P274 Next Generation Ministry

3 credits. Prerequisites: none.

🎞 Online Video

January 11 – April 16, 2027

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There is an introductory Zoom Meeting on Monday, January 11, 7:30 – 8:30pm ET. The instructor will walk through the course, give thorough explanation of assignments and respond to all questions. This is not mandatory, but you will find it helpful!

Course Goals

Course Description

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 ministry within the body of Christ. They will also develop strategies for thriving children's, youth, and young adult ministries, and explore how they might be able to see children and youth grow to mature as Christian adults.

Relationship to Horizon and MCS's Missions

Different age groups have different ministry needs. This course will help you to understand those unique needs and give you skills to be more effective in ministry to various age groups, while also considering how that ministry can unite people in the church of different age groups. Therefore, this course will help you develop in the following areas of competency:

- *Ministry Development*: 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.
- *Contextual Awareness*: a maturing orthodox Christian worldview, a healthy self-understanding, and engagement of people and cultures with wisdom and discernment.

Core Competencies and Learning Outcomes

To demonstrate competency in **Ministry Development,** students will

1. Describe and evaluate various churches' children's, youth, or young adult ministries, as well as their overall family ministry philosophies.
    - *Assessment*: Interview Research Assignment; Ministry-Specific Textbook Reflections
2. Develop a biblically-based and theologically-informed plan for one of children's, youth, young adults, or family ministries in a church.
    - *Assessment*: Primary Textbook Quiz; Ministry-Specific Textbook Reflections; Specific-Ministry Philosophy and Plan
3. Describe key programming strategies from birth to young adulthood in the church setting, including how stages of development from childhood to adulthood affect approaches to spiritual development.
    - *Assessment:* Interview Research Assignment; Ministry-Specific Textbook Reflections.

To demonstrate competency in **Contextual Awareness,** students will

4. Identify key developmental factors and cultural trends shaping the ministries and programs for children's, youth and young adult age groups in the local church.
    - *Assessment*: Specific-Ministry Philosophy and Plan

Course Work

Required Readings

Hunter, Ron Jr. *Recalibrate: A New Measure for Family Ministry.* Nashville, TN. Randall House, 2019. ISBN: 978-1614841067 DTL

In addition to the above book, **choose ONE** of the following groups of readings, based on your specific interest of study and assignments:

a. Children's Ministry

DeVries, Mark and Annette Safstrom. *Sustainable Children's Ministry: From Last-Minute Scrambling to Long-Term Solutions.* Downers Grove: InterVarsity Press, 2018. ISBN: 978-0830845224. DTL

Penner, James, et al. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church.* https://hemorrhagingfaith.com/product/hemorrhaging-faith-download/. Evangelical Fellowship of Canada, 2012. **Download purchase: $15.**

b. Youth Ministry

DeVries, Mark. *Family-Based Youth Ministry*. Revised and Expanded Edition. Downer Groves: InterVarsity Press, 2004. ISBN: 978-0830832439. DTL

Penner, James, et al. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church.* https://hemorrhagingfaith.com/product/hemorrhaging-faith-download/. Evangelical Fellowship of Canada, 2012. **Download purchase: $15.**

c. Young Adult Ministry

DeVries, Mark. *Family-Based Youth Ministry*. Revised and Expanded Edition. Downer Groves: InterVarsity Press, 2004. ISBN: 978-0830832439. DTL

Penner, James, et al. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church.* https://hemorrhagingfaith.com/product/hemorrhaging-faith-download/. Evangelical Fellowship of Canada, 2012. **Download purchase: $15.**

Hiemstra, Rick, et al. *Renegotiating Faith: The Delay in Young Adult Identity Formation and What it Means for the Church in Canada*. Toronto, ON: Faith Today Publications, 2018. ISBN: 978-1989246009. (Available on Populi)

d. Overall Ministry (Family Ministry)

Jones, Timothy Paul. *Perspectives on Family Ministry: 3 Views.* 2nd Edition. Nashville, TN: B&H Academic, 2019. ISBN: 978-1535933360. DTL

Penner, James, et al. *Hemorrhaging Faith: Why and When Canadian Young Adults are Leaving, Staying and Returning to Church.* https://hemorrhagingfaith.com/product/hemorrhaging-faith-download/. Evangelical Fellowship of Canada, 2012. **Download purchase: $15.**

Hiemstra, Rick, et al. *Renegotiating Faith: The Delay in Young Adult Identity Formation and What it Means for the Church in Canada*. Toronto, ON: Faith Today Publications, 2018. ISBN: 978-1989246009. (Available on Populi)

Recommended Reading

Newman, Alex. "How Young Adults Renegotiate Faith: What Churches and Parents Need to Know About New Research." *The Evangelical Fellowship of Canada*. November 1, 2018. https://www.evangelicalfellowship.ca/Communications/Articles/November-2018/How-young-adults-renegotiate-faith-What-churches.

**While students have the benefit of accessing many of their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

1. Video Lesson Discussions.

Students can access the lecture videos through Populi under the "Syllabus" tab, in the "Links" section.

Students are required to watch and engage with all lecture content and in-class activities as outlined in the schedule below. Students will also submit a 2–3-minute video report each week that addresses the questions listed in the chart below. Alternatively, students can attend the class cohort Video Call, according to the chart below, to fulfill that week's Padlet requirement.

Week 1 Lectures (Day 1-2) & Report due Saturday, January 23 at 11:59PM
Week 2 Lectures (Day 3-4) & Report due Saturday, February 6 at 11:59PM
Week 3 Lectures (Day 5-6) & Report due Saturday, February 20 at 11:59PM
Week 4 Lectures (Day 7-8) & Report due Saturday, March 6 at 11:59PM
Week 5 Lectures (Day 9-10) & Report due Saturday, March 27 at 11:59PM

Students fulfill the course attendance requirements through these Padlet Report submissions. These reports must be submitted on time in order to be registered as "present" for "class."

Padlet	Due Date	Topics for Zoom Discussions or your Padlet Responses
Padlet 1	Lectures Day 1-2 Saturday, January 23 at 11:59pm ET	As instructed at the beginning of Class 1, please introduce yourself as follows: 1) What is your name? 2) Where are you from? 3) What is your favourite pizza? 4) What you are most interested in about this focus on Next Generation Ministry? Next: 1) Confirm that you watched videos of Lectures 1-2. 2) Indicate the strongest reason for why you think this course is important. 3) When you think about churches and their (our) ministry with children, youth, young adults or families what is something that a) Concerns you? b) Gives you hope? 4) Which age-specific area of ministry will you be focusing on for assignments in this course? a) Children's ministry b) Youth ministry c) Young adult ministry

		d) Overall (family) ministry 5) Ask one question or make a comment after watching Classes 1-2. 6) After you have completed and submitted your Padlet video, respond to at least one classmate's video. ***Padlet video submissions are normally 3 minutes long; however, for this first submission, you will be given 5 minutes.***
Padlet 2	Lectures Day 3-4 Saturday, February 6 at 11:59pm ET	1) Confirm that you have watched the required lectures (Class 3 and 4). 2) Share something you have heard mentioned about Early Adolescent development that is important for Junior High ministry leaders to be aware of and ensure their ministry accommodates. 3) In the class 4 video, what did you hear youth pastor Jessica Scheel say that you want to be certain to remember and implement if you are in charge of or giving oversight to a Junior High ministry. 4) Ask one question or make one comment you have after watching Class 3-4 videos. 5) Respond to at least one classmate's video.
Padlet 3	Lectures Day 5-6 Saturday, February 20 at 11:59pm ET **Zoom Meeting option** on Thursday, February 18, 7:30-9:00pm ET	1) Confirm you have watched the recordings of Classes 5 and 6. 2) From Class 5 – explain one thing that you feel has informed you about understanding middle or late adolescent development and how that understanding needs to affect ministry with youth and/or young adults. 3) From Class 6 – highlight two aspects of childhood development that caught your attention and you need to remember. 4) From Class 6 - what are two things Kathy highlighted about children's ministry that you feel you and the whole church needs to understand better? 5) Ask one question or make one comment you have after watching Class 3-4 videos. 6) Respond to at least one classmate's video.

Padlet 4	Lectures Day 7-8 due Saturday, March 6 at 11:59PM ET **Zoom Meeting option** on Monday, March 8, 7:30-9:00pm ET	1) Confirm you watched the recordings of Class 7 and 8. 2) Comment on one thought shared by Pastor Rueben about young adults that gives you hope for the future of the church in Canada. 3) Comment on 2 other ideas shared in this week's two classes that got your attention and you want to apply in future ministry. 4) Respond to at least one classmate's video.
Extra Padlet	See Assignment 4 – Interview Assignment Due by Saturday, March 13 at 11:59PM ET	1) From Part 4 of the Interview Research assignment, share one thing with the class that you heard in your interviews that was significant or meaningful. 2) Respond to at least two classmate's videos.
Padlet 5	Lectures Day 9-10 Saturday, March 27 at 11:59PM ET	1) Confirm you watched Classes 9 and 10. 2) Please give feedback to me and the class about two things shared in these two classes that are helpful to you in your current or future work with Next Gen. Or in your role as a pastor responsible for what happens in Next Gen? 3) As you developed your final assignment (Assignment #5), how would you (or did you) describe your vision for the specific group your assignment is aimed towards? 4) Offer any final questions that were unanswered.

- **Assignment length**: 30 hours.
- **Due dates**: January 23; February 6, 20; March 6, 27

2. *Primary Textbook Quiz – 20%*

Reading *Recalibrate: A New Measure for Family Ministry.* This book will provide all students in the course with a brief overview of all ages in the next generation demographic. It will help identify issues and concerns in church ministry and offer suggestions for what could be done differently or better.

Read the textbook and complete the open book quiz, which will help you hone in on the more important content that aligns with the objectives of this course.

- Related learning outcome(s): #2.
- **Due date:** January 27, 2027. The quiz will be open from 5am to 8pm ET.

3. Ministry Specific Textbook Reflections – 20%

Reading the ministry-specific books and Canadian reports will help the student focus in on their ministry demographic of choice and identify concepts, ideas, and program strengths that will assist

them in developing a ministry philosophy and plan (see assignment 5) for this ministry-specific area. This reading will also give students a glimpse into recent reports on Canadian youth and young adults, which should inform children's ministry through to ministry to the elderly.

Choose one of the four groupings of secondary textbook options focusing on a) Children's Ministry, b) Youth Ministry, c) Young Adult Ministry, or 4) Overall Ministry. Write a 3-to-4-page paper, focusing on the following:

a Indicate on the title page the specific ministry focus you have chosen.
b Share what 3 to 4 key themes you learned about that specific ministry area and how these ideas will or have shaped your philosophy of ministry in this area.
c Include 1 to 2 disagreements you have (if you disagree) with the book and/or PDF reports, with an explanation of why you disagree with them.
d Include what you agree with in the author's biblical framework for this specific area of ministry.
e Explain how you could implement positive ideas or themes from this book into your current church or ministry setting.
f In your review of the assigned report(s), identify 2-3 things that surprised you or deeply impacted you and will influence your future ministry decisions. Briefly explain.
g This assignment must include a minimum of 4 citations from the textbooks and /or reports.

- Related learning outcome(s): #1, 2, 3.
- **Assignment length:** 3-4 pages, double-spaced.
- **Due date:** February 19, 2027 by 8pm ET.

4. Interview Research Assignment – 25%

The aim of this assignment is for the student to learn from face-to-face interviews with a ministry practitioner about what Next Generation ministries look like in different churches. Interviews with a child, youth, or young adult will equip the student with first-hand perspectives about age-specific ministries. This important information will help the student formulate their final assignment (Specific Ministry Philosophy and Plan). Guidance for the three interviews will be provided in class.

There are three parts to this assignment:

- Part 1 - The student will interview a pastor or director who is a primary leader in the ministry area they have chosen (children, youth, young adult, or overall next gen).
- Part 2 – The student will interview a child, youth (with permission of a parent or guardian if the child or youth is under 16 years of age. A consent form for a parent or guardian to sign on behalf of their minor child will be provided by the instructor), or young adult who is involved in specific-ministry church programming to learn what they believe is the primary purpose for this ministry, what benefits them the most, and what they wish would be different OR the student may interview a child, youth, or young adult who is no longer involved in church and learn what they believe was the primary purpose for the age-specific ministries they experienced, what benefited

them, and what they wish would have been different? If they are willing to discuss this, you may choose to ask them why they are no longer involved in church.

- Part 3 – The student will interview a *parent* of a child, youth, or young adult who is involved in specific-ministry church programming to learn what they believe is the primary purpose for this ministry, what benefits their child the most, and what they wish would be different OR the student may interview the parent of a child, youth, or young adult who is no longer involved in church and learn what they believed was the primary purpose for the age-specific ministries they experienced, what benefited them, and what they wish would have been different? If they are willing to discuss this, you may choose to ask them why their child, youth or young adult is no longer involved in church.
- Part 4 – The student will be prepared to discuss, in a 3-4 min Padlet Video Report by Saturday, March 13 at 11:59PM, one significant thing they learned from their interviews in Part 1, 2, and 3 and make comments on at least two classmates' videos. It is imperative that confidentiality is respected and protection provided for the interviewees by leaving out identifying details (name, place, church, etc.).
- Part 5 – Write a 5 to 7-page report, double-spaced, about what was learned in this interview assignment and most importantly, how this learning impacted how you will approach this area of ministry in the future. Some specifics to focus on:
    - On the cover page, clearly indicate the area of specific ministry you focused on.
    - On the first page, provide some context by identifying the names of the persons you interviewed in Parts 1-3, including a brief description of who they are, how you know or found them, and what they do. For interviewees under the age of 16 years, be sure to NOT use their name but provide the remainder of the information requested above (.5 page)
    - Give a brief summary of the Part 1-3 interviews (1.5 to 3 pages)
    - What perspective did you glean from your interviews regarding the levels of childhood or adolescent development in relation to ministry? (1 page)
    - Include examples of at least four ideas, concepts, programmatic elements you should include in assignment #5 (Specific-Ministry Philosophy and Plan) and will remember to implement when you are a ministry decision-maker. (2-3 pages)
- Related learning outcome(s): #1, 3.
- **Assignment length:** 3-5 minutes (Part 4 Padlet Video Report);
  5-7 pages double-spaced (Part 5 Written Report).
- **Due dates:** March 13 (Part 4) by 11:59pm; March 22 (Part 5) by 8pm ET.

5. *Specific-Ministry Philosophy and Plan – 35%*

This assignment is meant to be the culmination or the "NOW WHAT?" of this course for the student who has gathered critical information from books, reports, class content, and interviews. This is the practical end of the course where the student makes application to the design of a better or ideal ministry with their choice of age demographic.

Using information gained from everything learned both individually and collectively as a class, from the *Hemorrhaging Faith* and/or *Renegotiating Faith* reports, lectures and discussions on the

importance of understanding childhood and/or adolescent development, the Interview Research Assignment, as well as 6 or more scholarly sources (including the textbooks and reports/articles listed), write a thoroughly researched and biblically-based paper on what you believe is a healthy children's, youth, young adult, or overall next generation ministry. Pretend that you get to shape the ideal ministry in a church.

There are two parts to this assignment: your Philosophy of Ministry and your Specific Ministry Plan.

Part One – Philosophy of Ministry (for children, youth, young adults, or overall family ministry) Identify 4 Core Values that will define your ministry philosophy and for each value, format your philosophy as follows:

a) Personal View – what is your personal view on this value from both your own personal experience as well as what you have learned through your reading and research in this course?
b) God View – what is the biblical and theological rationale for the value you have identified? Provide scripture references and make application to the value.
c) Philosophical View – if implemented and practiced well, how do you foresee this making a positive and meaningful impact on the people involved in your focused area of ministry (children, youth, young adults, overall family ministry)?

In Part One, be sure to consider the following:

- Does your philosophy, if embraced by the church, resolve the concern of youth leaving the church by the time they become adults?
- How can the overall church function better by following your philosophy?
- How does your philosophy include and affect parents?
- Are you encouraging parents to become spiritually mature or letting parents "off the hook"?

Part Two – Ministry Plan

This part of the assignment is for you to outline your ministry plan. Use the template provided by the instructor and consider the following:

- Address the issue of what to do with the many "silos" that make up the church and how your ministry plan will help to alleviate the negative outcomes of those silos.
- How will your healthy ministry more effectively serve the church body as a whole?
- How will those in your specific-ministry demographic learn from other generations and how will others learn from them?
- Articulate cultural trends that are influencing ministry and programs for your specific area of ministry.

- Related learning outcome(s): #2, 4.
- **Assignment length:** 8-10 pages, double-spaced.
- **Due date:** April 7, 2027 by 8pm ET.

Estimate of Time Investment (individual time investments may vary)

Assignment	Hours	Due Date	Assignment Weighting
1. Lectures and Padlet Reports	30 hrs	Jan 23; Feb 6, 20; Mar 6, 27	N/A
2. Primary Text Quiz	15 hrs	Jan 27	20%
3. Ministry Specific Reading/Report	12 hrs	Feb 19	20%
4. Interview Research Assignment	20 hrs	Mar 13 (part 4) Mar 22 (part 5)	25%
5. Ministry Philosophy and Plan	20 hrs	Apr 7	35%
Total =	97 hrs		

All assignments are due at 8pm ***ET***, unless otherwise indicated.

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

Class Schedule

Class	Dates	
1	**Zoom Meeting #1** Monday, January 11 7:30-8:30pm ET	This class cohort meeting is scheduled as the course begins to give you an opportunity to meet with the instructor, have him explain the course and syllabus, and give opportunity for you to ask questions. It is not mandatory that you attend but you will find it to be helpful.
1	Week 1 Videos Due Saturday, January 23	Why is this course important? Age-specific silos Co-figurative culture Fun Syllabus Exploration **Notes re: Class 1:** • **Be sure to watch the discussion as many important thoughts are shared and commented on by the instructor** • **Be sure to watch the Kahoot game as important information is shared about the course and syllabus.**
2	Week 1 Videos Due: Saturday, January 23	Importance of a philosophy of ministry and plan Ministry Philosophy and Plan (Assignment 5)
3	Week 2 Videos Due: Saturday, February 6	Children's Ministry – Developmental considerations for effective ministry *Guest Instructor – Kathy Maietta, Family Ministry specialist
4	Week 2 Videos Due: Saturday, February 6	Early Adolescence – Developmental considerations for effective ministry

	Zoom Meeting #2 Monday, February 18 7:30-9:00pm (EST)	This Zoom Meeting is set aside at the one-third point in this course for us to have open conversation about the content of this course to date. Students who attend this Zoom meeting will be exempt from submitting Week 3 Padlet
5	Week 3 Videos Due: Saturday, February 20	Middle and Late Adolescence – Developmental considerations for effective ministry
6	Week 3 Videos Due: Saturday, February 20	Trends in Canadian culture impacting these demographics and affecting the church Considerations from EFC reports The Mental Health Dilemma
7	Week 4 Videos Due: Saturday, March 6	Interview Research Assignment discussion
8	Week 4 Videos Due: Saturday, March 6	Intergenerational and Multigenerational ministry Research and Vision for Specific demographics Family Ministry. Can It Work? Leadership (related to Vision)
	Zoom Meeting #3 Monday, March 8 7:30-9:00pm (EST)	This Zoom Meeting is set aside near the end of this course for open conversation, questions regarding assignments and application of course content. Students who attend this Zoom meeting will be exempt from submitting Week 4 Padlet
9	Part 4 of Interview Research Assignment Due: Saturday, March 13	Prepare and submit a 4-minute Padlet to share your most meaningful research findings with your classmates.
10	Week 5 Videos Due: Saturday, March 27	Programming in ministry specific areas and across all demographics: worship, unity-Building, discipleship, and mission
10	Week 5 Videos Due: Saturday, March 27	Course conclusions, course evaluations

- Revision week is April 12-16. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: April 16, 2027.

Academic Policies

General Assignment Guidelines

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

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

Late Assignments
Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. 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.

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.

Horizon and MCS's College Assessment of Student Work
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.

<table>
<tr><th colspan="2">Horizon and MCS Competency Scale</th><th>Descriptor</th><th>Letter Grade</th><th>Grade Point</th><th>U of S Equivalency</th></tr>
<tr><td rowspan="3">E</td><td rowspan="3">Exceeding expectations</td><td>Student demonstrated exceptional achievement of the learning outcomes.</td><td>A+</td><td>4.0</td><td>90-100</td></tr>
<tr><td rowspan="2">Student demonstrated excellent achievement of the learning outcomes.</td><td>A</td><td>4.0</td><td>85-89</td></tr>
<tr><td>A-</td><td>3.7</td><td>80-84</td></tr>
<tr><td>M</td><td></td><td></td><td>B+</td><td>3.3</td><td>77-79</td></tr>
</table>

	Meeting expectations	Student demonstrated **good** achievement of the learning outcomes.	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

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences, or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for examples of plagiarism and further guidelines in the Student Handbook.

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

Artificial Intelligence (AI) Usage

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

Accessible Learning Services Information

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

readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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.

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

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

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

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction (potentially including future online video courses)

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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with
- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

Blodgett, Barbara and Matthew Floding, ed. *Brimming with God: Reflecting Theologically on Cases in Ministry.* Eugene: Pickwick, 2015.

Comer, John Mark. *Practicing the Way: Be with Jesus; Become like him; Do as he did*.

Floding, Matthew, ed. *Engage: A Theological Field Education Toolkit.* Lanham: Rowan and Littlefield, 2017.

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