HORIZON
COLLEGE & SEMINARY

Undergraduate 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, Friday, October 16, 2026**.** However, the college 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 college life and pursuits, however communicated, in keeping with the ministry goals of the college.

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Issue Date: 10/16/26

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General Information

Mission Statement

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

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 College and 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.

Horizon College is a member of the Competency-Based Education Network.

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 offer numerous degree programs in partnership with Multiply, Mohawk College and Saskatchewan Polytechnic.

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.

Affiliated with the Saskatoon Theological Union creating a combined library collection of 120,000 volumes.

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. (Ukranian 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. (Ukranian Equivalent: Specialist in History, Ivan Franko National University of Lviv)

Dr. Nataliia Khromyak
Professor; MA in Biblical & Theological Studies Program Coordinator

Ph.D. (Ukranian 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)

Cheryl Ritskes
Assistant Director of Student Engagement

M.T.S. (Tyndale University and Seminary)
B.Ed. (Redeemer University)
B.A. (Redeemer University)

Heather Tomes
Instructor; MA in Clinical Pastoral Counselling and MA in Pastoral 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

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Todd Manuel	Assistant Professor of Pastoral Leadership	todd.manuel@mcs.edu
Jeromey Martini	President, Professor of New Testament	jmartini@horizon.edu
Cheryl Ritskes	Assistant Director of Student Engagement	cheryl.ritskes@mcs.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

College Admissions Requirements & General Information

All applicants:

- Will have a definite experience of Christian conversion and be a professing and practicing Christian.
- Are expected to have lived a consistent Christian life for at least one year prior to coming to College.
- Give evidence of a cooperative attitude and an approved Christian character, free from questionable habits and practices.
- Have a Grade 12 standing or its equivalent, with a minimum overall Grade 12 average of 65%, including a minimum grade of 65% for English 30.
- Applicants who do not meet academic admissions requirements may be considered, please see below.
- 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 College as stated in the College Student Handbook.

Applicants who do not meet the academic admissions requirements, including mature students, will be considered on a case-by-case basis.

Mature Students:

Applicants 21 years of age or older who do not meet the academic admissions requirements may be eligible for admissions. The Admissions Office may request further information to evaluate an applicant's readiness for undergraduate study. This may include a resume, a written statement about their readiness for study, work experience, certification or training, etc. Each applicant will be considered on an individual basis.

Conditional Acceptance:

Applicants who do not meet the academic admissions requirements, including mature students, will be considered on a case-by-case basis. The Admissions Committee may offer conditional acceptance or suggest that the applicant engage as an Open Studies student in order to demonstrate their academic readiness before acceptance into a program. The Registrar's Office may request further information at any point during the application process before an acceptance decision is made (educational assessments, references, etc.).

Conditional acceptance may consist of the following:

- Students may be required to register for a reduced course load (8-12 credits or less) in the first semester. Student progress will be evaluated throughout the first semester to determine academic readiness.
- Students may be required to meet regularly with an Academic Coach, Student Life, or other professionals as needed for support.

Home Educated Students:

Students who have been home educated are eligible for admission with regular student status. Home educated applicants can demonstrate their academic readiness in two ways:

1) Graduating with a Provincial Diploma - If your grade 12 studies are officially registered with your province's Ministry of Education, the Admissions Office will need to receive an official transcript from the province.
2) Graduating without a Provincial Diploma - If applicants are not registered with their province, they will be considered for admission on the basis of one or more of the following assessment tools:
   a) Home Educated Learner Transcript
      i) Applicants must submit an official transcript from an outside party such as a home educator's organization or school board with details of all grade 11 and 12 courses taken.
      ii) We also accept independent third-party examinations, including standardized achievement tests such as:
         (1) SAT Test (www.collegeboard.com) - Minimum average of1100
         (2) ACT Test (www.act.org) - Minimum score of 24
         (3) CAEC (Canadian Adult Education Credential) – Minimum score of 55% on each of the five subtests OR GED (replaced by CAEC in 2024) with a minimum score of 500 (with no less than 450 in any of the 5 individual tests.
      iii) Each applicant must submit transcripts for courses taken at other postsecondary institutions.
   b) Educational Portfolio
      i) A complete list of high school subjects completed, with grades (independent third party statement of grades preferred).
      ii) Each applicant must submit a 3-page (double spaced) writing sample. The paper must demonstrate the student's ability to research and think critically as well as his or her English composition skills. The assignment should cover a topic related to a field such as Bible, History, Christian Studies, or English; as opposed to Chemistry, Physics or Mathematics. This paper can come from the student's final year of education (grade 12 equivalent) or it can be written specifically for the sake of admission to the college.
      iii) A resume that includes other training, work experience, volunteer experience, etc.

The Admissions Office will judge whether a portfolio is sufficient for acceptance.

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.

International Admissions:

See our International Student Handbook here.

Accepted international students may only defer their start date as far as the beginning of the following academic year. If denied their visa, they must send Horizon a copy of the official visa denial letter before being permitted to defer acceptance and reapply for their visa. If denied their visa a second time, Horizon will not permit a further deferral, but would rescind acceptance and begin the tuition deposit refund process.

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) Horizon College is a competency-based school, requiring the equivalent of at least a B- grade (Meeting Competency) for every college course to qualify for graduation. However, potential transfer credits will be considered with a minimum of a C grade (63 or higher), as outlined in the college grading scale.
2) A student from an Association of Biblical Higher Education accredited school will receive full credit for equivalent courses provided grades were at least a C (63 or higher) or above, and that the courses parallel requirements outlined in the program selected.
3) To be transferable, a course must be the equivalent or near to the equivalent of the HCS course. Most 3-credit courses at the college level require 90 to 100 hours of learning.
4) Courses can be considered for electives but must fit within the maximum number of elective hours in the particular program selected.
5) Students wishing to graduate from HCS College must take at least 25% of their courses at Horizon.
6) Grades for credits transferred will not appear on the transcript nor will they be considered when calculating a student's grade point average.
7) For college plus programs (2+1, 2+2, or 3+1), additional studies outside of Horizon must be completed within 5 years of the Horizon portion of studies.

Transfer Credits from Unaccredited Schools

Transfer requests from unaccredited institutions such as discipleship training schools, church-based institutions, leadership organizations, correspondence schools, etc., will be governed by the following policies:

1) At the college level only, Horizon is prepared to give up to 9 credit hours, and potentially more, depending on the school, workload, ministry, leadership, relationship to Horizon, and association with other academic institutions, etc. Unless indicated otherwise, transfer credit from unaccredited schools will be considered on a case-by-case basis.
2) Transfers are more likely to be granted where the unaccredited institution is characterized by some or all of the following:
   a) Consistency of program delivery over an extended period of time.
   b) Strength in faculty credentials.
   c) Relational and/or partnership connection to Horizon College and Seminary.
   d) Past positive experiences with transfer credits from the sending institution.
   e) Course equivalency to Horizon program requirements.
3) First year's college courses that would most lend to transfer include:
   a) Introduction to Spiritual Formation- 3 credits
   b) Introduction to Christian Mission- 3 credits
   c) Personal and Christian Life Management- 3 credits
   d) Foundations of Leadership- 3 credits
   e) Introduction to the Old Testament- 3 credits
   f) Introduction to the New Testament- 3 credits
   g) Ministry Formation- 2 credits
4) Criteria for a 3-credit course transfer would include the following:

a) Outcomes that align, or are at least similar, with the outcomes associated with Horizon college courses.
b) Course work totaling 90 to 100 hours for classroom instruction, assignments, readings, and practicums.
c) Validation of the work done which could include but is not limited to the following: review of syllabi, faculty credentials, grading standards, and other learning resources from the sending institution.
d) The courses must meet HCS's transfer credit criteria of a minimum C letter grade (63 or higher) and must parallel courses in their chosen program of study as core or elective credit.

5) Horizon will retain documentation in the student's permanent file (Populi or hard copy) outlining the process used to validate credits accepted from unaccredited sending institutions.

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.

Post-Admission Credits

(Transfer of Credits for Courses Taken after Admission)

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.

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 College – 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 at the College 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.

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.

Scholarships, Awards, and Professional Discounts

There are a variety of entry and earned scholarship opportunities available to students. For an up-to-date list of available scholarships and awards, Horizon professional discounts, and external scholarship opportunities, please check the website (horizon.edu/college/tuition-fees#scholarships).

Tuition Refunds

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

Module Refunds	6 Week Term Refunds	Semester & DE Refunds
By end of 1st day: 80%	By end of 1st week: 80%	By end of 2nd week: 80%
By end of 2nd day: 50%	By end of 2nd week: 50%	By end of 3rd week: 50%
After 2nd day: 0	After 2nd week: 0	After 3rd week: 0

Academic Information

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 24, 2026
- Term B: Thursday, November 19, 2026
- Term C: Thursday, January 21, 2027
- Term D: Thursday, March 18, 2027

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.

Honours Degree Program Entrance and Graduation Requirements

To enter an honours bachelor’s degree program, a student must make a request with an advisor in the Registrar’s Office, must have completed at least 30 credits at Horizon or MCS, and must have achieved a cumulative GPA of 3.0 or higher. To graduate with an honours bachelor’s degree, a student must achieve a cumulative GPA or 3.0 or higher. Students who do not meet this condition may graduate from an alternate bachelor’s degree program.

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, Horizon 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.

Assignment Completion

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

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Extensions

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

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. 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 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

Peer Mentoring & Academic Coaching

Peer Mentors: Peer Mentors walk alongside first-time Horizon College and MCS students as they begin their journey of post-secondary education, helping them to see this endeavour as discipleship. Peer Mentors serve as a source of academic help by connecting first-time students with important college resources and encouraging them to focus on their academic goals, study habits, strengths, and needs. This process intentionally starts by coaching first-time students through one focused assignment, the Literature Search Report (G144 Personal and Christian Life Management). Additionally, Peer Mentors are a source of encouragement and inspiration to first-time students. They model and encourage study as a spiritual discipline, help students to see God at work in their studies, and offer support through prayer. Peer Mentors offer weekly or bi-weekly 15-minute sessions, along with a mandatory 30-minute meeting for first-time students registered in G144 Personal and Christian Life Management. You will be introduced to your Peer Mentor by email during the first week of school.

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.

Course Workloads

The Faculty uses a formula system, with specific guidelines, for the purpose of directing all instructors in the preparation of course syllabus outlines. They are intended to assist students in the pacing of their work

so as to fulfill all course requirements in a balanced manner through the semester. Time considerations at Horizon, which are not emphasized at public universities, include:

- Saturday evening or Sunday morning church services (3 hours)
- Christian Service (3-5 hours)
- Chapel services (1.5 hours)
- Prayer meetings and Bible studies (1 hour)
- Personal devotions (3.5 hours)

Time Estimate Guidelines for Course Workloads

We expect our students to spend approximately 2 hours of academic work for every 1 hour of class. As an overall guideline for all undergraduate courses, instructors are to limit their time expectations to 90-100 hours of work per 3 credit-hour course.

Time Estimates for Assignments

Reading

- *Very difficult, with notetaking 5-8 pages per hour
- *Difficult 10 pp/h
- *Moderately difficult 12 pp/h
- Medium (semi-popular novel) 15 pp/h
- Light (historical novel) 18-20 pp/h

*The average text falls within these categories.

Essays

One quick "rule of thumb" is to estimate 3.5 hours of work for every page required (i.e. a 10page essay requires 35 hours of work). A breakdown of time for a 10-page essay is suggested as follows:

- Research 18 hours
- Writing 12 hours
- Typing 5 hours

Total estimated time: 35 hours

Book Reviews

After thoroughly reading the assigned book (see above for approximate reading time estimates), appropriate time for reflection, writing and typing, the review is estimated at approximately 2 hours per page. The example of a 6-page report on a difficult, 300-page book can be broken down as follows:

- Reading time 30 hours
- Reflection, writing & typing 12 hours

Total estimated time: 42 hours

Practical Projects

Many assignments do not fit neatly into any of the above categories (i.e. individual or group presentations, position papers, sermons, and worship service preparations). While there is too much divergence in this category to specify precise criteria in detail, some guidelines can be noted:

- Where writing and typing are involved, they can be calculated at the normal rate which is 2 hours per page of assignment.
- Where research is involved, it can be calculated at the normal rate for essays, for equivalent expectations (i.e. if a presentation involves approximately the same level of research as a standard 10-page essay, 18 hours ought to be considered a reasonable length of time for research).
- Oral presentations of any type require organization time as well as practice of the presentation. In general, both organization time (preparation of props, notes, etc.) and practice time should be estimated at twice the length of the presentation time.

Course Work

The faculty attempts to balance the scheduling of student's course work throughout the semester. However, the ultimate responsibility for completing all course work rests with the student. Assignments should be submitted on Populi by 11:59pm on the due date unless another time of day is indicated.

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 (Horizon) or the Associate Academic Dean (MCS) 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 15 credit hours, aside from registration in Ministry Formation.

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 2.0. 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 appropriate 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 2.0.

- 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 2.0.
- 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

The goal of courses is to help students develop their competency, rather than solely earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment. Once a student's assignment has met

all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the “Assignment Revisions” policy.

Horizon and MCS Competency Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated **exceptional** achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated **excellent** achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated **good** achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated **satisfactory** progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated **minimal progress** in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made **insufficient progress** toward meeting learning outcomes.	F	0.0	0-49

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 is 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.

Final Exams

Horizon and MCS' curriculum does not naturally lend itself to final exams. Nevertheless, when they are included in a course, final examination papers might not be returned to students. In accordance with the policy of the University of Saskatchewan, final exams may be retained by the faculty for a period of at least one year following the official examination period.

PLAR (Prior Learning Assessment Recognition)

MCS-Horizon is student-centric, with a genuine desire to minimize redundant education for individuals who have acquired skills and knowledge via learning from life and vocational experiences. MCS-Horizon therefore strives to accommodate mature students who have clearly mastered learning outcomes related to a course or courses. At the same time, all assessment of previous learning (and potential recognition for credit) must be done in a way that maintains MCS-Horizon's integrity with credentialing and graduation standards. Recognition of credit can only be given where learning outcomes have clearly been demonstrated. Therefore, PLAR calls for more than the tabulation of experience. It calls for reflection, articulation, and documentation of learning from experience. Where there is sufficient alignment between life learning, and outcomes, credit can be granted. It should be noted that PLAR is only available for College-level courses for those who are students or who are in the process of applying for college entrance. There are five main steps to a successful PLAR process:

- Consultation with Registrar's Office

- Self-Audit and Application
- Determination of PLAR Suitability by the Professor
- Outlining & Fulfillment of Requirements
- Assessment

The procedures for PLAR can be found here: https://www.horizon.edu/admissions/transfers/

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 minimum cumulative GPA of 2.0 or, for an honours program, 3.0
- Complete a minimum of 25% of their total program requirements at Horizon or MCS (this pertains to transfer of credit).
- Complete at least 10% of their total program requirements (minimum of 4 three-credit courses for degrees) at Horizon or MCS within the previous six years (this pertains to currency of studies with Horizon or MCS).
- Be entirely free of all financial obligations to Horizon or MCS 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 —GPA of 3.5 – 3.79
- Highest Honours GPA of 3.8 – 4.0

Graduation Participation

In order 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 MCS or Horizon 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 providing safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, program, and courses. The application for Academic Accommodations begins with a student electing to disclose a medical diagnosis or professionally documented learning disability.

The process for requesting academic accommodations is as follows:

1) **Prospective Students–** The student may disclose to the Registrar's Office a diagnosis or documented learning disability. The Registrar's Office will make an internal referral to Accessibility Services. At MCS, the referral will be sent to Wendy Holmes, Director of Academic Success; at Horizon it will be sent to Richelle Bekkattla, Academic Accommodations Coordinator.
   Current Students – Enrolled students may contact the Director of Academic Success or the Academic Accommodations Coordinator at their school (see above).
2) The student will be invited to an intake meeting to review learning needs and required formal documentation. Students awaiting formal documentation are encouraged to begin this process if there is an apparent need for accommodations. An interim plan may be arranged.
3) If the review determines requirements have been met, an Accommodation Letter will be drafted and shared with the student. Every effort will be made to respond in a timely manner on a case-by-case basis. The accommodation process is collaborative and will follow the Guiding Principles established by the institution, while meeting the needs of the student.
4) The student will be asked to indicate acceptance of the Accommodation Letter prior to distribution to pertinent faculty for implementation. There are responsibilities of implementation for all involved to ensure affective support: Accessibility Services, faculty, and student.

*Horizon and MCS take appropriate care to ensure confidentiality of all conversations and disclosed documentation including restricted access to paper and e-document storage. Accommodation Letters shared with faculty will list academic supports and accommodations; they will not disclose medical diagnoses or details of disabilities. Disclosure to faculty of medical information is at the sole discretion of the student.

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

Global Leadership Summit

The Global Leadership Summit (GLS) is a two-day event which features well-known and highly regarded speakers and leaders. It is an important learning opportunity for Horizon and MCS students, staff, and faculty to grow in the core competency of *Leadership and Administration*.

GLS fees are invoiced to students registered in the following courses: G149 Foundations of Leadership, P252 Ministry Formation, P352 Ministry Formation, and LS5105 Contemporary Approaches to Leadership and Management. Horizon College and Seminary and MCS students not enrolled in these courses are welcome to attend the GLS, but must pay and register individually through GLS website.

Record Retention Policy

Horizon College 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 wells 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 Ministries

Student Activities

Ministry Formation

For each year of their studies at Horizon, students will have opportunity to engage in meaningful, practical ministry under the supervision of a mentor. These opportunities will come from local churches, community services, para-church organizations and in-college ministries.

Student Ministry Teams

Student teams travel on assignments to churches in Manitoba, North-Western Ontario and Saskatchewan. On these occasions they contribute to services by singing, leading services, preaching, etc.

Prayer, Fasting, and Worship

Student Council plan times of prayer, fasting, or worship for the community for Spiritual growth and rejuvenation. It is also strongly encouraged that spontaneous Bible studies, prayer meetings and worship be initiated by students that focus on particular topics of special interest to students.

Student Life

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 Housing

Horizon no longer has dormitory residences. Increasingly we found that our students preferred not to live in dorms. Therefore, when Horizon moved to our new building in 2021, we did not build a dorm. Instead, Horizon keeps a list of close-by rental properties that we can help connect students with. We also have a Facebook Group called Horizon Housing Network. This group is a great way to help you find a roommate and a cozy place to live! If you want to be part of the Horizon Housing Network, simply request to join, and your request will be approved. For more information, contact the Horizon office.

Guidelines For Student Living

Students living in accommodations other than their family home should acquaint themselves with the regulations governing rental agreement, damage deposit, official notice of terminating a lease, guest privileges, and guidelines set out by the homeowners.

MCS and Horizon highly value a respectful student living environment, based on an attitude of humility and servanthood toward one another. In keeping with the Community Covenant, this includes

- Honour and support the roles of and guidelines established by landlords or Hub Churches (if the Hub provides a residence) to oversee and regulate all student living environments.
- If a Hub provides a residence, be prepared for and participate in any residence meetings organized by the Hub Church.
- Arrange shared housing only with students or persons of the same sex.

- Communicate openly and respectfully with roommates to resolve any conflict that arises.

Hub Student Support & Counselling Services

It is an assumption that the first source for student support is the Mentor or Church Hub Supervisor or other resource persons in the Church Hub or home church. There is always a second source for students who need support. Options are listed below, but students should be aware that the Student Experience Office is always available to connect with you directly or recommend someone to you.

- Spiritual Guidance – pastoral care is available through the faculty and staff to all students who need spiritual guidance or would just like to have someone to talk with.
- Academic Advising – The Associate Academic Dean, Associate Registrar and the Director of Academic Success are available.
- Financial Advising – The Executive Vice President and Director of Finance are available.
- Mental health support or personal counselling services – the offices of Student Experience or Student Life is able to connect students to one of our partner registered psychotherapists. Students may see a psychotherapist up to three times with Horizon financial support. Horizon will pay for the first appointment, and the students will be expected to pay $20 towards each of the next two appointments. Note: if a student fails to show up to a scheduled appointment, they will be charged to full price of the missed appointment. Students may inquire about mental health support from any member of the Horizon staff or faculty at any time.

Student Concerns with a Hub Church

Should a student have a disagreement with their Church Hub Supervisor or has another issue related to the Church Hub the student is encouraged to address their concerns directly with the Church Hub Supervisor whenever possible and is expected to deal with this in a professional manner, not sharing their concerns with other students or persons in the Church Hub.

The student may contact the AVP of Student Experience at any time regarding any situation they are facing, especially if the student has addressed their concerns with their Supervisor-Mentor and the situation has not been satisfactorily resolved, or for some reason, the student is not able to address the situation with the Supervisor-Mentor. The AVP of Student Experience will assist the student to find a way forward in their situation, by offering advice, helping to design a plan with the student or if necessary, suggest some kind of mediation.

Managing Challenges in a Church Hub Site

Should a student have a disagreement or concern with their Church Hub Supervisor or Ministry Mentor or any other issue related to the Church Hub, the student is encouraged to address their concerns directly with their Supervisor or Mentor whenever possible. It is expected that the student would deal with this in a professional manner, not sharing their concerns with other students or persons in the Church Hub.

Students may contact Cheryl Ritskes, the Assistant Director of Student Engagement, at any time regarding any situation they are facing especially if the student has addressed their concerns with their Supervisor or Ministry Mentor and the situation has not been satisfactorily resolved or for some reason, the student is not able to address the situation with the Supervisor or Ministry Mentor. The Assistant Director of Student Engagement will assist the student to find a way forward in their situation, by offering advice, helping to design a plan with the student or if necessary, suggest some kind of mediation.

Life Groups

On-campus college students may opt to join a Life Group, which is made up of a staff/faculty member and a small group of students to connect relationally with one another.

Student Care

The Assistant Director of Student Life is available to talk with and pray for students. Pastoral care is also available through Life Group leaders, 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.

Community Meals

Approximately once per 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.

Spiritual Formation

There will be spiritual formation options available for all MCS and Horizon students across our student community network including:

- Chapel – Student chapel services will be planned in the semester schedules. These will be live at the Mississauga campus, the Saskatoon campus, at a designated Church Hub, or via livestream. We strongly encourage students to attend, but attendance is not required. Hub students must also have the approval of their Supervisor-Mentor to participate in these chapels. Seminary students are invited to join as available.
- Spiritual emphasis events – These are specific times planned by student leadership to encourage and facilitate student spiritual formation, such as times for prayer, fasting, worship or serving.

National Student Leadership Team

MCS greatly values student voices in the overall institution and in the student community. This looks different and unique in the new diversified model of education throughout eastern Canada. Student leadership roles give students opportunities to learn and implement practical concepts taught in the classroom, while practicing skills of administration, leadership, planning and programming. Your involvement at MCS also provides opportunities for you to connect with and be mentored by faculty and staff, who will be your greatest supporters.

The organization of Student Leadership:

Level 1 – Regional Student Representatives

- Within each geographical grouping of Church Hubs, a Regional Student Representative will be identified to provide general oversight, encouragement and prayer support for students in their

region and to occasionally coordinate students n their region by planning 1-2 regional gatherings during the academic year.

- At the Horizon campus there are 2-3 Regional Student Representatives that will represent the Saskatchewan Region, as well as provide some coordination with other western Canadian reps. This leadership team will also work alongside the Assistant Director of Student Life in the planning of on-campus community activities.
- Regional Student Reps are part of the National Student Leadership Team which will meet 2-3 times per semester to report on their region and to coordinate chapels and events to be conducted in their region and possibly shared via livestream across the MCS student community.

Level 2 – Student Executive Council

- 3-5 upper year students are appointed by the Student Life Department to form the Student Leadership Council to coordinate and give leadership to all levels of the Student Leadership. This council will also provide valuable feedback, suggestions and objectively voice student concerns to be heard by the MCS administration.
- The Student Life Department will meet regularly throughout the academic year.
- This student leadership structure will continue to develop as we further adapt to the new model of education and structure.

Guidelines used to determine eligibility to serve on Student Leadership Team:

1) Must be in good academic standing.
   - Student should not serve if under academic probation.
   - Should a student be placed on academic probation while serving, their current position may be forfeited, to be reinstated upon the lifting of such probation. In each case, the final conditions and requirements will be stipulated by faculty council.
2) Must be in good financial standing.
   - A student in good financial standing will have outstanding invoices paid in a timely manner and/or have plans (approved by the business office) in place to discharge outstanding debt.
3) Must possess a clear Christian testimony and a maturing relationship with Christ.
4) Must live in adherence to the Master's College Student Handbook.
5) Must be willing to work in harmony with the staff, faculty and student body of MCS and be a positive reflection of the institution to the surrounding community.

Fall Orientation

Every new student of Horizon is required to attend Orientation sessions before they begin attending classes. This may be done by attending Orientation at the main campus (strongly encouraged but not required), via livestream when orientation is taking place at the main campus or via pre-recorded video sessions. Orientation will be provided for all new and continuing students at the main campus in September, in Mississauga for MCS students, and in Saskatoon for Horizon students. For students beginning studies at other times during the year, the online Orientation course must be completed before attending classes.

Regional Student Connection Events

At least once per semester the Student Life Department and Student Leadership Team will coordinate an event in a geographical area of Church Hubs and all students living in that area. This may include a chapel service that is livestreamed across our student community network or social/recreational activities.

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. 4:225:2).

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, 1114; 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. 2:1419).

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

College Student Code of Conduct

The College Student Code of Conduct sets out the standards of conduct expected of all undergraduate 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. Please note that students and residents may also be required to adhere to additional policies (academic, student housing related, etc.) not outlined here.

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.

College Property

Student Use of College Equipment

Students are not permitted to use college equipment for personal needs. Equipment may be used for college sponsored events and activities provided approval is given in advance by the Horizon office. An approved operator will oversee the use of such equipment. Equipment must not leave the campus for any reason without approval of the Horizon office. Use of college equipment for academic purposes must be approved by the appropriate faculty member.

College Security, Guests and Visitors

It should be reminded that every individual on campus bears responsibility for the protection of college 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 college premises, notify the main office or call the police after office hours.

Personal Space

At MCS and Horizon we respect the personal space and privacy of others. This includes computers, social media accounts, backpacks, food items, residence rooms, personal items, musical instruments, etc. It is expected that in community one would ask before using someone else's belongings.

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. Life Groups may request to use the kitchen to make a meal or bake cookies, etc. through the main office. 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

The primary approach to discipline by Horizon and MCS is to be educational and restorative with the purpose of developing Christian competencies. Sanctions will be issued as appropriate to the conduct involved. More than one sanction may be applied and repeated breaches of the College Code of Conduct will normally result in progressively more severe sanctions. Further, as an organization associated with the Pentecostal Assemblies of Canada, HCS recognizes its responsibility to govern and provide policy that are in alignment with that of the PAOC. This policy defines the steps that shall be undertaken to resolve any potential student disciplinary issue that may arise.

Students studying on campus or at a Church Hub, through livestreaming, Video-on- Demand or Distance Education have all agreed to, by signing, the Community Covenant. Every student is subject to disciplinary measures, should they be necessary.

When a Code of Conduct Violation Occurs:

1) Any individual may report a violation of this policy (hereafter, the Complainant) to the Dean of the College.
2) All parties will be considered and treated as innocent until evidence should prove otherwise.
3) Confidentiality of all parties will be respected to the degree that the process of investigation allows, but cannot be guaranteed.

4) The right of a Complainant to rescind their accusation will be respected, but HCS reserves the right to continue its own internal investigation if warranted.
5) The process of investigation should commence within three business days of receipt of the allegation.

Levels of Disciplinary Action

All discipline will be carried out in a manner that strives to treat the individual with dignity and the right to confidentiality.

Certain choices individuals make and attitudes and behaviours that are displayed, carry consequences that may render students liable to one of three levels of discipline:

Level:	Discipline Administered By:	Possible Action:
One Failure to meet general expectations, not including serious behaviour infractions	Dean of the College Church Hub Supervisor-Mentor	• Advise/warn • Teach/counsel • Record infraction • Limit privileges • Campus work
Two More series indication of negative attitude or behaviour pattern Consistent disregard of expectations Restricted behaviour infractions	Dean of the College Church Hub Supervisor-Mentor Community Covenant Committee	• As above • Non-academic probation
Three Severe, repeated flagrant disregard of expectations in attitude/actions Serious restricted behaviour infractions	Community Covenant Committee Dean of the College / Faculty President	• Probation • Suspension • Dismissal

Level One

Disciplinary infractions include:

- Causing a disturbance
- Dress code/personal appearance violation
- Misuse or unsafe behaviour
- Misuse of any school property, equipment or appliance
- Minor pranks/practical jokes
- Library disturbances

Level Two

Disciplinary infractions include:

- Consistent disregard for the guidelines listed in level one
- Abuse of any school property, equipment or appliance
- Stealing supplies
- Compromising security
- Fire hazards (firecrackers, candles, starting fires, etc.)
- People of opposite gender together at inappropriate times or places
- More serious practical jokes/pranks
- Notably stirring up relational strife and gossip (Gal. 5:19-21)
- Unauthorized possession of or use of College keys/equipment
- Smoking/drug use
- Drinking alcoholic beverages

Level Three

Disciplinary infractions include:

- Consistent disregard for the guidelines listed in level one and two
- Viewing any form of pornographic material
- Harassment and acts of violence
- Illegal drug use
- Immoral or unchristian restricted behaviours outlined in the Community Covenant (see also 1 Cor. 6:15-18; Rom. 1:21-24, 27-31; Gal. 5:19-21; 1 Thess. 4:3-8; Heb. 13:4; etc.)

The Community Covenant Committee

The Committee is composed of the Dean of the College, or dean's designate, and either two other staff members or two students from Student Council for peer evaluation. When a student is to meet with the Community Covenant Committee, the following procedures take place:

- Minutes will be kept detailing the proceeding and outcomes. These minutes will be kept in the student file managed by the Registrar.
    - The committee may hear testimony from the Complainant, the Accused and any corroborating testimony for witnesses. The Accused will be permitted to have another individual with them during these proceeding, not to act as an advocate, but for the purpose of emotional support.
    - After all evidence is heard, the team will meet again to render their findings.
    - Should the accusation be found to be true, then the team will proceed to affix a suitable disciplinary measure from the following possible choices:
        - 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 some criminal situations, the police may be contacted
    - Matter of suspension and expulsion should be brought before Faculty Council to ensure all policies and procedures have been adhered to.
    - The Accused shall meet with the committee and receive a written summary of the findings and consequences of the investigation within three business days of the committee's completion of such.

Non-Academic Probation

It is the desire of the college 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 nonacademic 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 at Horizon and MCS.

Appealing Discipline

A decision rendered by the Community Covenant Committee 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.

Handling Student Grievances

The college 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 the college. Accordingly, the college desires to deal fairly with all students. Should a student have a grievance, he or she is urged to follow scriptural patterns for the solutions of problems. The following guidelines are considered appropriate:

Consider the Matter:
Remain calm. Do not do or say things for which you will be sorry, or which will make the solution or reconciliation more difficult (James 1:19) Pray about the matter. God is interested in you as a person, and in the kind of person you are becoming. Let God help you find the right approach to the solution of the problem. Discuss the matter with the person or people involved. Try to settle the matter early. Do not let problems build (Eph. 4:26b). If an understanding is not reached, discuss the matter with the Dean of the College.

Petition the Matter:

If the issue is still unresolved, have the Dean of the College sign the written 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 issue is not resolved, 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.

Appeal the Matter:

If the concern remains 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.

Additional Notes: The college personnel cannot always create instant solutions to all problems. You are among friends who care, and who will take all reasonable steps toward the resolution of all legitimate problems you may encounter. A record of formal complaints and actions taken to resolve the issue shall be maintained.

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 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.

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

Competencies for Student Learning

Spiritual maturity is demonstrated by participating in and modeling a vibrant relationship with the triune God, practicing core spiritual disciplines, exercising spiritual gifts for the benefit of others, and remaining committed to lifelong spiritual formation, resulting in ever-increasing Christ-likeness.

Leadership and administration is demonstrated by a capacity for influencing and collaborating with others to execute a vision, and is marked by godly character in servant leadership, self-awareness, and comprehension of organizational leadership theories and practices.

Biblical and theological literacy is demonstrated by skilled interpretation of scripture and evaluation of theological issues in order to articulate how to think, live, and minister in light of who God is, who God's people are, and God's purposes for the world.

Ministry development is demonstrated by a capacity for advancing ministries with an awareness and use of effective ministry models for engaging with and equipping others in worship, witness, discipleship, care, and service to the world.

Skilled communication is demonstrated by the purposeful attention to and use of language, voice, imagery, bodily presence, and multimedia tools to discern meaning and to convey clear and effective messages to an audience.

Contextual awareness is demonstrated by a maturing orthodox Christian worldview, a healthy self-understanding, and engagement of people and cultures with wisdom and discernment.

College Student Learning Objectives

Horizon and MCS aim to develop undergraduate students in the following six competencies:

- Spiritual Maturity (SM)
- Biblical and Theological Literacy (BTL)
- Skilled Communication (SC)
- Contextual Awareness (CA)
- Leadership and Administration (LA) • Ministry Development (MD)

as students fulfil their specific program outcomes where they:

1) Gain leadership, administrative, communication, and ministry competencies necessary for effective Christian leadership. (SC, CA, LA, MD)
2) Develop self-awareness and foundational practices needed to support continued personal and spiritual development as a Christian leader. (SM, CA, LA)
3) Acquire knowledge and skill to interpret and communicate the Bible and theology for life and ministry. (BTL, SC, CA, MD)
4) Develop contextual awareness, critical thinking, and skills to appropriately address and respond to different settings. (CA, SC)

Program Outcomes

BA/BTh Pastoral Leadership

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for entering professional pastoral leadership as they:

1) Gain a breadth of leadership, administrative, communication and pastoral competencies necessary to lead and pastor within a church.
2) Develop robust self-awareness and foundational practices needed to support continued personal and spiritual development as a pastoral leader.
3) Acquire extensive knowledge and skill to interpret and communicate the Bible and theology for life and ministry.
4) Develop robust contextual awareness and critical thinking to appropriately address and respond to the needs of different ministry settings.

Students completing the Bachelor of Theology (BTh) degree will demonstrate a fifth additional competency:

5) Read the Bible in one of its original languages: Greek or Hebrew

BA/BTh Ministry Leadership

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for entering vocational ministry leadership as they:

1) Gain a breadth of leadership, administrative, communication and ministry competencies necessary to lead and minister within a variety of vocational ministry contexts.
2) Develop robust self-awareness and foundational practices needed to support continued personal and spiritual development as a ministry leader.
3) Acquire extensive knowledge and skill to interpret and communicate the Bible and theology for life and ministry.
4) Develop robust contextual awareness and critical thinking to appropriately address and respond to the needs of different ministry settings.
5) Students completing the Bachelor of Theology (BTh) degree will demonstrate a fifth additional competency:
6) Read the Bible in one of its original languages: Greek or Hebrew

BA Youth Ministry

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for youth ministry leadership as they:

1) Gain a breadth of leadership, administrative, communication and ministry competencies necessary to minister to youth.
2) Develop a robust self-awareness and foundational practices needed to support continued personal and spiritual development as a ministry leader.

3) Acquire extensive knowledge and skill to interpret and communicate the Bible and theology for life and ministry.
4) Develop the robust contextual awareness and critical thinking to appropriately address and respond to the needs that arise in youth ministry settings.
5) Qualify for youth or family service work in educational, residential, social services or community-based agencies by completing a Youth Care Worker certificate.

BA Children's Ministry

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for children's ministry leadership as they:

1) Gain a breadth of leadership, administrative, communication and ministry competencies necessary to minister to children.
2) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a ministry leader.
3) Acquire intermediate knowledge and skill necessary to interpret and communicate the Bible and theology for life and ministry.
4) Develop robust contextual awareness and basic critical thinking to appropriately address and respond to the needs that arise in children's ministry settings.
5) Qualify to become a licensed Level III Early Childhood Educator (ECE) through the Ministry of Education of Saskatchewan by completing an Early Childhood Education Diploma required to become a childcare centre director.

Diploma in Pastoral Leadership

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for entering professional pastoral leadership as they:

1) Gain intermediate leadership, administrative, communication and pastoral competencies necessary to lead and pastor within a church.
2) Develop a breadth of self-awareness and foundational practices needed to support continued personal and spiritual development as a pastoral leader.
3) Acquire extensive knowledge and skill to interpret and communicate the Bible and theology for life and ministry.
4) Develop basic contextual awareness and critical thinking to appropriately address and respond to the needs of different ministry settings.

BA Christian Studies

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for Christian life and volunteer ministry leadership as they:

1) Develop robust critical thinking and a mature Christian worldview as a foundation for Christian life or for further undergraduate studies in university, community college, or Christian higher education.

2) Acquire extensive knowledge and skill to interpret and communicate the Bible and theology for Christian living and academic study.
3) Develop a breadth of self-awareness and foundational practices needed to support continued personal and spiritual development as a Christian leader.
4) Gain basic leadership and communication competencies necessary for volunteer ministry.

Advanced Certificate in Ministry Leadership

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for volunteer ministry leadership as they:

1) Gain basic leadership and communication competencies necessary for volunteer ministry.
2) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a ministry leader.
3) Acquire basic knowledge and skill to interpret and communicate the Bible and theology for life and ministry.
4) Develop foundational academic and ministry skills as a basis for volunteer ministerial involvement or for further undergraduate studies in university, community college, or Christian higher education.

Advanced Certificate in Christian Studies

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for Christian life as they:

1) Develop foundational academic skills and a basic Christian worldview as a foundation for Christian life or for further undergraduate studies in university, community college, or Christian higher education.
2) Acquire basic knowledge and skill to interpret and communicate the Bible and theology for Christian living.
3) Gain basic leadership and communication competencies necessary for volunteer ministry.
4) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a Christian leader

Certificate in Christian Leadership

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for volunteer ministry leadership as they:

1) Gain introductory leadership knowledge and practice necessary for volunteer ministry.
2) Develop basic self-awareness and practices needed to support continued personal and spiritual development as a Christian leader.
3) Acquire introductory knowledge and skill to interpret the Bible and theology for Christian living.
4) Develop introductory academic and personal life skills as a foundation for Christian living or further undergraduate studies in university, community college, or Christian higher education.

Global Discipleship Certificate

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for volunteer ministry leadership as they:

1) Gain introductory leadership knowledge and practice necessary for volunteer ministry.
2) Develop basic self-awareness and practices needed to support continued personal and spiritual development as a Christian leader.
3) Acquire introductory knowledge and skill to interpret the Bible and theology for Christian living. 4. Develop introductory academic, cross-cultural, and personal life skills as a foundation for Christian living or further undergraduate studies in university, community college, or Christian higher education.

BA in Entrepreneurial Ministry

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for entering entrepreneurial ministry leadership as they:

1) Gain a breadth of leadership, administrative, communication and ministry competencies necessary to lead within a variety of entrepreneurial ministry contexts.
2) Develop a robust self-awareness and foundational practices needed to support continued personal and spiritual development as a ministry leader.
3) Acquire extensive knowledge and skill to interpret and communicate the Bible and theology for life and ministry.
4) Develop basic contextual awareness and critical thinking to appropriately address and respond to the needs of different entrepreneurial ministry settings.
5) Acquire the fundamentals of business and the art of entrepreneurial thinking by completing a Certificate in Entrepreneurship.

BA in Christian and Business Studies

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for Christian life as they:

1) Develop foundational critical thinking skills and a basic Christian worldview as a foundation for Christian life and business.
2) Acquire basic knowledge and skill to interpret and communicate the Bible and theology for Christian living.
3) Gain a breadth of leadership and communication competencies.
4) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a Christian leader.
5) Acquire the fundamentals of business and business strategy, by completing a Certificate in Business.

Certificate in Christian Foundations (Credential Track)

CCC Motion 2020.02.25-03

Students will demonstrate the competencies necessary for ministry leadership as they:

1) Gain introductory leadership and ministry knowledge and practice necessary for credentialed ministry with the Pentecostal Assemblies of Canada.
2) Develop basic self-awareness to support continued personal development as a Christian leader.
3) Acquire introductory knowledge and skill to interpret and communicate the Bible and theology for Christian living.

4) Acquire basic knowledge of Pentecostal history and theology, thereby earning the minimum academic requirements for the Recognition of Ministry credential with the Pentecostal Assemblies of Canada.

BA in Media Ministry (2+2 program)

CCC MOTION 2021.09.30-05

This program combines 20 months of Horizon's Ministry Leadership program (includes 4-month internship) with a 2-year Media Production Diploma program from Saskatchewan Polytechnic. Students will engage in ministry and leadership training as well as training with cameras, in sound, lighting, editing, live streaming, web authoring and more. Students graduate with both a B.A. from Horizon and a Diploma from SaskPolytech, opening the doors to either professional ministry or service in the public sector. Those wishing to graduate with the B.Th. designation must additionally complete two courses in biblical languages (Hebrew 1 and 2 or Greek 1 and 2).

Students will demonstrate the competencies necessary for media ministry leadership as they:

1) Gain basic leadership and specialized communication competencies necessary for media ministry.
2) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a ministry leader.
3) Acquire intermediate knowledge and skill necessary to interpret and communicate the Bible and theology for life and ministry.
4) Develop robust contextual awareness and basic critical thinking to appropriately address and respond to the needs that arise in media ministry settings.
5) Obtain knowledge and skills for the professional media production by completing a two-year Media Production Diploma.

BA in Mental Health and Addictions Ministry (2+2 program)

CCC MOTION 2021.90.30-05

This program combines 20 months of Horizon's Ministry Leadership program (includes 4-month internship) with a 2-year Mental Health and Addictions Counselling Diploma program from Saskatchewan Polytechnic. Students will engage in ministry and leadership training and learn to respond to emerging mental health and addiction trends in partnership with individuals, families, groups, and communities. Students graduate with both a B.A. from Horizon and a Diploma from SaskPolytech, opening the doors to either professional ministry or service in the public sector. Those wishing to graduate with the B.Th. designation must additionally complete two courses in biblical languages (Hebrew 1 and 2 or Greek 1 and 2).

Students will demonstrate the competencies necessary for mental health and addictions ministry as they:

1) Gain basic leadership and communication competencies specific to mental health and addictions ministry.
2) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a ministry leader.
3) Acquire intermediate knowledge and skill necessary to interpret and communicate the Bible and theology for life and ministry.
4) Develop robust contextual awareness and basic critical thinking to appropriately address and respond to the needs that arise in ministry settings.

5) Obtain knowledge and skills for counselling by completing a two-year Mental Health and Addictions Counselling Diploma.

BA in Christian Studies and Applied Technology (2+2 program)

CCC MOTION 2021.90.30-05

Students will receive Christian formation and leadership training as well as training in a focused area of technology. Students graduate with both a B.A. from Horizon and a Diploma from Saskatchewan Polytechnic. This program includes 16 months of Horizon's Christian Studies program and two years of study with SaskPolytech in one of the following areas:

- Library and Information Technology
- Mechanical Engineering Technology
- Mining Engineering Technology
- Power Engineering Technology
- Interactive Design and Technology
- Electronic Systems Engineering Technology
- Design and Manufacturing Engineering Technology
- Computer Systems Technology

Students will demonstrate the competencies necessary for Christian life as they:

1) Develop foundational critical thinking skills and a basic Christian worldview as a foundation for Christian life and a vocation in applied technology.
2) Acquire basic knowledge and skill to interpret and communicate the Bible and theology for Christian living.
3) Gain basic leadership and communication competencies necessary for volunteer ministry and a vocation in applied technology.
4) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a Christian leader.
5) Obtain knowledge and skills for a technical profession by completing a two-year diploma with a focus in technology.

BA in Christian Studies and BioTechnology (2+2 or 3 program)

CCC MOTION 2021.90.30-05

Students will receive Christian formation and leadership training as well as training in a focused area of biotechnology. Students graduate with both a B.A. from Horizon and a Diploma from Saskatchewan Polytechnic. This program includes 16 months of Horizon's Christian Studies program and two (or three) years of study with SaskPolytech in one of the following areas:

- BioScience Technology
- Medical Radiologic Technology
- Pharmacy Technology
- Veterinary Technology
- Combined Laboratory and X-Ray Technology
- Chemical Technology
- Medical Lab Technology (3 years)

Students will demonstrate the competencies necessary for Christian life as they:

1) Develop foundational critical thinking skills and a basic Christian worldview as a foundation for Christian life and a vocation in biotechnology.
2) Acquire basic knowledge and skill to interpret and communicate the Bible and theology for Christian living.
3) Gain basic leadership and communication competencies necessary for volunteer ministry and a vocation in biotechnology.
4) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a Christian leader.
5) Obtain knowledge and skills for a profession in biotechnology by completing a two or three-year diploma related to biotechnology.

BA in Christian Studies and Health Services (2+2 program)

CCC MOTION 2021.90.30-05

Students will receive Christian formation and leadership training as well as training in a focused area of health services. Students graduate with both a B.A. from Horizon and a Diploma from Saskatchewan Polytechnic. This program includes 16 months of Horizon's Christian Studies program and two years of study with SaskPolytech in one of the following areas:

- Health information Management
- Practical Nursing
- Mental Health and Addictions Counselling Diploma
- Therapeutic Recreation

Students will demonstrate the competencies necessary for Christian life as they:

1) Develop foundational critical thinking skills and a basic Christian worldview as a foundation for Christian life and a vocation in health services.
2) Acquire basic knowledge and skill to interpret and communicate the Bible and theology for Christian living.
3) Gain basic leadership and communication competencies necessary for volunteer ministry and a vocation in health services.
4) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a Christian leader.
5) Obtain knowledge and skills for a health profession by completing a two-year diploma related to health services.

BA in Christian Studies and Office Administration (2+1 program)

CCC MOTION 2021.90.30-05

Students will receive Christian formation and leadership training as well as training in office administration. This program combines 16 months of Horizon's Christian Studies program with an 8-month Office Administration Certificate program. Students graduate with both a B.A. from Horizon and a Certificate from Saskatchewan Polytechnic, opening doors to a vocation in the Church, non-profit setting, or public sector.

Students will demonstrate the competencies necessary for Christian life as they:

1) Develop foundational critical thinking skills and a basic Christian worldview as a foundation for Christian life and office administration.
2) Acquire basic knowledge and skill to interpret and communicate the Bible and theology for Christian living.
3) Gain basic leadership and communication competencies necessary for volunteer ministry and office administration.
4) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a Christian leader.
5) Obtain administrative knowledge and skills by completing a one-year Office Administration Certificate.

BA in Christian Studies and Support Services (2 + 1 program)

CCC MOTION 2021.90.30-05

Students will receive Christian formation and leadership training as well as training in a focused area of support services. Students graduate with both a B.A. from Horizon and a Certificate from Saskatchewan Polytechnic. This program includes 16 months of Horizon's Christian Studies program and one year of study with SaskPolytech in one of the following areas:

- Disability Support Worker
- Educational Assistant
- Primary Care Paramedic
- Health Care Cook
- Continuing Care Assistant

Students will demonstrate the competencies necessary for Christian life as they:

1) Develop foundational critical thinking skills and a basic Christian worldview as a foundation for Christian life and a vocation in support services.
2) Acquire basic knowledge and skill to interpret and communicate the Bible and theology for Christian living.
3) Gain a breadth of leadership and communication competencies necessary for volunteer ministry and a vocation in support services.
4) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a Christian leader. 5. Obtain knowledge and skills for a profession in support services by completing a one-year certificate that focuses on assisting or supporting others.

BA in Christian Studies and Industrial Arts (2+1 program)

CCC MOTION 2021.90.30-05

Students will receive Christian formation and leadership training as well as training in a focused area of industrial arts. Students graduate with both a B.A. from Horizon and a Certificate from Saskatchewan Polytechnic. This program includes 16 months of Horizon's Christian Studies program and one year of study with SaskPolytech in one of the following areas:

- Industrial Mechanic
- Agricultural Equipment Technician
- Machinist
- Heavy Equipment and Truck and Transport Technician

- Fabricator – Welder
- Parts Management Technician
- Refrigeration and Air Conditioning
- Automotive Service Technician
- Auto Body Technician
- Water and Wastewater Technician

Students will demonstrate the competencies necessary for Christian life as they:

1) Develop foundational critical thinking skills and a basic Christian worldview as a foundation for Christian life and a vocation in industrial arts.
2) Acquire basic knowledge and skill to interpret and communicate the Bible and theology for Christian living.
3) Gain basic leadership and communication competencies necessary for volunteer ministry.
4) Develop basic self-awareness and foundational practices needed to support continued personal and spiritual development as a Christian leader.
5) Obtain mechanical and technical knowledge and skills by completing a one-year certificate related to industrial arts.

Course Information

Course Codes

Below is a list of all current courses offered at Horizon College and Seminary along with their course codes.

B-BIBLE

B01-09 Biblical Languages
B205 Introductory Greek I
B206 Introductory Greek II
B10-19 Biblical Foundations and Backgrounds
B110 Introduction to the Old Testament
B112 Interpreting the Bible
B115 Introduction to the New Testament
B20-39 Old Testament Exegesis
B220 Pentateuch
B320 Old Testament History
B321 Judges-1 and 2 Samuel
B322 1 Samuel - 2 Kings
B420 Old Testament Prophets
B423 Wisdom Literature
B430 Psalms
B60-69 New Testament Exegesis
B260 Synoptic Gospels
B262 Gospel of John
B266 Luke/Acts
B301 Greek Exegesis
B360 Hebrews
B362 Romans and Galatians
B363 Pastoral Letters
B364 Studies in Paul's Letters
B365 General Epistles
B462 Romans
B463 Johannine Literature
B464 Revelation
B90-99 Specialized Studies
B490- Biblical Communication

G-GENERAL

G01-09 English and Communication
G100 Writing for Academic Success I
G105 English Literature I
G106 English Literature II
G108 English Literature and Composition
G200 Writing for Academic Success II
G207 Integrative Seminar with Portfolio (2+2 Programs)
G30-39 Philosophy
G230 Ethics and Morality
G242 Indigenous Ministry
G330 Reason and Christian Belief
G40-49 Social and Behavioural Sciences
G143 Worldviews and Contemporary Culture
G144 Personal Christian Life and Management
G149 Foundations of Leadership

G208 English Christian Literature Survey G407 Integrative Seminar with Portfolio (4-year programs)

G209 Communication Skills

G212 Worship and the Arts

G10-19 History

G110 History of the Christian Era

G310 Pentecostalism and the Church in Canada

G20-29 Languages

G205 Introductory Greek I

G206 Introductory Greek II

G241 Contemporary Approaches to Leadership/Administration

G249 Understanding Cultural Diversity

G50-59 Music Theory, History, Performance, and Fine Arts

G60-69 Natural Sciences, Mathematics, and Technology

G360 Technology and Communication for Ministry

G467 Finance, Governance, and Administration

G313 Pentecostalism & the Church of God

G90-99 Specialized Studies

P-PROFESSIONAL

P01-19 Preaching, Teaching, and/or Worship

P212 Worship and the Arts

P302 Homiletics

P412 Theology of Biblical Worship

P490 Biblical Communication

P20-39 Pastoral Ministry and/or Leadership

P221 Introduction or Pastoral Life and Leadership

P293 Indigenous Ministry

P269 Understanding Cultural Diversity

P274 Next Generation Ministry

P328 Coaching Others to Empower Others for Strategic Growth

P422 Leadership Theory and Practice

P425 Pastoral Care and Counselling

P431 Training Leaders in Ministry Organizations

P146 Spiritual Formation

P151 Ministry Formation

P152 Ministry Formation

P157 ACTION Program (seven credits)

P251 Ministry Formation

P252 Ministry Formation

P351 Ministry Formation

P352 Ministry Formation

P358 Internship (nine credits)

P359 Community Practicum

P360 Global Mission Work

P361 Campus University Ministry

P451 TREK Internship (six credits)

P452 TREK Internship (nine credits)

P458 Internship (nine credits)

P459 Internship (nine credits)

P160 Introduction to Christian Mission

P265 Church Planting Design

P369 Models of Ministry

P460 Rural Church Ministry

P360 Global Missions Work: Principles & Perspectives

P370 Youth Ministry

P371 Children's Ministry

P495 Special Studies in Professional Studies

T-THEOLOGY

T01-09 Historical Theology

T101 Introduction to Theology

T10-29 Systematic Theology

T220 Theology I

T221 Theology II

T311 Holy Spirit and the Church

T410 Doctrine of God

T30-49 Philosophical Theology

T80-89 Denominational Theological Emphases

T312 Anabaptist History and Thought

T90-99 Specialized Studies in Theology

T491 Current Issues in Theology

T495 Special Studies in Theology

Course Catalogue

B110: Intro to the Old Testament

This course is a general introduction of the content and theology of the Old Testament/ Hebrew Bible. It will survey key portions according to the ancient near eastern cultural, social, religious, and literary environment and highlight the theological importance of the Old Testament, including the nature of God revealed, for Christian life and ministry in the present-day.

B112: Interpreting the Bible

This course introduces students to the Bible's historical composition, canonization, and translation into English, and provides students the foundational framework for interpreting, understanding, and applying the Bible today.

B115: Intro to the New Testament

A foundational course introducing students to the literature, content, theology, and historical and social backgrounds of the New Testament. The course also introduces students to the processes behind the New Testament's composition, preservation, and canonization.

B205/G205: Introductory Greek I

The purpose of this course is to introduce and to immerse the student into 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 be a competent reader of the New Testament, emphasizing the ability to read several passages from the Greek New Testament.

B206/G206: Introductory Greek II

As a continuation of Introductory Greek I, the purpose of this course is to immerse the student into 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 New Testament.

B220: 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. Prerequisites: B110 Introduction to the Old Testament or B119 Bible Study Methods

B260: Synoptic Gospels

This course will examine the life, the ministry and the teaching of the historical Jesus as presented in the Synoptic Gospels. During this course, we will consider the society in which Jesus lived, as well as the religious context in which he taught. We will also ask questions like, "What is a Gospel?" and "Why are the Gospels so different?" In addition to these things, we will also engage with several scholars who seek to de-harmonize the Synoptic Gospels by questioning their authenticity. This course will not only equip the student to think critically about the Synoptic Gospels, but will also provide an opportunity to reflect on the teachings of Jesus for Christian faith and practice.

B266: 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. Prerequisites: B115 Introduction to the New Testament or B119 Bible Study Methods

B301: Greek Exegesis

This course develops students' proficiency in reading and interpreting the Greek New Testament through close study of a selected New Testament book 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 regular study and teaching.

Prerequisites: B205 Introductory Greek I and B206 Introductory Greek II

B320: Old Testament History

This course explores Israel's life in the land through characters and events from covenant gift to covenant failure and restoration. This course focuses on either the pre-exilic corpus (Joshua-Kings) or the post-exilic corpus (Chronicles, Ezra, and Nehemiah). Attention will be given to narrative art and theological themes, as well as critical questions of composition, history, and archaeology. Consideration will be given to the text's anticipatory role in Christian scripture. This course will focus on the post-exilic corpus (Chronicles, Ezra, and Nehemiah). Prerequisites: B110 Introduction to the Old Testament and B112 Interpreting the Bible.

B321: Judges and 1-2 Samuel

This course will analyze the accounts of Israel's story as recorded in the books of Judges and 1-2 Samuel, and evaluate various attempts to harmonize that story with other historical evidence. Literary, textual and theological issues as well as an examination of archaeological evidence, social institutions, and ideology will provide the data for discussing the ideas contained in these books and their role as scripture for the Church.

B322: 1 Samuel - 2 Kings

This course will analyze the accounts of Israel's story as recorded in the books of 1 Samuel-2 Kings. Attention will be given to narrative art and theological themes, as well as critical questions of composition, history, and archaeology. The course also gives attention to broader questions of how to interpret Old Testament historical books and the role of 1 Samuel-2 Kings as scripture for the Church. Prerequisites: Introduction to the Old Testament and Bible Study Methods

B360: Hebrews

No course description available.

B362: Romans and Galatians

A study of Paul's letters to churches in Rome and Galatia that engages its language, background, and theology with emphasis of Jesus' life and ministry, to contribute to the shaping of Christian character.

B363: Pastoral Letters

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.

B364: Studies in Paul's Letters

This course explores key theological themes in the letters of Paul, especially as these relate to his Jewish heritage and Greco-Roman context. Special emphasis will 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. Class discussion will include a consideration of how Paul's instructions to various early Christian communities still inform the thinking and practices of the present-day church.

B365: General Epistles

This course focuses on the New Testament books of James, 1 Peter, 2 Peter, and Jude. These General Epistles give a picture of the challenges early Christians faced in the Roman Empire. These challenges involve issues of ethics in the church community, warning believers against the influence of false teachers, and the call to persevere in the faith.

B420: Old Testament Prophets

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. *Note: This course will take a textual approach as it explores the various themes, motifs, communication styles, and theology of the OT Prophets primarily through the case studies of Isaiah, Jeremiah, and Ezekiel.

B423: Wisdom Literature

This course explores the Wisdom Literature of the Old Testament. 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. The course focuses on a particular portion of Wisdom Literature, which includes Job, Proverbs, Ecclesiastes, along with select psalms and prophetic writings. Prerequisites: Introduction to the Old Testament and Bible Study Methods

B430: 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.

B462: 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.

B463: Johannine Literature

During this course, the student will examine the Gospel of John as well as the epistles entitled 1st, 2nd and 3rd John. This course will expose students to a wide variety of scholarly opinions and equip them to explain subjects such as dates of composition, authorship, cultural contexts as well as the philosophical and theological underpinnings of both the Gospel and epistles. Students will also learn the reasons why John's Gospel differs considerably from the Synoptic Gospels, and be encouraged to think critically about its historicity, its theological claims, and devotional/ministry value.

B464: 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.

B490/P490: Biblical Communication

Biblical Communication focuses on teaching and preaching biblical truth, with particular attention to sound interpretation and application, thorough preparation, and effective delivery. The context is internship with assignments embedded within the field education experience. This is a directed study course, though there will be some cohort meetings. Though located primarily within the internship experience, the course will also give attention to the importance of continuing education as communicators of Scripture.
Prerequisites: P302 Preaching & Public Speaking

G100: Writing for Academic Success I

This course introduces students to the basics of academic writing with the aim of helping them express themselves clearly in academic and ministry settings. Students will learn the importance of clear writing as they practice basic grammatical principles, organizing their writing, and revising and editing their work.

G105: English Literature I

This course will introduce students to major forms of poetry in English, with emphasis placed on identifying and analyzing the particular features of poetic language. Students will learn to recognize different types of poems from different periods and to analyze formal and thematic elements in order to discern a poem's unique perception of its subject. In addition, students will study and practice the art of writing clearly, coherently, and persuasively.

G106: English Literature II

This course will introduce students to a variety of narrative forms in English, including the short story, the narrative essay, verse narrative, and the novel. Emphasis will be placed on identifying and analyzing the genres, modes, and techniques that storytellers from different periods have used to explore the human experience and engage their readers. In addition, students will study and practice the art of writing clearly, coherently, and persuasively.

G108: English Literature and Composition

This course focuses on the major genres of narrative, non-fiction, drama, and poetry. In addition to learning the tools of critical analysis, students will be introduced to grammar and writing, with emphasis placed on classroom discussion and the practice of writing and revision.

G110: History of the Christian Era

This course provides an overview of the general history of Christianity from apostolic times to the present. Both external factors, such as names, dates, and movements, and internal factors, such as theological controversies, will be studied.

G143: Worldviews and Contemporary Culture

An introductory exploration of worldviews as intellectual and value systems, especially in relation to culture. These powerful forces shape the lives and beliefs of people; they are often absorbed without clear reflection on the part of the holder. This course will help students identify worldviews in everyday life and develop their own worldview.

G144: Personal and Christian Life Management

The transition to college life is a challenging one. To best equip a student to excel in this environment, G104 will offer practical, maturing strategies in the realms of academics, community and selfhood, with the expected outcome of a greater physical, academic, emotional and spiritual vitality.

G149: Foundations of Leadership

This course helps prepare students for Christian leadership by making them aware of different leadership theories, skills, and disciplines. By attending the Global Leadership Summit, completing a Clifton Strengths Assessment, and other means, students will deepen their understanding of godly leadership and will articulate key insights about their personal leadership gifts and values.

G200: Writing for Academic Success II

In this course students will continue to develop their skill in academic writing so they can communicate effectively in academic and other settings. Students will learn and practice intermediate grammatical principles and continue to improve their writing style.

G208: English Christian Literature Survey

Christianity is a literary faith, and Christians have a unique understanding of the power of images and stories to communicate God's vision for his people. This course surveys the imaginative writing of English Christians from the seventh to the twenty-first century AD and explores the continuing value of Christian literature for faith and practice. Students examine the form and content of a diverse selection of narratives and poems that embody a Christian worldview and respond through the arts of persuasive and creative writing.

G209: Communication Skills

This course equips students to understand, assess, and use the principles of effective communication. Considering both oral and written contexts, we will examine language as a system for making meaning, identify the role of genre in composition and interpretation, practice and evaluate the use of image, story, and logical patterns as tools for moving an audience, and analyze key elements of rhetorical situations. In

doing so, we will develop techniques for active listening and for persuasive communication. Prerequisite: B119 Bible Study Methods

G212/P212: Worship and the Arts

This course explores historical and biblical ways that the arts (including, but not limited to, music) have served as expressions of worship. During this course, students will develop an understanding and philosophy of the aesthetics and the arts as they relate to corporate worship practice and church ministry, while also practicing ways of integrating the arts and worship.

G230: Ethics and Morality

A survey of ethical systems with an emphasis on the development of an adequate Christian approach, followed by a discussion of current ethical and moral issues. Prerequisite: G143 Worldviews & Contemporary Culture

G241: Contemporary Approaches to Leadership and Administration

This course is an introduction to contemporary approaches to leadership. It is an undergraduate course offered in conjunction with attendance at the Global Leadership Summit. Students may take this course for credit towards an undergraduate diploma or degree.

G242: Indigenous Ministry

This course prepares students for success in ministry with Indigenous Peoples by contrasting recent and historical failed mission attempts with efforts that produced positive outcomes. Students examine various Indigenous ways of contextualizing the core tenets of Christian faith as well as the history leading up to the Truth and Reconciliation Commission's calls to action. Students also explore ways to act on these calls within the context of ministry.

G249: Understanding Cultural Diversity

This course will introduce students to the fundamentals of cultural intelligence while enhancing cross-cultural leadership abilities for ministry with intercultural church initiatives, including international missions and ministries with immigrants or diverse groups. Students will learn to engage in effective biblical cross-cultural communication and witness in the context of the Canadian and global cultural mosaic.

G310: Pentecostalism and the Church in Canada

This course provides an overview of the history of Pentecostalism, including the historical antecedents of Pentecostalism, the early growth of Pentecostalism in North America, and global developments in Pentecostalism. The course also situates Pentecostalism within the broader historical and sociological context of the Church in Canada.

G312/T312: Anabaptist History and Thought

This course provides an overview of Anabaptist history, spirituality, and thought. It includes the early growth of Anabaptist movements within the context of the Reformation along with historical and global developments in various streams of Anabaptism, with some focus on the Mennonite Brethren tradition. In conversation with early confessions and contemporary Anabaptist writers, students will examine the centrality of Christ, biblical interpretation, mission, discipleship, and peacemaking from within a framework of Anabaptist convictions. Prerequisite: G110 History of the Christian Era

G313 Pentecostalism & the Church of God: History, Thought, and Polity

This course provides an overview of the history of Pentecostalism, including the historical antecedents of Pentecostalism and the early growth of the movement in North America. Emphasis is placed on the development of thought, practice and polity within the context of the Church of God (Cleveland), from 1886 onward. The course will prepare students to complete the Exhorter's exam, an entry level requirement for licensure with the denomination of the Church of God. (All references to the Church of God apply specifically to the Church of God – Cleveland, Tennessee.) Prerequisite: G110 History of the Christian Era

G330: Reason and Christian Belief

A study of philosophical issues arising from religious belief and practice, such as the relation between faith and reason, arguments for the existence of God, the problem of evil, the relation between religion and science, and religious pluralism. Prerequisite: G143 Worldviews & Contemporary Culture

G360: Technology and Communication for Ministry

This course provides foundational instruction in the use of digital and electronic technology for communication in ministry. Students will learn essential information and develop practical skills through hands-on learning for effective use of technology, especially in the areas of sound reinforcement, lighting, projection, graphic design, social media, and video production. Ethical and philosophical issues related to the influence of technology in culture and the church will also be discussed. Prerequisite: G209 Communications Skills

G407: Integrative Seminar with Portfolio

Students register for 'Integrative Seminar with Portfolio' during their final year of college. The purpose of this course is to reflect critically on all aspects of their program of study and to integrate knowledge of biblical and theological disciplines with skills and practice in life and ministry. Students consider future steps in their vocational and educational direction, refine and create selected artifacts for their personal Portfolio, and experience a summative interview (with several faculty members) that provides a comprehensive personal assessment of their growth in the six competencies. Integrated Seminar with Portfolio includes small group meetings to focus on integration assignments, to share the process and activity of creating new artefacts for their Portfolio, to explore denominational relationships and processes for credentials and ministry opportunities, and to finalize the content and shape of their personal Portfolio.

G467: Finance, Governance, and Administration

Charitable organizations of any size are responsible to develop and maintain effective systems of operations. In this foundational course, students will learn about and practice the basic principles and tools for effective church and non-profit finance, governance, and administration.

G490: Faith and Film

Christianity has been represented on film since the advent of cinema. This course surveys the history, representation, and misrepresentation of faith in media from the early days of the 20th century through modern YouTube. Understanding how Christianity has been displayed on screen, students watch, research, write, and create media about how faith and values have been – and could be – portrayed through film.

P146: Intro to Spiritual Formation

This course introduces students to the concept of Christian spiritual formation and developing a relationship with God. Through studying Scripture, historical practices, and engaging in various formational exercises, students will gain a deeper understanding of the importance of habits and their fruitful outcomes. The course also emphasizes creating a personal “Rule of Life,” which serves as a framework to guide daily living. By the end of the course, students will be equipped to thoughtfully integrate spirituality into their everyday lives.

P151: Ministry Formation (Fall, 1st year)

Ministry Formation provides students with the opportunity to serve in a church, parachurch, or other approved ministry under the guidance of a mentor. Typically, students will engage in ministry for 4 to 5 hours a week. Regular meetings with a mentor provide students with a positive growth experience. Further, on-campus labs provide input, training, and reflection aimed at bridging the shift from the classroom to the field, from the textual to the contextual. Horizon’s and MCS’s competencies are addressed throughout the six Ministry Formation courses with Biblical and Theological Literacy as the emphasis for P151.

P152: Ministry Formation (Winter, 1st year)

Ministry Formation provides students with the opportunity to serve in a church, parachurch, or other approved ministry under the guidance of a mentor. Typically, students will engage in ministry for 4 to 5 hours a week. Regular meetings with a mentor provide students with a positive growth experience. Further, on-campus labs provide input, training, and reflection aimed at bridging the shift from the classroom to the field, from the textual to the contextual. Horizon’s and MCS’s competencies are addressed throughout the six Ministry Formation courses with Spiritual Maturity the emphasis for P152.

P157 ACTION Program

In partnership with MB Multiply, ACTION is six-week discipleship training and cross-cultural mission experience for young adults.

P160: Intro to Christian Mission

Because Christianity is by nature a missional faith, every Christian is called to participate in God’s mission in the world. This course explores the biblical and theological basis for mission, the missionary movements in history, issues in communicating the gospel with cultural relevance, and various missional strategies and mission models. Finally, students will gain insight into identifying, integrating, and fulfilling their personal role in the Mission of God.

P212/G212: Worship and the Arts

This course explores historical and biblical ways that the arts (including, but not limited to, music) have served as expressions of worship in Judeo-Christian traditions. During this course, students will develop an understanding and philosophy of the aesthetics and the arts as they relate to corporate worship practice and church ministry, while also practicing ways of integrating the arts and worship.

P221: Intro to Pastoral Life and Leadership

This course introduces pastoral theology, which regards the health and life of the church and its leadership. Students will examine aspects of a healthy personal life, spiritual maturity, and the practical work of a pastoral leader in a local church.

P251: Ministry Formation (Fall, 2nd year)

Ministry Formation provides students with the opportunity to serve in a church, parachurch, or other approved ministry under the guidance of a mentor. Typically, students will engage in ministry for 4 to 5 hours a week. Regular meetings with a mentor provide students with a positive growth experience. Further, on-campus labs provide input, training, and reflection aimed at bridging the shift from the classroom to the field, from the textual to the contextual. Horizon's and MCS's competencies are addressed throughout the six Ministry Formation courses with Leadership and Administration as the emphasis for P251.

P252: Ministry Formation (Winter, 2nd year)

Ministry Formation provides students with the opportunity to serve in a church, parachurch, or other approved ministry under the guidance of a mentor. Typically, students will engage in ministry for 4 to 5 hours a week. Regular meetings with a mentor provide students with a positive growth experience. Further, on-campus labs provide input, training, and reflection aimed at bridging the shift from the classroom to the field, from the textual to the contextual. Horizon's and MCS's competencies are addressed throughout the six Ministry Formation courses with Skilled Communication as the emphasis for P252. Prerequisite: P251 Ministry Formation

P265: Church Planting Design

This course increases students' knowledge and skills for initiating new churches and creating a multiplication environment for starting new initiatives. Students will discuss, envision, and develop several strategic resources for planting within the Canadian context. While the focus is on the Canadian context, the diversity of Canada provides an opportunity for many approaches to planting with global applications.

P269: Understanding Cultural Diversity

This course will introduce students to the fundamentals of cultural intelligence while enhancing cross-cultural leadership abilities for ministry with intercultural church initiatives, including international missions and ministries with immigrants or diverse groups. Students will learn to engage in effective biblical cross-cultural communication and witness in the context of the Canadian and global cultural mosaic.

P274: Next Gen Ministry

This course will help the student to understand the unique needs of the various generations of people who are part of the local church. Students will explore how they can unite different areas of ministry in the church as they develop their own philosophy of family ministry. They will also develop strategies for thriving children's, youth, young adults, adults, and seniors' ministries.

P293: Indigenous Ministry

This course prepares students for success in ministry with Indigenous Peoples by contrasting recent and historical failed mission attempts with efforts that produced positive outcomes. Students examine various Indigenous ways of contextualizing the core tenets of Christian faith as well as the history leading up to

the Truth and Reconciliation Commission's calls to action. Students also explore ways to act on these calls within the context of ministry.

P302: Preaching & Public Speaking (formerly Homiletics)

This course teaches foundational homiletical theory and practice so that students can properly communicate biblical truth in a Christian ministry setting. This course will also help students develop strong communication and public speaking skills for other non-ministry settings. Prerequisite: B119 Bible Study Methods and G209 Communication Skills

P321 Leadership and Conflict

This course gives students a framework through which to view and engage conflict, a biblical foundation for understanding conflict, and a skill set with which to respond effectively to situations involving conflict. Our goal is the development of leadership capacity in situations of conflict from an Anabaptist framework, grounded in the Sermon on the Mount as Jesus' counter-cultural expression of God's values and priorities. (Note: This course fulfills one of the Anabaptist Studies degree concentration requirements.) Prerequisite: G149 Foundations of Leadership

P328: Coaching to Empower Others for Strategic Growth

This course will introduce students to coaching as a skill. The purpose of this skill is to empower individuals and teams to achieve their desired growth and development. An important part of this coaching skill will be for each student to develop deeper levels of self-awareness and personal participation in a team environment. Prerequisite: G149 Foundations of Leadership

P351: Ministry Formation (Fall, 3rd year)

Ministry Formation provides students with the opportunity to serve in a church, parachurch, or other approved ministry under the guidance of a mentor. Typically, students will engage in ministry for 4 to 5 hours a week. Regular meetings with a mentor provide students with a positive growth experience. Further, on-campus labs provide input, training, and reflection aimed at bridging the shift from the classroom to the field, from the textual to the contextual. Horizon's and MCS's competencies are addressed throughout the six Ministry Formation courses with Contextual Awareness as the emphasis for P351.

P352: Ministry Formation (Winter, 3rd year)

Ministry Formation provides students with the opportunity to serve in a church, parachurch, or other approved ministry under the guidance of a mentor. Typically, students will engage in ministry for 4 to 5 hours a week. Regular meetings with a mentor provide students with a positive growth experience. Further, on-campus labs provide input, training, and reflection aimed at bridging the shift from the classroom to the field, from the textual to the contextual. Horizon's and MCS's competencies are addressed throughout the six Ministry Formation courses with Ministry Development as the emphasis for P352. Prerequisite: P351 Ministry Formation

P358: Internship (9 credits)

Internship is an immersive experience where students minister under the mentorship of an experienced ministry practitioner. It is an opportunity for students to practice what they have learned in the classroom and theologically reflect on that practice. Internship is usually completed near the conclusion of a student's program, providing a summative assessment of the student's growth and capacity in all six competencies.

Prerequisite: P221 Introduction to Pastoral Life & Leadership and P302 Homiletics.

* Because internship is a practical assessment of all six competencies, students require a GPA of 2.0 to apply for internship and a minimum grade of C or higher to pass.

P359: Community Practicum

A 3-credit course that provides a practicum for students wishing to engage in contextual learning. The course is done with a supervisor-mentor who provides direction, encouragement, and ongoing input.

P360: Global Missions Work: Principles & Practices

The course prepares those exploring or preparing for global missions work. It exposes students to current realities and provides an on-boarding experience that is normally required by mission agencies. Students will study and engage topics such as motivation, ministry requirements, cultural adjustment, trends in global mission work, spirituality, disciple making, and effective community development. In addition, students will consider ways that they might serve in global mission work in the future.

P361: Campus University Ministry

This course provides proven missional strategies for engaging students on a public postsecondary campus. By blending campus ministry history, philosophy, and best practices, students will learn how to engage diverse domestic and international student cultures. This includes strategic models for campus ministry, mobilizing student-led groups, and tools for pioneering or joining an existing campus ministry.

P369: Models of Ministry

This course explores the features of several models of ministry such as online, multi-site, rural, para-church, camp, and sports ministry. Students will learn the practicalities of running different models of ministry along with how to foster growth, health, and vitality in a new or existing ministry. To that end, students will evaluate the advantages and challenges of different models of ministry, establish healthy review processes, and consider which models of ministry will be effective for ministering in different contexts.

P370: Youth Ministry

This course is designed for those who might lead a youth ministry and for those who see themselves volunteering in various student ministries. Students will develop their own biblically based philosophy of youth ministry, various programming and counseling strategies, and a deeper understanding of today's youth culture. Students will also learn how to build effective relationships with students, parents, and volunteer leaders.

P371: Children's Ministry

The course helps students learn and engage in best practices and programing skills for developing and overseeing a healthy children's ministry that supports the discipleship and care of children.

P412: Theology of Biblical 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.

P422: Leadership Theory and Practice

This course examines the practice of leadership through the wisdom in the Bible and contemporary leadership literature, with particular attention to theory, change management processes, and leadership development.

Prerequisite: G149 Foundations of Leadership

P425: Pastoral Care

A study of key issues and methods for pastoral care. Students will gain the foundational skills to address specific issues such as following up with visitors and absentees, preparing for and performing of marriage ceremonies, making hospital visitations, preparing for funerals and ministering to grieving families and caring for those with substance abuse, family conflict, and other issues. Students will also engage in the self-examination necessary to prepare themselves to be a healthy pastoral caregiver.

Prerequisite: P221 Introduction to Pastoral Life & Leadership

P431: Training Leadership in Ministry Organizations

Ministry organizations, including local churches, have a strong mandate for leadership training that will ensure the ongoing health of the organization and its ability to fulfil the stated purposes for its existence. This course will examine models for leadership development, elements of teambuilding (and team dysfunction), as well as roles and responsibilities of effective leadership within a ministry organization. Prerequisite: G149 Foundations of Leadership

P451: TREK Internship (six credits)

No course description available.

P452: TREK Internship (six credits)

No course description available.

P458: Internship (nine credits)

Internship is an immersive experience where students minister under the mentorship of an experienced ministry practitioner. It is an opportunity for students to practice what they have learned in the classroom and theologically reflect on that practice. Internship is usually completed near the conclusion of a student's program, providing a summative assessment of the student's growth and capacity in all six competencies.

Prerequisite: P221 Introduction to Pastoral Life & Leadership and P302 Homiletics.

* Because internship is a practical assessment of all six competencies, students require a GPA of 2.0 to apply for internship and a minimum grade of C or higher to pass.

P459: Internship (nine credits)

Internship is an immersive experience where students minister under the mentorship of an experienced ministry practitioner. It is an opportunity for students to practice what they have learned in the classroom and theologically reflect on that practice. Internship is usually completed near the conclusion of a student's program, providing a summative assessment of the student's growth and capacity in all six competencies.

Prerequisite: P458.

* Because internship is a practical assessment of all six competencies, students require a GPA of 2.0 to apply for internship and a minimum grade of C or higher to pass.

P460: Rural Church Ministry

No course description available.

P490/B490: Biblical Communication

Biblical Communication focuses on the teaching and preaching of scripture. Students will develop skills in the sound interpretation and application of the Bible, as well as the effective preparation and delivery of biblical messages. This course also emphasizes the importance of lifelong reading to support a teaching and preaching ministry. This directed study course is normally completed during the internship and contains occasional cohort meetings where students reflect on their learning and discuss their ministry experiences together. Prerequisites: P302 Preaching & Public Speaking

P495: Special Studies in Professional Studies T101: Intro to Theology

This foundational course introduces students to the study of God, also known as theology. Students will learn the value of theology, survey and understand the biblical basis for traditional Christian beliefs as outlined in the Apostles' Creed, and develop basic skills in reading theology.

T220: Theology I

An examination of theological methodology followed by a study of the Christian doctrines of revelation, God, creation, providence, humanity, and sin. Students will think critically about areas of theological diversity and consensus, read primary sources, and begin to form their own statement of faith.

T221: Theology II

A study of the Christian doctrines of Christ, salvation, the church, and eschatology. Students will think critically about areas of theological diversity and consensus, read primary sources, and continue to form their own statement of faith. Prerequisite: T220 Theology I

T311: Holy Spirit and the Church

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. Included are the gifts of the Spirit, Spirit baptism, and the doctrine of divine healing. Students construct and critically evaluate arguments and practices related to pneumatology. Prerequisites: Theology I and Theology II

T312/G312: Anabaptist History and Thought

This course provides an overview of Anabaptist history, spirituality, and thought. It includes the early growth of Anabaptist movements within the context of the Reformation along with historical and global developments in various streams of Anabaptism, with some focus on the Mennonite Brethren tradition. In conversation with early confessions and contemporary Anabaptist writers, students will examine the centrality of Christ, biblical interpretation, mission, discipleship, and peacemaking from within a framework of Anabaptist convictions.

T313 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.

Prerequisite: T101 Introduction to Theology

T410: 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.

T411: Soteriology

This course explores the Christian doctrine of salvation from historical, evangelical, and Pentecostal viewpoints. It focuses on salvation achieved through Christ's cross and resurrection and applied by the Holy Spirit in response to faith. Students will examine biblical theology and historical theological sources to understand key soteriological issues.

T491: 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 evaluate these issues from a biblical and evangelical Christian perspective and develop their own theologically-informed responses to these trends. The key topics of discussion will vary.

T495: Special Studies in Theology

No course description available.

Program Requirements

See the following program sheets for program requirements.