



## P221 Introduction to Pastoral Life and Leadership

3 credits. Prerequisites: none.

 Mississauga Campus  Livestream  Video on Demand

January 5–9, 2026  
Module C  
Monday–Friday, 10am–5pm ET (9am–4pm SK)

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Care for the flock that God has entrusted to you. Watch over it willingly, not grudgingly—not for what you will get out of it, but because you are eager to serve God (1 Pet 5:2 NLT).

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***Please note: This course includes reading before and during the module as well as the completion of a brief personality profile. See assignments #1 and #2 for details.***

### Course Goals

#### Course Description

This course introduces pastoral theology with an emphasis on 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.

#### Relationship to Horizon and MCS's Missions

Pastoral leadership, whether formal or informal, is essential to the mission of the church. Pastors must know, lead, feed, and guide their people in our rapidly changing world. This course will train future pastors to competently handle the complex challenges of life and ministry.

#### Core Competencies and Learning Outcomes



To demonstrate competency in *Leadership and Administration*, students will:

1. Identify their personality type and discuss how it will impact their approach to life and ministry.
  - *Assessment:* 16 Personalities Profile and Report
2. Design an effective pastoral approach to a complex situation.
  - *Assessment:* Case Study Response



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

3. Examine and prepare core pastoral functions including communion and water baptism.
  - *Assessment:* Sacraments
4. Describe the ministry characteristics found in healthy, vibrant, missional churches.
  - *Assessment:* Healthy Church & Pastor Paper



To demonstrate competency in *Spiritual Maturity*, students will

5. Reflect holistically on how the student's personality will support their pastoral leadership.
  - *Assessment:* 16 Personalities Profile and Report; Healthy Church & Pastor Paper; Burning Quotations

## Course Work

### Required Readings

Collier, Winn. *A Burning in My Bones: The Authorized Biography of Eugene H. Peterson*. New York: WaterBrook, 2021. ISBN: 9780801018695

[DTL Link](https://thedtl.on.worldcat.org/oclc/1243533339): <https://thedtl.on.worldcat.org/oclc/1243533339>

Packiam, Glenn. *The Resilient Pastor: Leading Your Church in a Rapidly Changing World*.

Grand Rapids, MI: Baker Academic, 2022. ISBN: 978-0801018695.

[DTL Link](https://ebookcentral-proquest-com.dtl.idm.oclc.org/lib/dtl/detail.action?docID=6938289): <https://ebookcentral-proquest-com.dtl.idm.oclc.org/lib/dtl/detail.action?docID=6938289>

———. *The Resilient Pastor Podcast*. YouTube, posted by Barna Group, Feb 8, 2022–present.

[https://www.youtube.com/playlist?list=PLo2jYN33CaYn39qteVrXIIHCYs4FdY3\\_0](https://www.youtube.com/playlist?list=PLo2jYN33CaYn39qteVrXIIHCYs4FdY3_0)

\* Note that only one episode of the student's choice is required for this course.

### Course Assignments and Activities

#### 1. *Burning Quotations* – 0%

For each of the three parts of *A Burning in My Bones*, students will post two quotations in the class discussion in Populi. These posts will be marked as complete or incomplete and must be completed to pass the course.

Students should arrive at class on the scheduled dates prepared to discuss the book. This assignment will enable students to increase their competency in spiritual maturity by developing empathy as they examine the spiritual life of a modern-day pastoral leader and by reflecting on that life in community.

- Related learning outcome: #5.
- **Assignment length:** Two quotations.
- **Due dates:**
  - Part 1 (chs. 1–7) Monday, January 5 @ 2pm ET, 1pm SK (before class 2).
  - Part 2 (chs. 8–14) Wednesday, January 7 @ 10am ET, 9am SK (before class 5).

- Part 3 (chs. 15–17) Thursday, January 8 @ 2pm ET, 1pm SK (before class 8).

## 2. 16 Personalities Profile & Report – 20%

God has created us in unique ways with unique personalities. To understand how personalities impact life and ministry, students will complete this two-part assignment. This assignment will enable students to increase their competency in both leadership and administration, and spiritual maturity, by learning about their personality type and considering the ways that their personality can be both a strength and weakness in ministry.

*Part One—16 Personalities Profile (0%)* Students will sign up for a free account and complete their personality profile at <https://www.16personalities.com> and [share the link to their results](#) on Populi before class. Time will be set aside in class for teaching on the various personality types as well as for group discussion. This assignment will be marked as complete or incomplete and must be completed to pass the course.

*Part Two—16 Personalities Report (20%)* Students will submit a video report that responds to the following scenario: You are a newly hired staff pastor at a multi-staff church. The pastoral team has held a staff development day where they discussed their personality profiles. You have five minutes to share with the rest of the pastoral team how your personality type will impact your ministry. You should be honest and specific about the strengths and weaknesses of your personality and suggest ways that the team can best help you to thrive. To prepare for this report, please read the 16 Personalities articles that correspond to your personality type, linked below. (For example, if you are a Logician, be sure to read the articles for Logician and the main category, Analysts):

- [Analysts](#)
  - [Architects](#) (INTJ)
  - [Logicians](#) (INTP)
  - [Commanders](#) (ENTJ)
  - [Debaters](#) (ENTP)
- [Diplomats](#)
  - [Advocates](#) (INFJ)
  - [Mediators](#) (INFPA/T)
  - [Protagonists](#) (ENFJ)
  - [Campaigners](#) (ENFP)
- [Sentinels](#)
  - [Logisticians](#) (ISTJ)
  - [Defenders](#) (ISFJ)
  - [Executives](#) (ESTJ)
  - [Consuls](#) (ESFJ)
- [Explorers](#)
  - [Virtuosos](#) (ISTP)
  - [Adventurers](#) (ISFP)
  - [Entrepreneurs](#) (ESTP)
  - [Entertainers](#) (ESFP)

The video should be uploaded to a cloud service of the student's choice (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the completed video submitted on Populi. There is no need to share this video publicly.

- Related learning outcomes: #1, 5.
- **Assignment length:**
  - Profile: Approximately 20 minutes to complete.
  - Report: 5-minute video (acceptable range: 4:30–5:30).
- **Due dates:**
  - Profile: Tuesday, January 6 @ 10am ET, 9am SK (before class 3).
  - Report: Friday, January 16 @ 11:59pm ET, 10:59pm SK.

### 3. *Case Study Response* – 30%

Pastoral leadership is often unpredictable. To face the challenges that pastoral leaders encounter, students will learn a four-step practical theological method in class to use when encountering complex situations. In this assignment, students will choose a case study provided on Populi and develop their own response to it by answering four questions:

- a) *What's Going On?* (300 words) Students will briefly describe the situation from the case study as they see it, identifying the key challenges and potential pitfalls. They will also suggest how they would gather more information about the situation.
- b) *Why is this Going On?* (300 words) Students will interpret what's going on by asking the 'why' question. Why might people be acting in certain ways? What broader cultural and social forces might be impacting the situation? Students must show that they have thought through the situation in all of its complexity.
- c) *What Should Be Going On?* (300 words) Students should consider which biblical and theological approaches should govern their response to the situation. Note that in any situation there are usually multiple biblical approaches. Students will need to show that they have carefully considered the context of the chosen scripture and how it applies to the situation. Focus on one or two key passages that reflect an overarching theological theme and avoid proof-texts.
- d) *How Can We Respond?* (300 words) Students will suggest what practical steps they would take to improve the situation. It is important to be specific. What should be implemented to move from "what's going on" to "what should be going on?" The missional and discipleship-orientation of the church discussed in class should be kept in mind in the response.

This is not an essay. Students will complete this assignment by responding to the four questions on the template provided in Populi. While there is no formal requirement for additional research, students may benefit from exploring their scripture references in a relevant commentary to ensure that they are handling the passage in context. This assignment will enable students to increase their competency in both leadership and administration, and ministry development, by navigating real life complex ministry scenarios.

- Related learning outcomes: #2.
- **Assignment length:** 1200 words (acceptable range: 1080–1320 words).
- **Due date:** Friday, January 23 @ 11:59pm ET, 10:59pm SK.

### 4. *Sacraments* – 20%

During unit two, students will explore various approaches and perspectives on communion and baptism. For this assignment, students will record themselves conducting either a communion or baptism service. If the opportunity arises, this may be a recording of an actual service. However, this is not required. If the recording is not from an actual service, it is important that students treat the recording as if it were being conducted in a live setting. Students should begin their recording by indicating the intended audience (e.g., youth group, general church service, small group, etc.).

The service should include a 5-minute devotional that highlights a theological and practical element of the sacrament along with an appropriate time of prayer. The sacrament itself should

also be enacted. For communion, people watching should be invited to eat bread and drink juice with the officiant. For baptism, students should pantomime the actual immersion. (That said, a willing volunteer would add a touch of realism to the recording!)

The video should be uploaded to a cloud service of the student's choice (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the completed video submitted on Populi. There is no need to share this video publicly. This assignment will enable students to increase their competency in ministry development by preparing, practicing, and receiving evaluative feedback on the core sacraments of the Christian faith.

- Related learning outcome(s): #3.
- **Assignment length:** Maximum of 10 minutes including a 5-minute devotional.
- **Due date:** Friday, January 30 @ 11:59pm ET, 10:59pm SK.

#### 5. *Healthy Church & Pastor Paper* – 30%

Students will write a paper that draws together the various themes of the course. The first half of the paper should answer the question, “What does a healthy, vibrant, missional ministry look like?” In the second half of the paper, students should explain how they will be able to provide pastoral support to these ministries, given their unique personality.

Students currently in ministry may choose to orient their reflections toward their current position. Students who have not yet engaged in ministry are free to reflect on their intended future ministry setting. Settings may include traditional pastoral roles in the local church or alternatives such as campus ministry, global work, or chaplaincy.

The paper should draw on four sources:

- a) *16 Personalities Profile*. Draw on insight from the 16 Personalities Profile & Report assignment to customize this plan to suit your own recognized strengths and weaknesses.
- b) *The Resilient Pastor*. You must read the textbook and use it to inform your plan. Pay attention to what Packiam has to say about healthy, vibrant, and missional church as pastors.
- c) [The Resilient Pastor Podcast](#). You must listen to and cite at least one of the podcast episodes in this series. There are currently 60 episodes available to choose from.
- d) *Class Material*. Draw on notes from the course to inform your plan. This may include insight gained from our Burning Quotations class discussions.

Ensure that your work follows the [Format Guide](#). Be sure to cite all sources including your class notes appropriately. This assignment will enable students to increase their competency in ministry development and spiritual maturity by challenging them to think through the ways their personality will support healthy ministries.

- Related learning outcome(s): #4, 5.
- **Assignment length:** 1,500 words (acceptable range: 1,350–1650 words).
- **Due date:** Friday, February 6 @ 11:59pm ET, 10:59pm 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.

- For this course, VOD students have different assignment due dates as in-class students.
  - *Burning Quotations*
    - Part 1 (chs. 1–7): Friday, January 9, 2026  
(please complete before watching class 2)
    - Part Two (chs. 8–14): Monday, January 19  
(please complete before watching class 5)
    - Part Three (chs. 15–17): Sunday, January 25  
(please complete before watching class 8)
  - *16 Personalities Profile and Report*
    - Profile: Wednesday, January 14, 2026  
(please complete before watching class 3)
    - Report: Wednesday, January 21, 2026
  - *Case Study Response*
    - Wednesday, January 28, 2026  
(please watch class 6 before completing this assignment)
  - *Sacraments*
    - Friday, January 30, 2026  
(please watch class 5 before completing this assignment)
  - *Healthy Church & Pastor Paper*
    - Friday, February 6, 2026  
(please watch all classes before completing this assignment)
- VOD students are required to watch and engage with all lecture content and in-class activities. Students will watch the lectures according to the following schedule:
  - Day 1 (Class 1&2) Lectures and Report due Saturday, January 10
  - Day 2 (Class 3&4) Lectures and Report due Thursday, January 15
  - Day 3 (Class 5&6) Lectures and Report due Tuesday, January 20
  - Day 4 (Class 7&8) Lectures and Report due Monday, January 26
  - Day 5 (Class 8&10) Lectures and Report due Saturday, January 31
- 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.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

### Estimate of Time Investment (individual time investments may vary)

|                |        |     |                             |
|----------------|--------|-----|-----------------------------|
| Readings       | 27 hrs | N/A | <b>Assignment Weighting</b> |
| Classroom time | 30 hrs | N/A |                             |

|  |        |               |     |
|--|--------|---------------|-----|
| 1. Burning Quotations                  |        |               | 0%  |
| a. Part One                            | ½ hr   | Jan 5 at 2pm  |     |
| b. Part Two                            | ½ hr   | Jan 7 at 10am |     |
| c. Part Three                          | ½ hr   | Jan 8 at 2pm  |     |
| 2. 16 Personalities Profile and Report |        |               | 20% |
| a. Profile                             | ½ hr   | Jan 6 at 10am |     |
| b. Report                              | 8 hrs  | Jan 16        |     |
| 3. Case Study Response                 | 8 hrs  | Jan 23        | 30% |
| 4. Sacraments                          | 8 hrs  | Jan 30        | 20% |
| 5. Healthy Church & Pastor Paper       | 12 hrs | Feb 6         | 30% |
| Total =                                |        | 95 hrs        |     |

All assignments are due at 11:59pm ET, unless otherwise indicated.

### Assessment Rubrics

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

### Course Outline

| Unit               | Class                                | Topic  |
|--------------------|--------------------------------------|--|
| Intro              | Class 1: Mon<br>Jan 5 morn<br>Day 1  | <ul style="list-style-type: none"> <li>Colossians and pastoral identity (Col 3:1–4)</li> <li>Syllabus review</li> <li>The four tasks of pastoral leadership</li> </ul>                       |
| Unit 1:<br>Knowing | Class 2: Mon<br>Jan 5 aft<br>Day 1   | <ul style="list-style-type: none"> <li><i>A Burning In My Bones</i> Part 1 Discussion</li> <li>Pastoring = Shepherding</li> <li>How to fight loneliness</li> </ul>                           |
|                    | Class 3: Tues<br>Jan 6 morn<br>Day 2 | <ul style="list-style-type: none"> <li>16 Personalities</li> <li>Membership, visitation, and spiritual care</li> </ul>   |
| Unit 2:<br>Feeding | Class 4: Tues<br>Jan 6 aft<br>Day 2  | <ul style="list-style-type: none"> <li>Hilkiah, Shapan, Huldah, and the Book (2 Chron 34:14–28)</li> <li>Social media</li> <li>Service Planning: From the Welcome to the Response</li> </ul> |
|                    | Class 5: Wed<br>Jan 7 morn<br>Day 3  | <ul style="list-style-type: none"> <li><i>A Burning In My Bones</i> Part 2 Discussion</li> <li>Baby dedications</li> <li>Baptism</li> <li>Communion</li> </ul>                               |
| Unit 3:<br>Leading | Class 6: Wed<br>Jan 7 aft<br>Day 3   | <ul style="list-style-type: none"> <li>A practical approach to complex situations</li> <li>Healthy churches are Spirit-led and missional</li> </ul>  |
|                    | Class 7: Ths<br>Jan 8 morn<br>Day 4  | <ul style="list-style-type: none"> <li>Leading teams with guest teacher</li> <li>Healthy churches are missional</li> </ul>   |
|                    | Class 8: Ths<br>Jan 8 aft            | <ul style="list-style-type: none"> <li><i>A Burning In My Bones</i> Part 3 Discussion</li> <li>Healthy churches are discipleship-oriented</li> </ul>   |

|                       |                                     |   |
|-----------------------|-------------------------------------|---|
|                       | Day 4                               | <ul style="list-style-type: none"> <li>• Healthy churches are servant-led</li> </ul>  |
| Unit 4:<br>Protecting | Class 9: Fri<br>Jan 9 morn<br>Day 5 | <ul style="list-style-type: none"> <li>• Bombastic nonsense and licentious desires (2 Pet 2:1–22)</li> <li>• The value of guardrails: embracing the creeds</li> <li>• Savage wolves . . . from within (Acts 20:25–35)</li> <li>• The use, misuse, and abuse of power</li> </ul> |
|                       | Class 10: Fri<br>Jan 9 aft<br>Day 5 | <ul style="list-style-type: none"> <li>• Protecting yourself and your family</li> <li>• Time management and habit formation</li> <li>• Professional development</li> </ul>  |

- **Revision week is February 16–20, 2026.** Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after **Friday, February 20, 2026.**

## Academic Policies

### General Assignment Guidelines

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

### Extensions

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

### Late Assignments

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

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

### Assignment Completion

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

### Assignment Revisions

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

### Horizon and MCS's College Assessment of Student Work

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

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

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

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

### **Academic Integrity**

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

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

### **Artificial Intelligence (AI) Usage**

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

### **Accessible Learning Services Information**

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

### **Class Attendance (On Campus or Livestreaming)**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Livestreaming Etiquette**

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

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

### **Use of Technology**

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

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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