a minimum of 4 credit hours per semester.

- Credit hours must be maintained in each semester. If the minimum is not met in any semester, students can apply for full or part-time loans by semester.
- Full-time loans cover educational and living expenses while part-time loans cover only educational expenses (tuition, fees, books/supplies).
- Student loan applications are available online through the student's respective provincial government, usually in early to mid-June.

Credit hour requirements:

- Full-time seminary loans – 9 credit hours per semester is the minimum requirement to qualify for full-time student loans.
- Part-time seminary loans – 3 credit hours per semester is the minimum requirement to qualify for part-time student loans.

Saskatchewan Student Aid (SK Residents only)

Website: <https://www.saskatchewan.ca/studentloans>

Tel: 306-787-5620 Email: studentservices@gov.sk.ca

Manitoba Student Aid

Website: <https://www.edu.gov.mb.ca/msa/index.html>

Winnipeg Office: 204-945-6321 Brandon Office: 204-726-6592

Disability Funding Options

Horizon College & Seminary is designated as an eligible institution member under the Canada Student Loan Act. This status means that students with a documented permanent disability may be eligible to receive disability funding, as well as equipment and services funding. In order to apply for disability or equipment and services funding, a student must first apply for student loans with their province of residence. It is the student's responsibility to ensure that all required documentation for funding is completed. For those who would like more information, please contact Richelle Bekkattla at library@horizon.edu, or search your provincial government website for "Canada Student Grant for Services and Equipment for Students with Disabilities", and/or "Canada Student Grant for Students with Disabilities".

As well, <https://disabilityawards.ca/> lists other Canadian sources of potential funding.

Tuition Refunds

100% tuition refunds are granted prior to the start of class only. All fees are non-refundable.

Module Refunds

By end of 1st day: 80%

By end of 2nd day: 50%

After 2nd day: 0

6 Week Term Refunds

By end of 1st week: 80%

By end of 2nd week: 50%

After 2nd week: 0

Semester & DE Refunds

By end of 2nd week: 80%

By end of 3rd week: 50%

After 3rd week: 0

Student Assistance

Limited Student Assistance is available by submitting the Financial Assistance Application here: <https://www.horizon.edu/seminary/tuition-fees>.



Academic Information

MCS & Horizon

Master's College & Seminary (MCS) is offering courses for graduate credit in partnership with Horizon Seminary. Some Horizon Seminary courses will be hosted at the MCS campus in Ontario, with livestreaming and Video-On-Demand delivery methods available. The seminary schedule includes details on where courses will be hosted: <https://www.horizon.edu/seminary/courses/>

Academic Calendar

The current academic calendar can be viewed here: <https://www.horizon.edu/students/resources>

Course Changes

Students may change courses within the first week of classes. Following the first week, students must officially withdraw from the course before the withdrawal cut-off date and the designation WD will appear on the transcript. Withdrawals after the cut-off result in a "Failure," designated F on the transcript. For ALL course changes and withdrawals, students will need to submit the Course Withdrawal form on Populi.

Please review the 'Refund Policy' to see if you are eligible for any tuition refunds.

Withdrawal from Courses

- Modules: Before the second day of classes
- Weekend Courses: Within the week following the first weekend of classes
- Term A: Thursday, September 25, 2025
- Term B: Thursday, November 20, 2025
- Term C: Thursday, January 22, 2026
- Term D: Thursday, March 19, 2026

Changing Programs

Students desiring to change from one program into another, or to change majors within the same program, must consult with the Registrar and submit the Program Change form in Populi.

Intellectual Freedom

To support both intellectual and spiritual development, students at MCS & Horizon have the intellectual freedom to explore, engage, and decide for themselves what and how they think about the topics they study. An intellectual freedom that is grounded by faith in Christ enhances students' capacity for critical thought and their abilities to establish informed beliefs. Therefore, while MCS & Horizon advocates for evangelical theological convictions, students are not required to affirm a particular denominational statement of faith. Students do not all agree with one another or with their professors, and disagreements

that are expressed in love will not affect a student's standing at MCS & Horizon or course grades. At the same time, consistent with MCS & Horizon's mission to prepare competent Christian leaders, students are expected to be Christians who confess faith in Jesus Christ as Lord and who are seeking to grow in spiritual maturity.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Peer Mentoring & Academic Coaching

Seminary Peer Mentor: All seminary students can connect with the Seminary Peer Mentor who guides students through general academic life (e.g., making a study calendar, accessing resources, reading a syllabus, etc.), models academic discipline, and encourages the integration of academics and discipleship. The Seminary Peer Mentor will reach out to all seminary students via email twice per semester.

Academic Coaching: Academic success at MCS and Horizon is supported in a variety of ways. The Director of Academic Success (MCS) is available to assist students in assessing their academic performance, skills, habits, and goals. Academic Coaching provides guidance, training, encouragement, and support in accessing resources. Identified staff and faculty may refer students for Academic Coaching appointments. In addition, all students are welcome to book a drop-in consultation directly with the Director of Academic Success (wendy.holmes@mcs.edu; a limited number of sessions are available per week).

Live Streaming Etiquette Policy

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 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.

Deferral of Completion Policy

If a student has extreme circumstances beyond their control that do not allow him or her to complete a course within a past-term extension, and if the student has demonstrated consistent engagement with the course, including assignments, a faculty member may submit a written request to the Assistant Academic Dean to defer the completion of the course. This request will include a description of what the student has already completed in the course, a listing of all outstanding assignments, and the student's course grade based upon the assignments that the student has already completed. The student may be required to provide documented evidence of their extenuating circumstances.

If the Dean approves the course deferral, to complete the course the student must submit all remaining assignments by the end of the fall, winter, or spring semester following the deferred course. If the above conditions are not met, the student will receive a grade for their course based on the work that they submitted prior to the end of their course deferral.

Deferrals only count as class registration in the original semester of registration and cannot be used to achieve full-time student status in a subsequent semester. In the semester following the deferred course, the combination of incomplete deferrals and new course registrations may not exceed 12 credit hours.

Courses can only be deferred once, and they cannot be deferred beyond the above-stated timeframe. Beyond the end of the semester following the incomplete course, the student may reengage the course only by registering for the course the next time it is offered.

If the Dean does not approve a course deferral, the student will receive a course grade based upon the assignments that he or she submits before the end date of the course.

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.

Satisfactory Academic Progress Policy

Students are expected to maintain satisfactory academic progress as they work toward program completion at Horizon College & Seminary. Students are expected to maintain consistent enrolment and must re-apply if they have been disengaged from study for more than one year (12 months). Satisfactory academic progress also includes maintaining a GPA of 2.7. A maximum of ten years will be allowed for the completion of a Bachelor's degree at Horizon College & Seminary, whether the student is enrolled in full-time or part-time studies. Exceptions may be made at the discretion of the Academic Dean.

Academic Probation Policy

Academic probation is a temporary status placed on students whose academic performance falls below the minimum standards required by the institution. It is a period where the institution gives students an opportunity to improve their performance and meet those standards, without immediately facing suspension or expulsion. While on academic probation, students may have conditions such as a reduced course load, required coaching, or an accountability plan. Academic Probation may apply in the following situations, at the discretion of the appropriate Dean:

- When a full-time student does not pass more than 50% of his/her courses, or does not pass more than two courses, whichever is less, in any semester.
- When a full-time student's GPA falls below 2.7.
- When a part-time student fails two courses in any one semester or sequentially over two semesters.
- When a part-time student has completed 5 courses or more and their cumulative GPA (rather than GPA for a single semester) falls below 2.7.
- When a student has re-committed an Academic Integrity infraction.

Suspension

Suspension means a student cannot enroll in classes or participate in school-based activities for a specified period, usually at least one semester. In addition, the appropriate Dean may outline conditions that the student must meet before they are permitted to re-engage their studies with the institution. If the student does not meet those conditions, their suspension period may be extended. If for any reason the student does not re-engage with studies within twelve months of the beginning of their suspension, the student will need to re-apply to the institution as a re-entry student (see the admissions policy regarding Re-Entry Students).

Upon suspension, a student typically receives a failing grade for any courses they currently have in progress. When the suspension ends, the student may continue their studies on academic probation or non-academic probation. Suspension may apply in the following situations, as determined by the appropriate Dean or a disciplinary committee:

- When a student has not fulfilled the conditions of their Academic Probation or Non-Academic Probation.

- When a student has not shown adequate progress toward addressing an issue that led to their probationary status.
- Level 3 violations of the Code of Conduct.
- When a student has re-committed an Academic Integrity infraction.

Expulsion

Expulsion means that a student is permanently removed from the institution. Upon expulsion, a student receives a failing grade for any courses they currently have in progress. Expulsion typically results in the student being unable to return to the institution. Expulsion may apply in the following situations, as determined by a disciplinary committee:

- When a student has not shown adequate progress toward addressing an issue that led to their previous suspension.
- Level 3 violations of the Code of Conduct.
- When a student has re-committed an Academic Integrity infraction.

Grading System

Grade	Percentage	GPA	Descriptor
A+	97-100%	4.0	Exceptional
A	93-96%	4.0	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+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Course Failure Policy

If a student fails a course, he or she will receive a grade of “F” on his or her transcript. If the student wants to change this outcome, he or she can re-take the course (at full cost). Once retaken, the failed course instance will retain the grade of “F” but will be identified as a retake (R) and will not count toward total

program credit hours of GPA. The most recent instance and grade will count toward total program credit hours and overall GPA.

If a student retakes a previously-failed course, the student may reuse some previously-passed assignments (if the assignment requirements have not changed) since the student has already achieved learning outcomes associated with such assignments. However, at the professor's discretion, the student will be required to complete any aspects of the course which are formative toward achieving learning outcomes not previously achieved.

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. Students are expected to follow the *Artificial Intelligence (AI): Policy for Acceptable Use* for each assignment (see Student Handbook). 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.

Faculty will respond to concerns regarding academic integrity in relation to the seriousness of the infraction. The faculty member, Assistant Academic Dean (Horizon), or Associate Academic Dean (MCS) will attempt to deal informally with allegations which are clearly minimal in nature. However, they will not disregard any situation which has significant implications for the respondent, the complainant, or the institution. Each instance may result in the revocation of previously awarded credits or the revocation of a degree.

With respect to plagiarism, various degrees exist:

Level 1: Exists when there is no deliberate intention to represent borrowed material as one's own, but where one is simply careless in presentation and use of proper citations. Students presenting assignments in such form will be counselled by their instructors and will be required to rewrite the assignment by making the necessary corrections in acceptable form. The assignment will receive a grade of 0 until the instructor is satisfied that the student has made adequate revision. Repeat offences of this level may result in more severe penalties.

Level 2: Exists where the writer gives no recognition to sources, including AI, from which substantial phrases, sentences, or even ideas are drawn. Students presenting assignments in such form will be counselled by their instructors and will be required to rewrite the assignment by making the necessary corrections in acceptable form. The assignment will receive a grade of 0 until the instructor is satisfied that the student has made adequate revision. The appropriate dean will determine the maximum number of revisions after the academic integrity infraction. Repeat offences of this level may result in more severe penalties.

Level 3: Exists where more than one-third of an assignment is paraphrased or copied from an author(s) or composed by another person or AI and represented as original work. Students presenting assignments in

such form will receive a grade of 0 with no opportunity for revision. A repeat offence will result in suspension or expulsion from Horizon or MCS and a suspended or expelled designation will be indicated on the student's transcript.

Level 1, 2, or 3 can exist when a student's AI disclosure goes against the *Artificial Intelligence (AI): Policy for Acceptable Use*. If the student's use of AI is disclosed and is deemed to be a genuine mistake or oversight, Level 1 will be applied, at the discretion of the Academic Dean's Office. If the student's use of AI is disclosed but is deemed to be an intentional circumvention or disregard of the AI Policy, Level 2 or 3 will be applied, at the discretion of the Academic Dean's Office.

When a faculty member discovers Level 2 or 3 plagiarism or any other infraction with respect to academic integrity, the faculty member will inform the Assistant Academic Dean (Horizon) or Associate Academic Dean (MCS) who will review the case. The following actions will be taken:

- 1) The faculty member will alert a dean, detailing the accusation and the recommendations of the faculty member.
- 2) The Dean or the Dean's designate will arrange a meeting with the student to discuss their findings.
- 3) The student will be given the opportunity to respond.
- 4) The Dean or the Dean's designate, possibly in consultation with an Academic Affairs Committee, will render a decision, informing the student and the faculty member. A report on the incident, and possibly a letter, will be kept on the student's Populi profile under "Disciplinary Action".
- 5) In cases where Level 2 or 3 plagiarism have occurred, the student will be required to complete an Academic Integrity Workshop.

Every effort will be made throughout the process to ensure the confidentiality of the proceedings as a means to protect both those who make an allegation and those who are accused. Should a student wish to appeal a decision with respect to academic integrity, the student may follow the process outlined in the Academic Appeals policy.

Artificial Intelligence (AI): Policy for Acceptable Use

At Horizon and MCS, we view artificial intelligence as a tool that should serve our missions. These guidelines help you use AI in ways that honour God, support your spiritual formation, and prepare you for authentic ministry.

Guiding Principles

- 1) Scripture remains our authority. AI may process information efficiently but lacks spiritual discernment.
- 2) Spiritual formation requires personal engagement. AI should enhance, not replace, your direct study of Scripture and theological reflection.
- 3) Ministry preparation demands authenticity. AI can assist in developing resources but cannot replace Spirit-led discernment.
- 4) Kingdom values guide our use of technology. Our AI practices should reflect justice, integrity, and community.

Disclosure

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.

How to disclose: Include a brief statement such as “This assignment was completed with AI assistance for [specific purpose]” on your title page. Add Appendices with more explanation when requested by your instructor.

Generally Acceptable Uses

Course-specific guidelines may provide additional guidance. Always follow course-specific instructions regarding AI use. Recognizing this, the following uses are generally regarded as acceptable:

- Using AI for brainstorming ideas and topics.
- Basic research assistance and background information.
 - AI is not 100% reliable—it can be wrong, to the point of creating non-existent sources. Instead of relying on AI for your research, prioritize peer-reviewed, scholarly sources.
- Using AI summaries to determine if a potential research source (e.g., an article or book) is worth reading yourself.
- Basic grammar checking (e.g., punctuation, spelling, etc.). See below regarding style.
- Learning support, such as using AI to explain or define concepts.
- Feedback on your writing.
- Formatting assistance (e.g., ensuring bibliographic entries are consistent with the Horizon & MCS Format Guide).
- Using a translation service to assist in reading research material that was not written in English. Note that translations may not be accurate. Use published English translations when available.

Uses Requiring Pre-Approval from an Instructor

- Using AI-generated content for ministry contexts (e.g., a Bible study or a PowerPoint presentation) without substantial personal input.
- Generating examples or illustrations.
- Style/syntax improvement (such as, prompts to change the tone of the text). Such editing changes meaning and inhibits the instructor’s ability to assess learning.
- Content organization or outlining.

Prohibited Uses

- Submitting AI-generated content as entirely your own work.
- Using AI to bypass personal engagement with Scripture or course materials.
- Relying on AI for theological interpretation without verification.
- Relying on AI-generated summaries of research material (e.g., books or articles) in place of reading the material yourself. When you include a source in your footnotes, it implies that you have read the pages that you reference.
- Sharing sensitive pastoral or confidential information with AI tools.
- Translating biblical languages in a biblical language class.
- Translating the student’s assignment to English from another language.

Biblical Studies & Theology Assignments

- Always verify AI interpretations against Scripture and trusted theological sources.
- Use AI to enhance, not replace, your personal study of God's Word.
- Remember that AI lacks the spiritual discernment needed for theological insight.

Ministry Preparation Assignments

- AI can help but cannot replace personal calling and gifting.
- Always adapt AI-generated ministry content to your specific context.
- Ensure your unique voice and pastoral perspective remain central.

Evaluating AI Use: Philippians 4:8 Test

Before using AI, ask if your use is:

- True - Honest in presentation and attribution.
- Honorable - Reflecting integrity in your academic work.
- Just - Fair to others and respecting proper attribution.
- Pure - Maintaining appropriate boundaries.
- Lovely - Enhancing rather than diminishing learning.
- Commendable - Respectable if known to others.
- Excellent - Promoting quality, not just convenience.
- Praiseworthy - Ultimately honoring to God.

Questions or Concerns? If you're unsure about appropriate AI use for an assignment, always consult with your instructor for guidance on ethical AI use in academic work

Academic Appeals

Students may appeal any academic decision made by Horizon or MCS, including but not limited to, final grades, academic integrity decisions, transfer credit assessments, readmittance after academic suspension, and continuation or status in a program at the Colleges or Seminary. You will be given a fair hearing when you proceed with an academic appeal.

It is best for both you and Horizon or MCS to resolve differences quickly and informally. Therefore, if you disagree with any academic decision, you must discuss the matter with your faculty member(s) as soon as possible to see if a mutually satisfactory solution can be reached. If you are unable to resolve the matter informally, you may file an appeal with Horizon or MCS.

You must file your appeal no later than 30 days after the academic decision you reference in your appeal.

Submit your appeal to an Academic Dean's Office, and include the following information:

- the nature of your appeal.
- the reasons for your appeal, and any information which would be helpful when considering your appeal.
- a statement indicating that you have completed the informal process.
- any relevant documentation, assignments, tests, or examinations.

In accordance with the Freedom of Information and Protection of Privacy Act, your appeal authorizes those involved in the appeals process to refer to these records and documents during the appeal process.

Your appeal will be considered as soon as possible by an Academic Dean or, at the discretion of the Dean, the Academic Affairs Committee.

When a Dean determines such a committee is necessary, the Academic Affairs Committee consists of a representative from the Academic Dean's Office, a representative from the Registrar's Office, and an academic staff/faculty member who was not involved in the original decision. In a case where the decision in question was made by an Academic Dean, the Vice President of Academics will appoint an alternative faculty member to chair the Academic Affairs Committee. You will be notified of the date, time, and place of the meeting and invited to confirm your participation at the meeting.

The Chair of the Academic Affairs Committee will gather information from relevant parties.

Both you and the faculty member involved in the academic decision under appeal will be invited to address the Academic Affairs Committee (you and the faculty member will be scheduled at different times so as not to be in the meeting at the same time). Each of you may elect to bring an observer to accompany you to the appeal meeting. The observer will not be permitted to speak.

The outcome of the appeal will be communicated to you in writing within two weeks of the appeal meeting.

You may appeal to the Vice President of Academics regarding a decision rendered by an Academic Dean or the Academic Affairs Committee within two weeks of the decision. Such appeals must be based on the following grounds:

- The Academic Dean or the Academic Affairs Committee has denied you a fair hearing.
- New evidence is available that, through no fault of yours, was not available at the time the original appeal was considered.
- The sanctions imposed by an Academic Dean or the Academic Affairs Committee are patently unreasonable or substantially disproportionate to the circumstances or offence.

The Vice President of Academics will determine if there are grounds for reconsideration. The decision of the Vice President of Academics will be final.

Graduation Requirements

Students may be recommended for graduation by the Faculty provided they meet the following conditions:

- Give evidence of a Christian life and character above reproach.
- Have satisfactorily fulfilled all program requirements.
- Achieve a GPA of at least 2.70.
- Complete a minimum of 50% of their total program requirements at Horizon (this pertains to transfer of credit).
- Be entirely free of all financial obligations to Horizon or have established and consistently maintained their payment plan throughout the year.

NOTE: Graduation requirements are subject to change.

Graduation with Honours

The following categories describe the two grades of honours with which diploma/degree students may graduate:

- Honours —or GPA of 3.5 – 3.79
- Highest Honours — GPA of 3.8 – 4.0

Graduation Participation

For students to participate in the graduation ceremony, they must have completed all course requirements, except in extenuating circumstances, and only by faculty approval. Students who have unpaid accounts at Horizon or MCS or have not established and consistently maintained their payment plan through the year are:

- Not recommended for any degree, diploma or certificate.
- Not recommended for awards or scholarships.
- Not permitted to participate in graduation banquet speeches, nor receive certificates, diplomas, degrees or awards, or walk-the-line at convocation.
- Not permitted to receive final transcripts or marks.

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. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

Guiding Principles

The process to determine reasonable accommodations is collaborative, whereby the student and the institution engage as partners in the ongoing analysis of student learning strengths and needs and the availability of support methods and tools.

Three guiding principles govern the types of Academic Accommodations available at Horizon and MCS:

- 1) Accommodations must be such that they are accessible by any qualifying student.
- 2) Accommodations shall not alter the learning outcomes required for successful program or course completion. (e.g. Course outcomes may not be modified at the post-secondary level.)
- 3) Permanent accommodations may be offered following review of professional documentation or diagnosis. Interim accommodations may be offered to a student awaiting documentation. Temporary accommodations may be offered when a student discloses a short-term emotional, or physical situation which affects regular learning abilities.

Examples which follow the above Guiding Principles:

- Reasonable accommodations:
 - In a research-based course, a student may use speech-to-text software to demonstrate understanding on an assignment when unable to type an essay.
 - To demonstrate the skill of public speaking, a student may be given the option to present to a small group rather than the entire class.
- Unreasonable accommodations:
 - In a research-based course, a student may not use an assistant to conduct research for an assignment to support information processing or memory.
 - To demonstrate the skill of public speaking, a student may not submit a written report in place of an oral presentation.

Diagnoses which may be considered for Academic Accommodations:

- Attention Deficit Disorder (Inattentive or Hyperactive)
- Learning Disability (e.g. Writing, Reading, Processing Speed, Short Term Memory)
- Mental Health Diagnosis (e.g. Generalized Anxiety Disorder)
- Hearing Impairment
- Visual Impairment
- Medical Disability (e.g. acute brain injury, chronic health condition)
- Mobility Limitations

Reasonable Academic Accommodations:

- 1.5 x time for quizzes, tests, and exams
- Additional consideration for extension requests
- Priority access to Academic Coaching
- Quiet or private space for exams
- Allowance of reader, scribe, or assistive software
- Reduced course load
- Frequent breaks
- Access to Video on Demand
- Support animals will be considered on a case-by-case basis with professional documentation of student needs and animal training

Record Retention Policy

Horizon Seminary will permanently hold all student records.



Library

A.C. Schindel Library - Horizon campus

604 Webster St, Saskatoon, SK S7N 3P9

Tel: 306-374-6655 ext. 234 (library extension)

library@horizon.edu horizon.edu/library

Hours of Operation

September – April

Monday-Thursday: 8:30 am-9:00 pm

Friday: 8:30 am-3:30 pm

Saturday: 1:00 pm-5:00 pm

Sunday: Closed

(These hours are subject to change. See website for summer hours)

Borrowing Privileges

Students studying on-campus are strongly encouraged to apply for a library card, as it will give them access to borrowing privileges. Complete [this form](#) to apply. If you are studying remotely, library staff may be able to mail out a few books periodically – contact library staff at library@horizon.edu to learn more. Students are responsible for all library materials signed out to their card, and library cards are not to be shared. **Loan periods:** 3 weeks, with the option to renew up to 3 times. **Limit:** 100 books at a time.

Print Resources

The library at Horizon College and Seminary offers over 20,000 print resources, books and journals, that support your learning and assist you in your coursework while a student.

- **Circulating Collection** – these are materials shelved in the main shelving area that *can* be signed out. This includes **books** as well as back issues of over 60 **periodical/journal** titles.
- **Reference Collection** – this section is composed of materials such as commentary sets, encyclopaedias, dictionaries, lexicons, etc., which are frequently used and helpful for quick reference. These materials are marked by a “Ref” sticker on the spine, and are stored near the front of the library. These materials generally *cannot* be signed out. Contact library staff if you have any questions.
- **Reserves Collection** – during each semester, all required reading titles for courses offered that semester will be held on the “Reserves” shelf near the library office. These are for in-library use only to ensure access at any time. Contact library staff if you have any questions.

Additional Print Resources

The Horizon Library is a member of the [Saskatoon Theological Union \(STU\) Library consortium](#). With this arrangement, Horizon shares a [catalogue](#) with the STU, and patrons with a Horizon library card can also borrow materials from the STU library. Additionally, as Horizon is an affiliated college of the University of Saskatchewan, students can take their student ID to the U of S library, and request borrowing privileges, with some limitations.

Digital Resources

Students will have access to the [Digital Theological Library \(DTL\)](#), an online library consisting of millions of eBooks, 150+ databases, and thousands of academic journals and articles. Library staff will share instructions regarding how to access the DTL closer to the beginning of the academic year.

Library Space and Features

The library has multiple options for seating and tables, along with charging outlets for student's personal devices. There is a public computer station that can be used to access the internet, Word, the library catalogue, and the DTL. A photocopier is available for making copies, printing, and scanning. Wi-Fi is provided for students in all areas of the Horizon campus, including the library. Beverages and snacks are allowed, within reason, at the tables.



Student Services

Communications

Our primary, formal means of communication will be through Populi, our online learning management system, used for the administration, documentation, tracking, reporting, and delivery of college courses and programs. The Populi Feed will also be used for important announcements on a regular basis.

Our secondary, informal means of communication for all Student Life and Student Leadership communication will be through the use of Microsoft Teams. Every student, when receiving a student email address has access to Microsoft Office 365 through which they will be expected to download MS Teams and activate notifications on their primary devices.

Student Care

Pastoral care is available through your program coordinator, faculty, and staff to all students who need spiritual guidance or would just like to talk with someone. The VP of Academics and the Registrar are available for academic advising. The VP of Operations or the Finance Assistant are available for financial advising. Faculty and staff have the ability to refer students to professional counselling as deemed beneficial. Visit the Support page on Horizon's website for a list of some Christian counsellors in Saskatoon: <https://www.horizon.edu/students/support>.

Community Meals

Approximately once a month Horizon provides a hot lunch for students and staff to enjoy together. This is a great time of fellowship & community building. Please contact the Horizon office if you have any allergies or dietary needs. Seminary students are welcome and invited to join, however on occasion the program coordinators will arrange for the seminary students to eat separately as a group.

Chapel

Chapel services are scheduled on some Thursdays for all staff, faculty, and students for spiritual growth and encouragement. Seminary students are invited to join as available.

Textbooks

Students are required to purchase their textbooks prior to the start of each class. While they are able to obtain these from any source, special arrangements have been made with Kennedy's Parable (kennedysparable.com) to supply all required books. The majority of textbooks can also be accessed on the Digital Theological Library (DTL).

Student Health Services

First Aid kits are available in the Front Office.

For care at hospitals and walk-in clinics, Canadian students must have their provincial health care number. Students should call or visit a clinic's website to verify hours and the availability of a physician.

International students are required to pay cash for services and may contact their insurance company for reimbursement. The college does not provide medical coverage. For a list of doctors taking new patients, please see the saskatoonhealthregion.ca website for an updated list.

It is the responsibility of each student to ensure they have adequate health coverage. Student may be covered under their parents' policy up to the age of 25 depending on their coverage.

Hospitals

- Royal University Hospital, 103 Hospital Drive
- St. Paul's Hospital, 1702 - 20th Street West, Saskatoon
- City Hospital, 701 Queen Street, Saskatoon



Campus Community

Integrity, truth, honour, and commitment are biblical virtues that cannot be compromised.

As Christians, our word is a declaration of our integrity and indicates our commitment to the Lord. Therefore, each student and faculty member of Horizon and MCS are required to sign the Code of Conduct, which reflects the biblical standards we uphold.

No person can fulfill this code perfectly, but our signature upon it confirms our intent to strive diligently towards its high calling, to seek forgiveness and restitution when we fail and to be reminded that we can do all things through Christ who strengthens us.

Community Covenant

Horizon College & Seminary employees, students, and board members comprise the Horizon community, and jointly agree to abide by our community covenant: “To honour Christ, I will honour His name, His character, His Church, and the mission of His Kingdom by living a life that displays:

Honesty: Pursuing a lifestyle of honesty in every area of our lives including: speaking truth, paying debts, giving credit where credit is due, and refusing to slander others (Eph. 4:22-25).

Respect: Submitting to and honouring elders and those in authority over me, and the rules they set in place (1 Tim. 5:1-2; 1 Thess. 5:12-13; Heb. 13:17).

Holiness: Pursuing a heart to be like Christ in all things; desiring good fruit and avoiding ungodly conduct such as drunkenness, sexual activity outside of marriage between a man and a woman, pornography, greed, and other lusts of the flesh. (Col. 3:5-6; Rom. 6:5-6, 11-14; 1 Cor. 5:11; Gal. 5:19-21).

Righteousness: Pursuing righteousness and truth in speech and deed by avoiding coarse or filthy language, bitterness, rage, false teaching and gossip, instead being peaceable and doing all things as unto the Lord (Eph. 5:29-32; Col. 3:8-10, 15-17; 1 Tim. 6:3-6; 2 Tim. 2:14-19).

Humility: Do nothing out of selfish ambition, but in humility consider others better than myself, looking not only to my own interests, but also to the interests of others out of love (Phil. 2:3,4; Rom. 12:10).

Accountability: When seeing a brother/sister stumble, I will correct them with an attitude of humility and restore them gently, being careful not to stumble myself (Gal. 6:1).

Participation: Do my part as a member of the body to help us all grow up to maturity in the faith (Eph. 4:11-16; 1 Cor. 12:7,12, 25-26; Heb. 10:24-25).

Seminary Student Code of Conduct

The Seminary Student Code of Conduct sets out the standards of conduct expected of all graduate students while affiliated with Horizon College & Seminary. It holds individuals and groups responsible for their actions and failure to fulfill these responsibilities may result in withdrawal of privileges, imposition of sanctions, inability or deferral to graduate, or dismissal. Horizon College & Seminary is a Christian institution, aligning itself (doctrinally and in conduct) with and under the auspices of the Pentecostal Assemblies of Canada.

To preserve our evangelical-Christian values, and demonstrate competency in contextual awareness and spiritual maturity, all Horizon College & Seminary students agree to:

- show respect and care to all with whom they deal, whether staff, faculty, other students, or members of the constituency or general public
- maintain appropriate appearance in dress and hygiene
- promote a positive attitude within and about Horizon College & Seminary
- strive to complete all academic responsibilities with integrity

- willingly be held accountable for attitudes, behaviours, and scholastic performance, and willingly receive correction when necessary
- support Horizon College & Seminary's mission, vision, values, and leadership

In addition, all Horizon College & Seminary students agree to abstain from:

- communication that is destructive to Horizon College & Seminary's community life, interpersonal relationships, or reputation. Such communication includes but is not limited to: gossip, slander, vulgar/obscene language, prejudice, or any communication that negatively influences classroom/campus morale
- harassment or any form of verbal or physical intimidation including discrimination
- lying, cheating, or other forms of dishonesty including plagiarism
- unlawful activity, including but not limited to theft of physical or intellectual property, destruction of property, sharing confidential information
- insubordination or abandonment of duties
- any form of hazing
- sexual intimacy and relationships that violate sacred marriage between a man and a woman
- any behaviour with identity that contradicts one's birth sex and the biblical teaching of God's original and ongoing design for humanity as two distinct sexes, male and female.
- the use of materials that are degrading, dehumanizing, exploitive, hateful, or gratuitously violent, including but not limited to pornography
- alcohol, the use or possession of illegal drugs, smoking, vaping, non-medicinal cannabis
- (and all its derivatives, including edibles) and the misuse or abuse of substances
- including prescribed drugs
- growing cannabis or attempting to sell cannabis
- possession or use of any weapon or hazardous substances/devices
- promoting religious beliefs incompatible with Christian faith

Statement on Human Sexuality & Gender

Horizon College & Seminary is a full member of the Pentecostal Assemblies of Canada and authorized by the Province of Saskatchewan to confer degrees in divinity. It is a distinctly Christian institution of higher education centered around Christian ideals, ministry, and theology as understood in the Evangelical and Pentecostal tradition. As such, Horizon College & Seminary has adopted a Christian sexual ethic based on church tradition and Scripture. According to this ethic, sexual activity is designed for full expression in a committed, loving marriage relationship between a man and a woman. During the admissions process, prospective students are given the opportunity to review our Community Covenant, which articulates core values and expectations for students, including the Christian sexual ethic. Prospective students provide informed consent regarding the Mission, Vision, and Values as well as the Community Covenant when they apply for admission.

Horizon College & Seminary recognizes that some students may self-identify as having same-sex attraction, and this alone is not in contradiction with the Mission, Vision, and Values or the Community Covenant. Horizon College & Seminary welcomes these students into the learning community, along with other minority groups, and will not tolerate any form of harassment or discrimination. Horizon College & Seminary believes that a diverse learning community is a healthy learning community. However, regardless of sexual orientation or identity, all students are expected to abstain from sexual activity outside

of marriage. Comments and/or questions can be brought to the Horizon office, and you will be directed to speak further with an appropriate staff or faculty member.

Horizon College & Seminary adheres to the PAOC position on gender which is as follows: We believe in the biblical teaching of God's original and ongoing design for humanity as two distinct sexes, male and female, determined by genetics. The basis and the intent for this is the conviction that the matter of human sexuality and gender is fundamental to biblical anthropology, not merely biblical morality. Due to human sin and brokenness, our experience of our sex and gender is not always that which God the Creator originally designed. In light of this foundational understanding of creation, fall, and redemption, we will avoid any behaviour or alignment with identity that contradicts the biblical teaching. We do not affirm the resolution of tension between one's biological sex and one's experience of gender by the adoption of an identity contradictory with one's birth sex.

Seminary Property

Campus Security, Guests and Visitors

It should be reminded that every individual on campus bears responsibility for the protection of seminary property and the safety of the people on the premises. Please respect the guidelines governing the security of the building for the security of all. If at any time you notice suspicious activity on the premises, notify the main office or call the police after office hours.

Student Facility Access Policy

The Horizon College and Seminary facility houses significant and expensive technical equipment requiring care and training to use. The functioning of this equipment is critical to our program delivery. Policies are in place to ensure the protection of equipment, safety of use and access for everyone. Care must be taken to ensure our ongoing ability to lease the facility as well as to represent well to the community around us.

- 1) Main entry doors are scheduled to open at 8:00 am weekdays and lock at office closing time - 4:30 pm (Mon-Thurs) and 3:30 pm (Friday).
- 2) A doorbell will be installed at the main entry doors for after hour and weekend access to the library.
- 3) Elevator doors are not to be physically held open at any time. The door open button is available for short holds, and a key may be requested from the main office for tasks requiring the doors to remain open for an extended time.
- 4) The library, main foyer area and Common Room are open to students until library closing time daily. Library staff assume responsibility to clear the building at closing time, aside from classes in process. A staff contact is available if the library worker requires assistance.
- 5) Chapel, classrooms, and the boardroom are not available for general student use outside of office hours. Doors will be locked at time of office closing.
- 6) Requests for after hour student group use of the chapel, classrooms or boardroom must be submitted to the office for consideration in advance. Upon approval, the room will be booked in the facility calendar. All requests must include authorized supervision for the full duration of the event.
- 7) The kitchen space is designated for events and not intended for student use. A fridge and microwave are available for student use in the Student Kitchen by the Common Room as well as water fountains/water bottle filling stations on each floor.
- 8) Student requests to store musical instruments onsite will be dealt with on an individual basis and at the student's own risk.

- 9) Exterior exit doors may not be propped open at any time. Please ensure they are securely locked when used. The chapel exit is an emergency exit only.
- 10) Under no circumstances will staff permit student facility use contrary to this policy.

Disciplinary Measures

Horizon College & Seminary believes strongly in its students, their desire to uphold the highest standards of deportment, and their willingness to receive correction when necessary. Horizon's primary approach to discipline is to be educational and restorative. Sanctions will be issued as appropriate to the conduct involved. More than one sanction may be applied and repeated breaches of this Code will normally result in progressively more severe sanctions. In those rare instances when these policies are violated, disciplinary measures that may be imposed include (but are not limited to) the following:

- Written warning or reprimand
- Probation, during which conditions must be fulfilled and appropriate behavior demonstrated
- Financial remuneration for damaged property or injury, or imposition of a fine
- Issuance of an apology (either private or public)
- Loss of privilege
- Restriction of access
- Suspension or expulsion
- Withholding of the privilege of convocation
- Deferral or disallowance of graduation
- In all criminal situations, the police will be contacted

Due Process (see outline of full process in the Student Disciplinary Policy):

1. Any individual (student, staff, faculty, or resident) may report a violation of this policy.
2. A report may be initiated by filling out a Student Code of Conduct Violation Report and submitting it to the Academic Dean.
3. All parties will be considered and treated as innocent until evidence should prove otherwise.
4. Confidentiality of all parties will be respected to the degree that the process of investigation allows, but cannot be guaranteed.
5. The right of an accuser to rescind their accusation will be respected, but Horizon College & Seminary reserves the right to continue its own internal investigation if warranted.
6. For some incidents of lesser severity, the investigating body will consist of the Academic Dean, and one other staff or faculty member. For incidents of higher severity (typically, but not restricted to level 3), the Academic Dean may call an ad hoc investigative committee together to examine the salient details surrounding the allegation.

Non-Academic Probation

It is the desire of the seminary to foster a lifestyle of accountability to assist students in their Christian development. Therefore, in the event that a student violates the covenant by displaying behaviour that merits more serious response, the student may be placed on non-academic probation. A non-academic probationary period will be defined as one or more semesters of character accountability (or the remainder of the semester if more than one month still remains). If a student is placed on non-academic probation, they will receive a letter that indicates the infraction, the terms of the probationary period, and the conditions that must be met in order for the student to be allowed to continue studies.

Appealing Discipline

A disciplinary decision may be appealed to the Dean of the College within two weeks of a judgement. A decision rendered by the Dean of the College may be appealed to the President within two weeks of a judgement. Any appeal ruling will be considered final.

There are four possible reasons for an appeal to be considered:

- 1) There is new, additional information applicable to the event in question that has not been considered.
- 2) There was a problem in the procedure followed by the examination committee.
- 3) The substance of the case was not considered correctly (regulations were not correctly applied).
- 4) The resulting decision was unfair or unreasonable.

Abuse Policy

Purpose:

Horizon College and Seminary has a responsibility to provide, insofar as is reasonable, an environment free from any and all forms of physical, sexual, emotional, verbal or psychological abuse as well as any form of neglect or harassment. We will not condone any act perpetrated directly or indirectly against any person in the context of their employment and/or studies at Horizon College and Seminary. All complaints will be taken seriously and investigated to the fullest extent possible with appropriate actions taken.

This policy applies to all Horizon employees, students, residents, board members, contractors, and guests to our campus.

Definitions:

Definitions include but are not limited to the following examples:

- Physical abuse - the use of intentional force that can result in physical harm or injury to an individual. It can take the form of slapping, hitting, punching, shaking, pulling, throwing, kicking, biting, choking, strangling, or the abusive use of restraints.
- Sexual abuse – any unwanted touching, fondling, observations for sexual gratification, verbal or written propositions or innuendos, exhibitionism, or exploitation for profit including pornography.
- Emotional abuse – a chronic attack on an individual's self-esteem. It can take the form of name calling, threatening, ridiculing, berating, intimidating, isolating, hazing, or blaming.
- Verbal abuse – humiliating remarks, name calling, swearing at, taunting, teasing, or continual put downs.
- Psychological abuse – communication of an abusive nature, sarcasm, exploitive behaviour, intimidation, manipulation, insensitivity to race, gender, sexual orientation, or family dynamics.
- Neglect – any behaviour that leads to a failure to provide necessary services such as withdrawing basic necessities as a form of punishment, failure to assess and respond to changes in health status, and refusing or withdrawing physical, or emotional support.
- Harassment - any inappropriate or unwanted physical or verbal conduct, comment, display, action, or gesture by a person that is either:

- made on the basis of race, creed, religion, colour, sex, gender, sexual orientation, marital status, family status, disability, physical size or weight, age, nationality, ancestry, or place of origin; or
- adversely affects the psychological or physical wellbeing and that the person knows or ought reasonably to know would cause another person to be humiliated or intimidated; and,
- constitutes a threat to the health or safety of the other person.

For cases involving sexual assault, see the Sexual Assault Policy.

Governing Legislation

This policy is in accordance with the spirit of The Pentecostal Assemblies of Canada [Code of Ethics](#), the [Saskatchewan Human Rights Code](#), [the Occupational Health and Safety Act, 1996](#), and the [Criminal Code of Canada](#).

Reporting Procedure

If you feel you are experiencing abuse of any nature as defined above, the first step is to tell the individual to stop and document the conversation. If the abuse continues, a formal complaint should be lodged with your supervisor (staff), any staff or faculty member (student) or the President of the college.

Reporting Protocol

Complaints will be taken seriously and investigated in a timely manner by the President or authorized designate. Both the complainant and alleged abuser have the right to a thorough and unbiased investigation including discussion with the person(s) involved in or witness of the alleged abuse. Conducted in a safe, sensitive and confidential manner, the results of the investigation will be shared with the complainant and alleged abuser, verbally and in writing. If necessary, further investigation will be conducted by the Lead Team.

Investigative and Disciplinary Procedures

In the case of suspected or alleged abuse, the alleged perpetrator will be immediately suspended, with pay (staff) and from all on-campus activity (students), pending the outcome of an investigation. The college will seek legal advice and notify our insurance company immediately.

Following the investigation, appropriate corrective measures will be taken, up to and including termination of employment or studies. If either party is unsatisfied with the conclusion, they have the option of filing a complaint with the Saskatchewan Human Rights Commission or to start proceedings through other legal avenues.

There will be no penalty or retaliation for making a legitimate abuse complaint, or for resisting or objecting to abuse. Every reasonable effort will be made to protect confidentiality while conducting a thorough investigation. All written records and materials relating to a complaint will be filed with the President and kept in confidence except as may be required by law.

Policy Review

This report will be reviewed annually and include an annual signed acknowledgement by all applicable parties.

Sexual Assault Policy

Purpose:

Horizon College & Seminary (HCS) is committed to upholding the integrity of our mission by maintaining and promoting a safe and healthy educational, living and working environment for our students, faculty, staff, governors, and visitors. We value respect for all individuals and condemn all forms of sexual violence. HCS takes seriously our commitment to supporting those who experience sexual violence and encourages students, faculty, and staff to regularly review policies, protocols and services designed to promote a safe and healthy environment

This policy applies to all members of the HCS community including faculty, staff, governors, students, contractors, suppliers of services, visitors and individuals directly connected to any HCS initiatives.

Definitions:

References to the Criminal Code of Canada are noted by the applicable section.

- **Disclosure:** When a survivor of sexual assault/violence shares with an employee of HCS and is supported in addressing their needs, safety concerns, and in accessing resources. The survivor may, or may not, choose to formally report the incident.
- **Reporting:** When a survivor of sexual assault/violence activates HCS's formal policies and process for internal investigation and/or legal procedures.
- **Sexual Assault:** Sexual assault is prohibited by section 271. It is any unwanted sexual act done by one person to another and is characterized by a broad range of behaviours which make a person feel uncomfortable, distressed, frightened or threatened. Any sexual activity without consent is sexual assault.
- **Sexual violence:** A broad term that describes any violence, physical or psychological, carried out through sexual means or by targeting sexuality.
- **Sexual Harassment:** Any inappropriate or unwanted physical or verbal conduct, comment, display, action or gesture by a person that adversely affects the psychological or physical wellbeing and, that the person knows or ought reasonably to know would cause another person to be humiliated or intimidated. Sexual harassment may include, but is not limited to:
 - Unwelcome sexual advances or attention
 - Implied or expressed benefits or rewards for sexual favour, or threats if denied
 - Verbal, non-verbal or physical conduct of a sexual nature
 - Indecent exposure or voyeurism
 - Unwelcome or vexatious comments about one's sexuality, appearance, bodily presentation, gender or gender expression
 - Display of pornographic or suggestive calendars, signs, posters and/or photographs
 - Non-consensual posting of pictures, aggressive comments or stereotypes and slurs on social media, including but not limited to: email, Facebook, Twitter or Instagram
- **Consent:** The voluntary and explicit agreement to engage in the sexual activity in question. This means there must be an understandable exchange of affirmative words which indicate a willingness to participate in mutually agreed upon sexual activity. Consent must always be informed, freely given and active. It is the responsibility of the initiator of sexual activity to obtain clear and affirmative responses at all stages of sexual engagement. It is imperative the following is understood:
 - Consent can never be assumed or implied
 - Silence or the absence of 'no' can never be interpreted as consent

- A person in a state of diminished judgement cannot give consent
- A person is unable to give consent if they are asleep, unconscious, incapacitated by alcohol or drugs, or otherwise unable to communicate
- A person who is threatened or coerced is not giving consent
- A person is incapable of giving consent to a person in a position of trust, power or authority
- Consent can never be assumed from previous consent to similar activities
- Consent cannot be given on behalf of another person
- **Coercion:** In the context of sexual violence, coercion is unreasonable and persistent pressure for sexual activity. Coercion is the use of emotional manipulation, blackmail, threats to family or friends, or the promise of rewards or special treatment to persuade someone to do something they do not wish to do such as being sexual or performing particular sexual acts.
- **Stalking:** A form of criminal harassment prohibited by section 264. It involves behaviors that occur on more than one occasion and which collectively instill fear in the targeted survivor or threaten their safety or mental health. Stalking may also include threats of harm to the target's family and/or friends. Stalking behaviours may include:
 - Non-consensual communication including face-to-face, texting, phone, email or social media
 - Threatening or obscene gestures
 - Surveillance and/or pursuit
 - Sending unsolicited gifts (romantic, bizarre, sinister or sexualized)
 - 'Creeping' via social media or cyber-stalking
 - Uttering threats

Complaint and Investigation Process

Any member of the HCS community can file a complaint of sexual violence under this policy. With the desire to maintain procedural fairness in dealing with complaints, anyone accused of violating this policy will be informed of the full allegation against them and provided opportunity to respond to the allegations. No disciplinary action will be taken against a person related to a violation of this policy without their knowledge.

A complainant has the right to withdraw a complaint at any stage in the process however HCS may choose to continue to investigate the issue raised they considers it a safety risk to the HCS community.

If a person, in good faith, discloses or reports a sexual violence complaint that is not supported by evidence gathered in the course of the investigation, the complaint will be dismissed with no record placed in either parties file.

Confidentiality

The confidentiality of all persons involved in a disclosure or report of sexual violence must be protected by HCS employees except in the following circumstances:

- An individual is at imminent risk of self-harm;
- An individual is at imminent risk of harming another; and/or
- There are reasonable grounds to believe that others in the HCS or wider community may be at risk of harm.

In such circumstances, information would only be shared with necessary services to prevent harm, and the name of the survivor would not be released to the public.

If the survivor seeks accommodation, staff will protect the confidentiality of all those involved. If an investigation is carried out, the names of those involved will not be released except as required to conduct the investigation and to comply with HCS's legal obligations. At the completion of the investigation, the name of an adult determined to be in violation of the sexual assault policy may be released by the school as part of any disciplinary outcome.

If You Have Experienced Sexual Violence

If you have experienced any form of sexual violence, please call 306-374-6655 to speak with any staff or faculty person, or stop by their office, and they will assist you in accessing the resources and support you need. The staff or faculty member will present the issue to an appropriate Lead Team representative.

It is difficult to talk about sexual violence when you have experienced it. It is entirely your decision to report the incident; however, we strongly encourage you to do so. It is important for you to feel in control of what happens to you moving forward so you can make the decision that is best for you. We can help to support you, provide information about your options and whether you want to report the incident. When you disclose the incident to a staff or faculty member, they will provide personalized support in a prompt and compassionate manner by:

- Ensuring your safety and help with counselling and/or medical care;
- Acting as an advocate on your behalf in making requests for accommodations;
- Ensuring sensitive and timely communication with you, and your family members if desired, as to the status of the process or investigation.

In addition to the support provided by staff & faculty, the following resources are available to you:

- 9-1-1 for emergencies
- Saskatoon Sexual Assault & Information Centre: 306-244-2224 (24-hour crisis line) www.ssaic.ca/emergency
- Saskatoon Police: 306-975-8300 <https://saskatoonpolice.ca/>

If you have experienced sexual violence, you have the right to:

- Be believed and treated with dignity, respect and compassion;
- Be informed about on and off-campus (community) services and resources;
- Decide whether or not to access available services and to choose those services you feel will be most beneficial;
- Decide whether to report the incident to the police;
- Have an on-campus investigation with the institution's full cooperation;
- Formulate a safety plan;
- Have reasonable and necessary actions or accommodations taken to prevent further unwanted contact with the alleged perpetrator(s);
- Know that what you disclose will be kept confidential and only shared with those who will provide your support, consider requested accommodations or investigate the incident.

Reporting a Complaint

Any staff or faculty person can assist you with filing a complaint. Please call 306-374-6655 and ask for your preferred staff or faculty member, or go directly to their office. If the accused perpetrator is a member of the HCS community, you may file a complaint under this policy.

Individuals who have experienced sexual violence may also wish to press charges under *the Criminal Code of Canada*. Staff and faculty can also assist you with calling the local police.

How HCS Will Respond to a Report of Sexual Violence

Where a complaint of sexual violence has been reported to HCS, the college will exercise care to protect and respect the rights of both the complainant and respondent. HCS understands that individuals who have experienced sexual violence may wish to control whether and how their experience will be dealt with by the police and/or HCS. In most circumstances, the person will retain this control however, in certain circumstances, HCS may be required to initiate an internal investigation and/or inform the police of the need for a criminal investigation, even without the person's consent, if HCS believes that the safety of other members of HCS is at risk. The confidentiality and anonymity of the person(s) affected will be prioritized in these circumstances.

Please note that this is an abbreviated version of the Sexual Assault policy. A complete copy is available on the college website. A paper copy is always available upon request at the front office, and can be accessed by any student as required.

General Complaints Policy

The seminary is interested in providing an atmosphere consistent with its goal of preparing workers for Christian ministries. Policies and guidelines are established as a framework within which all may live harmoniously and with consideration for one another, and for the ongoing purposes of Horizon Seminary. Accordingly, the seminary desires to deal fairly with all students. Should a student have a grievance, he or she should discuss the matter with the representative from the appropriate area:

- Academic or Community Life: Academic Dean
- Financial and Operations: Business Manager

If the issue remains unresolved, the appropriate Dean or Manager will sign a written account of the concern and take it to the President. The President will then meet with the student (and a representative if desired) and the department administrator to resolve the issue.

If the above action does not resolve the concern, the President will present his findings to the Faculty Committee for a decision. The complainant and a representative may be asked to present their concern. The President will then communicate, in writing, the decision of the Faculty Committee to the complainant.

If the concern continues to remain unresolved, the complainant may present his or her concern in writing to the Board of Governors Chair (or designate). The Board Chair will then obtain information as required to make the final decision. This decision, in writing, will be binding.

Emergency Procedures

In case of crisis situations needing immediate evacuation (fire, dangerous substances spill/ leak):

- Pull the fire alarm.
- Evacuate the building immediately. Do not stop to collect belongings.
- Close doors and leave unlocked, if possible.
- Proceed to the muster point in the Forest Grove Church parking lot.

Other crisis situations on campus (major accidents, criminal activity, human death or injury, etc.):

- 1) Call 911.
- 2) During College office hours, inform the nearest faculty/staff member.
- 3) After office hours, contact Jan Andreae (VP Operations) at (306)-229-4675.

Appendices

Graduate Degrees

The following graduate degrees provide students with an opportunity to integrate biblical and theological study with graduate-level ministry training and a specialized area of study or practicum.

Master of Arts in Ministry Leadership (MAML)

www.horizon.edu/program/ma-ministry-leadership

The Master of Arts in Ministry Leadership prepares competent Christian leaders for the Church, lay ministry, and other workplace roles by combining graduate-level leadership training, biblical and theological studies, and specialized ministry practicums.

This 48 credit-hour degree program focuses on four aspects of ministry leadership preparation:

1. Biblical and Theological Literacy - Develop capacity for biblical interpretation and theological reflection to provide a framework for effective ministry leadership.
2. Leadership Training - Expand knowledge and skills of leadership and administration to cultivate a lifestyle of servant leadership.
3. Spiritual Formation - Integrate spiritual development throughout all aspects of life and ministry.
4. Practical Ministry and/or Specialized Areas of Study - Hone ministry skills in a specialized area.

Master of Arts in Clinical Pastoral Counselling (MACPC)

www.horizon.edu/program/ma-clinical-pastoral-counselling

With the aim of integrating expertise in counselling with a biblical worldview, the Master of Arts in Clinical Pastoral Counselling offers counselling courses and practicums alongside biblical and theological studies. The degree equips ministry leaders to serve as counsellors in a variety of ministry-based settings: local church, private practice, or Christian organizations.

This 48 credit-hour degree program focuses on four aspects of counsellor ministry preparation:

1. Counselling Theory - Acquisition of knowledge required for competent counselling.
2. Biblical and Theological Literacy - Provision of the biblical and theological foundation for effective clinical pastoral counselling.
3. Practicums - Focus on counselling practicums to hone competencies in the application of counselling skills.

The Master of Arts in Clinical Pastoral Counselling program is not available for international applicants. Applicants must be able to produce a Canadian Criminal Record and Vulnerable Search Check for a continuous 3-year period.

Master of Arts in Biblical & Theological Studies (MABT)

www.horizon.edu/program/ma-biblical-theological-studies

The Master of Arts in Biblical and Theological Studies provides a graduate program of study for students who want to deepen their knowledge of the Bible and theology and grow in their relationship with God. The degree equips students with the skills needed to interpret and communicate the scriptures and theological truth effectively in various ministry settings (e.g., teaching and preaching in churches, worship leading, or service in other ministry organizations).

This 48 credit-hour degree program focuses on four aspects of ministry preparation:

1. Theological training – develop the capacity for theological engagement for effective preaching, teaching, and ministry as well as engagement with current cultural trends
2. Biblical literacy – deepen biblical knowledge and perspective for effective preaching, teaching, and other ministry
3. Area of Focused Study – combine biblical and theological training with an area of interest or specific skill development
4. Spiritual formation – integrate spiritual development with biblical and theological knowledge

Master Arts in of Pastoral Psychotherapy

www.horizon.edu/program/ma-pastoral-psychotherapy

The Master of Arts in Pastoral Psychotherapy prepares graduates for initial registration with the [College of Registered Psychotherapists in Ontario](#) (CRPO).

With the aim of integrating expertise in psychotherapy with a biblical worldview, the degree offers counselling and psychotherapy courses and practicums alongside biblical and theological studies.

This 54 credit-hour degree program focuses on four aspects of preparation for pastoral psychotherapy:

1. Psychotherapy Theory – Acquisition of knowledge required for competent practice of psychotherapy.
2. Biblical and Theological Literacy – Provision of the biblical and theological foundation for effective pastoral psychotherapy.
3. Practicums – Application of pastoral psychotherapy skills in supervised settings designed to achieve students' vocational goals.*
4. Spiritual Formation – Integration of spiritual development throughout the program.

The Master of Arts in Pastoral Psychotherapy program is not available for international applicants. Applicants must be able to produce a Canadian Criminal Record and Vulnerable Search Check for a continuous 3-year period.

The Master of Arts in Pastoral Psychotherapy requires 250 hours of supervised practicum experience. To qualify for registration with the CRPO, graduates will need to complete an additional 200 hours of supervised practicum experience, which may be completed after the student graduates with their degree.

Master of Divinity (M.Div.)

www.horizon.edu/program/master-of-divinity

The Master of Divinity degree provides holistic preparation for pastoral or other types of full-time Christian ministry. The program equips students for effective leadership through the provision of biblical and theological knowledge, professional skills, and real-world experience that centres upon congregational life or other relevant ministry settings.

This 75 credit-hour degree program focuses on four aspects of ministry preparation:

1. Biblical and theological literacy – Deepen biblical knowledge and perspective for effective preaching, teaching, and other ministry.
2. Pastoral and leadership skills – Hone the skills necessary for successful leadership and pastoral care within a local church or Christian ministry setting.
3. Practical ministry experience and spiritual formation – Integrate biblical and theological knowledge, spiritual formation, and ministry skills within a practical ministry context.
4. Contextual awareness – Enhance awareness of current cultural trends and dynamics in order to facilitate effective engagement within diverse groups in the Canadian context and beyond.

Graduate Diploma

Graduate Diploma in Biblical and Theological Studies (30 credits)

www.horizon.edu/program/graduate-certificate-in-bible-theology

This ten-course graduate program aims to foster spiritual and intellectual growth through in-depth engagement in biblical and theological studies. While the diploma will provide an excellent foundation for ongoing ministry development, it also prepares students for further academic study of the Bible or theology.

Program outcomes:

1. To foster spiritual and intellectual growth through engagement of in-depth biblical and theological studies.
2. To provide an excellent foundation for ongoing ministry development or further academic study of the Bible or theology.

Graduate Certificates

Each of these Certificates provides students with the opportunity to hone their knowledge and skills in a specific area. Certificate credit hours can be applied later to a Master's degree program. Horizon Seminary offers graduate certificates in four different areas of specialized study:

Graduate Certificate in Leadership Studies (18 credits)

www.horizon.edu/program/graduate-certificate-in-leadership-studies

This program provides the opportunity for focused preparation in the area of leadership studies. The 6 graduate courses in this certificate can later be applied to a graduate degree program.

Program outcome: To provide leaders with an opportunity to hone their leadership skills through focused study in the area of leadership.

Graduate Certificate in Bible and Theology (18 credits)

www.horizon.edu/program/graduate-certificate-in-bible-theology

This program offers an opportunity for focused preparation in the area of biblical and theological studies. The 6 graduate courses in this certificate can later be applied to a graduate degree.

Program outcome: To foster spiritual and intellectual growth through engagement in-depth biblical and theological studies.

Graduate Certificate in Pentecostal Studies (18 credits)

www.horizon.edu/program/graduate-certificate-in-pentecostal-studies

Horizon offers courses that include a focus on Pentecostal perspectives of the topic under study. The Graduate Certificate in Pentecostal Studies allows for considerable choice in the courses selected.

Program outcome: To provide a broad perspective on Pentecostal perspectives through the study of Pentecostal history, biblical interpretation, and spirituality.

Graduate Certificate in Ministry Leadership (18 credits)

www.horizon.edu/program/graduate-certificate-in-ministry-leadership

This program aims to prepare ministry leaders by combining graduate courses in leadership studies (9 credit hours) and biblical and theological studies (9 credit hours).

Program outcome: To equip ministry leaders with a greater capacity to serve the church through engagement in leadership, biblical, and theological studies.

Graduate Certificate in Lay Leadership (18 credits)

www.horizon.edu/program/graduate-certificate-in-lay-leadership

This program aims to equip lay people with a greater capacity to serve the church through care, teaching, preaching, leadership, and outreach.

Course Catalogue

Biblical Interpretation

BI5101 Interpreting God's Word

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.

BI5110 Women and Vocation (cross-listed with TS5110)

In conversation with diverse Christian ideas about vocation, this course develops a biblical theology of vocation and, subsequently, uses this framework as a lens for evaluating the vocations of women in scripture and beyond. In the process, students have the opportunity to articulate their own sense of calling in light of the witness of scripture.

BI6200 Special Studies in Biblical Interpretation: Advanced Hermeneutics

This course introduces students to the history and practice of biblical criticism, with a particular focus on critical methodologies for studying the New Testament. Students will learn a broad spectrum of perspectives, goals, and techniques of biblical interpretation and practice applying different critical methods to biblical texts.

BI7400 Advanced Biblical Studies Reading Course

This course is an independent research project in a specialized topic related to biblical or theological studies that should be completed near the end of a student's program. Students who wish to take this course will propose 1000-1200 pages of focused reading to a professor who consents to oversee the course. The student and professor will meet at regular intervals to discuss the readings, and, at the

conclusion of the course, the student will produce a 25–30-page paper that provides a focused analysis and thesis-driven discussion of his or her findings.

Prerequisite: 30 completed credits

* Because this course is a practical assessment of all six competencies, students require a minimum grade of B- or higher to pass.

Old Testament

OT5300 Introduction to the Old Testament

An introduction to the study of Old Testament with particular attention to its theological, historical, and literary environment. The study aims to provide an outline for understanding how the theology of the Old Testament can and should shape the identity and mission of the contemporary church.

OT5301 Pentateuch

This course introduces students to the structure, literature, and theology of the five books of Moses by tracing the key events, themes, and socio-cultural dimensions of these texts. In the process, we will explore how Pentateuch informs the faith and practices of the contemporary church.

OT5302 Old Testament Historical Books

This course focuses on either the Former Prophets (Joshua-Kings) or the postexilic writings (Chronicles, Ezra-Nehemiah). While the study explores historical, literary, and theological issues related to the ancient Near Eastern context of these books, emphasis will also be placed upon the relevance of such texts for the present-day church.

OT5303 Old Testament Wisdom Literature

This course explores the Wisdom Literature of the Old Testament, with a particular emphasis on Proverbs, Job, and Ecclesiastes. While the study explores historical, literary, and theological issues related to these texts, emphasis will also rest upon how ancient Israelite wisdom speaks to the everyday issues of human life, work, suffering, and loss.

OT5307 Psalms

This course explores the literary genres and theology of the Psalter. While the study covers different critical methods and approaches to reading the Psalms, it also considers how the Psalms are relevant to Christian worship, faith, and discipleship.

OT5311 The Prophetic Books

This class provides an introduction to the method and message of the Old Testament prophets in light of the scholarly understanding of the social, religious, and political dynamics of Israel and Judah during the Assyrian, Babylonian, and Persian periods. Consideration will also be given to the relevance and implications of the Old Testament prophetic books for religious life and faith in the contemporary period.

OT6320 Special Studies in the Old Testament

An investigation of a topic in Old Testament studies of particular interest to a professor.

OT6400 Old Testament Reading Course

This course is a guided study in a specialized topic related to Old Testament studies. Students who wish to take this course will propose 850-900 pages of focused reading to a professor who consents to oversee the course. The student and professor will meet at regular intervals to discuss the readings and, at the conclusion of the course, the student will produce a previously agreed upon set of written assignments that provide an analysis of their findings.

OT7400 Advanced Old Testament Reading Course

This course is an independent research project in a specialized topic related to biblical or theological studies that should be completed near the end of a student's program. Students who wish to take this course will propose 1000-1200 pages of focused reading to a professor who consents to oversee the course. The student and professor will meet at regular intervals to discuss the readings, and, at the conclusion of the course, the student will produce a 25–30-page paper that provides a focused analysis and thesis-driven discussion of his or her findings.

Prerequisite: 30 completed credits

* Because this course is a practical assessment of all six competencies, students require a minimum grade of B- or higher to pass.

New Testament

NT5101 Introductory Greek I

This course introduces students to Koine Greek grammar and vocabulary that will aid in translating the New Testament. The learning resources and exercises are designed to prepare the student to begin to become a competent reader of the Greek New Testament.

NT5102 Introductory Greek II

As a continuation of Introductory Greek I, this course immerses students in Koine Greek grammar and vocabulary that will aid in translating the New Testament. The learning resources and exercises are designed to prepare the student to become a competent reader of the Greek New Testament.

NT5123 Greek Syntax

This course provides a rigorous study of Greek syntax with consideration of passages throughout the New Testament as well as study of a portion of one or more New Testament books. Prerequisites: NT5101 Introductory Greek I and NT5102 Introductory Greek II

NT5124 Greek Exegesis

This course develops students' proficiency in reading and interpreting the Greek New Testament through a close study of a book from or selected texts from the New Testament while introducing exegetical method, textual criticism, and semantics. Attention is given to translation, Greek syntax, and the historical, cultural, literary, and theological contexts of the text in order to strengthen students' interpretive skills and equip them to use the Greek New Testament confidently in study and teaching.

Prerequisite: NT5101 Introductory Greek I and NT5102 Introductory Greek II.

NT5201 Introduction to the New Testament

This course provides an introduction to the writings of the New Testament by exploring the theological themes, historical contexts, and literary genres of this diverse collection. While the study will introduce students to the critical analysis of the New Testament, it also aims to foster spiritual growth and discipleship within their chosen sphere of ministry.

NT5306 Gospel of Luke: The Mission of Jesus and His Followers

This course aims to explore the literary, historical, and theological dimensions of the Gospel of Luke with particular focus on Luke's distinct treatment of the story of Jesus and his followers. The study will include engagement with the biblical text, a critical evaluation of the methods and views of leading scholars of Luke-Acts, and a consideration of how Luke challenges us to become faithful disciples of Jesus.

NT5307 Acts of the Apostles

This course aims to explore the literary, historical, and theological dimensions of Luke's second volume: The Acts of the Apostles. The study provides a forum for exploring Luke's account of the emergence of the nascent Christ-believing community within its Jewish and Greco-Roman context. The course will include engagement with the methods and views of leading scholars of Acts as well as a consideration of how the book of Acts informs the beliefs and practices of the contemporary church.

NT5308 Romans

A study of Paul's letter to the church in Rome that engages its language, background, and key themes. While focusing on the book of Romans, students will learn how to interpret the New Testament letter genre and discuss how the book of Romans speaks to the way we think, live, and minister today.

NT5309 Luke-Acts

In recognition of Luke's unique contribution as a literary artist, historian, and theologian, this course studies his account of the story of Jesus and the emergence of the nascent Christ-believing community. Besides exploring the genre and socio-cultural context of Luke-Acts, the course will invite students to respond positively to Luke's aim to inform and deepen the faith of Christ-followers.

NT5310 Hebrews: These Last Days

This course will provide an opportunity for careful exegetical and theological study of the letter to the Hebrews. While the study includes a consideration of date and authorship, historical context, and genre, students will also be invited to grapple with the relevance of the letter for the contemporary church.

NT5311 Discerning the Times: Studies in the Book of Revelation

This course provides a close reading of the book of Revelation with sensitivity to its early Jewish context and literary genre in order to gain an understanding of how the text aims to shape the identity and worldview of the early followers of Jesus. Throughout the course, students will gain the skill necessary to read biblical apocalyptic texts and will be challenged to discern how the message of Revelation still speaks to the contemporary church.

NT5313 General Letters

The course focuses on the New Testament books of James, 1 and 2 Peter, and Jude. Our study of these letters will shed light on the difficulties early Christians faced in the Roman Empire even as it will also

speak to the challenges faced by the contemporary church: issues of ethics in the church community, warnings to believers against the influence of false teachers, and the call to persevere in the faith.

NT5316 Paul's Letters

This course will study Paul, his letters, and the nature of letter writing in the first century. With a specific focus on one or more of the Pauline letters, students will be challenged to respond to his articulation of the transforming work of the gospel. Special emphasis will also be given to Paul's understanding of his mission, the Jewish scriptures, the end of the age, the work of the Spirit, and the Mosaic Law.

NT5317 Pastoral Letters: 1 & 2 Timothy and Titus

This course focuses on 1 & 2 Timothy and Titus but also introduces students to the Pauline epistles, paying attention to genre, background issues, purpose, and biblical theology. While the Pastoral Letters are relevant for all Christians, the focus is on the formation of a Pastoral Theology as well as applying the principles to contemporary pastoral responsibilities.

NT5318 Johannine Literature

This course will explore the historical, literary, and theological dimensions of the Gospel of John and the Johannine Epistles. The study also considers how these texts speak to the needs of the contemporary church and its witness.

NT6200 Special Studies in the New Testament

An investigation of a topic in New Testament studies of particular interest to a professor.

NT6301 Pentecostal Theology of Luke and Paul

This study will examine the growth of the gospel message from its Jewish origins to Rome. Attention will be given to Lukan theology and literary artistry, the role of Paul in Acts, and the significance of Luke-Acts for the development of theology within the Pentecostal movement.

NT6400 New Testament Reading Course

This course is a guided study in a specialized topic related to New Testament studies. Students who wish to take this course will propose 850-900 pages of focused reading to a professor who consents to oversee the course. The student and professor will meet at regular intervals to discuss the readings and, at the conclusion of the course, the student will produce a previously agreed upon set of written assignments that provide an analysis of their findings.

NT7400 Advanced New Testament Reading Course

This course is an independent research project in a specialized topic related to biblical or theological studies that should be completed near the end of a student's program. Students who wish to take this course will propose 1000-1200 pages of focused reading to a professor who consents to oversee the course. The student and professor will meet at regular intervals to discuss the readings, and, at the conclusion of the course, the student will produce a 25–30-page paper that provides a focused analysis and thesis-driven discussion of his or her findings.

Prerequisite: 30 completed credits

* Because this course is a practical assessment of all six competencies, students require a minimum grade of B- or higher to pass.

Theological Studies

TS5101 Survey of Church History

A survey of the history of Christianity from the early Church through to the present. The course covers the main developments of theology, spirituality, evangelism, mission, worship, organization, and interaction with society.

TS5106 Introduction to Pentecostal Theology

This course provides an overview and assessment of the essential features of and contemporary developments in Pentecostal theology, including the diversity of the global Pentecostal movement.

TS5107 Origins and Development of Global Pentecostalism

This course provides an overview of the history of the Pentecostal movement, including its historical antecedents, early growth in North America, and global developments, with some focus on the distinct nature of the experience of Pentecostalism within Canada.

TS5108 Theology of Worship

This course explores a theological understanding of worship as it relates to Christian practice over the past two millennia. Current worship trends in churches will be evaluated in light of this theological and historical perspective.

TS5110 Women and Vocation

In conversation with diverse Christian ideas about vocation, this course develops a biblical theology of vocation and, subsequently, uses this framework as a lens for evaluating the vocations of women in scripture and beyond. In the process, students have the opportunity to articulate their own sense of calling in light of the witness of scripture.

TS5201 Theological Foundations

This introductory course is designed to equip students to think theologically. Students will learn the sources and methods for doing theology within a broad evangelical perspective and then reflect on the major themes and concepts in Christian theology. Students will develop an appreciation for the ongoing significance of theological reflection for the health and impact of the church and for the Christian's life, ministry/vocation, and service in the world.

TS6203 Theology of Jesus the Saviour

This course is a study of the incarnation, ministry, cross, and resurrection of Jesus Christ. In conversation with both classical and contemporary writers, students will reflect anew on the meaning of Jesus Christ for Christian faith and upon the joys and dangers of being his disciple. Prerequisite: Theological Foundations.

TS6205 The Person and Work of the Holy Spirit

An in-depth study of the person and work of the Holy Spirit, with particular attention to a Pentecostal interpretation and its emphasis on missional empowerment. Topics include the gifts of the Spirit, Spirit

baptism, and the doctrine of divine healing. Students construct and critically evaluate arguments and practices related to pneumatology.

TS6206 Eschatology

This course studies eschatology from biblical and historical perspectives with special consideration for evangelical theological frameworks. Key topics include the afterlife, the Kingdom of God, the Second Coming of Christ, the resurrection of the dead, and the renewal of creation. Students will better understand the importance of eschatology for the Church's identity and mission and be equipped to effectively communicate eschatology within a Christian communal context.

TS6207 Doctrine of God

Reflection upon the doctrine of the divine attributes as understood in Christian history and especially contemporary theology. Consideration is also given to the implications our understanding of God has for our understanding of godliness and for Christian ministry and Christian living in general.

TS6208 Current Issues in Theology

An introduction to and evaluation of trends in contextual theologies and other pressing issues in contemporary theology and church life. Students will be enabled to understand these issues from a biblical and evangelical Christian perspective and develop their own theologically-informed responses to these trends.

TS6209 Special Studies in Theology

An investigation of a topic in theology of particular interest to a professor.

TS7200 Capstone Project

The Capstone Project is an opportunity for the student to integrate prior learning in the MABT program by addressing an opportunity, challenge, situation or question that is relevant to practical ministry. Accordingly, the student will consider, envision, research, plan, strategize, execute, and assess a practical project for a current ministry situation in real time. Students should expect to work in a church, parachurch, workplace, or community setting where the project will contribute to felt needs within a ministry context.

This can be done as a 3-credit hour course in one semester or a 6-credit hour course over two semesters.

Prerequisite: 24 completed credits

* The capstone project is graded as pass or fail.

TS6400 Theological Studies Reading Course

This course is a guided study in a specialized topic related to theological studies. Students who wish to take this course will propose 850-900 pages of focused reading to a professor who consents to oversee the course. The student and professor will meet at regular intervals to discuss the readings and, at the conclusion of the course, the student will produce a previously agreed upon set of written assignments that provide an analysis of their findings.

TS7400 Advanced Theological Studies Reading Course

This course is an independent research project in a specialized topic related to biblical or theological studies that should be completed near the end of a student's program. Students who wish to take this course will propose 1000-1200 pages of focused reading to a professor who consents to oversee the course. The student and professor will meet at regular intervals to discuss the readings, and, at the conclusion of the course, the student will produce a 25–30-page paper that provides a focused analysis and thesis-driven discussion of his or her findings.

Prerequisite: 30 completed credits

* Because this course is a practical assessment of all six competencies, students require a minimum grade of B- or higher to pass.

Pastoral Studies

PS5103 Foundations in Pastoral Theology

This directed study course provides individuals a biblical and theological foundation for serving effectively in pastoral ministry. The course will look at the full scope of ministry, from call to completion, as well as the inner to the outward dynamic of this process. Topics such as the kingdom of God, the church, spiritual formation, self-awareness, relationships, servant leadership, missional engagement, the role of Spirit, continuing education, longevity, and transitions will be addressed. Course outcomes will be realized through readings, assignments, reflections, discussions, and case studies.

PS5105 Pentecostal Perspectives on Preaching

In addition to the fundamentals of homiletical theory and practice shared by most evangelical settings, this course also explores what the Pentecostal/charismatic church culture might call 'Pentecostal' approaches to preaching theory and practice.

PS5107 Pentecostal/Charismatic Spirituality

This course examines the foundational elements of classical Pentecostal spirituality as expressed at the turn of the twentieth century and the changes in emphases that have evolved in the 100 years since that time. It reviews alternate, non-classical expressions of Pentecostal spirituality on the contemporary church scene and considers the relationship between 'Pentecostal' spirituality and 'Christian' spirituality.

PS5108 Theology of Worship

This course explores a theological understanding of worship as it relates to Christian practice over the past two millennia. Current worship trends in churches will be evaluated in light of this theological and historical perspective.

PS5214 Pastoral Care

This course examines the nature and function of the Church as it relates to the ministry of congregational care. It explores how care supports healthy spiritual formation in the lives of individuals and in the body of believers. Principles and practices are related in a holistic manner to the caregiver, to the individuals under care, and to the overall wellness of the community of faith.

PS6103 Pastoral Theology: Pentecostal Perspectives

This course is a study of pastoral ministry within the context of pastoral theology. It examines biblical aspects of pastoral identity, elements of worship services and pastoral leadership of such elements from a Pentecostal perspective, and aspects of church organization and culture that impact Pentecostal pastoral ministry.

PS6104 Pastoral Skills and Practices

This directed study course, embedded within the practicum experience, equips individuals with the skills associated with pastoral ministry. Skills related to planning, scheduling, worship services, baptism, baby dedications, communion, preaching, pastoral care, weddings, funerals, visitation, small group ministry, outreach, and leadership essentials will be practised and honed. Students will attain and demonstrate at least an entry level measure of competency in the performance of these skills. The course will be augmented by case studies. Prerequisites: PS5214, LS5101, PS5103, and 50% completion of the program.

PS6209 Special Studies in Professional Studies

An investigation of a topic in professional studies of particular interest to a professor.

PS6400 Pastoral Studies Reading Course

This course is a guided study in a specialized topic related to pastoral studies. Students who wish to take this course will propose 1000-1500 pages of focused reading to a professor who consents to oversee the course. The student and professor will meet at regular intervals to discuss the readings and, at the conclusion of the course, the student will produce a previously agreed upon set of written assignments that provide an analysis of their findings.

Educational Ministries

EM5103 Principles of Teaching and Learning

The purpose of this course is to increase the student's knowledge and skills in teaching within the context of local church as well as in broader learning settings. Students will discuss, envision, and practice several essential philosophies, methods, and models for Christian teaching.

EM5108 Trends and Problems in Children's and Youth Ministry

This course studies ministry with children and youth from birth to age 18. It includes a discussion of contemporary issues which affect this ministry and an analysis of current children's curricula, programs, organizations, and resources.

Leadership Studies

LS5100 Foundations of Leadership

This course is an introduction to elements of effective leadership in vocational ministry and in the marketplace. It explores a biblical/theological understanding of leadership, areas of a leader's self-awareness, effective team-building, and longevity in ministry leadership.

LS5101 Communicating God's Word

The purpose of this course is to enhance one's capability to preach, teach, and informally share God's Word in an organized, systematic, and effective manner. It includes fundamental theory and practice in homiletics, foundational approaches to teaching, and basic principles for effective public speaking.

LS5102 Wise and Ethical Leadership

This course surveys dominant theories in secular ethics, with an emphasis on the development of an evangelical Christian approach, followed by a discussion of current moral issues. Students' own moral reasoning will develop in conversation with influential Christian leaders. This course is cross listed as a Theology course.

LS5103 A Biblical Theology of Leadership

With the goal of an integrated biblical theology of leadership, this course applies the interpretive activity of hermeneutics to a biblical study of leadership. It encompasses biblical models and teachings, relevant theological paradigms as well as issues of identity, vocation, credibility, culture, and community.

LS5104 Vision, Strategy, Execution and Assessment

The purpose of this course is to examine four building blocks of an effective organization. It includes the cyclical stages of articulating a vision and mission statement, developing a strategy, implementing that strategy, and establishing formal assessment of results for review and revision of organizational behavior.

LS5105 Contemporary Approaches to Leadership and Management

This course reviews the concepts of 'leadership' and 'management', considers personal and technical qualities that directly affect how a leader or manager functions, and examines approaches towards enhancing the positive engagement of individuals within organizations.

LS5109 Spiritual Formation of Leaders

This course focuses on the spiritual formation and development of those who are called to be leaders, but also addresses the topic of spiritual formation more broadly. Students will explore principles of spiritual formation, personal growth, and the practice of spiritual disciplines for their own lives in order to become more effective leaders and mentors.

LS5110 Governance & Board Development

In this course, students will learn and practice the basic principles for successful governance and board development in various ministry settings. The class will include a study of different types of boards and models of governance, including best practices for their design and development in non-profit environments.

LS5111 Finance, Governance, and Administration

LS5112 Managing Change, Transitions, Conflict and Power

This course is designed to introduce students to biblical, theological, cultural, and sociological perspectives on change management, transitions, conflict resolution, and the dynamics of power within organizations.

LS5114 Creating and Sustaining Effective Teams

Through a study of biblical examples, contemporary models and successful organizational practices, this course focuses on how effective teams are created and sustained in ministry and marketplace settings. It also examines the nature of emotional intelligence and its impact on teams.

LS5115 Coaching and Mentoring Strategies

This course offers an introduction to coaching, mentoring and team development processes useful for empowering individuals and groups toward strategic growth. Instruction will be given on the process, approaches, benefits and relationships of coaching and team development. Specific application for ministry will be the focus of the course content.

LS5120 Rural Church Leadership

This course will focus on the unique role of the rural church and its leadership within a local community. The study includes an exploration of how socio-cultural, psychological, and demographic factors have an impact on the ministry of a rural church and the role of its leaders.

LS6100 Effective Communication in Leadership

This course focuses on the development of clear and persuasive communication within a leadership context. The particular leadership context and content of the course will vary depending on the interests and expertise of the instructor.

LS6209 Special Studies in Leadership

An investigation of a topic in leadership studies of particular interest to a professor.

LS6400 Leadership Studies Reading Course

This course is a guided study in a specialized topic related to leadership studies. Students who wish to take this course will propose ~1000-1500 pages of focused reading to a professor who consents to oversee the course. The student and professor will meet at regular intervals to discuss the readings and, at the conclusion of the course, the student will produce a previously agreed upon set of written assignments that provide an analysis of their findings.

LS7200 Capstone Project

The Capstone Project is an opportunity for the student to integrate prior learning in the MAML program by addressing an opportunity, challenge, situation or question that is relevant to practical ministry. Accordingly, the student will consider, envision, research, plan, strategize, execute, and assess a practical project for a current ministry situation in real time. Students should expect to work in a church, parachurch, workplace, or community setting where the project will contribute to felt needs within a ministry context. This can be done as a 3-credit hour course in one semester or a 6-credit hour course over two semesters.

Prerequisite: 24 completed credits

* The capstone project is graded as pass or fail.

LS7401 Ministry Leadership Practicum 1 (3 credits)

LS7402 Ministry Leadership Practicum 2 (3 credits)

These practicums are for MAML and MDiv students. MDiv students must complete 50% of their program before enrolling in the practicum. Prerequisite courses for the practicum are Pastoral Care, Communicating God's Word, and Foundations in Pastoral Theology.

* Because this course is a practical assessment of all six competencies, students require a minimum grade of B- or higher to pass.

Global Studies

GS5110 Global Missions Work: Principles & Practices

GS5112 Strangers and Neighbors: Mission among Immigrants and Refugees

How can the global movement of people outside of their place of origin be viewed in light of the Missio Dei and God's redemptive purpose? A biblical foundation for a robust diaspora missiology will set the stage for exploring how the good news of Jesus compels the church to be engaged in welcoming, gathering, and partnering with scattered people. Finally, strategic directions for how local churches can engage in diaspora mission within Canada will be highlighted.

Counselling and Psychotherapy

CP5100 Counselling Theory and Techniques

This course examines the major theories of counselling and psychotherapy and their associated techniques. Course content includes critical examination of the underlying assumptions, research support, and applications of the major theories of counselling and psychotherapy. Students are introduced to the process of integrating theories as they develop their own framework for clinical practice.

CP5102 Human Growth and Development

This course is an introduction to human developmental theories and factors across the lifespan. Consideration is given to the significance of biological, psychological, social, and spiritual development throughout the lifespan and their implications for counselling and psychotherapy. Contextual and systemic factors that facilitate and impair human flourishing will also be examined.

CP5103 Marriage and Family Counselling

This course is an introduction to theory and practice in marriage and family counselling, with special focus on attachment and systems theories. Relational patterns and significant stressors that affect children, youth, couples, and families are examined, including the issues of intimate partner and domestic violence. Counselling theories and approaches to support the well-being of children, youth, marriages, and families are explored.

CP5108 Addictions Counselling

This course is an introduction to the various conceptualizations of addictive theory and process. Understanding addictive behavior as it pertains to alcohol, drugs, gambling, sexual behavior, and other forms of addiction are examined, along with the impact on the relational and family system. Basic assessment, intervention, and treatment considerations are explored. Students will develop a community referral framework to support their pastoral care and clinical work with those experiencing addictive behavior.

CP5111 Ethical and Legal Issues in Counselling and Psychotherapy

This course explores the ethical and legal issues that pertain to clinical counselling and psychotherapy including an analysis of professional ethics, training and practice standards, educational requirements, and mental health law. Consideration will be given to ethical practice in working across cultures, as well as the role of therapist well-being as part of ethical practice.

CP5113 Crisis, Trauma, and Grief Counselling

In this course, we study the assessment and treatment of clients in crisis and trauma. The course includes materials, models, and current best practices drawn from several theoretical approaches. We will examine the fundamentals of traumatology including the basics of victimology, traumatic stress, and stress research. Special emphasis is given to adult survivors of various types of abuse, including sexual, physical, emotional, and spiritual abuse.

CP5202 Psychopathology - Recognizing Common Mental Health Disorders

This course provides an overview of the etiology, presenting symptoms, diagnostic criteria, typical progression, and evidence-based treatments of common mental health disorders. Particular attention is given to the most common mental health concerns encountered in pastoral care and clinical contexts. Through this course, students are better equipped to become aware of the features of mental disorders so as to distinguish and address common mental health issues from an integrated biopsychosocial-spiritual model. Note: This course alone does not qualify a student for diagnostic or prescriptive privileges.

CP5204 Assessment in Counselling and Psychotherapy

This course is an introduction to the theory and practice of assessment in counselling and psychotherapy. The history, principles, and current methods of assessment will be reviewed with a focus on their applied use in clinical practice. Students will be exposed to select assessment instruments to facilitate understanding of basic statistical concepts such as reliability, validity, and use of norms. The role of the clinical interview and basic principles of test construction, administration, and interpretation will be reviewed, along with discussion of ethical practice. Students will have the opportunity to apply their learning to a desired clinical issue or special population.

CP5211 Group Dynamics and Processing

This course is an introduction to the theory and practice of group dynamics and process commonly encountered in pastoral care and clinical settings. Different types of groups are explored, along with various group facilitator interventions and appropriate techniques. Stages of group development and the role of the group facilitator are discussed as well as ethical considerations in the facilitation of groups. Students will design, facilitate, and participate in an experiential group.

CP5221 Counselling Across Cultures

This course introduces students to the theory and practice of working with culturally diverse clients with a focus on recognizing how cultural and systemic factors affect therapeutic services. Students will learn to adapt their approach when working with culturally diverse clients, using culturally-relevant resources, as appropriate. Emphasis will be placed on integration of personal awareness, theoretical knowledge, and contextual clinical competencies.

CP5301 Research Methods

This course provides students with an understanding of the basic research methods and design used in clinical counselling and psychotherapy, including quantitative, qualitative, and mixed methods designs. Students will learn to access research information relevant to the clinical presentation, analyze research information critically, and apply research findings to inform decision-making in clinical practice.

CP6105 Integration of Theology and Counselling

This course is designed to explore and critically examine various theories pertaining to the integration of theology and counselling. Integration is explored from three perspectives: conceptual, clinical, and personal. In conversation with themes in biblical theology and prevailing theories of integration, students will be invited to develop a framework for integration of theology and counselling in their own clinical practices. (Pre-requisites include CP5100 Counselling Theory & Techniques and TS5201 Theological Foundations.)

CP6510 Counselling Skills Lab

This course is designed to help the beginning counsellor and psychotherapist understand both the therapeutic process and the process of change. Special emphasis is given to building the therapeutic micro-skills necessary to establish a therapeutic relationship as students advance from role-plays to simulated clinical experiences. Students are supported as they move through initial contact to termination in the therapeutic process while developing competencies in goal-setting and intervention strategies during all phases of treatment. Students are required to engage in non-graded individual therapy at their own expense with an approved clinician of their choice. (Pre-requisites include CP5100 Counselling Theory and Techniques; CP5111 Ethical and Legal Issues in Counselling).

CP7501 Counselling Practicum I/CP7601 Psychotherapy Practicum I

In Practicum I, students advance from micro-skills training, role plays, and simulated clinical experiences (CP 6510 Counselling Skills Lab) to supervised clinical experience through a 125-hour practicum in an approved setting with a minimum of 70 hours direct client contact. Special emphasis is placed on the intra- and interpersonal experience of students and their individual functioning as clinicians, as observed and evaluated by the clinical supervisor and the faculty supervisor. Students participate in case presentations, peer group case conferencing, and clinical supervision within the context of the course to assist in the development of conceptual and procedural skills and facilitate personal and professional development. Students are required to engage in non-graded individual therapy at their own expense with an approved clinician of their choice. (Pre-requisites include CP5100 Counselling Theory and Techniques; CP5111 Ethical and Legal Issues in Counselling; and CP6510 Counselling Skills Lab. Students are required to complete at least 10/16 courses (62.5%) before being eligible to embark on practicum.)

* Because this course is a practical assessment of all six competencies, students require a minimum grade of B- or higher to pass.

CP7502 Counselling Practicum II/CP7602 Psychotherapy Practicum II

In Practicum II, students continue to advance and develop their skills from Practicum I through the completion of an additional 125-hour practicum with a minimum of 75 hours direct client contact. Case presentations, peer group case conferencing, and counselling supervision continue to assist students to develop conceptual and procedural skills and facilitate personal and professional development. Special emphasis is placed on the therapeutic process, case conceptualization, and treatment plans. Continued supervision assists students to hone their therapeutic skills and gain confidence in their proficiency as competent clinicians. Students are required to engage in non-graded individual therapy at their own expense with an approved clinician of their choice. (Pre-requisites include CP5100 Counselling Theory and Techniques; CP5111 Ethical and Legal Issues in Counselling; CP6510 Counselling Skills Lab; and CP7501 Counselling Practicum I. Students are required to complete at least 10/16 courses (62.5%) before being eligible to embark on practicum.).

* Because this course is a practical assessment of all six competencies, students require a minimum grade of B- or higher to pass.

MA Summative Program Requirement

Each MA or MDiv program with Horizon Seminary requires the completion of a Summative Assessment. In this required program component, students will be invited to reflect upon their achievement of the specified learning outcomes for their degree.

In keeping with Horizon Seminary's mission and purposes for the MA and MDiv degrees, students are required to participate in a pre-graduation, program-specific focus group. The focus group serves two purposes. For the student, it is intended to be a time of celebrating one's accomplishments and conveying encouragement. For the seminary, the focus group provides an opportunity to receive student feedback on how well the program achieves the associated learning outcomes.

In the Winter Semester prior to graduation, graduating students will be added to a Summative Assessment course on Populi. There, the students will access a questionnaire that they are required to complete before the focus group. The focus group will be scheduled for one hour and led by one faculty member. Students will be assigned a grade of Pass/Fail for the Summative Assessment.

Program Requirements

See the following program sheets for program requirements.