P293 Indigenous Ministry

3 credits. Prerequisites: none.

Saskatoon Campus Livestream Video on Demand

January 11 – April 16, 2027
Winter 2027
Tuesdays, 9am – 12pm SK (10am – 1pm ET*)
**time change on March 14*

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Sharing the core message of the love of Jesus by examining a history he never intended.

Please note: This course requires pre-course reading and reading after the first lecture.

Course Goals

Course Description

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.

Relationship to Horizon and MCS's Missions

Horizon's mission is: *Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry*. MCS's mission is: *Creating a learning community that provides programs and services that equip Pentecostal leaders for ministry.* Competent Christian and Pentecostal leaders are those who constantly strive to learn more about Indigenous Peoples and who understand that advancing God's kingdom does not mean advancing a moral foundation for western imperialism but rather advancing the justice, healing, hope, and radical change that come through sharing the love of Jesus. Informed, Spirit-empowered ministry is best done in partnership with Indigenous leaders and should take into consideration their current political, social, and economic situations and support Indigenous Peoples where possible.

Core Competencies and Learning Outcomes

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

1. Practice the cultural intelligence necessary to respect Indigenous Peoples' right to self-determination in spiritual matters and to have respectful conversations about Indigenous spirituality. (TRC CTA #48, UNDRIP 12:1)
    - *Assessment:* Everyday Reconciliation Plan
2. Differentiate the core message of the cross and God's mercy from any defense of western imperialism or European sovereignty over Indigenous nations.
    - *Assessment:* Personal Response to the Truth and Reconciliation Commission's Calls to Action
3. Propose creative ways to engage individual and collective processes of reconciliation (i.e., building and revitalizing relationships among Indigenous and other Canadians) for sharing Christian love and mercy.
    - *Assessment:* Personal Response to the Truth and Reconciliation Commission's Calls to Action; Everyday Reconciliation Plan
4. Apply the concept 'we are all treaty people' to one's personal life and ministry in the context of their Christian faith.
    - *Assessment:* "We Are All Treaty People" Learning Journal

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

5. Develop an education strategy to ensure that your church congregation learns about the church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary. (TRC CTA 59)
    - *Assessment:* Education Strategy

Course Work

Required Readings (Textbooks)

*Note: As is true in any course, inclusion of these textbooks doesn't imply endorsement of all aspects of their teaching.

Joseph, Bob. *21 Things You May Not Know About the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality.* Port Coquitlam, BC: Indigenous Relations Press, 2018 DTL

Montour, Derek Aronhie:nens and Elin Sandberg Miller. *Everyday Reconciliation: A Guide to Action and Change for All of Us.* New York: HarperCollins, 2026. DTL

Vowel, Chelsea. *Indigenous Writes: A Guide to First Nations, Métis and Inuit Issues in Canada*. Winnipeg, MB: HighWater, 2016. ISBN: 9781553796800. DTL

Reading Package on Populi

**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

BEFORE THE COURSE

1. *Pre-Course Readings*.
See the "Course Schedule" below. Complete the Joseph reading by January 12 at 9am SK. This reading is required for Assignment #5 and #6. Indicate your completion of the pre-course reading on Populi.

- **Due date:** January 12, 2027 at 9am SK.

DURING THE COURSE

2. *Required Readings*.
Follow the reading schedule as outlined below in the "Course Schedule" below. All readings are due at the beginning of the corresponding class (9am SK), with the following exceptions:

- Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada (p. 1-22) **–due by 8pm SK**
- Truth and Reconciliation Calls to Action (All 11 pages) **–due by 8pm SK**

All required readings are required for Assignments #3, 5, and 6. Indicate completion of the reading on the corresponding assignments' title page.

- **Due date:** According to the Course Outline (report on corresponding assignments' title pages).

3. *Personal Response to the Truth and Reconciliation Commission's (TRC) Calls to Action* – 20%
Read through the following, available in the Reading Package on Populi:

- The Executive Summary of the Truth and Reconciliation's Final Report (p. 1–22)
- The Truth and Reconciliation's Calls to Action
- The United Nations Declaration on the Rights of Indigenous Peoples
- The Reconciliation Proclamation of 1995
- Some of the public responses to the TRC from various churches and fellowships.

Write a response to the TRC's Calls to Action as if this were your personal public statement or a statement made on behalf of a hypothetical church or organization that you represent. You must use the headings A – F listed below to organize your response. Cite the sources mentioned above, being sure to include citations in footnotes when paraphrasing, summarizing, or quoting from these or other sources.

- Follow the Horizon & MCS Format Guide.
- Include a bibliography.

a. What do you believe is the core message of the cross and God's mercy? What are the most important ideas to contextualize across cultures?
b. Demonstrate your awareness of your own culture (language, symbols, values, norms, etc.). How have you as an Indigenous or non-Indigenous person contextualized the core message of the cross into your own culture and context?
c. How would you define reconciliation? What needs to change in society to reconcile Indigenous and Non-Indigenous Peoples?
d. How have the Christian faith and the Scriptures been used to defend western imperialism and European sovereignty over Indigenous lands? Give one or more historical examples and one or more modern examples. For example, you can comment on *terra nullius*, the Doctrine of Discovery, manifest destiny, and other harmful beliefs. Draw connections to modern ideas that are meant to do similar things. Include the United Nations Declaration on the Rights of Indigenous Peoples in your response.
e. Briefly describe the history and intent of the Truth and Reconciliation's Calls to Action, especially those related to faith groups (such as 46, 48, 49, 58-61).
f. Describe how you will express your faith and follow the teachings of Jesus Christ in a way that honors the Truth and Reconciliations Commission's Calls to Action.

- Related learning outcome(s): #2, 3.
- **Assignment length:** 3-4 pages.
- **Due date:** January 29, 2027, by 8pm SK

4. *"We are All Treaty People" Learning Journal* – 20%
Students will keep a learning journal that they will use to record their learning about Treaties throughout the course. The basic requirements for the journal are as follows:

- The journal does not have to be formatted; it can be written on paper, typed, or a video. The notes do not have to be in full sentences. However, students should include citations in footnotes when paraphrasing, summarizing, or quoting from other sources. Include a bibliography.
- There must be a minimum of 10 entries. Entries should be a minimum of 2 lines. Each entry must indicate the sources of learning (e.g., reading, class, Circles of Reconciliation, discussion, online, etc.).
    - If a video is chosen, it must be the equivalent of the length mentioned above. Sources must either be documented within the video as credits or accompanied by a second document.
- On the title page or at the beginning of the video, the student must affirm that he/she has engaged in and interacted with one Website Engagement resource (depending on province) and one Spoken Engagement resource.

The content of the journal is as follows:

- The journal entries must express what the student learned about Treaties and their significance to Indigenous and non-Indigenous Peoples during the period of the course from readings, class discussion, and activities outside of the course like Circles for Reconciliation.

- The journal should demonstrate an understanding of the significance of the Treaty relationship to Indigenous and non-Indigenous Peoples.
- Students are required to significantly engage with the website engagement and spoken engagement resources listed below.
    - The journal must specifically reference and substantially interact with Office of the Treaty Commissioner (SK) website, the Treaty Relations Commission of Manitoba (MB) website, or Government of Ontario's Treaty webpage. Students who live outside of SK, MB, or ON may choose to engage with the resources from one of these three provinces, or you may contact your professor for help finding your province's equivalent.
    - The journal should also reflect on spoken engagement through the webinar or Circles for Reconciliation options below.
- Students' journal entries should give specific focus to how the phrase 'we are all treaty people' applies to their life and ministry. Specifically, the journal should include a final summary statement as to what the phrase 'we are all treaty people' means in the context of his or her Christian faith and explains how this definition will apply to his or her life and ministry.

Required sources for the journal are as follows. Students must choose one website engagement and one spoken engagement. The journal should demonstrate significant, thoughtful, and active interaction with one of the Website Engagement resources (e.g., what did the student learn and feel throughout the process?) and one of the Spoken Engagement resources listed (e.g., what did the student learn and feel throughout the process?).

- <u>Website Engagement (choose A, B, C, or D)</u>
    - A) Learning Resource: Office of the Treaty Commissioner (SK)
        - For students in Saskatchewan, a great learning resource is the Office of the Treaty Commissioner (OTC) website. The OTC was created through the Federation of Sovereign Indigenous Nations (FSIN) and the Government of Canada to guide both parties through their different views on the treaties. Using this site students may: attend a workshop, book a speaker through the Speakers' Bureau, start their online 'Being a ConnectR' journey, view the Treaty timeline, register for upcoming events, etc.
        - Students will interact with this resource independently. They are welcome to explore booking a speaker with their local church.
        - What did you learn? What did you feel throughout the process?
    - B) Learning Resource: Treaty Relations Commission of Manitoba (MB)
        - For students in Manitoba, a great learning resource is the Treaty Relations Commission of Manitoba (TRCM) website. The TRCM was created through the Assembly of Manitoba Chiefs (AMC) and the Government of Canada to guide both parties through their different views on the treaties. Using this site students may: attend a Zoom workshop, listen to the "Let's Talk Treaty" series, watch the "Kinikinihk" play, view the Treaty maps, etc.
        - Interact with this resource independently. What did you learn? What did you feel throughout the process?
    - C) Learning Resource: Treaties (Government of Ontario)

    - For students in Ontario, on the Government of Ontario Treaties webpage, students can: watch videos about the treaties from Indigenous voices, view Interactive treaty maps, and explore teaching and learning resources.
    - Interact with this resource independently. What did you learn? What did you feel throughout the process?
  - D) Learning Resources from your province
    - Contact the professor for assistance. Then, Interact with this resource independently. What did you learn? What did you feel throughout the process?

- Spoken Engagement (choose A or B)
  - A) Treaty Webinar Options (choose one)
    - Reflections on Treaty 1 (recommended) https://www.youtube.com/watch?v=UFO5mHEj_EY&feature=youtu.be
    - Presentation and Panel Discussion https://youtu.be/ZiPrqbe7QLU
    - Treaty Making and the significance of the Royal Proclamation https://youtu.be/vdFKAtfCBDc
    - A Geographic Perspective on the Numbered Treaties in Canada https://youtu.be/zeuDx-rlnpk
    - Interact with one webinar independently. What did you learn? What did you feel throughout the process?
  - B) Circles for Reconciliation
    - Circles for Reconciliation is an organization that gathers participants into circles of ten people that will gather for 75 minutes a week for ten weeks. Half are Indigenous and half are non-Indigenous. Each week the circle will discuss one of the 21 'themes' provided by circles for reconciliation. Many of these circles meet via Zoom.
    - Reflect on the experience of being part of a series of gatherings like this one. What did you learn? What did you feel throughout the process?

- Related learning outcome(s): #4.
- **Assignment length:** 2 pages or equivalent in video form. (For videos submissions: Upload your video to OneDrive (instructions here) and then submit the link to your professor on Populi. Do not upload a video file directly on Populi.)
- **Due date:** February 18, 2027, by 8pm SK

5. Education Strategy (Call to Action 59) – 20%
Students will form an education strategy for responding to Call to Action 59, which calls for church leaders to "ensure their church congregation learns about the church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary." The context can be in a youth group, Sunday school, young adults' group, small group, Sunday services, etc. The context can be fictitious or based on the students' actual church fellowship.

Required sources include:

- Truth and Reconciliation Commission's 94 Calls to Action
- United Nations Declaration on the Rights of Indigenous Peoples
- *Indigenous Writes*
- *21 Things You May Not Know About The Indian Act*.

Include citations in footnotes when paraphrasing, summarizing, or quoting from these or other sources. Follow the Horizon & MCS Format Guide. Include a bibliography.

The structure of this assignment is as follows:

a. The intended outcome of this learning strategy should be one of the four Contextual Awareness competencies listed near the top of this syllabus.
b. Outline a clear and realistic schedule for the strategy. How long will this strategy be? How many sessions? How long will each session be?
c. The strategy must include explanations of the church's role in colonization, the history and legacy of residential schools, and why apologies to residential school survivors were necessary (CTA 59).
d. Provide a topic outline that describes what will be covered over the duration of your education strategy. The topics should line up with CTA 59.
e. Prepare a detailed outline of one of your sessions. This could be one issue of a church e-newsletter, a paper describing an experiential approach (such as the Circles for Reconciliation Strategy), or any format you choose.
f. Include a written explanation as to how you will incorporate Indigenous partnerships or resources.

- Related learning outcome(s): #5.
- **Assignment length:** 4-5 pages.
- **Due date:** March 19, 2027, by 8pm SK

6. *Everyday Reconciliation Plan* - 35%
Students will read pages 5-219 of *Everyday Reconciliation: A Guide to Action and Change for All of Us*. Once reading is complete, the student will then write a paper reflecting on *Everyday Reconciliation, Indigenous Writes, and 21 Things You May Not Know About The Indian Act*, and the guest speakers throughout the course. The student will seek to answer the following questions throughout their paper:

a. Personal Reflections (1-3 Pages):
    - What impacted you most from the readings?
    - How, upon reading this book (*Everyday Reconciliation*), have you gained insight into understanding Indigenous peoples' rights to self-determination in spiritual matters and to have respectful conversations about Indigenous spirituality?
    - What was the most challenging information regarding the reading of the book *Everyday Reconciliation*?
b. Summarize what you learned from each chapter of the book *Everyday Reconciliation* (3 pages). Include footnotes from the book in your learnings.

c. After responding to points A and B, make a plan on how you, as an individual, will take these learnings into your everyday life. Answer how *Everyday Reconciliation* looks for you (1 page).

Make sure to reference these required sources: *Everyday Reconciliation, Indigenous Writes, and 21 Things You May Not Know About The Indian Act*, and the guest speakers and any other readings you find relevant. Include a bibliography and footnotes where appropriate.

- Related learning outcome(s): #1, 3.
- **Assignment length:** 6-7 pages.
- **Due date:** April 7, 2027, by 8pm SK

Video-on-Demand (VOD) Student Requirements
As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy. All class videos will be posted to the Video Centre according to the dates outlined in the VOD Lesson on Populi.

- For this course, VOD students have *the same* assignment due dates as in-class students.
- By Saturday at 11:59 PM each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's class. VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
    - Week1 Lecture and Padlet Report due – January 16 by 11:59pm
    - Week 2 Lecture and Padlet Report due – January 23 by 11:59pm
    - Week 3 Lecture and Padlet Report due – January 30 by 11:59pm
    - Week 4 Lecture and Padlet Report due – February 6 by 11:59pm
    - Week 5 Lecture and Padlet Report due – February 13 by 11:59pm
    - Week 6 Lecture and Padlet Report due – February 20 by 11:59pm
    - Week 7 Lecture and Padlet Report due – March 13 by 11:59pm
    - Week 8 Lecture and Padlet Report due – March 20 by 11:59pm
    - Week 9 Lecture and Padlet Report due – March 27 by 11:59pm
    - Week 10 Lecture and Padlet Report due – April 3 by 11:59pm
    - Week 11 Lecture and Padlet Report due – April 10 by 11:59pm
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	**Assignment**
1. Pre-Course Readings	4.5 hrs	Jan 12 at 9am	**Weighting**
2. Required Readings	13 hrs	Throughout	n/a
3. Personal Response to TRC	8 hrs	Jan 29	20%
4. Learning Journal	8 hrs	Feb 18	20%

5. Education Strategy 6. Everyday Reconciliation Plan	10 hrs 26.5 hrs	Mar 19 Apr 7	20% 35%
Total =	100 hours		

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

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

Course Schedule

Date	Topics	Required Readings & Assignments	
Tuesday, January 12	• Course Introduction • Write due dates in your calendar. • Syllabus review	• Joseph, Introduction & Chapters 1-4 (p. 7-76) **–due by 9am SK** • Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada (p. 1-22) **–due by 8pm SK** • Truth and Reconciliation Calls to Action (All 11 pages) **–due by 8pm SK**	102
Tuesday, January 19	• Historical Context: How did we get here? • UNDRIP • 21 Things You Didn't Know About The Indian Act • Personal Response Journal	• United Nations Declaration on the Rights of Indigenous Peoples (14 pages) • Reconciliation Proclamation (1 page) • All Church responses to the TRC (6 pages)	21
Tuesday, January 26	• Truth and Reconciliation Commission • Decolonizing Faith – Terra Nullius and the Doctrine of Discovery	• Personal Response to TRC due January 29	

Tuesday, February 2	• We are all Treaty People • Treaties • T&R's CTA	• Ch 9 - What is Cultural Appropriation? (Vowel pg. 80-91) • Ch 13 - The Myth of Progress (Vowel pg. 117-123) • Ch 14 - The Myth of the Level Playing field (Vowel pg. 124-134)	27
Tuesday, February 9	• Decolonizing Faith • Church Responses • Self-determination in Spiritual matters	• Ch 16 – The Myth of Free Housing (Vowel pg. 143-150)	6
Tuesday, February 16	• Conflict resolution • Guest Speaker • Privilege • How to create an education strategy	• Introduction Vowel (pg. 1-4) • Chapters 1 to 6: Vowel (pg. 7-66) • Chapter 17: Vowel (pg. 151-159) • Learning Journal due February 18	71
Tuesday, March 9	• Laissez-Faire Racism • Guest Speaker	• Chapter 23: Vowel (pg. 206-212) • Chapter 24: Vowel (pg. 213-222)	15
Tuesday, March 16	• What is culture? • Culture and faith	• Chapter 17: Vowel (pg. 243-251) • Chapter 28: Vowel (pg. 252-259) • Chapter 29: Vowel (pg. 260-267) • Education Strategy due March 19	22

Tuesday, March 23	• Spiritual violence • Guest speaker		
Tuesday, March 30	• Environics discussion • Catch-up day		
Tuesday, April 7	• Final questions & concluding thoughts • Course Evaluations	• Everyday Reconciliation due April 7	

- Revision week is April 12 – 16, 2027. 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.

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

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.

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