

ACADEMIC CATALOGUE

2024-2025



WELCOME TO

COLUMBIA BIBLE COLLEGE





EDGE

WELCOME!

We are excited that you have joined the Columbia community and believe that God will use your time here to shape you for his unique calling for your life.



All of our academic programs at Columbia are rooted in our mission as a college. We want to equip the next generation of disciples and leaders for service in their local churches and communities. We believe that only a Christ-shaped vision of transformation is big enough to guide students through their own journey of self-discovery while inviting them to a life of service and ministry.

Our focus at Columbia is practical theology. This is just a technical way of saying that we care about the ways that our theology connects with on-the-ground experience in the church and the world. Because of this, our programs are designed to bring a strong biblical core curriculum into conversation with a variety of practical areas and applications.

Our questions in each of these conversations are the same. Who has God shown himself to be in Scripture? How does this vision illuminate the key questions that arise as we engage with the world? How does it clarify our calling, both as individuals and as members of Christ's church? How can we develop the skills and capacities we need to develop in order to pursue these callings? These are the questions of practical theology.

Columbia is an academic community. In a world where knowledge is increasingly fragmented and where education is often pieced together for an immediate return on investment, we see our task as both formational and vocational. We believe that extended time spent studying the Bible together actually grounds us in God's love and shapes us for his purposes. We believe that we learn best when guided by wise and caring mentors who take us seriously. We believe that it is from this place that we can be equipped for the vocations that God has called us to.

Our prayer is that God will use your time at Columbia in deep and transformative ways. We believe God wants to do this in the life of each student that crosses our path. And we believe that God wants to do this for the building up of the church, for the sake of the world that he loves.

Blessings,

Gil Dueck
Academic Dean



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2024-2025 ACADEMIC CALENDAR

FALL 2024 SEMESTER

AUGUST

15 Fall Semester Payment Due

SEPTEMBER

1-2 New & Returning Student Orientation
3 Day & Evening Classes Begin
3-9 Course Add/Drop Week
10 75% Refund for Withdrawal Starts
24 50% Refund for Withdrawal Starts
30 National Day for Truth and Reconciliation (no day or evening classes)

OCTOBER

1 Second Payment Due for Deferred Payment Plan
10 0% Refund for Withdrawal Starts
14 Thanksgiving (no day or evening classes)
22 Mid-semester grades posted

NOVEMBER

1 Final Payment Due for Deferred Payment Plan
4 Last Day for Withdrawal Without Academic Penalty
4 Registration for Winter Semester Starts
11 Remembrance Day (no day or evening classes)

DECEMBER

6 Last day of Classes
9-16 Final Exam Week
15 Winter Semester Payment Due Date
17-Jan 5 Christmas Break (Residence Closed Dec 14 - Jan 5)

WINTER 2025 SEMESTER

JANUARY

5 New Student Orientation
6 Day & Evening Classes Begin
6-12 Course Add/Drop Week
13 75% Refund for Withdrawal Starts
27 50% Refund for Withdrawal Starts

FEBRUARY

1 Second Payment Due for Deferred Payment Plan
10 0% Refund for Withdrawal Starts
15-23 Family Day / Reading Week (no day or evening classes)
24 Mid-semester grades posted

MARCH

1 Final Payment Due for Deferred Payment Plan
10 Last day for Withdrawal Without Academic Penalty
10 Registration for Fall Semester Starts

APRIL

11 Last Day of Classes
14-17 Final Exams
18 Good Friday (no day or evening classes)
20 Easter Sunday
21 Commencement Ceremony & Reception

SPRING/SUMMER 2024 SEMESTER

APRIL

15 Spring Semester Payment Due Date
21 Spring Modular Classes Begin

MAY

1 Spring Online Classes Begin

CAMPUS VIEW DAYS are the best times to come and visit. View Days include a campus tour, attending class and meeting with financial aid, admissions, faculty, and students. You are also welcome to stay overnight in the dorm.

[Visit our website for View Day and View Evening dates, to sign up for a View Day and other information](#)

FACULTY AND COLLEGE LEADERSHIP

LEADERSHIP TEAM



STEVE BROWN

BBA, MDiv, DMin
President



JOEL KUMAR

BSc, MBA
*Vice President of Enrollment and
External Relations*



GIL DUECK

BCM, MA, PGCTH, PhD
Academic Dean



DEREK ROGUSKY

BMgt, MBA
Chief Financial Officer



KELLY ENS

BA
Executive Assistant to the President



JEREMY WALKER

BA, MA
Director of QUEST Program

FACULTY/PROGRAM DIRECTORS



CHRIS CLEMENTS

BRE, MDiv, MA, PhD
*Director of Church Ministry and Youth
Work Programs*



MATT KAMINSKI

BA, MSc
*Co-Director of Leadership and
Business Program*



DOROTHY GEBERT

BA, MA, MLIS
Library Director



ERWIN KLASSEN

BRE, MATS
Registrar



STACEY GLEDDIESMITH

BA, MDiv
Director of Worship Arts Program



KURTIS KUBE

BA, MBA
*Co-Director of Leadership and
Business Program*

FACULTY/PROGRAM DIRECTORS



JESSE NICKEL

BA, MCS, PhD
Faculty



TOBY STAHL

BA, MA
*Director of Emergency Rescue
Technician and Outdoor
Leadership Programs*



JERRY PAULS

BTh, MDiv, ThM
Director of Biblical Studies Program



MICHAEL SZUK

BTh, MCS
Faculty



JEFF PETERS

BA, MA, MTh
Director of Integrated Learning



JULIET TEETER

BA, MA
Director of Psychology Program



TINA RICHARDSON

BA
*Admissions Director, Director of
Columbia ONE and Educational
Assistant Programs*



GREG THIESSEN

BA, MATS
*Director of Practical Theology
Program, Assistant Registrar*

FACULTY EMERITI



JANET BOLDT

BA, MA, MTS
Faculty Emerita



JOHN VOOYS

BA, MA, MDiv
Faculty Emeritus



KEN ESAU

BA, BRS, BEd, MDiv, ThM
Faculty Emeritus



RON VOTH

ThB, BA, MA, MTS
Faculty Emeritus



GWEN REESE

BA, MRE
Faculty Emerita

GENERAL INFORMATION

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GENERAL INFORMATION

MISSION STATEMENT

To equip people for a life of discipleship, ministry, and leadership in service to the church and community.

CORE VALUES

- Following Jesus whole-heartedly
- Pursuing the trust with humility
- Caring for the good and growth of one another
- Doing together what needs to be done

See expanded articulation of values on p. 63

EDUCATIONAL GOALS

- Spiritual and character formation
- Intellectual development
- Preparation for Ministry

See expanded articulation of goals on p. 63

CONFESSION OF FAITH

Columbia Bible College is an evangelical Anabaptist college that operates with respect to two Confessions of Faith: the Mennonite Brethren Confession of Faith and the Mennonite Church Canada Confession of Faith.

[Please visit our website for both confessional statements](#)

ACCREDITATION

Columbia Bible College is an accredited member (since 1991) of the Association for Biblical Higher Education (ABHE), an autonomous association of Canadian and US colleges seeking to enhance Christ-centered biblically-based higher education in North America. Columbia Bible College is an accredited member (since 2016) with the Private Training Institutions Branch (PTIB) for its one to two year career training programs.

LOCATION INFORMATION

Columbia Bible College is located in Abbotsford, British Columbia, Canada, 45 minutes east of Vancouver and two hours north of Seattle. Abbotsford is within two to three hours driving distance from several major ski areas including Whistler. There are many parks and recreational areas in the vicinity of the college. The campus has attractive facilities and grounds on nine acres of property.

[Please visit our website for more information](#)

ADMISSIONS REQUIREMENTS

Regular student (full- or part-time) applicants

- Must be at least 17 years of age.
- Must be a Christian and willing to grow in discipleship.
- Must hold a high school diploma with a minimum average of 60%. This average will be calculated using the student's top 5 grades from their last two years of high school. 3 of these 5 grades must be academic courses and one of these 3 must be English 12 or the provincial/state equivalent. Applicable grade 12 courses take precedence over grade 11 courses.
- Must have a final grade of 65% in English 12 or the provincial/state equivalent.
- Must demonstrate the potential for academic success at Columbia Bible College.
- Must arrange for reference form(s) to be submitted on their behalf.

Conditional admission may be granted if:

- The applicant is waiting for final transcripts
- The applicant has mature student status (must be a minimum of 21 years of age and has been out of school for at least one year. The applicant will be required to write a Columbia-approved English entrance exam or enroll in ENGL 105 in their first semester). These applications for admission will be considered on an individual basis.
- The applicant enrolls in ENGL 105 or its equivalent.

ADDITIONAL REQUIREMENTS

Educational Assistant Program Students

- An additional reference from someone involved in working with children and youth must be submitted.

Outdoor Leadership Program Students

Applicants will be required to:

- Read the *Outdoor Leadership View Book and Risk Management for Outdoor Programs: A Guide for Students*.
- Complete and submit the following legal documents: Medical Questionnaire, Waiver Form, Indemnification Form, Acknowledgement of Risk Form for Olympic National Park.

GENERAL INFORMATION

Transfer Students

Students who have earned 30 credit hours or more at another post-secondary institution will be evaluated for admission based on their post-secondary GPA. A minimum of an overall 2.0 (60%) GPA is required. Conditional Admission may be granted to transfer students who do not meet these requirements. Such decisions will be made at the discretion of the Admissions Committee.

Only courses completed with a minimum grade of C (normally 65%) will be considered for transfer credit to Columbia.

Home Educated Students

Columbia welcomes graduates of home-based schools and other unaccredited and/or non-traditional secondary education programs. Each candidate who is unable to present provincially/state-examined matriculation subjects is evaluated on an individual basis in order to gauge their readiness for college-level studies. Applicants are required to provide evidence of academic ability including, but not limited to: essays, home education charts, SAT, ACT or GED test scores.

International Students

Applicants applying from outside Canada or the US:

- Must have proof of English competency. A foreign student who did not graduate from either secondary or post-secondary institution in the United Kingdom, The Republic of Ireland, Australia, New Zealand or Jamaica, or an accredited English international school must have a minimum score of 550 for the paper based TOEFL or 213 for the computer based TOEFL or 79 for the internet-based TOEFL or an IELTS score of 6.5 (Academic Module).
- Applicants must arrange to be tested by an approved TOEFL or IELTS agency in their country. Applicants should do this at least two (2) months prior to the beginning of the semester at Columbia Bible College. This will allow time for the results to be submitted to Columbia. Acceptance at Columbia will be dependent on receiving these test scores.

The requirement for TOEFL or IELTS test results may be waived if the applicant has met the following conditions:

- The applicant has completed three or more years of study at either a secondary or post-secondary institution where English is the primary language of instruction and evaluation (United Kingdom, The Republic of Ireland, Australia, New Zealand or Jamaica or an accredited international school).

- The applicant has successfully graduated from a North American high school and successfully completed ENG 12 (or its equivalent in any other province/state) with a final grade of 65% or higher.
- The applicant has studied for at least one year at an accredited North American post-secondary institution and successfully completed an English Literature, Composition or Writing for College course (or its equivalent) with a final grade of 60% or higher.

The Admissions Committee may also evaluate English proficiency on an individual basis by requiring that the applicant write an entrance examination.

Admission Requirements for Casual/Audit Applicants

- Must be at least 17 years of age.
- Must hold a high school diploma or be at least 21 years of age.
- Must be able to demonstrate potential for academic success at Columbia Bible College.
- Must complete and submit the casual/audit studies application form.

Documentation Requirements

Conditional admissions decision can be made based on unofficial transcripts but final official copies (copies e-mailed, mailed or faxed directly from the issuing institution) of secondary and post-secondary transcripts or notarized copies of official transcripts (when official copies are not obtainable) must be submitted to the admissions office in order to have conditions and holds removed.

Residential Recovery Program Graduates

For graduates of residential recovery programs Columbia requires having at least six months of successful independent living away from the program before applying for admission program study at Columbia Bible College.

Recovering Students

If the applicant has a background of addiction and substance abuse, a minimum of one year of sobriety and active membership in a recovery-related community (celebrate recovery, AA, etc.) is required before beginning program studies at Columbia Bible College.

PRIORITY DATES

- **March 15** — September-entry students must be accepted by March 14 in order to be considered for Entrance Scholarships.
- **May 15** — September-entry priority application deadline and financial aid application deadline.
- **June 1** — September-entry International Student (not including USA) application deadline.
- **August 15** — September-entry application and deposit deadline. (\$50 late fee is applied after this date)
- **October 1** — January-entry International Student (not including USA) application deadline.
- **November 25** — January-entry priority application deadline and financial aid application deadline.
- **December 15** — January-entry application and deposit deadline. (\$50 late fee is applied after this date)

USA Students

Please ensure that your application is complete at least one month prior to the start of the semester so that all student visa letters can be sent to you in time for you to enter Canada.

Non-USA International Students

Application must be received by June 1 for a September start and October 1 for January start in order to give time for processing documents and visa acquisition.

GRADUATION REQUIREMENTS

It is the desire of Columbia Bible College that all of its graduates would be growing disciples of Jesus reflecting his character and values, committed to service in his church, and engaged in his Kingdom mission for the world. The minimum requirements for students desiring to graduate from Columbia Bible College include the following:

- Successful completion of the coursework specified for the chosen program, as listed in the academic catalogue at the time of the student's entry, with a minimum total of 120 credit hours for the Bachelor of Arts degree, 63 credit hours for the Diploma, and 31 credit hours for the Certificate. Some certificates (e.g., Educational Assistant, Emergency Rescue Technician, and Quest) have reduced hours.
- Be in good standing with all Columbia departments (e.g. Academics, Student Development, etc.).
- Have a minimum cumulative grade point average (GPA) of 2.0.

- Have completed at least 24 credit hours at Columbia (all programs with the exception of EA). Bachelor of Arts graduates cannot substitute or transfer RELS 460: Theological Confessions, EXPL 3XX: Internship, and CHRM 421: Spiritual Formation and Discernment into their program at Columbia.
- Have no outstanding financial obligations to the College.

DEFINITION OF ACADEMIC TERMS

Credit Hour

A credit hour represents one hour in class per week and an expectation of 2 hours outside of class. A typical course is 3 credit hours (3 hours in class per week). 12 or more credits is considered full time at Columbia Bible College.

Core

The core is a cluster of courses which the faculty hold as a necessary base of educational knowledge and skills for a Bible College student. It includes a range of courses in Bible and theology, general studies, and integrated learning. Columbia's accrediting body also specifies a minimum number of credit hours in various areas so that a student receives a certain breadth and depth of exposure to knowledge.

Major

A major is a combination of courses which the faculty has put together to help prepare a student with the needed knowledge and skills in a given subject or professional area at an under-graduate level. It builds on the core program which the College requires for students. Typically at Columbia, a major involves approximately 36 credit hours in that subject or professional area.

Concentration or Track

In a few of the programs, students can concentrate their training on a special area. For example, in Church Ministry students can do a concentration in Worship Arts, Youth Work, or Biblical Studies.

Minor

A Minor is a cluster of 15 credit hours (usually 5 courses) which provide a focus on an area different from the student's major area.



DEGREE PROGRAMS

OPTIONS FOR MAJORS ARE:

BIBLICAL STUDIES

CHURCH MINISTRY

LEADERSHIP AND BUSINESS

PSYCHOLOGY

OPTIONS FOR MINORS ARE:

BIBLICAL STUDIES

BIBLICAL LANGUAGES

BUSINESS

CHURCH MINISTRY

INDIGENOUS STUDIES

LEADERSHIP

PSYCHOLOGY

WORSHIP ARTS

YOUTH WORK

CORE CURRICULUM

All students must complete the following Core Curriculum Requirements. Students in a Bachelor of Arts or Bachelor of Arts in Practical Theology program will complete all requirements. Students in a Diploma program will complete all Year One and Year Two requirements and students in most Certificate programs will complete some or all Year One requirements.

YEAR ONE

BIBLE & THEOLOGY:

- RELS 101 Old Testament Survey (3 credits)
- RELS 102 New Testament Survey (3 credits)
- RELS Elective (100 level Bible) (3 credits)
- RELS 160 Intro to Christian Theology (3 credits)
- RELS 170 Spiritual Formation & Discipleship (3 credits)

GENERAL STUDIES:

- IDIS 121 Intro to Healthy Relationships (3 credits)
- LDRS 101 Intro to Leadership Studies (3 credits)

INTEGRATED LEARNING:

- EXPL 101 Service Practicum I (0.5 credits)
- EXPL 102 Service Practicum II (0.5 credits)

YEAR TWO

BIBLE & THEOLOGY:

- RELS Elective (200 level Bible) (3 credits)
- RELS 211 Biblical Hermeneutics (3 credits)
- WORA 101 Theology of Worship (3 credits)

GENERAL STUDIES:

- COMM 201 Effective Communication (3 credits)
- HIST 211 History of Christianity (3 credits)
- PHIL 231 Ethical Reasoning (3 credits)

INTEGRATED LEARNING:

- EXPL 201 Service Practicum III (0.5 credits)
- EXPL 202 Service Practicum IV (0.5 credits)
- IDIS 299 Discernment Portfolio (1 credit)

YEAR THREE AND FOUR

BIBLE & THEOLOGY:

- IDIS 265 Theological Anthropology (3 credits)
 - OR IDIS 264 Global Theologies (3 credits)
 - OR IDIS 271 Theology Through the Arts (3 credits)
- RELS 303 Biblical Theology
- RELS 460 Theological Confessions (3 credits)

GENERAL STUDIES:

- BUSI 101 Intro to Business (3 credits)
- COMM 351 Conflict Management (3 credits)
- HIST 321 Anabaptist History & Thought (3 credits)
- ICST 222 Intercultural Fluency (3 credits)
- LDRS 311 Leadership Sustainability (3 credits)

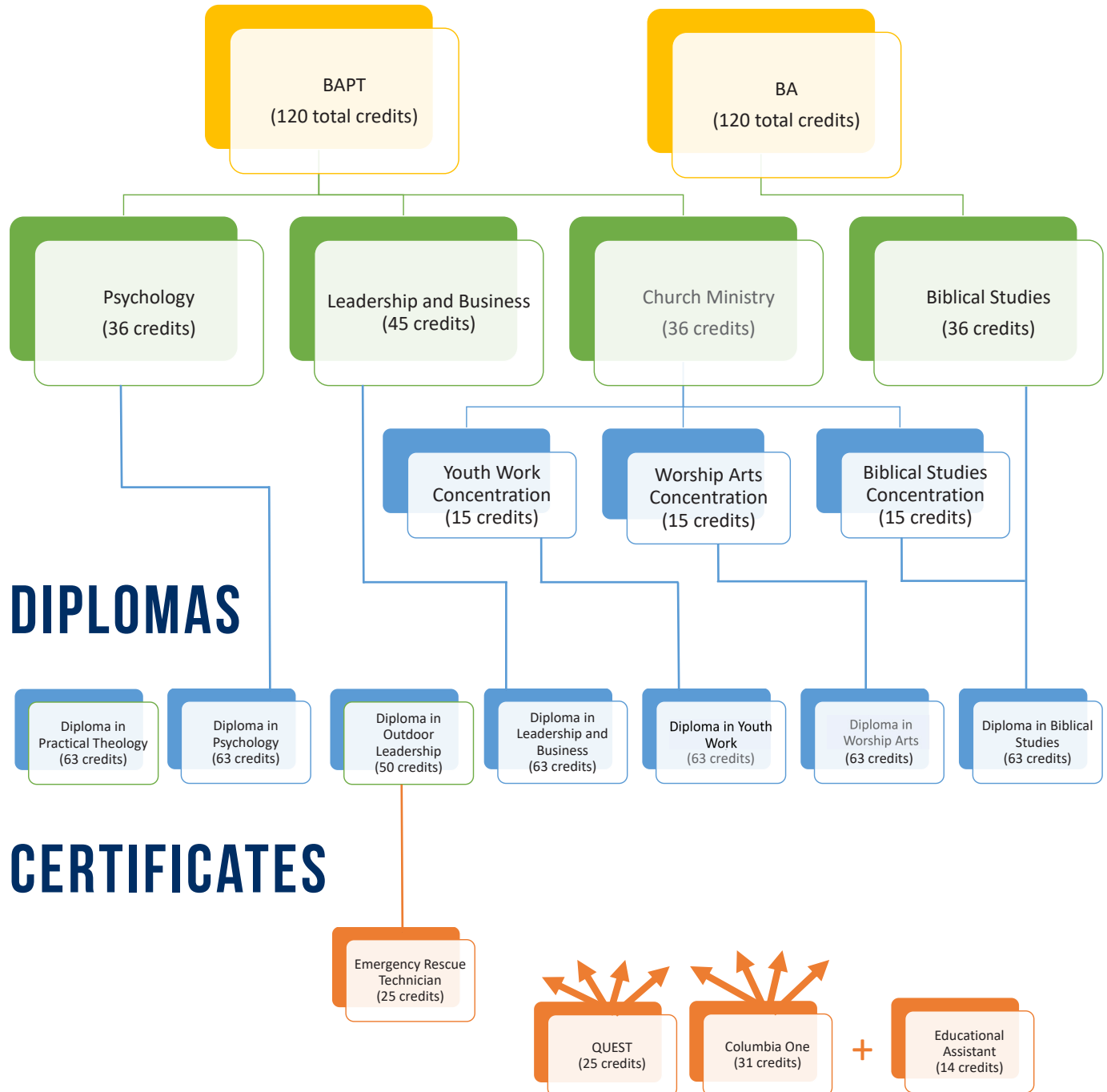
INTEGRATED LEARNING:

- CHRM 421 Spiritual Formation & Discernment (3 credits)

COLUMBIA PROGRAM STRUCTURE

DEGREES

BACHELOR OF ARTS IN PRACTICAL THEOLOGY (BAPT) & BACHELOR OF ARTS (BA)



DIPLOMAS

CERTIFICATES



BIBLICAL STUDIES MAJOR

FOUR-YEAR BACHELOR OF ARTS DEGREE PROGRAM - 120 CREDIT HOURS



JERRY PAULS

Columbia's Biblical Studies program embodies the core conviction that a deep understanding of the Bible and theology is foundational for life, ministry, and vocation. It seeks to equip students to read, interpret, apply, communicate, and live the Scriptures in the context of daily life and work. The program is ideal for students who love the Bible and sense a call to church, para-church, or marketplace ministry, as well as those interested in further graduate studies.

All students in the BA in Biblical Studies complete a minor with a specific focus, such as Biblical Languages, Church Ministry, Youth Ministry, Worship Arts, Psychology, or Leadership. Minors add practical and vocational value to students, preparing them to engage the Bible in a variety of ministry and vocational settings. This, along with internship and service-learning opportunities, helps students take what they have learned in the classroom to wherever God is calling them to serve

CAREER PATH OPTIONS

Graduates are prepared for ministry positions in churches and parachurch organizations.

FUTURE EDUCATION POSSIBILITIES

This program prepares students and meets requirements for graduate studies in Bible, theology, and related fields at a seminary or Christian university.

COURSE REQUIREMENTS

In addition to the Core Requirements (see page 10) students will need to complete the courses listed on the right in order to fulfill the requirements for the Biblical Studies Major.

Additionally, all BA students in Biblical Studies must complete 15 credit hours of an eligible Minor. Eligible Minors include: Church Ministry, Youth Work, Worship Arts, Biblical Languages, Leadership, Business, Psychology, and Indigenous Studies.

YEAR ONE

RELS Elective (100 level Bible) (3 credits)
 PSYC 101 Intro to Psychology I (3 credits)
OR PSYC 102 Intro to Psychology II (3 credits)
 Core Requirements (22 credits)

YEAR TWO

RELS Elective (200 level Bible) (3 credits)
 RELS Elective (200 level Bible) (3 credits)
 RELS 212 Intro to Hebrew & Greek Exegesis (3 credits)
 CHRM 212 Philosophy of Ministry (3 credits)
 Core Requirements (20 credits)

YEAR THREE & FOUR

COMM 343 Bible Teaching & Preaching (3 credits)
 IDIS 313 Biblical Backgrounds (3 credits)
 RELS 304 Biblical Theology II (3 credits)
 RELS 311 Advanced Hermeneutics (3 credits)
 RELS 320 Biblical Studies Seminar (3 credits)
 Core Requirements (27 credits)

EXPL 300 Internship (3 credits)

15 Credits Minor

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





CHURCH MINISTRY

FOUR-YEAR BACHELOR OF ARTS IN PRACTICAL THEOLOGY DEGREE PROGRAM - 120 CREDIT HOURS



CHRIS CLEMENTS

Columbia's Church Ministry degree is designed for students preparing to serve the local church. This program is built on Columbia's practical theology core curriculum, that helps students to develop a Christ-centered identity as well as grow in their clarity and confidence regarding the unique contribution they can make.

The Church Ministry degree equips students to lead with a broad range of ministry skills, while also giving students the opportunity to gain a more specific skill-set by completing a concentration in one of three areas: Youth Ministry, Worship Arts, or Biblical Studies. The Church Ministry degree is suitable for any student who loves God, loves people, is oriented toward service, and has a desire to see the church thrive

CAREER PATH OPTIONS

This major is designed to prepare students for positions in churches.

FUTURE EDUCATION POSSIBILITIES

This degree program will provide students with the undergraduate prerequisites for graduate studies at a seminary or Christian university.

COURSE REQUIREMENTS

In addition to the Core Requirements (see page 10) students will need to complete the courses listed on the right in order to fulfill the requirements for the Church Ministry Major.

YEAR ONE

WORA 101 Theology of Worship (3 credits)
 WORA 121 Intro to Leading Worship (3 credits)
 YTHW 131 Youth Culture (3 credits)
 Core Requirements (22 credits)

YEAR TWO

CHRM 212 Philosophy of Ministry (3 credits)
 PSYC 252 Social Psychology (3 credits)
 Core Requirements (17 credits)

YEAR THREE & FOUR

CHRM 331 Pastoral Practices (3 credits)
 CHRM 401 Church Ministry Senior Seminar (3 credits)
 COMM 343 Bible Teaching & Preaching (3 credits)
 OR COMM 341 Homiletics (3 credits)
 LDRS 334 Empowering Leadership (3 credits)
 PSYC 231 Basic Counselling Skills (3 credits)
 RELS Course TBD (3 credits)
 Core Requirements (27 credits)

EXPL 300 Internship (3 credits)
 EXPL 331 Extended Internship (3 credits)

15 Credits Concentration, Minor, or Electives

CONCENTRATION OPTIONS

OPTION #1 - YOUTH WORK CONCENTRATION

IDIS 274 Rock, Faith & Pop Culture (3 credits)

OR IDIS 271 Theology Through the Arts (3 credits)

RELS 265 Theological Anthropology (3 credits)

YTHW 111 Youth Work Essentials (3 credits)

YTHW 122 Youth Worker's Conference (1.5 credits)

YTHW 122 Youth Worker's Conference (1.5 credits)

YTHW 331 Youth Issues (3 credits)



OPTION #2 - WORSHIP ARTS CONCENTRATION

WORA 241 Sound & Media (3 credits)

IDIS 274 Rock, Faith & Pop Culture (3 credits)

WORA 221 Pastoral Worship Leadership (3 credits)

MUSI 112 Music Theory (2 credits)

Music Elective (4 credits)

Choose from: Applied Music (guitar, piano, voice lessons; Ensemble (Vocal or Traveling Ministry Team); additional Music Theory. Drum lessons may be available upon request.



OPTION #3- BIBLICAL STUDIES CONCENTRATION

RELS Elective (200 level Bible) (3 credits)

RELS Elective (200 level Bible) (3 credits)

RELS 212 Intro to Hebrew & Greek Exegesis (3 credits)

IDIS 313 Biblical Backgrounds (3 credits)

OR RELS 311 Advanced Hermeneutics (3 credits)

RELS 320 Biblical Studies Seminar (3 credits)



FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





LEADERSHIP AND BUSINESS MAJOR

FOUR-YEAR BACHELOR OF ARTS IN PRACTICAL THEOLOGY DEGREE PROGRAM - 120 CREDIT HOURS



MATT KAMINSKI

Columbia's Leadership and Business program is designed to call, form and equip transformational servant leaders. This program combines the complementary soft-skills of leadership, with the hard-skills of administration and business analysis, all embedded within a biblically-rooted, practical theology core. Graduates will be equipped to serve in non-profit leadership roles, as managers within the marketplace, or to pursue further education.



KURTIS KUBE

CAREER PATH OPTIONS

This program will provide a foundational education in leadership and management, enabling students to be more fully engaged employees in roles where they are responsible for leading or facilitating teams. Future jobs could be found in either not-for-profit or for-profit sectors, as well as in ministry settings.

FUTURE EDUCATION POSSIBILITIES

This program provides students with undergraduate prerequisites for graduate studies at a seminary or Christian university.

COURSE REQUIREMENTS

In addition to the Core Requirements (see page 10) students will need to complete the courses listed on the right in order to fulfill the requirements for the Leadership and Business Major.

YEAR ONE

BUSI 101 Intro to Business (3 credits)
 ECON 101 Macroeconomics (3 credits)
 LDRS 111 Self-Management (3 credits)
 Core Requirements (22 credits)

YEAR TWO

PSYC 252 Social Psychology (3 credits)
 BUSI 245 Accounting (3 credits)
 BUSI 221 Essentials of Marketing (3 credits)
 LDRS 232 Team Building & Culture (3 credits)
 Core Requirements (20 credits)

YEAR THREE & FOUR

BUSI 340 Intro to Finance (3 credits)
 BUSI 304 Non-Profit Organizational Management (3 credits)
 BUSI 305 Human Resources (3 credits)
 BUSI 307 Business & Technology (3 credits)
 BUSI 401 Strategy (3 credits)
 LDRS 334 Empowering Leadership (3 credits)
 LDRS 351 Leading Change (3 credits)
 LDRS 402 Leadership & Business Capstone (3 credits)
 Core Requirements (24 credits)

EXPL 300 Internship (3 credits)

6 Credits Electives

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





PSYCHOLOGY MAJOR

FOUR-YEAR BACHELOR OF ARTS IN PRACTICAL THEOLOGY DEGREE PROGRAM - 120 CREDIT HOURS



JULIET TEETER

Columbia's Psychology program develops graduates who possess the foundational skills and knowledge required to work effectively with individuals across diverse contexts, including church ministry. Tailored for students seeking to integrate their Christian faith with their understanding of human behaviour, students who take this program will develop a foundational understanding of core psychological concepts and theories. Graduates of this program grow in both academic and applied skills which will prepare them for work in the helping profession or for future graduate studies in counselling.

CAREER PATH OPTIONS

The student will be equipped with the knowledge and skills for entry-level positions in social services agencies, church and parachurch programs, and community organizations and groups.

FUTURE EDUCATION POSSIBILITIES

The degree provides the prerequisites for application to post-graduate programs in counselling psychology, marriage and family therapy, or pastoral counselling at several universities and seminaries.

COURSE REQUIREMENTS

In addition to the Core Requirements (see page 10) students will need to complete the courses listed on the right in order to fulfill the requirements for the Psychology Major.

YEAR ONE

PSYC 101 Intro to Psychology I (3 credits)
 PSYC 102 Intro to Psychology II (3 credits)
 Core Requirements (22 credits)

YEAR TWO

PSYC 223 Lifespan Development (3 credits)
 PSYC 231 Basic Counselling Skills (3 credits)
 PSYC 252 Social Psychology (3 credits)
 Core Requirements (20 credits)

YEAR THREE & FOUR

LDRS 334 Empowering Leadership (3 credits)
 PSYC 202 Research Methods (3 credits)
 PSYC 311 Theories of Personality (3 credits)
 PSYC 312 Psychological Disorders (3 credits)
 PSYC 351 Brain & Behaviour (3 credits)
 PSYC 431 Integration of Faith & Psychology (3 credits)
 Core Requirements (27 credits)

EXPL 300 Internship (3 credits)

15 Credits Minor/Electives

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:



MINOR IN BIBLICAL STUDIES

15 CREDIT HOURS

Successful completion of BAPT requirements, including the following 15 credit hours, with a minimum GPA of 2.0, completes the Minor requirements for graduation.

COURSE REQUIREMENTS

RELS Elective (100 or 200 level Bible) (3 credits)

RELS Elective (200 level Bible) (3 credits)

COMM 343 Bible Teaching (3 credits)

OR RELS 212 Intro to Hebrew & Greek Exegesis (3 credits)

IDIS 313 Biblical Backgrounds (3 credits)

OR RELS 311 Advanced Hermeneutics (3 credits)

RELS 320 Biblical Studies Seminar (3 credits)

If any of the above are already present in a student's major, those courses do not count toward the minor.

MINOR IN BIBLICAL LANGUAGES*

15 CREDIT HOURS

This Minor can only be taken in conjunction with the Biblical Studies Major. Successful completion of BA requirements, including the following 15 credit hours, with a minimum GPA of 2.0, completes the Minor requirements for graduation.

COURSE REQUIREMENTS

ON-GREE 201 New Testament Greek I (3 credits)

ON-GREE 202 New Testament Greek II (3 credits)

DS-GREE 311 Intermediate Readings in NT Greek III (3 credits)

OR ON-HEBR 201 Classical Hebrew I (3 credits)

DS-GREE 312 Intermediate Readings in NT Greek IV (3 credits)

OR ON-HEBR 202 Classical Hebrew II (3 credits)

RELS 380 Physical Settings of the Bible (4 credits)

OR RELS 312 Biblical Exegesis (3 credits)

** Students must have a minimum 3.5 GPA to be admitted to the Biblical Languages Minor.*

MINOR IN BUSINESS

15 CREDIT HOURS

Successful completion of BA/BAPT requirements, including the following 15 credit hours, with a minimum GPA of 2.0, completes the Minor requirements for graduation.

COURSE REQUIREMENTS

BUSI 221 Essentials of (3 credits)

BUSI 245 Accounting (3 credits)

BUSI 304 Non-Profit Organizational Management (3 credits)

ECON 101 Macroeconomics (3 credits)

BUSI 340 Intro to Finance (3 credits)

OR BUSI 305 Human Resources (3 credits)

OR BUSI 307 Business & Technology (3 credits)

If any of the above are already present in a student's major, those courses do not count toward the minor.

MINOR IN CHURCH MINISTRY

15 CREDIT HOURS

Successful completion of BA/BAPT requirements, including the following 15 credit hours, with a minimum GPA of 2.0, completes the Minor requirements for graduation.

COURSE REQUIREMENTS

CHRM 212 Philosophy of Ministry (3 credits)

OR EXPL 331 Extended Internship (for Biblical Studies Majors)
(3 credits)

CHRM 331 Pastoral Practices (3 credits)

LDRS 334 Empowering Leadership (3 credits)

PSYC 231 Basic Counselling Skills (3 credits)

WORA 121 Intro to Leading Worship (3 credits)

If any of the above are already present in a student's major, one or more of the following must be taken to complete the minor.

COMM 343 Bible Teaching & Preaching (3 credits)

YTHW 131 Youth Culture (3 credits)

MINOR IN INDIGENOUS STUDIES*

15 CREDIT HOURS

Successful completion of BA/BAPT requirements, including the following 15 credit hours, with a minimum GPA of 2.0, completes the Minor requirements for graduation.

COURSE REQUIREMENTS

ON-IDIS 172 Introduction to Indigenous Studies I (3 credits)

ON-CHRM 282 Indigenous Ministry and Church (3 credits)

ON-HIST 283 Indigenous and Canadian History (3 credits)

ON-IDIS 285 Indigenous Approaches to Theology (3 credits)

ON-IDIS 281 Colonization & Decolonization (3 credits)

OR ON-IDIS 284 Asset-Based Community Development
(3 credits)

** Courses offered in partnership with NAIITS (North American Institute for Indigenous Theological Studies)*

MINOR IN LEADERSHIP

15 CREDIT HOURS

Successful completion of BA/BAPT requirements, including the following 15 credit hours, with a minimum GPA of 2.0, completes the Minor requirements for graduation.

COURSE REQUIREMENTS

LDRS 111 Self-Management (3 credits)
 LDRS 232 Team Building & Culture (3 credits)
 LDRS 334 Empowering Leadership (3 credits)
 LDRS 351 Leading Change (3 credits)
 BUSI 221 Essentials of Marketing (3 credits)
 OR BUSI 304 Non-Profit Organizational Management (3 credits)
 OR BUSI 305 Human Resources (3 credits)
 OR PSYC 231 Basic Counselling Skills (3 credits)
 OR PSYC 252 Social Psychology (3 credits)

If any of the above are already present in a student's major, those courses do not count toward the minor.

MINOR IN PSYCHOLOGY

15 CREDIT HOURS

Successful completion of BA/BAPT requirements, including the following 15 credit hours, with a minimum GPA of 2.0, completes the Minor requirements for graduation.

COURSE REQUIREMENTS

PSYC 101 Intro to Psychology I
 PSYC 102 Intro to Psychology II
 PSYC 223 Lifespan Development (3 credits)
 OR PSYC 252 Social Psychology (3 credits)
 PSYC 231 Basic Counselling Skills (3 credits)
 PSYC 202 Research Methods (3 credits)
 OR PSYC 311 Theories of Personality (3 credits)
 OR PSYC 312 Psychological Disorders (3 credits)
 OR PSYC 351 Brain & Behaviour (3 credits)
 OR PSYC 431 Integration of Faith & Psychology (3 credits)

If any of the above are already present in a student's major, those courses do not count toward the minor.

MINOR IN WORSHIP ARTS

15 CREDIT HOURS

Successful completion of BA/BAPT requirements, including the following 15 credit hours, with a minimum GPA of 2.0, completes the Minor requirements for graduation.

COURSE REQUIREMENTS

WORA 121 Intro to Leading Worship (3 credits)
 WORA 221 Pastoral Worship Leadership (3 credits)
 WORA 241 Sound & Media (3 credits)
 Worship Arts Elective (see below) (3 credits)
 Worship Arts Elective (see below) (3 credits)

Worship Arts Electives

CHRM 212 Philosophy of Ministry (3 credits)
 IDIS 271 Theology Through the Arts (3 credits)
 IDIS 274 Rock, Faith & Pop Culture (3 credits)
 MUSI 112 Music Theory (2 credits)
 Applied Music (guitar, piano, voice)
 Ensemble (voice, guitar, or Traveling Ministry Team)

If any of the above are already present in a student's major, those courses do not count toward the minor.

MINOR IN YOUTH WORK

15 CREDIT HOURS

Successful completion of BA/BAPT requirements, including the following 15 credit hours, with a minimum GPA of 2.0, completes the Minor requirements for graduation.

COURSE REQUIREMENTS

CHRM 212 Philosophy of Ministry (3 credits)
 YTHW 111 Youth Work Essentials (3 credits)
 YTHW 131 Youth Culture (3 credits)
 YTHW 331 Youth Issues (3 credits)
 IDIS 271 Theology Through the Arts (3 credits)
 OR IDIS 274 Rock, Faith & Pop Culture (3 credits)



DIPLOMA PROGRAMS

PROGRAMS INCLUDE:

BIBLICAL STUDIES

LEADERSHIP AND BUSINESS

OUTDOOR LEADERSHIP

PRACTICAL THEOLOGY

PSYCHOLOGY

WORSHIP ARTS

YOUTH WORK



BIBLICAL STUDIES

TWO-YEAR PROGRAM - 63 CREDIT HOURS



JERRY PAULS

Columbia's Biblical Studies program embodies the core conviction that a deep understanding of the Bible and theology is foundational for life, ministry, and vocation. It seeks to equip students to read, interpret, apply, communicate, and live the Scriptures in the context of daily life and work.

The two-year diploma program in Biblical Studies is ideal for students who want to pursue a solid foundation prior to embarking on a career path in the public arena. Students in this program receive the same quality classes and training as those in the first two years of the BA program. Students will become familiar with both the Old and New Testaments and how to read and understand the Bible. They will also take courses that challenge and foster growth in their spiritual lives. The diploma involves an integrated learning component that helps students connect knowledge and practice in weekly service opportunities.

CAREER PATH OPTIONS

Students may use this diploma to meet educational requirements for participation in missions or compassionate ministry organizations or as a post-degree diploma to be added to a bachelor's degree.

FUTURE EDUCATION POSSIBILITIES

Graduates can use this diploma as the first two years towards a BA degree in Biblical Studies.

COURSE REQUIREMENTS

In addition to the Year One and Year Two Core Requirements (see page 10) students will need to complete the courses listed on the right in order to fulfill the requirements for the Biblical Studies Diploma.

YEAR ONE

RELS Elective (100 level Bible) (3 credits)
 PSYC 101 Intro to Psychology I (3 credits)
OR PSYC 102 Intro to Psychology II (3 credits)
 Core Requirements (22 credits)

YEAR TWO

RELS Elective (200 level Bible) (3 credits)
 RELS Elective (200 level Bible) (3 credits)
 RELS 212 Intro to Hebrew & Greek Exegesis (3 credits)
 CHRM 212 Philosophy of Ministry (3 credits)
 Core Requirements (20 credits)

3 Credits of Electives

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





LEADERSHIP AND BUSINESS

TWO-YEAR PROGRAM - 63 CREDIT HOURS



MATT KAMINSKI

Columbia's Leadership and Business program is designed to call, form and equip transformational servant leaders. This program combines the complementary soft-skills of leadership, with the hard-skills of administration and business analysis, all embedded within a biblically-rooted, practical theology core.



KURTIS KUBE

Columbia's Leadership and Business diploma is designed to pair our Practical Theology core curriculum with foundational leadership and business skills. Students will get a Christ-centred, character-focused approach to leadership combined with introductory business content that will help

them clarify their gifts and leadership potential.

CAREER PATH OPTIONS

This program will provide a foundational education in leadership and management, enabling students to be more fully engaged employees in roles where they are responsible for leading or facilitating teams. Future jobs could be found in either not-for-profit or for-profit sectors.

FUTURE EDUCATION POSSIBILITIES

Graduates can use this diploma as the first two years toward a Bachelor of Arts in Practical Theology with a Major in Leadership and Business at Columbia Bible College.

COURSE REQUIREMENTS

In addition to the Year One and Year Two Core Requirements (see page 10) students will need to complete the courses listed on the right in order to fulfill the requirements for the Leadership and Business Diploma.

YEAR ONE

BUSI 101 Intro to Business (3 credits)
ECON 101 Macroeconomics (3 credits)
LDRS 111 Self-Management (3 credits)
Core Requirements (22 credits)

YEAR TWO

PSYC 252 Social Psychology (3 credits)
BUSI 245 Accounting (3 credits)
BUSI 221 Essentials of Marketing (3 credits)
LDRS 232 Team Building & Culture (3 credits)
Core Requirements (20 credits)

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





OUTDOOR LEADERSHIP

TWO-YEAR PROGRAM - 50 CREDIT HOURS



TOBY STAHL

Columbia's Outdoor Leadership program develops Christ-centered leaders with the technical competencies to become emerging professionals in industries such as adventure tourism, camp ministry, and various emergency services.

This diploma progresses from the Emergency Rescue Technician certificate which focuses on team leadership and first responder disciplines. The Outdoor Leadership program helps students broaden their technical and organizational leadership competencies.

Students are immersed in technical training in mountain, aquatic, and medical environments. This selection allows for exploration in various disciplines and offering the ability to sustainably navigate the seasonal challenges of many outdoor industries.

CAREER PATH OPTIONS

In some contexts, graduates may use this diploma to meet educational requirements for participation in missions, camp ministry, or compassionate ministry organizations or as a post-degree diploma to be added to a bachelor's degree. As well, graduates are well positioned to seek higher levels of industry certification and enter the adventure tourism and guiding workforce.

FUTURE EDUCATION POSSIBILITIES

Graduates can use many courses in this diploma toward a Bachelor of Arts in Practical Theology degree at Columbia.

COURSE REQUIREMENTS

Students will need to complete the courses listed on the right in order to fulfill the requirements for the Outdoor Leadership Diploma. Completion of the Emergency Rescue Technician Certificate (Year One) is required before entering Year Two of the Outdoor Leadership Diploma.

YEAR ONE (ERT CERTIFICATE)

HKIN 133 Wilderness First Aid (2 credits)
 HKIN 142 Rope Rescue Technician (2 credits)
 OUTL 103 Emergency Rescue Technician I (2 credits)
 OUTL 104 Emergency Rescue Technician II (2 credits)
 HKIN 143 Avalanche Safety Training (2 credits)
 HKIN 161 ERT Skills Evaluation (2 credits)

Reduced Core Requirements (13 credits as follows):

IDIS 121 Intro to Healthy Relationships (3 credits)
 RELS 101 Old Testament Survey (3 credits)
 RELS 102 New Testament Survey (3 credits)
 RELS 170 Spiritual Formation & Discipleship (3 credits)
 EXPL 101 Service Parcticum I (0.5 credits)
 EXPL 102 Service Parcticum II (0.5 credits)

YEAR TWO

HKIN 233 Emergency Medical Responder (2 credits)
 HKIN 243 Rock Climbing (2 credits)
 HKIN 244 Mountaineering (2 credits)
 HKIN 251 River Kayaking (2 credits)
 HKIN 252 Ocean Kayaking (2 credits)
 HKIN 254 Swiftwater Rescue Technician (2 credits)
 Selection of Core + Leadership and Courses (13 credits as follows):
 BUSI 101 Intro to Business (3 credits)
 LDRS 101 Intro to Leadership Studies (3 credits)
 LDRS 232 Team Building & Culture (3 credits)
 RELS Elective (100 level Bible) (3 credits)
 OR RELS 160 Intro to Christian Theology (3 credits)
 EXPL 201 Service Practicum III (0.5 credits)
 EXPL 202 Service Practicum IV (0.5 credits)

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





PRACTICAL THEOLOGY

TWO-YEAR PROGRAM - 63 CREDIT HOURS



GREG THIESSEN

Columbia's Diploma in Practical Theology blends Columbia's first and second-year core curriculum with maximal elective space for students to pursue areas of interest. This diploma allows students to fully experience the heartbeat of Columbia's practice-oriented academic community as they pursue God in their lives, relationships, and studies. This program is ideal for students who are interested in transferability — whether in or out — as well as students who want greater flexibility in their courses or don't yet know what they want to focus on in their studies at Columbia or beyond.

CAREER PATH OPTIONS

In some contexts, graduates may use this diploma to meet educational requirements for participation in community service organizations or church/missions ministries.

FUTURE EDUCATION POSSIBILITIES

Graduates can use this diploma and especially their selection of electives to maximize potential transfer credits, especially to programs at Trinity Western University and the University of the Fraser Valley.

Graduates can use many courses in this diploma toward a Bachelor degree at Columbia. While all core requirements will ladder into any Columbia degree, application of elective courses will vary depending on the courses taken and course requirements and elective space of selected program.

COURSE REQUIREMENTS

In addition to the Year One and Year Two Core Requirements (see page 10) students will need to complete 21 credits of electives as outlined on the right in order to fulfill the requirements for the Practical Theology Diploma.

YEAR ONE

9 credits of Electives

Core Requirements (22 credits)

YEAR TWO

12 credits of Electives

Core Requirements (20 credits)

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





PSYCHOLOGY

TWO-YEAR PROGRAM - 63 CREDIT HOURS



JULIET TEETER

Columbia's Psychology program develops graduates who possess the foundational skills and knowledge required to work effectively with individuals across diverse contexts, including church ministry. Tailored for students seeking to integrate their Christian faith with their understanding of human behaviour, students who take this program will develop a foundational understanding of core psychological concepts and theories.

Columbia's Psychology diploma is designed to pair our practical theology core curriculum with foundational courses from our psychology degree. Students will get a theologically-rooted, introductory orientation to the field of psychology that will help them discover and clarify their interests.

CAREER PATH OPTIONS

In some contexts, graduates may use this diploma to meet educational requirements for participation in missions or compassionate ministry or community organizations, or as a post-degree diploma to be added to a bachelor's degree.

FUTURE EDUCATION POSSIBILITIES

Graduates can use this diploma as the first two years toward a Bachelor of Arts in Practical Theology with a Major in Psychology at Columbia Bible College.

COURSE REQUIREMENTS

In addition to the Year One and Year Two Core Requirements (see page 10) students will need to complete the courses listed on the right in order to fulfill the requirements for the Psychology Diploma.

YEAR ONE

PSYC 101 Intro to Psychology I (3 credits)
 PSYC 102 Intro to Psychology II (3 credits)
 Core Requirements (22 credits)

YEAR TWO

PSYC 223 Lifespan Development (3 credits)
 PSYC 231 Basic Counselling Skills (3 credits)
 PSYC 252 Social Psychology (3 credits)
 PSYC 202 Research Methods (3 credits)
OR PSYC 311 Theories of Personality (3 credits)
OR PSYC 312 Psychological Disorders (3 credits)
 Core Requirements (20 credits)

3 Credits of Electives

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





WORSHIP ARTS

TWO-YEAR PROGRAM - 63 CREDIT HOURS



STACEY GLEDDIESMITH

Columbia's Diploma in Worship Arts equips students with the theological, pastoral, and artistic skills required to lead the local church in Bible-centered, transformational worship. The program is for any student with musical gifting who loves the church and wants to use their gifts to build up the community. Focusing on giving students a solid theological understanding of worship that provides the "why" for practical, pastoral decisions, our graduates are highly sought after by local churches as worship leaders, and some move from this program to work in other artistic fields or to pursue further studies in theology and/or the arts. For those who have pastoral gifts, the Worship Arts diploma is designed to ladder into the Church Ministry degree as a concentration, which is the best path for those who want to work in church ministry full time as worship pastors.

CAREER PATH OPTIONS

In some contexts, graduates may use this diploma to obtain work as a worship pastor (although the BAPT in Church Ministry is recommended). Graduates may also use this diploma to meet educational requirements for participation in missions or compassionate ministry organizations.

FUTURE EDUCATION POSSIBILITIES

Graduates can use this diploma as the first two years towards a Bachelor of Arts in Practical Theology degree with a Major in Church Ministry and Concentration in Worship Arts.

COURSE REQUIREMENTS

In addition to the Year One and Year Two Core Requirements (see page 10) students will need to complete the courses listed on the right in order to fulfill the requirements for the Worship Arts Diploma.

YEAR ONE

WORA 101 Theology of Worship (3 credits)
 WORA 121 Intro to Leading Worship (3 credits)
 WORA 241 Sound & Media (3 credits)
 OR IDIS 274 Rock, Faith & Pop Culture (3 credits)
 Core Requirements (22 credits)

MUSIC REQUIREMENT

MUSI 112 Music Theory (2 credits)
 Music Elective (4 credits)

Choose from: Applied Music (guitar, piano, voice lessons; Ensemble (Vocal or Traveling Ministry Team); additional Music Theory. Drum lessons may be available upon request.

YEAR TWO

IDIS 274 Rock, Faith & Pop Culture (3 credits)
 OR WORA 241 Sound & Media (3 credits)
 WORA 221 Pastoral Worship Leadership (3 credits)
 CHRM 212 Philosophy of Ministry (3 credits)
 OR PSYC 252 Social Psychology (3 credits)
 OR YTHW 131 Youth Culture (3 credits)
 Core Requirements (17 credits)

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





YOUTH WORK

TWO-YEAR PROGRAM - 63 CREDIT HOURS



CHRIS CLEMENTS

Columbia's Diploma in Youth Work prepares students in character, understanding, and skill, for Christian ministry work among emerging generations. This program is for students who are interested in volunteer and entry level positions in church or parachurch ministry settings or for those who want a deepening sense of Christian discipleship within North American youth culture. For students who are exploring pastoral gifts, the Youth Work diploma is designed to ladder into the Church Ministry degree as a concentration, which is the best path for those who want to work in church ministry full time as youth pastors.

CAREER PATH OPTIONS

In some contexts, graduates may use this diploma to meet educational requirements for participation in missions or compassionate ministry organizations, or as a post-degree diploma to be added to a bachelor's degree.

FUTURE EDUCATION POSSIBILITIES

Graduates can use this diploma as the first two years towards a Bachelor of Arts in Practical Theology degree with a Major in Church Ministry and Concentration in Youth Work.

COURSE REQUIREMENTS

In addition to the Year One and Year Two Core Requirements (see page 10) students will need to complete the courses listed on the right in order to fulfill the requirements for the Youth Work Diploma.

YEAR ONE

YTHW 111 Youth Work Essentials (3 credits)
 YTHW 131 Youth Culture (3 credits)
 YTHW 122 Youth Worker's Conference (1.5 credits)
 Core Requirements (22 credits)

YEAR TWO

IDIS 274 Rock, Faith & Pop Culture (3 credits)
OR IDIS 271 Theology Through the Arts (3 credits)
 IDIS 265 Theological Anthropology (3 credits)
 YTHW 122 Youth Worker's Conference (1.5 credits)
 YTHW 331 Youth Issues (3 credits)
 CHRM 212 Philosophy of Ministry (3 credits)
OR PSYC 252 Social Psychology (3 credits)
OR WORA 101 Theology of Worship (3 credits)
 Core Requirements (20 credits)

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





CERTIFICATE PROGRAMS

PROGRAMS INCLUDE:

COLUMBIA ONE

EDUCATIONAL ASSISTANT

EMERGENCY RESCUE TECHNICIAN

ONLINE CERTIFICATE IN CHRISTIAN STUDIES

QUEST



COLUMBIA ONE

ONE-YEAR CERTIFICATE IN CHRISTIAN STUDIES PROGRAM - 31 CREDIT HOURS



TINA RICHARDSON

This program offers a one-year certificate that allows students to pursue their interests through flexible programming while exploring the Bible, deepening their faith, and experiencing Christ-centered community.

FUTURE EDUCATION POSSIBILITIES

As these courses are easily transferable to most of our other majors, students may continue their studies in a diploma or BA program at Columbia. The program also gives a biblical and faith foundation for university or other public programs.

COURSE REQUIREMENTS

IDIS 121 Intro to Healthy Relationships (3 credits)
 LDRS 101 Intro to Leadership Studies (3 credits)
 RELS Elective (100 level Bible) (3 credits)
 RELS 101 Old Testament Survey (3 credits)
 RELS 102 New Testament Survey (3 credits)
 RELS 160 Intro to Christian Theology (3 credits)
 RELS 170 Spiritual Formation & Discipleship (3 credits)
 EXPL 101 Service Practicum I (0.5 credits)
 EXPL 102 Service Practicum II (0.5 credits)
 Electives (9 credits)

RECOMMENDED YEAR

FALL

IDIS 121 Intro to Healthy Relationships (3 credits)
 RELS Elective (100 level Bible) (3 credits)
 RELS 101 Old Testament Survey (3 credits)
 RELS 170 Spiritual Formation & Discipleship (3 credits)
 EXPL 101 Service Practicum (0.5 credits)
 Electives (3 credits)

WINTER

LDRS 101 Intro to Leadership Studies (3 credits)
 RELS 102 New Testament Survey (3 credits)
 RELS 160 Intro to Christian Theology (3 credits)
 EXPL 102 Service Practicum (0.5 credits)
 Electives (6 credits)

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





EDUCATIONAL ASSISTANT

ONE-YEAR CERTIFICATE - 14 CREDIT HOURS



TINA RICHARDSON

The program provides the knowledge and skills to new and existing assistants to work with children and adolescents who require special assistance in the learning process. This certificate is designed as a continuing education part-time program, completed through evening and weekend classes.

CAREER PATH OPTIONS

Students will be equipped with the knowledge necessary to work as a teaching assistant in private Christian schools and in some public school districts. In addition, certified Educational Assistants can work with children who are home schooled and require assistance in the learning process.

REQUIREMENTS (14 credits)

- EDUA 121 Child, Adolescent & Adult Development (1 credit)
- EDUA 122 Health & Wellness (2 credits)
- EDUA 123 Inclusion & Behaviour Management (3 credits)
- EDUA 124 Learning & Support Strategies (3 credits)
- EDUA 125 Interpersonal Communication (1 credit)
- EDUA 126 Christian Worldview (1 credit)
- EDUA 127 Practice, Practicum & Accountability (2 credits)
- EDUA 128 Community, Diversity & Specialized Supports (1 credit)

EDUCATIONAL ASSISTANT / COLUMBIA ONE OPTION (31 credits)

FALL

- RELS 101 Old Testament Survey (3 credits)
- IDIS 121 Intro to Healthy Relationships (3 credits)
- RELS Elective (100 level Bible) (3 credits)
- EDUA 121 Child, Adolescent, & Adult Development (1 credit)
- EDUA 122 Health & Wellness (2 credits)
- EDUA 123 Inclusion & Behaviour Management (3 credits)
- EDUA 127A Practice, Practicum & Accountability (0 credits)*

WINTER

- RELS 102 New Testament Survey (3 credits)
- RELS 170 Spiritual Formation & Discipleship (3 credits)
- RELS 160 Intro to Christian Theology (3 credits)
- EDUA 124 Learning & Support Strategies (3 credits)
- EDUA 125 Interpersonal Communication (1 credit)
- EDUA 128 Community, Diversity, & Specialized Supports (1 credit)
- EDUA 127B Practice, Practicum & Accountability (2 credits)*

*Practicum itself is completed in the Spring

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





EMERGENCY RESCUE TECHNICIAN

ONE-YEAR CERTIFICATE IN EMERGENCY SERVICES - 25 CREDIT HOURS



TOBY STAHL

Columbia's Emergency Rescue Technician certificate is a one-year professional development program with biblical foundations and Christian discipleship woven throughout. The ERT program offers a hands-on learning experience with industry-recognized certifications and practical leadership development.

CAREER PATH OPTIONS

Graduates of this program will be equipped with a range of aptitudes and skills that will set them up to pursue careers such as: first responder, adventure guide, ski patroller, outdoor educator, industrial safety technician, and more.

FUTURE EDUCATION POSSIBILITIES

Graduates can use this certificate as the first year towards a Diploma in Outdoor Leadership or towards a Degree at Columbia. As well, graduates will be well equipped to pursue higher level training and certification in emergency services.

CORE COURSES

RELS 101 Old Testament Survey (3 credits)
 RELS 102 New Testament Survey (3 credits)
 RELS 170 Spiritual Formation & Discipleship (3 credits)
 IDIS 121 Intro to Healthy Relationships (3 credits)
 EXPL 101 Service Practicum I (0.5 credits)
 EXPL 102 Service Practicum II (0.5 credits)

ERT COURSES

HKIN 232 Wilderness First Responder (2 credits)
 HKIN 142 Rope Rescue Technician (2 credits)
 OUTL 103 Emergency Rescue Technician I (2 credits)
 OUTL 104 Emergency Rescue Technician II (2 credits)
 HKIN 143 Avalanche Safety Training (2 credits)
 HKIN 161 ERT Skills Evaluation (2 credits)

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:





ONLINE CERTIFICATE IN CHRISTIAN STUDIES

ONE-YEAR CERTIFICATE - 30 CREDIT HOURS



Columbia's Online Certificate in Christian Studies provides the opportunity to build a solid foundation in Biblical and Theological Studies with the flexibility of online learning.

MARTIJN VAN RAMSHORST

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:



FUTURE EDUCATION POSSIBILITIES

As these courses are easily transferable to most of our other majors, students may continue their studies in a diploma or degree program at Columbia. The program also gives a biblical and faith foundation for university or other public programs.

REQUIREMENTS (30 credits)

- ON-ICST 111 The Mission of God's People (3 credits)
- ON-RELS 101 Old Testament Survey (3 credits)
- ON-RELS 102 New Testament Survey (3 credits)
- ON-RELS 160 Intro to Christian Theology (3 credits)
- ON-RELS 211 Biblical Hermeneutics (3 credits)
- ON-ANTH 232 World Religions (3 credits)
- ON-PHIL 231 Ethical Reasoning (3 credits)
- ON-RELS 121 Genesis (3 credits)
- ON-RELS 245 Life of Jesus (3 credits)
- ON-RELS 247 Romans (3 credits)



QUEST

ONE-YEAR CERTIFICATE IN CHRISTIAN STUDIES PROGRAM - 25 CREDIT HOURS



JEREMY WALKER

Columbia's QUEST program is designed to help young adults foster a life of Christian discipleship from which they can launch their adult life. It creates the space for students to deepen their intimacy with God, cultivate a Christ-centered identity, build healthy relationships with themselves and others, and learn to be good stewards of their gifts and of the rest of creation. The program combines Columbia's first-year core curriculum with leadership and decision-making courses while integrating outdoor adventures, service practicum, mentoring experiences and cross-cultural mission opportunities that promote character, worldview, and vocational formation.

FUTURE EDUCATION POSSIBILITIES

Quest courses are easily transferrable to Columbia's BA, BAPT, and Diploma programs. The academic component of the Quest program also prepares students with skills that will help them to enter other university and college programs. Quest courses are easily transferable to most of Columbia's other majors.

COURSE REQUIREMENTS

RELS 101 Q Old Testament Survey (3 credits)
 RELS 102 Q New Testament Survey (3 credits)
 RELS 148 Q 1 Corinthians (3 credits)
 RELS 170 Q Spiritual Formation & Discipleship (3 credits)
 IDIS 121 Q Intro to Healthy Relationships
 LDRS 101 Q Intro to Leadership Studies (3 credits)
 EXPL 101 Q Service Practicum I (0.5 credits)
 EXPL 102 Q Service Practicum II (0.5 credits)
 IDIS 123 Q Christian Decision-Making (3 credits)
 LDRS 111 Q Self-Management (3 credits)

FIND OUT MORE

To learn more about this program and to view Program Objectives, follow the QR code:



TUITION & FEES

TUITION

Regular Tuition	\$375	per credit hour
Audit Tuition*	\$100	per credit hour
Music Lessons (Voice/Piano/Guitar)	\$425	per semester

ROOM & BOARD

Room Rate (Junior Housing)	\$3,400	per year
Room Rate (Sophomore Housing)	\$3,800	per year
Room Rate (Senior Housing)	\$4,200	per year
Meal Plan (Junior Housing Lite)	\$2,100 + GST	per semester
Meal Plan (Junior Housing)	\$2,520 + GST	per semester
Meal Plan (Sophomore Housing)	\$1,175 + GST	per semester
Meal Plan (Senior Housing)	\$600 + GST	per semester

STUDENT SERVICES FEE

(includes Recreation Fee, Campus Life Team Fee, and Technology Fee)**

Resident Student Services Fee	\$375	per semester
Commuter (6+ credits) Student Services Fee	\$275	per semester
Commuter (under 6 credits) Student Services Fee	\$75	per semester

ADDITIONAL FEES

Logos Bible Software**	\$15	one-time fee
Resident Parking Pass	\$230	per year
Commuter Parking Pass	\$180 + GST	per year
Printing Fee	\$0.10	per page
Laundry Fee	\$3	per load
Athletics Fee (Bearcat Athletes only)	\$400	per year
GuardMe Health Insurance Fee (International Students)	\$200	one-time fee
Graduation Fee (Graduating students only)	\$150	graduating year
Deferred Payment Plan (DPP) or Student Loan Payment Plan (SLPP) Documentation Fee***	\$100	per semester

PROGRAM SPECIFIC FEES

Quest (includes \$9,375 tuition and \$4,425 trip fees)	\$13,800	per year
Educational Assistant	\$5,250	per year
ERT (includes \$9,375 tuition and \$5,500 course fees)	\$14,875	per year
Outdoor Leadership (includes \$9,375 tuition and \$3,450 course fees)	\$12,825	per year

TUITION & FEES

All fees are per semester unless indicated otherwise.

** Please see "Auditing Courses" section of Academic Manual.*

*** Mandatory fees for all students.*

**** A \$150 charge will be applied to any late payment.*

Please see the Payment Policy for full details.

Please note that these fees are subject to change without notice. For a more detailed breakdown of costs and fees please contact your Admissions Advisor or Student Accounts. See also 'Financial Information' at columbiabc.edu

Registration deposits are required after acceptance to confirm your place in courses and residence. Deposits are credited to your account, and are refundable until the deposit deadline (July 15 for September entry and December 15 for January entry). Your deposit amount will be listed in your acceptance letter, and varies depending on which program you enter and whether you are a commuter or resident.

FINANCIAL AID & SCHOLARSHIPS

Your time at Columbia should be viewed as an investment and we want to ensure that you are fully prepared to fund your education. With the help of our generous donors, we offer our students over \$250,000 in financial aid each year. Using a combination of awards, discounts, and student loans, our Financial Aid department can help you develop a sustainable financial aid strategy for your time here.

CANADIAN STUDENT LOANS

To qualify for government student loans you must be:

- a full-time student registered in 9 or more credit hours each semester
- a citizen or permanent resident of Canada

Students who are registered in 6-8 credit hours may be eligible for a part-time student loan.

Financial need is assessed based on personal income and financial situation. It is important to find additional financial sources to cover your tuition and living expenses since student loans may not cover the full amount. Once your loan has been processed you will receive documents in the mail; it is important to keep your address up-to-date to ensure that you receive all communications they send you. For more information visit the *Canadian Student Loans website*.

[Visit our website to fill out an application](#)

US STUDENT LOANS

Students from the United States have many options for obtaining student loans through private institutions and banks. Columbia participates in the Sallie Mae Smart Option Loan Program.

[Visit our website for more information](#)

TUITION DISCOUNTS

Columbia offers various tuition discounts to eligible students. Students must apply for tuition discounts each semester. Applications are accepted until the last day of Add/Drop Week each semester. Application received after Add/Drop Week will not be processed.

[Visit our website for Discount info](#)

SCHOLARSHIPS & BURSARIES

Columbia offers many scholarships and bursaries for both new and continuing students to help offset the cost of their education. These awards are often funded by donors who wish to help students achieve their goals of post-secondary education.

To apply for scholarships and bursaries, please review the descriptions of each award and then complete the Award Application for New Students or Continuing Students. Please note the application timeline for both the Fall and Winter semesters.

[Visit our website for more information](#)

BEYOND THE CLASSROOM

ATHLETICS

The Columbia Bearcats play an active, competitive schedule in the following sports:

- Men's Basketball & Women's Basketball (Pacific Western Athletics Association)
- Men's Volleyball & Women's Volleyball (Pacific Western Athletics Association)

[Visit our website to learn more about athletics](#)

CAMPUS LIFE TEAM

Student-led teams include:

- Spiritual Life Team
- Arts Team
- Athletics Team
- Social Life Team
- And more

[Visit our website for more information](#)

There are also a variety of recreational and sport opportunities available on and around campus.

WORSHIP ARTS

There are many music, drama and artistic opportunities at Columbia:

- Worship Ensemble
- Vespers Worship Team
- Chapel Worship Team
- Instrument Lessons
- Voice Lessons

[Visit our website to learn more](#)

There are also a variety of journalism, art, and multimedia opportunities available on and around campus.

COURSE DESCRIPTIONS

EXPLANATION OF ALPHA-NUMERIC COURSE NUMBERS

The four letters indicate the discipline of the course ANTH 101 (ANTH = Anthropology). The first numerical digit of each course number signifies the level of study RELS 130(1 = 1st level). A DS prior to the four letters indicates a Directed Study course. An ON prior to the four letters indicates an Online course.

COURSE DESCRIPTIONS INDEX

Bible & Theology (RELS)
Christian/Church Ministry (CHRM)
Education Assistant (EDUA)
Experiential Learning (EXPL)
Intercultural Studies (ICST)
Outdoor Leadership (OUTL)
Worship Arts (WORA)
Youth Work (YTHW)

COURSE DESCRIPTIONS INDEX: GENERAL STUDIES

Anthropology (ANTH)
Arts (ARTS)
Business (BUSI)
Communication (COMM)
English (ENGL)
Economics (ECON)
Geography (GEOG)
Greek (GREE)
Hebrew (HEBR)
History (HIST)
Human Kinetics (HKIN)
Interdisciplinary Studies (IDIS)
Leadership Studies (LDRS)
Music (MUSI)
Philosophy (PHIL)
Psychology (PSYC)

COURSE DESCRIPTIONS

BIBLE & THEOLOGY (RELS) - YEAR ONE

RELS 101 OLD TESTAMENT SURVEY

(Alternate versions: RELS 101 Q, ON-RELS 101)

3 credits

This course provides a general introduction to the contents of the Old Testament including some background exploration of geography, social/religious culture, literary conventions, and key issues. The focus, however, is on the overall story—with its theological purpose. In addition, students will gain a basic understanding of the majority of books that make up the Old Testament canon. The ultimate goal is for students to gain familiarity with the Old Testament so that it can be applied to contemporary life.

RELS 102 NEW TESTAMENT SURVEY

(Alternate Versions: RELS 102 Q, ON-RELS 101)

3 credits

This course provides a general introduction to the contents of the New Testament including some background exploration of geography, social/religious culture, literary conventions, and key issues. Students will gain a basic understanding of the majority of books that make up the New Testament. The ultimate goal is for students to gain familiarity with the New Testament so that it can be applied to contemporary life.

RELS 121 GENESIS

(Alternate Version: ON-RELS 121)

3 credits

This course develops an understanding and application of the book of Genesis in light of its historical, literary, and cultural context. The course focuses on a literary reading of the narrative with the goal of understanding the emphasis of the larger text and on application to the present.

RELS 130 PSALMS

3 credits

This course develops an understanding and application for the book of Psalms in light of its historical, literary, and cultural context. There will be a special emphasis on how the Psalms were used for communal expression and spiritual formation in the context of ancient Israel and on how they can function meaningfully in the contemporary Christian church.

RELS 136 DANIEL

3 credits

This course introduces Old Testament prophetic literature and specifically the book of Daniel. The focus is on understanding how these prophetic texts, meant for a specific historical/cultural context, have enduring meaning to the present.

RELS 142 GOSPEL OF MARK

3 credits

This course studies Mark's Gospel with a view to understanding the background to the book, its theology, and the person, mission, and message of Jesus. The course helps students do a careful literary reading of New Testament narrative texts with the goal of application to the present.

RELS 144 SERMON ON THE MOUNT

3 credits

This course is an introduction to the teachings of Jesus through a study of Matthew 5-7 in its literary, historical, and cultural context. Through this study the student will gain an understanding of how to exegete the Gospels and make application in a contemporary context.

RELS 146 ACTS

3 credits

This course studies the book of Acts with a view to understanding the background of the book, its theology, and the key themes. The course helps students do a careful literary reading of New Testament narrative texts with the goal of application to the present.

RELS 148 I CORINTHIANS

(Alternate version: RELS 148 Q)

3 credits

This course studies the book of I Corinthians in light of its historical, literary, and cultural background. The course helps students gain an understanding of how to exegete the genre of NT letter or epistle especially in light of determining how the themes in this letter speak to contemporary issues.

COURSE DESCRIPTIONS

RELS 154 TIMOTHY & TITUS

3 credits

This course studies the books of Timothy & Titus in light of their historical, literary, and cultural backgrounds. The course helps students gain an understanding of how to exegete the genre of NT letter or epistle especially in light of determining how the themes in these letters can speak to contemporary issues.

ON-RELS 157 JAMES, PETER, AND JUDE

(Alternate version: ON-RELS 257)

3 credits

This course studies the books of James, Peter, and Jude in light of their historical, literary, and cultural backgrounds. The course helps students gain an understanding of how to exegete the genre of NT letter or epistle especially in light of determining how the themes in these letters can speak to contemporary issues.

RELS 160 INTRODUCTION TO CHRISTIAN THEOLOGY

(Alternate version: ON-RELS 160)

3 credits

This course explores the nature and method of theological study and engages with key issues. The course focuses on a survey of Christian teachings—primarily in the evangelical tradition—relating to God, Jesus Christ, the Holy Spirit, scripture, salvation, the gospel, humanity, ethics, creation, the church, and the future, in order to help the student understand and articulate their faith within the diverse theological streams of the Christian church.

RELS 166 JESUS, VIOLENCE, AND THE KINGDOM OF PEACE

(Alternate version: RELS 266)

3 credits

This course explores the place of violence and peace within Jesus's ministry, and the implications of this for followers of Jesus today. In particular, it will examine how Jesus responded to contemporary expectations about how God's kingdom would come and how he would participate in that event. The course will demonstrate the centrality of peace to Jesus's vision of the kingdom and peacemaking to the identity of his disciples, and reflect on the importance of this for contemporary Christian practice.

RELS 170 SPIRITUAL FORMATION & DISCIPLESHIP

(Alternate version: RELS 170A/170B Q)

3 credits

This course encourages spiritual growth and a life of committed discipleship through the study and practice of spiritual disciplines, Christian community, and reflection upon the experience of God. It explores a variety of spiritual disciplines with the understanding that it is through such disciplines that we place ourselves before God and open ourselves up to God's transforming power to live daily as disciples of Jesus.

BIBLE & THEOLOGY (RELS) - YEAR TWO

RELS 211 BIBLICAL HERMENEUTICS

(Alternate version: ON-RELS 211)

3 credits

Prerequisites: RELS 101 OT Survey, RELS 102 NT Survey, and 3 hours of a 100-level Bible Elective

This course introduces the science and art of biblical interpretation known under the more formal title Hermeneutics. The course assists students through the steps in the exegetical process exploring issues such as historical/cultural background, grammar, and literary features/genre in order to better understand the message of the text to its first readers and ultimately how this message can speak cross-culturally to contemporary readers.

RELS 212 INTRODUCTION TO HEBREW & GREEK EXEGESIS

3 credits

This course will provide students with a basic introduction to the original languages of the Bible and to Logos Bible software, equipping them with important exegetical tools for studying the Bible. Students will learn to read Hebrew and Greek phonetically and will learn to do basic exegetical work in the Bible's original languages. The focus of this course will be on skill development over memorization and language proficiency.

RELS 222 EXODUS

3 credits

Prerequisites: RELS 101 OT Survey, RELS 102 NT Survey, and 3 hours of a 100-level Bible Elective

This course studies selected portions of the book of Exodus covering both legal and historical material. The focus is on a close reading of the text, exploring the questions that emerge, and on trajectories of application to the present.

RELS 228 RUTH & ESTHER

3 credits

Prerequisites: RELS 101 OT Survey, RELS 102 NT Survey, and 3 hours of a 100-level Bible Elective

This course studies the books of Ruth and Esther in light of their historical, literary, and cultural contexts. The course helps students gain an understanding of how to exegete the genre of OT narrative literature with the goal of application to the present.

RELS 237 MINOR PROPHETS

3 credits

Prerequisites: RELS 101 OT Survey, RELS 102 NT Survey, and 3 hours of a 100-level Bible Elective

This course introduces Old Testament prophetic literature and specifically the twelve Minor Prophets. The focus is on understanding how these prophetic texts, meant for specific historical/cultural contexts, have enduring meaning to the present.

RELS 245 LIFE OF JESUS

(Alternate Version: ON-RELS 245)

3 credits

Prerequisites: RELS 101 OT Survey, RELS 102 NT Survey, and 3 hours of a 100 Level Bible Elective

This course explores the life of Jesus within the world of first-century Judaism. Using the Gospels as the primary source, particular attention is given to the main events of Jesus' life and the ministry of Jesus in word and deed. The course aims to understand the considerable impact Jesus made upon all who encountered him and what this means for all who follow him today.

RELS 247 ROMANS

(Alternate Version: ON-RELS 247)

3 credits

Prerequisites: RELS 101 OT Survey, RELS 102 NT Survey, and 3 hours of a 100 Level Bible Elective

This course studies the book of Romans in light of its historical, literary, and cultural background. The course helps students gain an understanding of how to exegete the genre of NT letter or epistle especially in light of determining how the themes in this letter speak to contemporary issues.

RELS 250 PRISON EPISTLES

3 credits

Prerequisites: RELS 101 OT Survey, RELS 102 NT Survey, and 3 hours of a 100-level Bible Elective

This course studies the books of Ephesians, Philippians, Colossians, and Philemon in light of their historical, literary and cultural background. The course helps students gain an understanding of how to exegete the genre of NT letter or epistle especially in light of determining how the themes in this letter speak to contemporary issues.

ON-RELS 257 JAMES, PETER, AND JUDE

(Alternate Version: ON-RELS 157)

3 credits

This course studies the books of James, Peter, and Jude in light of their historical, literary, and cultural backgrounds. The course helps students gain an understanding of how to exegete the genre of NT letter or epistle especially in light of determining how the themes in these letters can speak to contemporary issues.

RELS 259 REVELATION

3 credits

Prerequisites: RELS 101 OT Survey, RELS 102 NT Survey, and 3 hours of a 100-level Bible Elective

This course studies the book of Revelation in light of its historical, literary, and cultural background. The course helps students gain an understanding of how to exegete the genre of NT apocalyptic literature. The course surveys and evaluates the variety of ways that this book has been used to speak to contemporary issues.

COURSE DESCRIPTIONS

RELS 266 JESUS, VIOLENCE, AND THE KINGDOM OF PEACE

(Alternate version: RELS 166)

Prerequisite: RELS 101 OT Survey, RELS 102 NT Survey, and RELS 160 Intro to Christian Theology

This course explores the place of violence and peace within Jesus's ministry, and the implications of this for followers of Jesus today. In particular, it will examine how Jesus responded to contemporary expectations about how God's kingdom would come and how he would participate in that event. The course will demonstrate the centrality of peace to Jesus's vision of the kingdom and peacemaking to the identity of his disciples, and reflect on the importance of this for contemporary Christian practice.

BIBLE & THEOLOGY (RELS) - YEAR THREE & FOUR RELS 301 OLD TESTAMENT THEOLOGY

3 credits

Prerequisites: RELS 211 Biblical Hermeneutics and HIST 221 Anabaptist History & Thought

This course surveys the historical and methodological issues in OT Theology before it launches into the OT as a theological narrative. This study helps the student develop a theological framework for reading the Bible and understanding the foundational themes of such a diverse document as the Old Testament. Students are challenged to reflect on how the Old Testament theological themes inform and shape their theology, faith, life, and ministry.

RELS 302 NEW TESTAMENT THEOLOGY

3 credits

Prerequisites: RELS 211 Biblical Hermeneutics and HIST 221 Anabaptist History & Thought

This course surveys the historical and methodological issues in NT Theology before it launches into an exploration of the key theological themes that emerge in the New Testament. Students are challenged to reflect on how these New Testament theological themes inform and shape their theology, faith, life, and ministry.

RELS 303 BIBLICAL THEOLOGY

3 credits

Prerequisites: RELS 160 Intro to Christian Theology and RELS 211 Biblical Hermeneutics

Course description in process.

RELS 311 ADVANCED HERMENEUTICS

3 credits

Prerequisites: RELS 160 Intro to Christian Theology and RELS 211 Biblical Hermeneutics

This course is an advanced study of hermeneutics providing an overview of various hermeneutical approaches and wrestling with selected key issues such as the role of the reader and the reader's worldview in interpretation. Students develop skills not only in reading the biblical texts more thoughtfully but also in becoming more critical and perceptive readers of the secondary literature available which reflects on those texts.

RELS 312 BIBLICAL EXEGESIS

3 credits

Prerequisites: RELS 160 Intro to Christian Theology and RELS 211 Biblical Hermeneutics

Course description in process.

RELS 320 BIBLICAL STUDIES SEMINAR

3 credits

Prerequisites: RELS 160 Intro to Christian Theology and RELS 211 Biblical Hermeneutics

Course description in process.

RELS 355 HEBREWS

3 credits

Prerequisites: RELS 211 Biblical Hermeneutics and 3 hours of a 200-level Bible Elective

This course is an advanced study of New Testament epistle genre specifically dealing with the book of Hebrews. While some critical issues are explored, the course focuses on understanding how this book can speak meaningfully to issues Christians wrestle with today. The course helps students engage in a careful literary reading of New Testament epistle texts with the goal of application to the present.

RELS 380 PHYSICAL SETTINGS OF THE BIBLE

4 credits

Prerequisites: RELS 211 Biblical Hermeneutics and 3 hours of a 200-level Bible Elective

This course studies the geography, history, and archaeology of the land of the Bible. Students do extensive map work prior to spending three weeks in classes and fieldtrips in Israel. The goal is to give students a deeper understanding of how the land of the biblical story plays a key role in interpreting the Bible. The course is taught in Israel by Jerusalem University College with which Columbia is an Associated School.

RELS 403 BIBLICAL THEOLOGY II

3 credits

Prerequisite: RELS 303 Biblical Theology

This course enables senior students to synthesize their thinking on issues related to theology, ethics, and spiritual devotion. Students become familiar with a variety of options related to theological/ethical issues and are prepared to express and defend orally and in writing personal convictions in a variety of areas. The course helps students apply their biblical and hermeneutical training to the task of theological confession.

RELS 460 THEOLOGICAL CONFESSIONS

3 credits

Prerequisites: RELS 303 Biblical Theology, HIST 321 Anabaptist History & Thought, and to be taken in final year of studies

This course enables senior students to synthesize their thinking on issues related to theology, ethics, and spiritual devotion. Students become familiar with a variety of options related to theological/ethical issues and are prepared to express and defend orally and in writing personal convictions in a variety of areas. The course helps students apply their biblical and hermeneutical training to the task of theological confession.

CHRISTIAN/CHURCH MINISTRY (CHRM)

CHRM 212 PHILOSOPHY OF MINISTRY

3 credits

Prerequisite: RELS 170 Spiritual Formation & Discipleship

This course considers ministry as an activity of the body of Christ participating in God's action. Ministry is approached as an activity of individual Christians in everyday situations, and as an activity of the Christian community together. Theological and practical depth for ministry in everyday Christian living, in para-church settings, in organizational support roles, and in church-based roles and responsibilities will be discussed. How Christian presence, action, and language can be used to invite persons to hear and respond to God revealed in Jesus Christ will be considered.

ON-CHRM 282 INDIGENOUS MINISTRY & CHURCH

3 credits

Prerequisite: ON-IDIS 172 Intro to Indigenous Studies or 30 hours of college credit

Considering the history of Christian mission and missionary effect among Indigenous peoples, this course will explore alternative models of mission that may be more effective than past mission efforts. Through readings, shared experiences and various media, the values associated with Indigenous perspectives of harmony will be explored as a basis for a mission model. Students will then seek to identify parameters for a contemporary paradigm about Indigenous ministry. This course will engage students in a research project concerning their own ministry context to assess the degree to which its demographic, social, economic, and spiritual character might be better understood using the model under examination in class.

CHRM 331 PASTORAL PRACTICES SEMINAR

3 credits

Prerequisite: 60 hours of college credit

This course prepares students for the variety of practical roles and functions expected of church staff members. Subjects explored include the theology and practice of various church rituals, getting a good start in ministry, professional relationships in the ministry context, basic administration, and pastoral ethics, health and accountability.

COURSE DESCRIPTIONS

CHRM 401 CHURCH MINISTRY SENIOR SEMINAR

3 credits

Prerequisite: 90 hours of college credit

Course description in process.

CHRM 421 SENIOR DISCERNMENT & FORMATION

3 credits

Prerequisite: 90 hours of college credit and to be taken in final year of studies

This course integrates previous studies and experiences of formation in preparation for a life of discipleship, ministry and leadership. The course is taught from a multi-disciplinary perspective with a focus on developing an understanding of spiritual formation in the context of biblical theology, human development and contemporary culture. Course content and activities involve the pursuit of a healthy self-awareness, learning strategies to nurture a vital and growing life-long faith, developing mentoring skills, and vocational discernment.

EDUCATIONAL ASSISTANT (EDUA) EDUA 121 CHILD, ADOLESCENT & ADULT DEVELOPMENT

1 credit

This course emphasizes the developmental characteristics of children through adolescence and into adulthood. The course also presents the developmental needs of children and adolescents with disabilities.

EDUA 122 HEALTH & WELLNESS

2 credits

This course assists in understanding the role of a team member in supporting elementary school children with special needs in the classroom. The course focuses on the health and personal care needs of the child.

EDUA 123 INCLUSION & BEHAVIOUR MANAGEMENT

3 credits

This course presents a variety of learning and support strategies that can be applied in today's classrooms. The course emphasizes ways to adapt the learning environment and scaffold learning tasks so children are successful in meeting their learning objectives.

EDUA 124 LEARNING & SUPPORT STRATEGIES

3 credits

This course presents a variety of instructional strategies and teaches the ability to articulate informed suggestions that support the child's individual-ized educational goals.

EDUA 125 INTERPERSONAL COMMUNICATION

1 credit

This course assists in understanding the supportive role to children and adolescents' communication needs. The course explores augmented and alternative modes of communication as well.

EDUA 126 CHRISTIAN WORLDVIEW FOR EDUCATIONAL ASSISTANTS

1 credit

This course explores the concept of worldview in general and a Christian worldview in particular, as well as the implications of this worldview to the work of an Educational Assistant in the educational system.

EDUA 127 PROFESSIONAL PRACTICE, PRACTICUM & ACCOUNTABILITY

2 credits

Prerequisites: EDUA 121 Child, Adolescent & Adult Development, EDUA 122 Health & Wellness, EDUA 123 Inclusion & Behaviour Management.

This course is comprised of experiential learning in a supervised work environment as a Special Needs Educational Assistant (SEA) and Learning Educational Assistant (LEA) within the Elementary and Secondary School settings. The course also includes seminar sessions on the professional role of the Educational Assistant in the educational system.

EDUA 128 COMMUNITY, DIVERSITY, AND SPECIALIZED SUPPORTS

1 credit

This course develops individual and community strategies to support the diverse needs of students with neurological disorders, such as autism.

EXPERIENTIAL LEARNING (EXPL) EXPL 101, 102 (I & II), 201, & 202 (III & IV) SERVICE PRACTICUM

(Alternate Versions: EXPL 101 Q, 102 Q)

0.5 credits each (2 credits total)

Prerequisite: None for SP I, but otherwise the previous SP credit.

This course guides students to learn and grow as disciples of Jesus through serving. Key components of this course are volunteering, reflection, supervision, and evaluation. In the context of service-learning, the course focuses on personal development of giftedness and skills while providing opportunity to exercise service as a fundamental part of a Christian's community engagement.

EXPL 300 INTERNSHIP

3 credits total

Prerequisite: EXPL 202 Service Practicum IV, LDRS 101 Intro to Leadership Studies, and 75 hours of college credit (program-specific prerequisites may apply)

The internship course enables students to practice key areas of learning within their program major. In an approved placement context, students engage work-integrated learning through knowledge and skills practice and personal and social development, while pursuing vocational direction. Students develop personalized learning objectives that are met with 225 hours (75hrs/credit hour) of supervised work alongside a series of reflective assignments.

EXPL 301, 302, 303, 304 INTERNSHIP

1 credit each (4 credits total)

Prerequisite: EXPL 202 Service Practicum IV, LDRS 101 Intro to Leadership Studies, and 75 hours of college credit (program-specific prerequisites may apply)

The internship course enables students to practice key areas of learning within their program major. In an approved placement context, students engage work-integrated learning through knowledge and skills practice and personal and social development, while pursuing vocational direction. Students develop personalized learning objectives that are met with 300 hours (75hrs/credit hour) of supervised work alongside a series of reflective assignments.

EXPL 331 EXTENDED INTERNSHIP

3 credits total

Prerequisite/Corequisite: EXPL 300 Internship

Course description in process.

INTERCULTURAL STUDIES (ICST)

ON-ICST 111 THE MISSION OF GOD'S PEOPLE

3 credits

This course explores what it means for the church to participate in the mission of God. The primary objective of the course is to consider what the Bible as a whole has to tell us about why the people of God exist and what it is they are supposed to be and do in the world. The course seeks to read the Bible through a missional lens in order to comprehend God's overarching plan, from creation to new creation.

ICST 222 INTERCULTURAL FLUENCY

3 credits

Prerequisite: IDIS 121 Intro to Healthy Relationships

This course equips students to begin developing intercultural competencies, defined as the understanding and behaviours that allow one to bridge cultural differences appropriately and effectively. In Canada, immigration, migration of peoples, rapid urbanization and the nation's multicultural identity provide both opportunity and challenge for the development of these competencies.

COURSE DESCRIPTIONS

OUTDOOR LEADERSHIP (OUTL)

OUTL 103 EMERGENCY RESCUE TECHNICIAN I

2 credits

This course introduces and develops technical and operational skills common to a variety of emergency rescue technician career paths. Students are introduced to rescue operations through training and scenario based learning opportunities focusing on wilderness operations and travel, ground search and rescue, incident command system, hazardous environment management and personal safety.

OUTL 104 EMERGENCY RESCUE TECHNICIAN II

2 credits

Prerequisites: HKIN 133 Wilderness First Aid, OUTL 103 Emergency Rescue Technician 1, HKIN 141 Rope Rescue Technician, HKIN 143 Avalanche Safety Training

This course continues to develop the technical and operational skills introduced in OUTL 101 Emergency Rescue Technician 1. In this course students will be further introduced to rescue operations through training and scenario based learning opportunities focused on winter travel and safety, winter search and rescue, resort rescue operations, legal liability and risk management, occupational health and safety regulations, weather observation and forecasting, leadership, and group/team leadership dynamics.

WORSHIP ARTS (WORA)

WORA 101 THEOLOGY OF WORSHIP

3 credits

This course introduces students to the theology of Christian worship by exploring Scriptural themes such as formation, idolatry, creation, redemption, and restoration and forms and structures of worship. This course addresses both the gathered worship of the church and worship as the primary orientation of human life.

WORA 121 INTRODUCTION TO LEADING WORSHIP

3 credits

This course explores various facets of worship leading in the Christian community. It enhances students' abilities to serve effectively as worshipers and leaders of worship in today's church.

WORA 221 PASTORAL WORSHIP LEADERSHIP

3 credits

Prerequisite: WORA 121 Introduction to Leading Worship

This course explores various facets of worship leading in the Christian community. Special attention is given to discovering what it means to plan and lead worship both hospitably and pastorally. While a number of different worship forms are explored, this course emphasizes the leading of worship through musical expression.

WORA 241 SOUND & MEDIA

3 credits

This course surveys basic knowledge and skills of sound and media. The course includes: sound system components, setup, signal flow, mixing, and signal processing as well as media software, stage management, professional etiquette, and the philosophy of sound and media.

YOUTH WORK (YTHW)

YTHW 111 YOUTH WORK ESSENTIALS

3 credits

This course explores the capacities and competencies needed to become a youth worker. The course provides an understanding of the various components of youth work, both in the local church and in parachurch contexts. While the course has a theoretical foundation, it focuses on the practical skills and planning required for leadership of successful youth work.

YTHW 122 YOUTH WORKERS CONFERENCE

1.5 credits

This course explores and interacts with youth work themes presented at Columbia's Youth Workers Conference. It includes conference participation and assignments based on conference material.

YTHW 131 YOUTH CULTURE

3 credits

Ministry with youth and young people is ministry in a persistently changing, digitally mediated culture. In this course we explore what culture is, the human experience of culture, culture as expressed in generational, societal, technological, and practical domains, how ministry happens across culture, and specifically, how ministry with youth and young people in a digital culture might be undertaken. A central assumption of our course is that ministry with young people is a form of missionary and cross-cultural work.

YTHW 331 YOUTH ISSUES

3 credits

Prerequisite: YTHW 111 Youth Work Essentials

This advanced course provides an understanding of the complex issues that teens face in society. The course develops biblically consistent strategies for responding to problems faced by teens, their parents, and society.

YTHW 421 VOCATIONAL YOUTH WORK

3 credits

Prerequisite: EXPL 301-4 Internship

This course offers fourth year Youth Work students an opportunity to reflect upon their internship experience and addresses the challenges of long term youth work. It outlines the vocational life stages in youth work and develops the skills needed to persevere.

COURSE DESCRIPTIONS: GENERAL STUDIES

ANTHROPOLOGY (ANTH)

ANTH 232 WORLD RELIGIONS

(Alternate Version: ON-ANTH 232)

3 credits

Prerequisite: RELS 160 Intro to Christian Theology

This course will provide a comprehensive survey of five major world religions, each vastly different in its concerns, tenets and objectives. Understanding belief paradigms requires knowledge of the facts of religious history, beliefs and practices. In addition, this course will help students compare and contrast ideologies, identify current sources of religious tension, and sensitively build bridges with members of different faiths with the goal of impacting the world as peacemakers.

ARTS (ARTS)

ARTS 101 INTRODUCTION TO THE ARTS

3 credits

This course develops an understanding of artistic expression through an analysis and evaluation of various artistic forms throughout history. The course develops interpretive skills and creativity for meaningful involvement with the arts.

BUSINESS (BUSI)

BUSI 101 INTRO TO BUSINESS

3 credits

This course introduces basic management and business administration concepts and skills. It provides the necessary skills required for administering in both for-profit and not-for-profit organizations. It also engages in real-world situations through game-based learning exercises.

BUSI 221 ESSENTIALS OF MARKETING

3 credits

Prerequisite: BUSI 101 Intro to Business

This course demonstrates the function of marketing and its application in any type of organizational context. Students investigate the foundational principles of marketing, including: the role of marketing, market characteristics, consumer sentiment, utility, market segmentation and demographics, and product development, from both a goods as well as services perspective.

Students engage in team projects in order to develop a marketing plan. Case studies are utilized in order to reinforce the underlying course objectives and provide real world examples.

BUSI 245 ACCOUNTING

3 credits

Prerequisite: BUSI 101 Intro to Business

This course introduces students to fundamental accounting principles and applications. The basic and expanded accounting equations serve as a framework for the course. Financial reports, including the balance sheet, income statement and statement of cash flows, are both prepared and interpreted. Students will complete the entire accounting cycle by analyzing, documenting, recording and producing reports. Students will learn to interpret, categorize and document the various accounting categories (Assets, Liabilities, Owners Equity, Revenue, and Expense) and their respective accounts.

BUSI 304 NON-PROFIT ORGANIZATION MANAGEMENT

3 credits

Prerequisite: BUSI 101 Intro to Business and LDRS 101 Intro to Leadership Studies

This course introduces a wide range of tasks (e.g., vision building, planning, team-development, work organization, information management, budgeting) that are part of leadership in a non-profit organization. It explores leadership and organizational theories, management strategies, legal issues, and ethical considerations that are central to the work of non-profit organizations.

BUSI 305 HUMAN RESOURCES

3 credits

Prerequisite: BUSI 101 Intro to Business and LDRS 232 Team Building and Culture

Course description in process.

BUSI 307 BUSINESS & TECHNOLOGY

3 credits

Prerequisite: BUSI 221 Essentials of Marketing and BUSI 245 Accounting

Course description in process.

BUSI 340 INTRO TO FINANCE

3 credits

Prerequisite: BUSI 245 Accounting

Course description in process.

BUSI 401 STRATEGY

3 credits

Prerequisite: To be determined

Course description in process.

COMMUNICATION (COMM)

COMM 201 EFFECTIVE COMMUNICATION

3 credits

Prerequisite: IDIS 121 Intro to Healthy Relationships

This skill-based course teaches the theories and strategies that sustain and foster effective communication. It equips students with the skills and knowledge to communicate successfully on many levels, including writing, speaking, conducting meetings, leading small group discussion, teaching and giving presentations, and using electronic media. Students are given the opportunity to work with various techniques to learn valuable communication tools to successfully support them in their careers, personal lives, and service to the church and community.

COMM 341 HOMILETICS

3 credits

Prerequisite: RELS 211 Biblical Hermeneutics and COMM 201 Effective Communication

This course provides a theoretical and practical introduction to communication as oratory, particularly as practiced in Christian preaching contexts. The course introduces the structure of communication and rhetoric. Students have the opportunity to practice proficiency in persuasive and argument based speech focusing on the exposition of Christian Scripture.

COMM 343 BIBLE TEACHING & PREACHING

3 credits

Prerequisite: RELS 211 Biblical Hermeneutics and COMM 201 Effective Communication

Course description in process.

COMM 351 CONFLICT MANAGEMENT

3 credits

Prerequisite: COMM 201 Effective Communication

This course surveys approaches to understanding and dealing with conflict. It provides a theoretical and biblical framework for communicating in interpersonal and small group conflict, as well as offers opportunities to learn and practice interpersonal communication skills.

ECONOMICS (ECON)

ECON 101 PRINCIPLES OF MACROECONOMICS

3 credits

This course serves as an introduction to macroeconomic issues such as growth, deflation and inflation, employment, government policies and intervention, as well as the impact of monetary policy and the role of the financial system. Students learn to comprehend and articulate the various positions surrounding current macroeconomic issues. Methods in calculating cumulative variables are used in order to understand, critique and evaluate economic policy.

COURSE DESCRIPTIONS: GENERAL STUDIES

ENGLISH (ENGL)

ENGL 105 ACADEMIC WRITING

(Alternate Version: ON-ENGL 105)

3 credits

This course explores the conventions of reading, writing, and research expected at a college-level. The course develops competence in critical reading and writing by analyzing the context, content, and form of compositions; by conducting and documenting academic research; and by writing a variety of academic compositions.

ENGL 121 ENGLISH LITERATURE

3 credits

This course introduces the fundamentals of literary study and the necessary skills to think and write critically about literature. Course topics include: the social function of English literature, its content and form, and the role of the reader in interpretation. The course develops the ability to do close reading through the recognition of genre, themes, and rhetorical methods.

GEOGRAPHY (GEOG)

GEOG 221 ENVIRONMENTAL ISSUES

3 credits

Prerequisite: 30 hours of college credit

This course investigates the question of how humans should interact with and take care of the physical creation. The course explores the issue from a geographical perspective, as well as the larger philosophical and religious attitudes that have contributed to the present "crisis." It develops a responsible Christian environmental ethic and application to global environmental issues.

GEOG 231 INTRO TO COMMUNITY DEVELOPMENT AND TRANSFORMATION

3 credits

Prerequisite: 30 hours of college credit

This course explores the principles of local and international community development and draws upon the expertise of multiple organizations. Key areas of study include the evolution of development theory, factors underlying poverty and injustice, conflict and displacement, dependency, paternalism and sustainability. The course critically evaluates root causes of poverty and marginalization through a biblical lens and considers what solutions may exist.

GREEK (GREE)

ON-GREE 201 NEW TESTAMENT GREEK I

3 credits

Prerequisite: RELS 102 New Testament Survey

This course introduces the basic features of New Testament Greek, including morphology, syntax, grammar, vocabulary (words occurring 50 times or more in the GNT) and oral reading. The result is the ability to read and translate simple sentences of the Greek New Testament with the aid of a Greek Lexicon.

ON-GREE 202 NEW TESTAMENT GREEK II

3 credits

Prerequisite: ON-GREE 201 New Testament Greek I

This course is a continuation of ON-GREE 201 New Testament Greek I. The course completes the study of elementary grammar, morphology and syntax. It develops further vocabulary skills (words occurring 30 times or more in the GNT) and focuses attention on effective and accurate translation of extended passages of the Greek New Testament. The result is the ability to read longer portions of text with the aid of a Greek Lexicon.

DS-GREE 311 INTERMEDIATE READINGS IN NEW TESTAMENT GREEK III

3 credits

Prerequisite: ON-GREE 202 New Testament Greek II

This course builds upon the grammar, vocabulary and morphology of ON-GREE 201 New Testament Greek I and ON-GREE 202 New Testament Greek II. Students are exposed to longer narrative passages of the Greek New Testament that are written in Semitic style (John, Mark, Revelation) with the goal of strengthening reading and exegetical skills. Vocabulary competence is honed to words occurring 20 times or more in the Greek New Testament.

DS-GREE 312 INTERMEDIATE READINGS IN NEW TESTAMENT GREEK IV

3 credits

Prerequisite: DS-GREE 311 Intermediate Readings in New Testament Greek III

This course increases competence in reading Koine Greek by reading and interpreting passages that are written in a more conversational (Philippians) and literary Koine Greek style (Hebrews, Acts, I Peter, Jude). Vocabulary competence is honed to words occurring 10 times or more in the Greek New Testament.

HEBREW (HEBR)

ON-HEBR 201 CLASSICAL HEBREW I

3 credits

Prerequisite: RELS 101 Old Testament Survey

This course introduces the grammar and vocabulary of Old Testament Hebrew in order to read the Hebrew scriptures.

ON-HEBR 202 CLASSICAL HEBREW II

3 credits

Prerequisite: ON-HEBR 201 Classical Hebrew I

This course builds the capacity to understand and apply the grammar and vocabulary of Old Testament Hebrew. The course develops the ability to translate selected portions of the Hebrew scriptures.

HISTORY (HIST)

HIST 211 HISTORY OF CHRISTIANITY

3 credits

Prerequisite: RELS 160 Intro to Christian Theology

This course surveys the history of Christianity from its inception through the contemporary era, identifying key leaders, events and forces that shaped this movement. The course analyzes the interaction between the religious, economic, political, sociological, aesthetic, and philosophical factors to produce this diverse historical movement.

ON-HIST 283 INDIGENOUS AND CANADIAN HISTORY

3 credits

Prerequisite: ON-IDIS 172 Intro to Indigenous Studies or 30 hours of college credit

This course will centre on the impact of traditional perspectives of human identity and agency in a historical survey of Indigenous history in Canada. Through interactive readings and discussion, students will develop a historical perspective of Indigenous nations across the country from their creation stories into the twenty-first century. Topics will include pre-contact nation to nation relationships, the interaction with explorers, traders and the shifting economies, the relationship of church and missionaries within the colonial structures, the rise and resistance of the Métis and other Indigenous peoples, treaty-making, legacies of residential schools and child welfare, the rise of Red Power movements, contemporary cultural resurgence, and urban indigeneity.

HIST 321 ANABAPTIST HISTORY & THOUGHT

3 credits

Prerequisite: HIST 211 History of Christianity

This course examines the history and theology of the Anabaptist movement of the sixteenth century within the context of the Reformation and the larger history of the Christian church.

HUMAN KINETICS (HKIN)

HKIN 133 WILDERNESS FIRST AID

2 credits

Revised course description in process.

COURSE DESCRIPTIONS: GENERAL STUDIES

HKIN 142 ROPE RESCUE TECHNICIAN

2 credits

This course improves student's rope handling and technical problem solving abilities. Throughout this course students will be responding as an organized rescue team to a series of incidents at various locations both day and night. Students will be technically challenged as they learn the skills necessary to affect a top-down, two-rope rescue efficiently and professionally. This course is broken into three modules: Topside Operations, Over the Edge Operations and Rope Team Leadership.

HKIN 143 AVALANCHE SAFETY TRAINING

2 credits

This course combines the Avalanche Safety Training Level 1 and 2 certificates, developed by the Canadian Avalanche Center, in an expanded format including a 6 day introduction to wilderness touring. This course teaches the basics of the formation and nature of avalanches, avalanche terrain, and avalanche rescue. This course teaches students to use decision making frameworks, developed by avalanche professionals, to make key safety decisions for travel in avalanche terrain.

HKIN 161 ERT SKILLS EVALUATION

2 credits

Prerequisites/Corequisites: HKIN 133 Wilderness First Aid, OUTL 103 Emergency Rescue Technician 1, OUTL 104 Emergency Rescue Technician 2, HKIN 142 Rope Rescue Technician, HKIN 143 Avalanche Safety Training

This course is a benchmark that ensures all students graduating with a certificate in Emergency Rescue Technician meet the basic industry standards/common practices for rescue operations. Students will have the opportunity to develop, plan and lead numerous full scale simulated emergency callouts. Students will be individually assessed to ensure competency in basic rescue operations.

HKIN 233 EMERGENCY MEDICAL RESPONDER

2 credits

Prerequisite: HKIN 161 ERT Skills Evaluation

This course offers fundamental medical training for anyone entering the health care field focusing on developing the skills needed to respond to trauma and medical emergencies. Training also includes the fundamentals of anatomy, physiology, pathophysiology, pharmacology and medical terminology.

HKIN 243 ROCK CLIMBING

2 credits

Prerequisite: HKIN 161 ERT Skills Evaluation

This course enables students to gain experience and knowledge of safety procedures and principles of rock climbing including anchor-building techniques, advanced rope management skills, rappelling and belay systems, rescue fundamentals as well as route finding and lead climbing techniques. The course is under the leadership of Association of Canadian Mountain Guide (ACMG) instructors.

HKIN 244 MOUNTAINEERING

2 credits

Prerequisite: HKIN 161 ERT Skills Evaluation

This course builds a comprehensive foundation in all aspects of mountaineering in order to assist students to develop the experience and skills required to become self-reliant in the mountains. The course covers snow and glacier travel, ice climbing, rock climbing, map and compass, mountain navigation, route planning, weather evaluation, hazard assessment and crevasse rescue techniques as well as summit objectives. The course is under the leadership of Association of Canadian Mountain Guide (ACMG) instructors.

HKIN 251 RIVER KAYAKING

2 credits

Prerequisite: HKIN 161 ERT Skills Evaluation

This course instructs boat design and outfitting, paddle design and fit, clothing options for kayaking in cold water, as well as safety equipment and its use. The course teaches basic river reading skills, how to perform a self-rescue and how to assist someone who is in the water. Also, the course emphasizes the skills to maneuver a kayak in a moving water environment using techniques such as the eddy turn, ferries, surfing and playing.

HKIN 252 OCEAN KAYAKING

2 credits

Prerequisite: HKIN 161 ERT Skills Evaluation

This course introduces sea kayaking, as well as guiding and leadership in the industry. The course enables students to pursue employment and further training within the sea kayak guiding industry. In addition to paddling skills, topics covered are: Ocean navigation, weather interpretation, rescue and incident response, equipment and clothing, trip planning and camping skills, judgment and group management.

HKIN 254 SWIFTWATER RESCUE TECHNICIAN

2 credits

Prerequisite: HKIN 161 ERT Skills Evaluation

This comprehensive swiftwater course focuses on the safe work procedures that personnel should follow if they must enter moving water in the course of their work. The curriculum emphasizes hazard assessment, site safety, self-rescue, and a range of options for rescuing others, as well as the decision-making process required to choose the most appropriate rescue approach. The curriculum includes the advanced swimming skills required for self-rescue and rescue of others from more extreme whitewater, as well as high angle rope rescue skills that enable access to areas like canyons and gorges. The course also covers logistical, communications and safety considerations for operating in moving water in low visibility or darkness.

INTERDISCIPLINARY STUDIES (IDIS)

IDIS 121 INTRODUCTION TO HEALTHY RELATIONSHIPS

3 credits

This course is an interdisciplinary study of human relationships and interpersonal awareness. This course approaches relational health from a faith-based, holistic perspective, exploring topics such as: love, community, friendship, marriage, singleness, sexuality and family. This course is designed to combine both theory and practice-based learning.

IDIS 123 Q CHRISTIAN DECISION MAKING

3 credits

Prerequisite: Quest Program Enrollment

This course explores a biblical and psychological framework for decision making. It will combine an overview of God's guidance in both the Old and New Testament with an understanding of the basic psychological factors at work when exercising discernment. The course is purposed to provide a functional framework for decision making for major life decisions, as well as, navigating daily life choices as a disciple of Christ.

ON-IDIS 172 INTRODUCTION TO INDIGENOUS STUDIES

3 credits

This is a survey course of Indigenous peoples and issues from their origins in North America to the contemporary period. In general, this course seeks to legitimize the place (and indeed, centrality) of Indigenous peoples and issues within historic and contemporary Canada.

Utilizing Indigenous and non-Indigenous literature and research, this course will explore Indigenous cultures in Canada, with attention paid to Indigenous histories, worldview, knowledge and belief systems, subjectivities, and identities, as well as concepts including post-Indigeneity, Indigenous experience in everyday life, cultural production, culture as socially constructed, and performativity, among others. In addition, the course will examine the impact of colonization, including residential schools, intergenerational trauma and healing, wellbeing, lifeways, and cultures. Using the lenses of critical Indigenous studies theories and others, we will explore these aspects of Indigeneity.

IDIS 262 APOLOGETICS

(Alternate Version: ON-IDIS 262)

3 credits

Prerequisite: RELS 160 Intro to Christian Theology

This course explores the field of Christian apologetics and develops a basic level of proficiency in its application. Historical, philosophical and cultural perspectives will be employed to respond to positions that refute Christian beliefs. Students develop and practice critical thinking skills and grow in their ability to express logically valid arguments both orally and in writing.

COURSE DESCRIPTIONS: GENERAL STUDIES

IDIS 264 GLOBAL THEOLOGIES

3 credits

Prerequisite: RELS 160 Intro to Christian Theology

Course explores theological implications of the demographic shift in Christianity from the West to the Global South. It examines contemporary theological themes and issues from the perspective of different contexts around the world, paying close attention to the ways in which culture, economics, and geography influence our understanding, articulation, and application of theological truth.

IDIS 265 THEOLOGICAL ANTHROPOLOGY

(Alternate Version: ON-IDIS 265)

3 credits

Prerequisite: RELS 160 Intro to Christian Theology

This course provides students with a biblically and theologically rooted understanding of human identity, purpose, and destiny. Special attention will be paid to both historical and philosophical trends toward dehumanization with a view to critical engagement. Students will engage theoretically and practically as they explore how a biblical theology of the human person offers a guide for both life and ministry.

IDIS 271 THEOLOGY THROUGH THE ARTS

3 credits

Prerequisite: RELS 160 Introduction to Christian Theology

This course demonstrates how Christian doctrine is explored and expressed through the arts. The course surveys how theology has been communicated in an artistic way throughout history. It helps students cultivate analytical skills, and evaluate the theological themes found in the arts.

IDIS 274 ROCK, FAITH & POP CULTURE

3 credits

This course engages students in a dialogue between the Christian faith and contemporary culture through the medium of rock music. The course traces the historical development of rock 'n' roll from its birth in the 1950s until today. It examines how rock music has shaped and reflected popular culture, helps students cultivate critical listening skills, and analyzes as well as evaluates the dominant themes found in rock music..

ON-IDIS 281 COLONIZATION & DECOLONIZATION

3 credits

Prerequisite: ON-IDIS 172 Intro to Indigenous Studies or 30 hours of college credit

This course focuses on contemporary theories regarding colonization and decolonization emerging out of Indigenous studies, critical ethnic studies, and post colonialism studies. Attention is paid to the relationship between race, colonialism, and gender. Students will explore how these theories intersect with Christian theologies and spiritual practice. This course will consider the critiques made by Indigenous and postcolonial scholars of the methodological approaches used in the humanities and social sciences for their complicity in colonialism. It will examine various attempts to "decolonialize" methodology and to construct Indigenous and postcolonial methodological approaches to society and community. Students will work to develop their own philosophical and methodological approaches to decolonization.

ON-IDIS 284 ASSET BASED COMMUNITY DEVELOPMENT

3 credits

Prerequisite: ON-IDIS 172 Intro to Indigenous Studies or 30 hours of college credit

This course is an introduction to asset-based planning and community design as a human and organization capacity-building approach that seeks to locate, underscore, and emphasize, in a selective way, the life-giving forces and successes within an organization, group or community. The course will focus on different ways of engaging life within communities and organizations, while exploring the skills of community development facilitation for practitioners. Several tools used in asset-based planning and development will be carefully examined with a view to creating proficiency in both their theory and practice.

ON-IDIS 285 INDIGENOUS APPROACHES TO THEOLOGY

3 credits

Prerequisite: ON-IDIS 172 Intro to Indigenous Studies or RELS 160 Intro to Christian Theology

This course will delve into unique Indigenous theological contributions to the meaning of Christian faith and life. A thematic approach will explore the intersection of individual experience with the Creator, the nature of the spiritual and spirituality, the Gospel story, redemption, and redeemer by contrasting Indigenous views with Western theological methods.

This course will introduce diverse hermeneutical principles from an Indigenous theological perspective, rooted in cross-disciplinary contextual studies. We will explore methodologies that encourage post-colonial and post-modern approaches to engaging with scripture, and apply insights gained from contemporary critical studies. This course will also introduce competencies for teaching scripture from an Indigenous hermeneutic. We will further explore a distinct Indigenous hermeneutical disposition, based on language, voice, history, interpretation, and values.

IDIS 299 DISCERNMENT PORTFOLIO

1 credit

Prerequisite: 45 hours of college credit

Course description in process.

IDIS 313 BIBLICAL BACKGROUNDS

3 credits

Prerequisite: RELS 211 Biblical Hermeneutics

This course introduces the historical, geographical, political, and religious settings of the ancient Near East and the Second Temple Period as they relate to both the Old and New Testaments. This course utilizes an interdisciplinary approach (literary, historical, sociological) to explore the background contexts upon which the biblical literature is set.

IDIS 331 CHRISTIAN CLASSICS & THOUGHT

(Alternate Version: DS-IDIS 331)

3 credits

Prerequisite: HIST 211 History of Christianity

This course studies a number of classic texts that have been influential in the history of Christian thought and spirituality. The course explores these classics in the context of disciplines like history, English, and theology. Literature from a wide range of traditions, time periods, and genres will be examined.

LEADERSHIP STUDIES (LDRS)

LDRS 101 INTRO TO LEADERSHIP STUDIES

(Alternate Version: LDRS 101 Q)

3 credits

This course introduces leadership studies in three areas: leader development (self-awareness and leadership ethics), leadership education (an understanding of leadership), and leadership training (leadership skills and competencies). Primary competencies that are explored include working with teams, bringing about change, sustaining effectiveness, and using strengths. The course assists students in making a difference in the church and community.

LDRS 111 SELF-MANAGEMENT

(Alternate Version: LDRS 111 Q)

3 credits

This course explores personal awareness, development and management of self through the lenses of practical theology and leadership theory. Emphasis is placed on strengthening character, building habits, establishing personal direction, discovering personal uniqueness, and ultimately leading as a wise steward of personal gifts and abilities.

LDRS 232 TEAM BUILDING & CULTURE

3 credits

Prerequisite: LDRS 101 Intro to Leadership Studies or 30 hours of college credit

This course explores team development and effectiveness in a variety of settings. The course also introduces conflict management theory and communications strategies in the context of a team.

COURSE DESCRIPTIONS: GENERAL STUDIES

LDRS 311 LEADERSHIP SUSTAINABILITY

3 credits

Prerequisites: LDRS 101 Intro to Leadership Studies and 60 hours of college credit

This course explores personal and organizational sustainability for authentic transformational servant leadership. Understanding burnout as a significant risk, participants will interact with, study, and apply various dimensions of self-care and sustainability from both theological and psychological perspectives.

LDRS 334 EMPOWERING LEADERSHIP

3 credits

Prerequisites: LDRS 101 Intro to Leadership Studies and 60 hours of college credit

This course explores the role of influence, and the ability to develop others within the practice of leadership. A variety of relational models, such as coaching, mentoring, and spiritual directing, are considered in detail.

LDRS 391 LEADERSHIP SEMINAR

3 credits

Prerequisites: 6 hours of 300 level LDRS classes

This course explores the current leadership issues that have relevance for not-for-profit and business sectors. The course introduces a variety of leaders to participants with opportunity for real-time engagement and interaction.

LDRS 401 APPLIED LEADERSHIP CAPSTONE

3 credits

Prerequisite: Applied Leadership Program enrollment and 90 hours of college credit (this course should be taken in a student's final year at Columbia, preferably in the final semester)

This self-directed course provides students the opportunity to create a professional portfolio, serving as a culminating project of the Applied Leadership degree. Students utilize the capstone to demonstrate their learning and application of leadership understanding and skills, and present the final project in preparation for work post-graduation.

LDRS 402 LEADERSHIP & BUSINESS CAPSTONE

3 credits

Prerequisite: Leadership and Business Program enrollment and 90 hours of college credit (this course should be taken in a student's final year at Columbia, preferably in the final semester)

MUSIC (MUSI)

MUSI 112 MUSIC THEORY

2 credits (can be taken multiple times)

This course consists of private instruction in music theory designed to increase personal proficiency in music theory regardless of level. Students may begin with basic notes, rhythms, scales, and intervals, or may begin with or progress into more advanced study of triads, key transposition, chord progressions, modes, cadences, harmony, and the development of chord charts—depending on student level and interest.

MUSI 131/231 GUITAR LESSONS

1-2 credits (can be taken multiple times)

This course consists of private instruction in guitar. Focus includes exploration of mechanics and fundamentals of guitar and the development of a repertoire of 2-4 songs, depending on student ability and interest.

MUSI 132/232 PIANO LESSONS

1-2 credits (can be taken multiple times)

This course consists of private instruction in piano. Focus includes exploration of mechanics and fundamentals of piano, and the development of a repertoire of 2-4 songs, depending on student ability and interest.

MUSI 133/233 VOICE LESSONS

1-2 credits (can be taken multiple times)

This course consists of private instruction in voice. Focus includes exploration of mechanics and fundamentals of voice, and the development of a repertoire of 2-4 songs, depending on student ability and interest.

MUSI 143 VOCAL ENSEMBLE

1 credit (can be taken multiple times)

This course provides group instruction in choral voice—learning vocal warm-ups, sight singing techniques, and singing methods that allow students to sing together chorally. Content is dependent on the students' interest and level of expertise.

MUSI 151 WORSHIP ENSEMBLE

1.5 credits (can be taken multiple times)

This course provides opportunity to develop musical and ministry skills as part of a worship ministry team that serves primarily off campus on 15-18 occasions during the school year. The ensemble of up to 20 singers and instrumentalists learns and presents a wide range of music within the church and performance contexts.

PHILOSOPHY (PHIL)

PHIL 231 ETHICAL REASONING

(Alternate Version: ON-PHIL 231)

3 credits

Prerequisite: RELS 160 Intro to Christian Theology

This course investigates and creates theories about the nature of right and wrong, duty, obligation, freedom, virtue, and similar issues facing humanity. The course examines both Moral Philosophy and Christian Ethics as part of the investigation. The course applies some of the historical and contemporary moral theories to current ethical issues our society and churches are facing.

PSYCHOLOGY (PSYC)

PSYC 101 INTRODUCTION TO PSYCHOLOGY I

3 credits

This course introduces the following major areas within psychology: history, main perspectives, research methods, biopsychology, sensation, perception, consciousness, learning, memory, human development, and gender. The introduction focuses on current research as well as long standing concepts and theories.

PSYC 102 INTRODUCTION TO PSYCHOLOGY II

3 credits

This course introduces the following major areas within psychology: cognition, language, intelligence, health, human sexuality, motivation, emotion, personality, abnormal therapy, social, culture, and ethnicity. The introduction focuses on current research as well as long-standing concepts and theories.

PSYC 202 RESEARCH METHODS

3 credits

Prerequisites: PSYC 101 Intro to Psychology I & PSYC 102 Intro to Psychology II

This course introduces the procedures used in social science research along with the logic underlying them. Experimental, correlational and observational approaches are considered. Topics include strengths and weaknesses of different approaches to research, the formulation of testable questions, the control of extraneous influences and the drawing of valid conclusions from empirical evidence. Students gain hands-on experience evaluating research and conducting and writing up several small research projects.

PSYC 223 LIFESPAN DEVELOPMENT

3 credits

Prerequisites: PSYC 101 Intro to Psychology I & PSYC 102 Intro to Psychology II

This course introduces students to the study of human development across the lifespan. Major theories of biological, cognitive, social and emotional development from infancy, adolescence, and adulthood are surveyed.

COURSE DESCRIPTIONS: GENERAL STUDIES

PSYC 231 BASIC COUNSELLING SKILLS

3 credits

Prerequisites: PSYC 101 Intro to Psychology I & PSYC 102 Intro to Psychology II or CHRM 212 Philosophy of Ministry for CM Majors/Minors

This course explores theoretical and practical knowledge foundational to individual counselling. It facilitates experiential learning with a core set of counselling skills that includes attending, active empathic listening, empathic responding, probing, summarizing appropriate use of questions, and strength based challenging. It focuses on important counselling values, such as respect, empathy, genuineness, and appreciation of diversity and introduces important ethical issues within counselling psychology.

PSYC 252 SOCIAL PSYCHOLOGY

3 credits

Prerequisites: IDIS 121 Intro to Healthy Relationships

This course introduces key theories of social psychology and their social contexts, highlighting the relationship between the individual and society. Key aspects such as attitudes, goals, values, group memberships, self and identity, culture and personality are examined.

PSYC 311 THEORIES OF PERSONALITY

3 credits

Prerequisites: 6 hours of 200-level Psychology classes

This course examines the major theories of personality in the field of psychology. It follows the classic approach to personality, starting with an exploration of Freud's psychoanalytic theory and working forward to contemporary conceptualizations of personality. Working within this framework the course also incorporates an exploration of current personality research.

PSYC 312 PSYCHOLOGICAL DISORDERS

3 credits

Prerequisites: 6 hours of 200-level Psychology classes

This course surveys the subject of abnormal behavior with an emphasis on a scientific approach to understanding its origins, maintenance and treatment. It examines the history and scope of abnormal behavior as well as contemporary definitions and current diagnostic criteria for the major disorders. Students apply and develop critical thinking skills related to theories and treatments for each disorder.

PSYC 351 BRAIN & BEHAVIOUR

3 credits

Prerequisites: 6 hours of 200-level Psychology classes

This course explores the biological basis for human behaviour by examining the elements of the nervous system as well as the specific systems responsible for sensation, perception, motor control, emotions, learning and memory. Other topics include neurological disorders, developmental neuroscience, neurobiology, and the brain's role in health and sickness, violence, and psychopathology.

PSYC 431 INTEGRATION OF FAITH & PSYCHOLOGY

3 credits

Prerequisites: 3 hours of 300 level Psychology classes

This course considers the relationship between psychology and Christian theology. It provides students with opportunities to explore the concepts and meanings that each utilizes to understand the human condition. The course invites reflection on multiple levels beginning with foundational philosophical assumptions (i.e. ontological, epistemological, and axiological) before considering specific knowledge claims and practical applications drawn from them. It considers convergent and divergent meanings while facilitating each student's integrative efforts.



ACADEMIC MANUAL

2024-2025

ACADEMIC MANUAL INDEX

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GUIDING PHILOSOPHY

COLUMBIA'S MISSION

To equip people for a life of discipleship, ministry, and leadership in service to the church and community.

COLUMBIA'S CORE VALUES

FOLLOWING JESUS WHOLEHEARTEDLY

- We worship Jesus Christ as the one true King and seek to model a life that embodies his transforming work in the world.
- Hebrews 12:1-3

PURSUING THE TRUTH WITH HUMILITY

- We are curious and courageous, seeking truth, building trust, and bearing witness to what we believe by the power of the Holy Spirit.
- Matthew 7:7-8

CARING FOR THE GOOD AND GROWTH OF ONE ANOTHER

- We believe people matter because they are created in the image of God. We invest in relationships, pursue growth, and seek to cultivate a Christ-centered community.
- 1 Peter 4:8-11

DOING TOGETHER WHAT NEEDS TO BE DONE

- We commit to and engage in God's holistic mission to reconcile all things to himself; together we lean in, and together we serve.
- Colossians 3:23-24

EDUCATIONAL GOALS

Spiritual and Character Formation

To foster students' spiritual and character formation toward knowledgeable, biblical character.

Students will demonstrate knowledge of Scripture, both the Old and New Testaments, and learn to properly interpret its message for life; Christian theology, especially evangelical Anabaptism, and ethical frameworks in order to deal with the wide variety of issues they face in today's world.

Students will exhibit spiritual self-care patterns as well as a lifestyle consistent with Christian values.

Intellectual Development

To equip students' intellectual development in the domains of knowledge, critical thinking, and ability to interact with a variety of viewpoints.

Students will demonstrate knowledge of the best in the world's classics and general studies, integrate such knowledge with a Biblical worldview, as well as the framework of information literacy.

Students will show ability to do critical thinking as well as interact respectfully with persons who may hold varying perspectives.

Preparation for Ministry

To prepare students for competent service and ministry in the church and in the world as shaped by their field of studies.

Students will demonstrate knowledge of the concepts and literature related to their major.

Students will show commitment to God's mission in the world as well as value a servant-leader philosophy of leadership and ministry.

Students will exhibit competence in the key ministry skills related to their major.

GENERAL ACADEMIC INFORMATION

LINE OF COMMUNICATION

Columbia communicates with students in several ways:

1. **Columbia email addresses** are provided to all students, and this is the primary means for all official Columbia communication. Email addresses will be provided to students by the beginning of their first class at Columbia and will remain active until one year following their exit from the College (either through graduation, withdrawal, or other means).
2. **Microsoft Teams** is Columbia's official Learning Management System (LMS). The chat function within this platform is a highly convenient way for students, faculty, and staff to communicate with one another based on classes, committees and other group activities. This is a useful tool for less formal matters, particularly around class-related details and other day-to-day communication.
3. The **Columbia Website** is the primary resource for all college-related information and resources and policies as well as emergency updates.
4. The **Student Portal** is an individualized resource for all student information around enrollments, course grades, program progression and unofficial transcripts.
5. **Ground mail** will be used for delivery of all formal documents (e.g. certificates of graduation). These will be delivered to the home address on the student's file.

Students are responsible to check their Columbia-provided email account regularly and are accountable for all communication contained therein. They are also responsible to be familiar with Microsoft Teams and monitor related communication.

ACADEMIC ADVISING

The Registrar, Assistant Registrar, Executive Assistant for Academics, and Program Directors are all available for Academic Advising. *However, it is the student's responsibility to be aware of the requirements of their program.* Program requirements for each major are listed on the college website (columbiabc.edu) under the specific program. The goal of academic advising at CBC is to give students clear, concise information on the best way to achieve their academic goals. To this end, students are invited to "drop-in" and discuss both the success and stresses of college life.

ACADEMIC SUPPORT

The Academic Support Office seeks to equip students for academic success by creating an open, friendly place for students to learn Columbia's academic expectations, discuss learning challenges, and receive help so that students can be confident and efficient in their work. Academic Support Advisors function as a connecting point for students looking to access academic resources, including academic skills training, academic accommodations, and access equity advocacy.

Hours of availability will be posted on the Academic Support page of the Columbia website. The office is located in the library.

ACADEMIC LOAD

see *ED.013 Defining Academic Load Policy*

While some individual flexibility is assumed, students will be advised to aim at an average of 15.5 credit hours/semester in order to complete the program requirements in the prescribed time frame (i.e. one year for a certificate, two years for a diploma and four years for a BA or BAPT). However, a student is considered a “full-time student” when taking 12 or more credit hours per semester. A student is considered a “part-time student” when taking less than 12 credit hours per semester. Students on Academic Probation may be restricted to 12 credits/semester.

ENGLISH LANGUAGE PROFICIENCY

see *AM.708 English Language Proficiency (ELP) Entrance Requirements Policy*

In order to be accepted as a student of Columbia, proof of English language proficiency is required from all international students with the exception of natives of Australia, Ireland, New Zealand, Jamaica or the United Kingdom, or students who attended an English accredited international school.

Students not fulfilling the above must arrange to be tested by an approved TOEFL or IELTS agency in their country. Students should do this at least two (2) months prior to the beginning of the semester at Columbia Bible College. This will allow time for the results to be returned to Columbia. Acceptance at Columbia will be dependent on receiving these test scores.

A foreign student, who did not graduate from either secondary or post-secondary institution in the United Kingdom, The Republic of Ireland, Australia, New Zealand, Jamaica, or an English accredited international school, must have a minimum score of 550 for the paper based TOEFL or 213 for the computer based TOEFL or

79 for the internet-based TOEFL or an IELTS score of 6.5 (Academic Module).

The requirement for TOEFL or IELTS test results may be waived if the applicant has met the following conditions:

- ♦ The applicant has completed three or more years of study at either a secondary or post-secondary institution where English is the primary language of instruction and evaluation.
- ♦ The applicant has successfully graduated from a North American high school and successfully completed ENG 12 (or its equivalent in any other province/state) with a final grade of 65% or higher.
- ♦ The applicant has studied for at least one year at an accredited North American post-secondary institution and successfully completed an English Literature, Composition or Writing for College course (or its equivalent) with a final grade of 65% or higher.

The Admissions Committee may also evaluate English proficiency on an individual basis by requiring that the applicant write an entrance examination.

INCLUSIVE LANGUAGE

see *ED.011 Inclusive Language Policy*

We are committed to the use of inclusive language at Columbia. We are aware that some patterns of language, which were once commonly accepted, now are experienced by some as excluding or alienating them. As a result, we at Columbia commit ourselves in the classroom, in written materials, in chapels and in other gatherings to use language that reflects equal respect for both women and men.

Jesus in His ministry modelled sensitivity and respect for both men and women. He did this

while going against the cultural expectations of his day. His goal was to create a new community of believers where family relationships of “brother” and “sister” could be found. In this same way, as disciples of Jesus, we are committed to respecting all participants in our community equally.

The following are illustrative of how to achieve inclusive language:

To use the gender neutral and gender inclusive terms as: “he or she”, “one”, “they” instead of the generic “he”, and “humanity” or “women and men” instead of “man.”

To avoid expressions or jokes which stereotype an occupation or capability according to gender.

To avoid words which may be demeaning such as referring to women as “girls” rather than women, or referring to a mixed audience as “guys.”

To use anecdotes and illustrations which alternate between men and women and which reinforces equality and mutual respect.

Another dimension on inclusiveness is that of denominations. Students at Columbia come from a number of denominations. We cannot count on references to one denomination including the majority of students, so we request that we take a fairly inclusive denominational mindset.

COURSE LEVELS

Generally, the course numbers (e.g. 100, 200, etc.) indicate that these are designed for students in that year of studies. However, first year students who have been out of high school for three years or more, or those who have had advanced studies in post-secondary institutions, may enroll in some 200 Level courses in consultation with the Registrar.

ATTENDANCE

see ED.009 Attendance Policy

Student class attendance and participation is an important element in effective learning. As a result, Columbia desires that students attend all classes for which they are enrolled. Because perfect attendance is not always possible, an attendance policy dealing with absenteeism is necessary.

POLICY

In order to gain credit for a course, Students must attend at least 75% of the class sessions. Because of Columbia’s commitment to student learning and because the government requires documentation of attendance for students receiving student loans, Instructors are expected to take attendance for every class. Please see the section on Service Practicum Course Attendance Requirements for attendance information specific to Service Practicum.

The College recognizes two types of absences, excused and unexcused. Excused absences are linked with illness and accident or College sanctioned functions. Unexcused absences are any other absences.

Unexcused Absences

Every unexcused absence incurs a grade penalty, and Students can accumulate up to a maximum of 4 unexcused absences in a 3 credit hour course, or 2 in a 1 credit hour course. Each Instructor determines the grade penalty but it will likely be in the range of 1-2% final grade deduction per absence.

Excused Absences for Personal Reasons

Students are eligible for a maximum of two excused absences per 3 credit hour course under the following two conditions:

1. That there is an acceptable reason for the absence. Reasons for an absence to be considered excused might include illness, accident, family emergency, immovable medical appointment, etc. Unacceptable reasons would include sleeping through an alarm, writing a term paper, going on a holiday, etc. Instructors are free to use their discernment to determine whether or not an absence is excusable.
2. That the student contact the Instructor via e-mail or Teams telephone on the day of the missed class. When this is not possible due to extenuating circumstances (i.e. hospitalization), the student must contact the Instructor as soon as possible or appoint someone to contact the Instructor on their behalf.

In a three credit hour course Instructors are to grant no more than 2 excused absences for personal reasons. In a 1 credit course instructors are to grant no more than one excused absence.

Excused Absences for College Sanctioned Functions

College sanctioned functions include Columbia Sports Team games, Columbia Ministry/Service Team engagements, or Registrar approved course field trips. They do not include internship commitments or course conflicts as students are expected to appropriately manage their schedules when they register for a semester.

Any college event that requires students to miss a class must be approved by the Registrar's Office. The Registrar's Office should be informed as soon as a conflict between an engagement and a class becomes evident and the number of these

conflicts should be minimized if at all possible. The Athletics Director or Ministry Team Leader must contact the instructor no later than one week prior to a trip and students must confirm their planned absence with the Instructor no later than 48 hours prior to the engagement.

Excused absences for College sanctioned functions may increase the maximum number excused absences allowed but will respectively reduce the number of unexcused absences allowed (i.e. a student with six excused absences has reached the maximum absences allowable in a course and will be withdrawn from the course after two more absences).

There is no grade impact for excused absences. Absences caused by illness beyond the allowed number per course would normally be considered unexcused. In cases of extended illness, students should contact the Academic Support Coordinator and apply for a temporary accommodation.

Maximum Excused Personal Absences Allowed

Credits	Personal Absences
3 (2x75 min blocks/week)	2
1	1

Maximum Excused College Sanctioned Absences Allowed

Credits	College Sanctioned Absences*		
		Maximum – 100%	Withdrawn – 150%
3 (2 x 75 min blocks /week)	2 (total of 4)	4 (total of 6)	6 (total of 8)
1	1 (total of 2)	2 (total of 3)	3 (total of 4)

**every College Sanctioned excused absence proportionally reduces the maximum number of unexcused absences.*

Maximum Unexcused Absences Allowed

Credits	Unexcused Absences*		
	Warning – 50%	Maximum – 100%	Withdrawn – 150%
3 (2 x 75 min blocks / week)	2	4	6
1	1	2	3

**every unexcused absence proportionally reduces the maximum number of College Sanctioned excused absences.*

Instructors may specify a tighter class attendance policy for unexcused absences if they deem it crucial to the course. This must be included in the syllabus and be explained verbally to the class.

Consequence Sequence for Unexcused Absences

At the 50% mark, students receive notification from the Registrar’s Office indicating:

- ♦ Students should consult with their instructor if there are concerns or corrections regarding their attendance record.
- ♦ The impact of unexcused absences on the grades for the current course including the results of additional unexcused absences.
- ♦ The need to maintain the minimum semester/cumulative GPA for continuation at the College.
- ♦ Encouragement to seek assistance from the Academic Support Coordinator to help develop academic skills (e.g. time management, reading, etc.).

At the 100% mark, students are placed on Academic Alert (which identifies students who may be academically at risk) and once again receive notification from the Registrar’s Office indicating:

- ♦ Students should consult with their instructor if there are concerns or corrections regarding their attendance record.
- ♦ The consequences of continued class absences will impact the student’s grade for the course.
- ♦ Potential withdrawal from the course should the student reach 150% of the allowable number of absences (6 in a 3 credit course).
- ♦ The need to maintain the minimum semester/cumulative GPA for continuation at the College.

At 150% of the allowable unexcused absences for a course, students are notified that they are in danger of being withdrawn from the course with a “Withdrawn Failing” grade. Students are given a week to contact the Registrar in order to clarify errors in attendance keeping or explain

extenuating circumstances. Failure to contact the Registrar within a week results in automatic withdrawal from the course with a final grade of "Withdrawn Failing"

At the conclusion of the semester a student's GPA is evaluated and it is determined whether they will move from Academic Alert to Academic Probation or be taken off of Academic Alert.

Service Practicum Course Attendance Requirements

The whole purpose of Service Practicum is participation in serving others; therefore attendance is VERY important and expectations for attendance are higher than other classes. Organizations are counting on volunteers to run their programs, and therefore Service Practicum students are expected to have perfect attendance. As a result, students will be allowed only 1 excused absence per semester; any absences beyond this will receive a grade reduction. If a student is unable to attend their practicum, they should contact their practicum supervisor in advance. Students with three or more absences will be withdrawn from the course. Each semester students are expected to commit to 10 (SP 1) or 12 (SP 2-4) weekly sessions of a minimum of 2 hours. In order to receive marks for attendance, students must submit the mid-term and final online attendance forms. Students should not take a placement which conflicts with other commitments such as sports or ministry teams.

PROCEDURES

For regularly scheduled weekly classes Instructors are to record attendance through the Faculty Portal at least on a weekly basis for each class. For modular classes instructors should e-mail the Assistant Registrar with any excessive absences (beyond 25% of the class).

Dealing with Excused Absence Requests:

Upon receipt of notification from a student regarding an absence, Instructors will record an excused absence (provided that the reason and timing of request are within policy). This should be done for the first two requests for an excused absence in a three credit hour class. After the first two requests for excused absences, all absences are to be treated as unexcused except in the case of excused absences for College sanctioned functions (see above).

There is no grade impact for excused absences. Absences caused by illness beyond the allowed number per course would normally be considered unexcused. In cases of extended illness students should contact the Academic Support Coordinator and apply for a temporary accommodation.

Audit Attendance

(as per ED.002 Course Audit Policy)

Instructors are expected to track the attendance of auditors. Eight absences in a three-hour course will result in a final grade of "WAU" signifying a withdrawal from an audit. There is no distinction between excused and unexcused absences for auditors.

Block Classes

Attendance is to be taken twice in a three-hour block class. Once at the beginning of the class and once after the mid-class break. A student missing a full block will have two absences recorded.

REMOTE ATTENDANCE

Remote attendance (attending a class session remotely through MS Teams) is made available in instances of sickness or extenuating circumstances approved by the instructor. Remote attendance is not considered an absence. To be eligible for remote attendance, students submit a request to their instructor at least 15 minutes prior to the start of class.

STUDENT WORKLOAD POLICY

see ED.016 Student Workload Policy

The student workload per credit hour policy seeks to standardize student workload for each course offered at Columbia Bible College.

A credit hour is one hour (50 minutes) of classroom or direct faculty instruction and two hours (120 minutes) of out of class work for each week of a semester (approximately fourteen).

For a standard three credit hour course, the expected student workload is three hours of class time plus six hours of work outside of class. Based on a 14-week semester, the three credit hour course will require approximately 126 hours of time investment. A full time student (15 credit hours) should thus expect to invest approximately 45 hours per week in their studies.

Credit hours completed in *first, second, third, and fourth* years of study have increasing expectations for students. While this increase is primarily in the expected and assessed *level of academic engagement*, there will also, at times, be an increase in workload hours in order to achieve the necessary levels of engagement. The policy thus accepts a 15% variance in workload requirements across all courses at Columbia. This results in a standard of 126 (+/-19) hours of work for all three credit hour courses.

The policy assumes that course content can be mastered at an average level (B) by an average student in an established number of instructional and study hours. Because most Columbia classes assess mastery of material with letter grades rather than pass/fail, it should be assumed that students who desire to master the material at an A level will typically need to commit to more hours of study.

ASSIGNMENTS

High standards

High Standards of work are expected in all assignments. All written work must be typed, saved as a .docx or .pdf file, and submitted via MS Teams (or printed on a printer if specified in the course syllabus). Assignments should conform to the CBC Term Paper Guide.

Written assignments

Written Assignments (essay, term paper, book report/review, etc.) may not be used for more than one class without the consent of both instructors involved.

Return of Papers

Instructors will either return papers directly through MS Teams, or in situations of a paper copy, to the students in class, have students pick up papers directly from them in their offices, or provide feedback for student work in an alternate manner (i.e. via email or the student portal or Teams). In order to assure privacy, instructors will not leave papers on desks in the classroom for students to rummage through and they will not leave papers in boxes in front of office doors for students to pick up.

LATE AND EXTENDED ASSIGNMENT POLICY

see ED.022 Late or Extended Assignment Policy

Columbia's Late and Extended Assignment Policy seeks to encourage the development of time management skills and encourage students to meet course objectives by completing their assignments. Its guidelines are intended to support instructors in their decisions about balancing their teaching workload and their desire for students to be academically successful. While, ideally, students should submit all assignments on time, this policy acknowledges the reality and complexity of students' personal and academic circumstances during the course of their studies.

Late Assignments:

All assignments are due at the beginning of class on the due date (unless otherwise stated on the syllabus). Papers submitted on the due date but after the beginning of class without an extension will be reduced 5%, with an additional 5% lost for each successive 24-hour period (including the weekend) the paper is late, up to seven days or one week (maximum 35% of the assignment).

Papers submitted more than one week late, without an instructor approved extension, will not be accepted for grading. The only exception to this is if there are extenuating circumstances (see definition below) and the request is discussed with the instructor within seven days of the due date. During this discussion, the instructor will determine the latest date that the assignment will be accepted and the late penalties which will apply (this may exceed the usual maximum of 35%). There should be a written record of the late submission agreement (e.g. via email or using a late submission agreement form).

Examples:

- ♦ If a paper is due at 9:00 a.m. on Wednesday, it will receive:
- ♦ 5% penalty if it is turned in at 11:00 a.m. on Wednesday.
- ♦ 5% penalty if it is turned in at 8:00 a.m. on Thursday.
- ♦ 10% penalty if it is turned in at 9:01 a.m. on Thursday.
- ♦ 25% penalty if it is turned in at 8:00 a.m. on Monday.
- ♦ 30% penalty if it is turned in at 11:00 a.m. on Monday.
- ♦ 35% penalty if it is turned in at 8:59 a.m. on the next Wednesday.

A paper will not be accepted for grading after 9:00 on the next Wednesday unless a late submission arrangement has been made with the instructor before this time.

If a student receives 80/100, with a 25% deduction for lateness, they would receive 60/100 as their final mark on the assignment.

Due to the nature of some classes and assignments, instructors have the right to refuse late assignments or increase conditions and penalties on late assignments, which will be detailed in the course syllabus.

Extensions

Extensions are special allowances for students to submit assignments after the in class due date without any grade penalty. Extensions are intended for extenuating circumstances (see definition below) that will prevent an assignment to be submitted by its in class due date. Extension requests must be made a minimum of 48 hours prior to the assignment due date.

Instructors may use their discretion when determining whether to grant extensions. Conditions may be included in the terms of the

extension; for example, an instructor may require the student to meet with Academic Support for help completing the assignment or require the students to submit an outline of the assignment by the in class due date.

Time Limitations on Late or Extended Assignments

Papers may not be extended nor submitted late beyond the last day of classes in a semester (prior to exam week). Any assignments to be submitted after this date would fall under the Incomplete Grade Policy and must be approved by the Registrar's office.

Definitions

Extenuating Circumstances are circumstances beyond a student's control and prediction. Examples of extenuating circumstances might include an extended illness, accident, or family emergency. Multiple assignments due at the same time in different courses, vacations, family events, or other circumstances related to poor time management do not constitute extenuating circumstances.

EXAMINATIONS

see ED.001 Final Exam Change Policy

Examinations at Columbia are important components in the overall learning process and in achieving the learning objectives of a course. It is expected that students will be present to write the examination during the class time scheduled in their syllabus or in the case of Final Exams according to the schedule created by the Academic Department. Exams can be rescheduled away from these times without academic penalty in the following circumstances:

Personal Hardship:

If a student experiences significant personal hardship (e.g., a sudden severe illness, conflict with an unchangeable surgery, death in the immediate family, or car accident), the exam may be rescheduled. Personal Hardship does not include moving exams to accommodate family vacation plans, weddings, vehicle breakdown, missing a bus, or sleeping through an alarm.

Final Exam Academic Hardship:

If a student has more than two full exams (2 hours each) scheduled for the same day, any extra exams can be rescheduled but need to be completed within the Final Exam period.

Missed Exams for Other Reasons:

If a student misses an exam for a reason other than Personal Hardship or Academic Hardship, the instructor has the freedom to refuse or to allow a rescheduling of the exam with academic penalty following one of these guidelines:

- ◆ For exams rescheduled with at least seven days advanced notice given - if provision is made for the student to reschedule the exam then the penalty will be between 10% & 25% reduction of their exam mark.
- ◆ Exams rescheduled with less than seven days notice or no advanced notice given - if provision is made for the student to reschedule the exam then the penalty will be between 25% & 50% reduction of their exam mark. Permission to reschedule must be requested no later than 24 hours after missing the regularly scheduled exam.

PROCEDURES:

Absence for a Regular Class Exam:

Students are expected to notify their instructor as early as possible and no later than 24 hours after missing an examination with an explanation for their absence. The instructor will assess whether the absence is considered Personal Hardship without academic penalty (verification may be required) or whether it does not fit this category and thus will receive academic penalty. Under normal circumstances, the examination will be rescheduled at the earliest possible time.

Absence for a Final Exam:

1. Academic Hardship: The student is expected to complete the Examination Reschedule Form and submit it to the Executive Assistant for Academics for approval at least 7 days prior to the regularly scheduled exam date. The Executive Assistant for Academics will consult with the instructor in rescheduling the exam. The Academics office notifies the student and makes arrangements for the writing of the exam.
2. Personal Hardship: The student will need to complete the Examination Reschedule Form as early as possible and no later than 24 hours after missing the regularly scheduled final exam and submit it to the Registrar for approval. The student will need to provide appropriate verification of the hardship (e.g., doctor's note, ICBC report, etc.). In cases of personal hardship the examination will be rescheduled if possible, and if not, other arrangements will be made. The Registrar will consult with the instructor in rescheduling the exam. The Academics office notifies the student and makes arrangements for the writing of the exam.

Exam Returns

Since the function of exams is to assess students' progress in learning, it is expected that students have the right to exam results. The exam remains the property of the College and normally will not be returned to the student. However, a faculty member may do so at their discretion. A student may view the completed and graded exam in the instructor's office upon request. After four months, exams are to be shredded.

INCOMPLETE GRADE POLICY

see ED.015 Incomplete Grade Policy

All semester work must be completed by the last day of classes in a semester (prior to exam week), unless special permission is given by the instructor in consultation with the Registrar. Under extenuating circumstances beyond the student's control, a student may submit an incomplete assignment up to 30 days after the end of a semester. The student must have prior approval from the Registrar. Anything beyond 30 day deadline will not be considered and will result in the marks for that assignment not counting toward the course grade

Extenuating circumstances are circumstances beyond a student's control and prediction. Examples of extenuating circumstances might include an extended illness, accident, or family emergency. Multiple assignments due at the same time in different courses, vacations, family events, or other circumstances related to poor time management do not constitute extenuating circumstances.

GRADING STANDARDS

The instructor should inform the students via the syllabus how they will be graded. Grades are based on term assignments, reading, midterm and/or final examinations, and class participation.

The following is our system:

Level of Work	Grade	%	GPA
Exceeds Expectations /Excellent	A+	95-100	4.3
	A	87-94	4
	A-	80-86	3.7
Meets Expectations /Good	B+	77-79	3.3
	B	73-76	3
	B-	70-72	2.7
Minimally Meets Expectations /Acceptable	C+	67-69	2.3
	C	63-66	2
	C-	60-62	1.7
Below Expectations /Marginal	D+	57-59	1.3
	D	53-56	1
	D-	50-52	0.7

F – Fails to meet expectations/Unacceptable: Below 50%, must be repeated for credit.

CR- Credit/Pass: This is a legitimate grade but does not calculate into the student's GPA. Columbia does not have a pass/fail system for the regular course program.

I – Incomplete: In special circumstances (i.e. illness) students are given 1 month after the semester ends to complete all course

requirements. If work is not satisfactorily completed in the set time, an "I" becomes an "F".

W – Withdrawal: Student withdraws with administrative clearance.

WF - Withdrawal, Failing: Withdrawals that occur after 8 weeks of the semester are completed.

AU – Auditor: must have attended the required number of classes. Same attendance requirement as for credit students.

W AU – Withdrawal Audit: Withdrawals that occur after an auditor is absent for 8 class hours or withdraws from an audit class after add/drop week.

Students can view their final grades and a copy of their unofficial transcript through their Student Portal. If students feel there is an error in the final grade for a course they need to contact the Registrar within six months after the end of the semester.

ACADEMIC INTEGRITY

see ED.010 Academic Integrity Policy

Christians are called to be consistently honest in all that is said and done. As a result, Columbia Bible College desires to maintain an atmosphere where academic honesty and integrity are held in high esteem.

DEFINITIONS:

There are a number of activities that conflict with academic integrity and will not be tolerated. They include the following:

Plagiarism

When you incorporate the ideas of another author into your research, either as a direct quote or as a paraphrase, you must indicate the source accurately and completely. Plagiarism is taking,

using, or passing off “the thoughts, writings, inventions, etc. of another ... as one’s own” (The Canadian Oxford Dictionary: 1108). Plagiarism includes:

- ♦ not citing the source of a quote or idea (please consult the term paper guide for more information)
- ♦ submitting the work of another person
- ♦ using AI technologies to generate writing and research that is subsequently represented as a student’s original work. This is an obvious (and egregious) form of plagiarism.
- ♦ using a citation in order to mislead the reader as to the nature or authenticity of the source (for example, citing a quotation from a secondary source that is itself quoting a primary source, and identifying the source as the primary source)
- ♦ purchasing or copying an entire essay or other work from any source and submitting it under one’s own name
- ♦ submitting an essay or other work previously submitted for credit in another course taken anywhere in the past without prior written and signed permission.

The following actions are not considered plagiarism:

- ♦ asking someone to read your assignment and suggest editorial revisions, unless specifically forbidden by the instructor
- ♦ discussing assignments with other students, unless specifically forbidden by the instructor
- ♦ asking your instructor or another college staff member for help with an assignment

Cheating

- ♦ Cheating includes:
- ♦ copying from another student’s work or allowing another student to copy from your work

- ♦ improperly obtaining an examination paper or a copy of an examination paper before it is to be made available
- ♦ using notes or any aids during an examination without permission
- ♦ falsifying empirical and statistical data or the results of laboratory or other research
- ♦ falsifying references and citations

Damage to the Integrity of the Academic Environment

Using library materials and other academic resources without authorization or mishandling library and other academic resources in any way places oneself in a position of advantage over another student, thus damaging the integrity of the academic environment. Disrupting academic activities also damages the integrity of the academic environment. Examples include:

- ♦ altering, destroying, hiding or restricting access to library and other academic resources
- ♦ interfering with the academic activities of others by interfering or tampering with the academic work of others
- ♦ disrupting a class or other academic activity
- ♦ communicating false security threats that affect an instructional area
- ♦ falsely activating fire or other alarms in an instructional area

Misrepresentation of Oneself

Impersonating another student in a class, test or assignment, or allowing another individual to falsely represent oneself in the same situations will be viewed as academic misconduct.

Submission of False Information

Submitting false information or altering any information on any form or document used by the college is academic misconduct.

Aiding or Abetting

Aiding or abetting any of the above academic offenses.

DEALING WITH PLAGIARISM AND CHEATING

Initial Interview Process

Cases of academic misconduct occurring within the context of a particular course will be dealt with by the course instructor in consultation with the Registrar.

All cases of suspected academic misconduct will be addressed within 10 working days after discovery in an interview format between the student and instructor. A student or instructor may request that a third party be present at any meetings, and that third party may include the Academic Dean. During this interview, the instructor will present evidence of academic misconduct and provide the student with an opportunity to discuss their perspective.

Academic Sanctions

Columbia acknowledges that some accidental incidents of plagiarism may occur in the work of students new to the academic citation process. These offenses may be dealt with informally by instructors as part of the instruction process in accordance with the faculty guidelines (see "Plagiarism Guidelines for Faculty"). These accidental offenses may be subject to the sanctions listed below.

Sanctions imposed for academic misconduct may depend on:

- ◆ the degree of intentionality
- ◆ the severity of the incident
- ◆ whether the incident is isolated
- ◆ the academic year of the student
- ◆ and any mitigating circumstances

Academic misconduct will be subject to a penalty or penalties decided by the instructor in consultation with the Registrar and suggested guidelines (see "*Plagiarism Guidelines for Faculty*").

Sanctions may include one or more of the following:

- ◆ Informal Reprimand. A written or verbal warning by the instructor is given to the student stating that the student's behavior is unacceptable to the College.
- ◆ Resubmission of Work or Retake of Exam. The instructor may ask for the student's work to be resubmitted or an exam to be retaken. The grade for the work may or may not be reduced according to the circumstances of the misconduct incident.
- ◆ Required Training. An instructor may require the student to complete an Academic Skills Counseling session with the Academic Support Coordinator.
- ◆ Reduction of Grade. A reduction of a grade or a zero grade may be applied to tests or assignments in question.
- ◆ Formal Reprimand. The Registrar will send the student a written reprimand outlining the penalties that will apply to any future incidents of academic misconduct.
- ◆ Requirement for Student to Withdraw from Course. The student will be withdrawn from the course and given a grade of WF (Withdraw Failing).
- ◆ Failing Grade in Course. The student will receive a failing grade in the course.
- ◆ Probation, Suspension or Dismissal. A student found guilty of a serious case of academic misconduct will be placed on academic probation, suspended from the college for a specific length of time, or permanently dismissed from the College.

Reporting

Following the “Plagiarism Guidelines for Faculty,” instructors will report incidents of academic misconduct to the Registrar via the Academic Misconduct Report Form in order to track recurring incidents. When applicable, a copy of this report will be given to the student. Only severe or repeated cases of academic misconduct will be recorded on a student’s transcript.

Appeals

Students may choose to appeal an instructor’s or dean’s decision by following the “Student Due Process” procedure within 5 working days of receiving a copy of the Academic Misconduct Report Form.

DEALING WITH DAMAGE TO THE INTEGRITY OF THE ACADEMIC ENVIRONMENT POLICY

Initial Incident Response

Initial in-class incidents of damage to the integrity of the academic environment should be dealt with by the issuing of a verbal warning that the student’s behavior is not acceptable.

Students outside of a classroom who are damaging the integrity of the academic environment should be given a verbal warning that their behavior is disruptive.

Subsequent Incident Response

Instructors have the right to dismiss disruptive students from the class, for that class period, after issuing a verbal warning that disruptive behavior is not acceptable. Instructors should document the incident for their own records.

Subsequent incidents of disruptive behavior should be referred to the Registrar by written

report (should include dates and brief description of incidents).

Interview with Registrar

Cases of repeated disruptive behavior will be dealt with by the Registrar.

All cases of repeated disruptive behavior will be addressed within 10 working days after the submission of an incident report from an instructor. A student or the Registrar may request that a third party be present at any meetings, and that third party may include the Academic Dean. During this interview, the Registrar will present the reported incident for review. The Registrar and student will work towards resolution of the issue. In cases where the Registrar and student are unable to resolve the issue, the Registrar will impose sanctions.

Sanctions:

Damage to the integrity of the academic environment will be subject to a penalty or penalties decided by the Registrar in consultation with the instructor, Academic Dean, and Dean of Students. Sanctions may include one or more of the following:

- ◆ Required Counseling. The Registrar may require the student to complete a counseling session with Columbia’s Counseling Services, the student’s Program Director, and/or another applicable party.
- ◆ Formal Reprimand. The Registrar will send the student a written reprimand outlining the penalties that will apply to any future incidents of academic misconduct.
- ◆ Requirement for Student to Withdraw from Course. The student will be withdrawn from the course and given a grade of W (Withdraw) or WF (Withdraw Failing) according to the situation.
- ◆ Failing Grade in Course. The student will receive a failing grade in the course.

- ◆ Probation, Suspension or Dismissal. A student found guilty of a serious case of academic misconduct will be placed on academic probation, suspended from the college for a specific length of time, or permanently dismissed from the College.

Appeals

Students may choose to appeal the Registrar's decision by following the "Student Due Process" procedure within 5 working days of receiving the decision from the Registrar.

DEALING WITH ALL OTHER VIOLATIONS OF THE ACADEMIC INTEGRITY

The Academic Dean will deal with academic misconduct occurring outside of a class, such as the falsification of records, aiding and abetting, damage to the integrity of the academic environment, etc. The Academic Dean will also deal with any cases of academic misconduct that are not detailed in this policy. These instances will be dealt with on a case-by-case basis, with academic sanctions determined by the Academic Dean in consultation with the Academic Committee.

TRANSCRIPTS

Official transcripts are forwarded upon request only, providing all financial obligations to the College have been settled. The Transcript request fee is \$10.00 per copy. To obtain a transcript fill out and submit a Transcript Request Form, available on the Columbia Bible College website.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

In accordance with the laws of British Columbia, students have the right to access information that is in their student file. The exception to the above right is information that has been submitted to the college in confidence by a third party (e.g. references.) In addition, students have the right to have their information protected. Thus, Columbia Bible College may not give out personal information regarding any student without the student's permission.

To access information in their student file, the student must:

- ◆ Make an appointment at least 24 hours in advance to view their file.
- ◆ View the file in the presence of the Academic Dean, Registrar, or Executive Assistant for Academics. No information may be altered or removed from the file by the student.

COURSE TYPES AND ACADEMIC POLICIES

ONLINE COURSE POLICY

See ED. 026 Online Course Policy

Columbia emphasizes community and discipleship through face-to-face interaction and so it is expected that most students will take their education at Columbia through on-campus course offerings. However, we recognize that solid learning also happens through alternate delivery methods and that not every student's schedule or situation allows for a full on-campus experience.

Columbia's online courses are offered within the same timeframe as the usual Columbia semesters – Fall (September-December), Winter (January-April), and Summer (May-August).

All academic policies (e.g. grading scales, late assignment policies, refunds policy) apply to online courses unless the online course syllabus states otherwise.

A part-time or casual student may take an online course in the Fall, Winter, or Summer semesters.

A full-time student with an irresolvable course scheduling conflict may take an online course in the Fall, Winter, or Summer semesters, or may take an online course where a required course is only available online.

A full-time student who wishes to accelerate or catch up in their program may take an online course during the Summer semester only.

Definitions:

- ♦ **Full-time Student** – a student who is registered for 12 or more credit hours in a semester.
- ♦ **Part-time Student** – a student who is registered for 11 or fewer credits in a semester, who is in a declared program.

- ♦ **Casual Student** – a student who is registered for and/or has completed fewer than 9 credits. Once a casual student has completed 9 credits, he/she must declare a program in order to continue their studies.

DIRECTED STUDIES

see ED.003 Directed Study Policy

The purpose of directed studies is to allow upper-level students to explore areas of study beyond CBC's set curriculum or to allow upper-level students who are not able to enroll in a course when it is offered at CBC or where low enrollment does not allow for a regular in-class course offering.

Criteria

- ♦ Student application ("Request for a Direct Study" form)
- ♦ Approval by Program Director and Academic Dean
- ♦ Availability of an instructor for the study. Normally there is a limitation of 2 Directed Studies per faculty member per semester.
- ♦ Payment of directed study fee (\$50 per credit hour for studies in courses regularly offered at CBC or \$100 per credit hour for courses in subjects beyond CBC's curriculum or language courses)

Limitations

- ♦ Directed studies will not be permitted because of convenience or preference issues except under extenuating circumstances.
- ♦ Directed studies are only permitted for upper-level students (those with 60 hours or more of credit) showing a capacity for independent study (usually a GPA above 3.30).

- ◆ Students are limited to one directed study per semester to a maximum of four. However, at CBC, directed studies are the exception rather than the rule.

Process

A "Request for a Direct Study" form must be submitted by the student to the Registrar's office prior to any further dialogue. If the directed study is approved, the Registrar's office will work with the student to identify a faculty mentor for the study.

Workload Parameters:

Course assignments should be equivalent to 35 hours per credit hour.

1. **Reading:** Minimum reading requirements of books and periodicals
 - ◆ One credit hour = 500 pages (comprised of at least 2-3 books and authors)
 - ◆ Two credit hours = 1000 pages (comprised of at least 4-6 books and authors)
 - ◆ Three credit hours = 1500 pages (comprised of at least 6-9 books and authors).

Some form of written response for the reading is required.

2. **Writing:** Minimum Length of paper or combination of written work for:
 - ◆ One hour = 6-8 pages
 - ◆ Two hours = 12-14 pages
 - ◆ Three hours = 18-20 pages
3. **Due Dates:** During a regular semester, the assignments must be completed by the end of the semester. During the summer, the maximum due date is 3 months from the beginning of the study.

AUDITING COURSES

see ED.002 Course Audit Policy

CBC permits students to audit many of its courses. Some courses are not suitable for auditing and faculty, in consultation with the Registrar, are given the prerogative to declare their class as such. Other courses require prerequisite courses that either need to be fulfilled (by credit or by audit) or waived by the special permission of the instructor.

Auditors are expected to have the same level of commitment to class attendance and class preparation as students taking the class for credit. Students should check with their instructor for audit etiquette expected in the classroom.

Instructors are expected to track the attendance of auditors but are not expected to read or grade term papers/essays and exams.

One-time guests are permitted in classes with the instructor's permission.

Attendance

Instructors are expected to track the attendance of auditors. Eight absences in a three-hour course will result in a final grade of "WAU" signifying a withdrawal from an audit.

Fees

The rate for an audit is \$100 per credit hour (\$300 for a regular 3 credit course).

Alumni – CBC Alumni (BA or Diploma grads) are eligible for a one free audit. After the initial free audit, alumni pay \$100 per credit hour or \$300 to audit a regular 3 credit hour course.

Employee and Employee Spouse – Employees working at least 60% of full-time, and their spouses, are eligible for a 100% employee tuition discount for up to 6 audit hours per semester. Class fees and recovery fees are still payable. (See Employee Tuition Discount form.)

Refund policy – same as all other classes.

Changing from Credit to Audit – a student may switch from a credit to an audit only during the first week of classes. In such a case, the student will receive 100% refund of the tuition fee difference.

Transcript

Students who faithfully attend a course as auditors will receive “AUDIT” or “AU” on their transcript. This grade will not be counted in the GPA calculations, is not added to credits earned, and cannot be used towards a degree.

Students who withdraw from an audit or who do not meet the minimum attendance requirements will receive a “W AU” on their transcript.

Class Size

Audit students may increase the established maximum size of a class by up to 3 students. In some cases, the capacity of the classroom may limit the number of audit students. Credit students have priority over audit students, and so, auditors may be removed from a class during registration to make room for credit students.

INTEGRATED LEARNING

Mission:

Integrated Learning at Columbia focuses on helping students make connections across the range of experiences within their education, both in and outside of the classroom. Extending Columbia’s emphasis on practical theology, Integrated Learning courses use practical experience and reflective assignments to help students develop skills, relationships, and experience so they can faithfully navigate the complex world around them. Service practicums and internships provide opportunity for students to practice key areas of learning in their program

major and overall Columbia education. We do this by providing:

Opportunities for students to:

- ◆ Explore their skills and gifts in a supervised setting
- ◆ Gain experience serving in a variety of contexts
- ◆ Connect theory with practice with hands on experience in a safe environment

Opportunities for churches/organizations to:

- ◆ Experience the benefits of working with one of our great students
- ◆ Help a student learn in a safe and supportive setting
- ◆ Get help for their ministry/program

Opportunities for supervisors to:

- ◆ Invest time and energy into a student
- ◆ Develop a mentoring relationship and pass on what they have learned to someone who will benefit from their experience

The Integrated Learning Department oversees two distinct but similar tracks within the CBC Curriculum:

Service Practicum:

Two semesters of service practicum are required for graduation from a Certificate program and four semesters are required for graduation from a Diploma or BA program. Each semester includes a minimum of 2 hours of supervised volunteer experience each week alongside reflective assignments related to personal and vocational development.

Internship:

To graduate from most BA or BAPT programs students are required to complete a minimum of three credit hours of internship. Students

develop personalized learning objectives related to their program major and vocational interests that are met with a minimum of 225 hours (75hrs/credit hour) of supervised work alongside a series of reflective assignments.

PRIOR LIFE EXPERIENCE FOR SERVICE LEARNING

see ED.006 Service Practicum Credit for Prior Life Experience

One underlying value of the Service Learning Department is that we provide students with an opportunity to live out what they are learning in class by putting it into practice in the context of a service learning (Service Practicum (SP) and/or Internship) placement. Therefore, our assumption and desire is that all students will be involved in the formal Service Learning process while at CBC.

We do however realize that a small number of people come to CBC as mature students with significant ministry/service experience. This policy is intended for those students who wish to apply for Service Practicum credit based on that experience.

Qualifications

1. In order to apply the student must be at least 25 years old when they first enrolled at Columbia.
2. The experience must have been:
 - ♦ As a Christian with a focus on ministry and service.
 - ♦ Post-high school and pre-Columbia.
 - ♦ At a significant level (at least 15 hours a week).
 - ♦ Over a significant period of time.
3. If all the other criteria are met, the experience could be either as an employee or volunteer or combination of the two.

Credit Given

Credit for 1 SP Class will be given for every 800 hours of ministry/service that meets the qualifications, up to a maximum of 4 SP Classes.

Process

- ♦ Submit an application form (available on the Columbia website) to the Director of Service Learning (DSL).
- ♦ Submit payment of Course Assessment Fee at Reception (\$50.00 per SP Class challenged).
- ♦ Hand in the assignment.
- ♦ Have your supervisor submit their evaluation.
- ♦ The DSL will then go over all the information and will inform the applicant if their application has been approved.

TRANSFER CREDITS

see ED.018 Academic Transfer Policy

Columbia values the prior educational experience that students bring with them and seeks to recognize both formal and informal learning by granting transfer credit whenever possible. This policy outlines the criteria by which accepted students with Columbia Bible College may obtain transfer academic credit for completed courses at other post-secondary institutions to be calculated toward the program hours in their Columbia program.

Criteria for Recognizing Transfer Academic Credit to Columbia

- Columbia is a fully accredited Bible college with the Association for Biblical Higher Education and needs to verify credible academic credit for transfer.
- Authority for evaluation of transfer credit rests with the Registrar's Office.
- Only grades of "C" or higher will transfer. Pass/Fail courses will not transfer.
- Columbia signature courses do not have a transfer equivalent (CHRM 421 Senior Discernment & Formation, EXPL 3xx Internship, and RELS 460 Theological Confessions).
- Students must complete at least 50% of the credits required for diploma and degree programs through the completion of Columbia courses. This 50% residency requirement also applies to program specific courses within a diploma or degree and to program minors. Students in one-year certificate programs must complete at least 24 credits through the completion of Columbia courses, and where the certificate program is less than 24 credits, all credits need to be completed through Columbia courses.
- The amount of transfer credit may be limited depending upon the Columbia program requirements in which the student chooses to enroll.
- Grades obtained in courses taken at other post-secondary institutions are not included in calculating the grade point average for graduation.
- There is no guarantee that courses completed at another institution and

transferred to Columbia will be recognized by other institutions.

- Transfer agreements with partner institutions may supersede some principles outlined in this policy. Any such agreements will require Academic Committee approval.

Procedures

- For incoming students, all requests for a transfer analysis of previous studies must come through the Admissions Office.
- Transfer credit will not be added to a student's Columbia record until a final official transcript is received. It is the student's responsibility to request their previous school to send their official transcript to Columbia.
- Columbia students who plan to take courses at another institution for the purpose of transferring the credits back to Columbia must be preapproved by the Registrar's Office. Only students in good academic standing with a cumulative GPA of 2.50 will be considered for approval.

ACADEMIC MAJORS & MINORS

see ED.007 Academic Majors and Minors Policy

This policy seeks to give direction when students pursue more than one certificate, diploma or degree at Columbia, either concurrently or one following the other.

Sequential Degrees

In cases where a certificate is followed by a diploma or a diploma is followed by a BA or BAPT, the usual requirements and hours for a diploma or BA/BAPT apply. Any courses completed in a lower credential may be used in a higher credential as long as the courses fit into the program.

Superseding Degrees

In order to avoid an overly complex array of majors, minors and degrees for a student, Columbia will only track and recognize the highest degree of a particular major or minor. A Diploma is superseded by a BA or BAPT if it is the same Major. A Minor is superseded by a major in a Diploma or BA/BAPT if it is in the same area. (e.g. If a student earns a minor in Psychology, a Diploma majoring in Psychology and a BAPT majoring in Psychology, Columbia will only recognize the BAPT majoring in Psychology as the other two are redundant).

Multiple Certificates

First Year Certificates (e.g. Columbia One and Quest): None of the credits earned in another certificate, diploma or BA/BAPT can be used toward a Columbia One or Quest first year certificate.

Other large (24-31 credit hour) Certificates (e.g. ERT): A second certificate may be possible as long as the following conditions are met:

- ◆ The successful completion of all requirements for both majors.
- ◆ The successful completion of at least 46 credit hours. (46 hours = Certificate of 31 hours + one additional semester of 15 hours).
- ◆ Other small (less than 24 credit hour) Certificates (e.g. EA): A second certificate may be possible as long as the following conditions are met:
 - ◆ The successful completion of all requirements for both majors.
 - ◆ Other Certificates (e.g. ERT or EA) may be used as a minor in a BA/BAPT program or earned in addition to a Diploma.

Double Major or Second Major in a Diploma

Two majors are possible in diploma as long as the following conditions are met:

- ◆ The successful completion of all the requirements for both majors.
- ◆ The successful completion of at least 78 credit hours. (78 hours = Diploma of 63 hours + one additional semester of 15 hours).

Double Major or Second Major in a BA degree

Two majors are possible in BA or BAPT as long as the following conditions are met:

- ◆ The successful completion of all the requirements for both majors. If there are required courses that are common to both majors, it is permissible for these courses to be used to fill both major requirements.
- ◆ The successful completion of two separate internships.*

*The only exception to this rule is in the case of the Biblical Studies major which requires the internship to be done in conjunction with a minor. If a student wants to do a double major involving Biblical Studies, they will be required to do an extended internship (6 hours rather than 3 hours) that involves significant work in the areas of both majors. The student has the option of doing the 6 credit internship in one location or two separate 3 credit internships. The requirement of lengthening an internship does not apply if the student is already doing the extended Church Ministry internship as long as the internship has an appropriate focus in Biblical Studies.

BA/BAPT degree with a Diploma or a Diploma following a BA/BAPT degree.

Graduating with a BA/BAPT and a Diploma is possible as long as the following conditions are met:

- ◆ The successful completion of all the requirements for both majors.
- ◆ The successful completion of at least 135 credit hours. (135 hours = BA/BAPT of 120 hours + one additional semester of 15 hours)

Minors

Minors are options only available for BA or BAPT students and may fit within a BA/BAPT program's elective space. Courses used to fill a requirement in a major cannot also be used to fill a requirement in a minor. In cases where there is an overlap of a required course, an alternate required course will be assigned to the minor.

Second Bachelor's Degree

A student who already holds a bachelor's degree(s) from another institution may complete a second or subsequent bachelor's degree at Columbia, subject to the following conditions:

- ◆ The subject area of the degree at Columbia is deemed to be significantly different than the subject area of the previous degree(s).
- ◆ The successful completion of all the requirements for the BA at Columbia.
- ◆ The successful completion of an internship through Columbia.
- ◆ The successful completion of at least 30 credit hours at Columbia.

DEFINITIONS:

Double Major

A student graduates one time with one degree and with two majors

Second Major

A student graduates with one degree and with one major. The student returns to complete a second major.

Columbia only offers one kind of Diploma and one kind of BA/BAPT. Therefore if a student completes multiple majors the correct terminology is as follows:

- ◆ Diploma with a double major (e.g. Diploma with a double major in Biblical Studies and Youth Work).
- ◆ Diploma with a second major (e.g. Diploma with a major in Biblical Studies and a second major in Youth Work).
- ◆ Bachelor of Arts with a double major (e.g. Bachelor of Arts with a double major in Biblical Studies and Psychology).
- ◆ Bachelor of Arts with a second major (e.g. Bachelor of Arts with a major in Biblical Studies and a second major in Psychology).

GRADE APPEAL POLICY

see ED.023 Grade Appeal Policy

It is the desire of Columbia Bible College to deal with all student complaints regarding assignment, term paper, examination or final grades in a fair and equitable manner.

If a student has a concern about a received grade, the College invites the following procedure:

Step One:

The student should meet with the appropriate instructor to discuss his/her concern within 10 business days of receiving the grade.

Step Two:

If not resolved satisfactorily, the student should submit a formal written complaint to the Academic Dean within 20 business days of receiving the grade.

The Academic Dean will assess the appeal using the following procedure:

- ♦ Meet independently with the student and the instructor to gather pertinent data
- ♦ Seek to mediate a solution.
- ♦ May consult another person of expertise in the appropriate discipline for an objective review of the grade.

The Academic Dean will respond within 10 business days with a written decision. The written decision of the Academic Dean will be final.

A record of formal complaints and actions taken to resolve the issue shall be maintained by the college.

WITHDRAWAL FROM COURSES

Elective courses may be dropped or added during the first full week of each semester. If approval is given, the dropped course will be recorded as "W" (Withdrawal) on their transcript but will not count in computing the GPA. After the first eight weeks in a semester, any withdrawals will be recorded as WF on the transcript and will count as 0 (zero) Grade Points in computing the GPA. Failed courses may be retaken and the subsequent grade can replace the earlier one.

REFUND POLICY FOR VOLUNTARY WITHDRAWAL OR DISMISSAL

see ED.017 Refund Policy for Voluntary Withdrawal or Dismissal

- ♦ Institution must pay the tuition or fee refund within 30 days after receiving notice of withdrawal or refusal of study permit; providing a notice of dismissal, or the date on which the first 30% of the hours of instruction are provided (no-show).
- ♦ **Application and Registration fees** are not refundable.
- ♦ **Tuition** shall be refunded according to the following schedule:

% of semester completed	% of refund entitlement
0 – 15	75%
16 - 30	50%
OVER 31	0%

Room and board refunds:

Room and board fees will be refunded to students withdrawing from residence, based on their official withdrawal date, according to the following schedule:

- ♦ **Within two weeks of registration:** Students may request a fully prorated refund on residence fees and the unused portion of their meal plan less applicable GST charges. The residence confirmation deposited would be forfeited.
- ♦ **After two weeks from registration:** One-half of residence fees are refundable at a prorated calculation for the unused portion in residence. A partial week shall be considered a full week in residence for purposes of calculating this refund. The unused portion of their meal plan is fully refundable less applicable GST charges.

- ◆ **Interruptions in residency of three weeks or less:** There will be no room or board refunds for interruptions in residency of three weeks or more, including withdrawal during the last three weeks of the semester.

Resident student deposits are refundable, less any assessed amounts.

Note: Students wishing to re-enter after two or more semesters of voluntary withdrawal or suspension are obligated to go through an application process and re-enter under the Catalogue in effect at the time of their re-entry. Please contact the Executive Assistant for Academics for More Information

GRADUATION REQUIREMENTS

see ED.021 Graduation Requirements Policy

It is the desire of Columbia Bible College that all of its graduates would be growing disciples of Jesus reflecting his character and values, committed to service in his church, and engaged in his Kingdom mission for the world. The minimum requirements for students desiring to graduate from Columbia Bible College include the following:

- ◆ Successful completion of the coursework specified for the chosen program, as listed in the academic catalogue at the time of the student's entry, with a minimum total of 120 credit hours for the Bachelor of Arts degree, 63 credit hours for the Diploma, and 31 credit hours for the Certificate. Specialized certificates (e.g., Educational Assistant) may have reduced hours.
- ◆ Be in good standing with all Columbia departments (e.g., Academics, Student Development, etc.).
- ◆ Have a minimum cumulative grade point average (GPA) of 2.0.

- ◆ Have completed at least 24 credit hours at Columbia (all programs with the exception of Educational Assistant). Bachelor of Arts graduates cannot substitute or transfer RELS 460: Theological Confessions, EXPL 3XX: Internship, and CHRM 421: Senior Discernment and Formation into their program at Columbia.
- ◆ Have no outstanding financial obligations to the College.

ACADEMIC ACHIEVEMENT

see ED.020 Academic Achievement Policy

At Columbia Bible College the following scholastic honours are recognized:

Dean's List

The Dean's List recognizes Columbia students who have maintained high academic standards during a semester. It is prepared at the end of the Fall and Winter semesters.

A limited number of students will be added each semester to the Dean's List. This award will be shown each semester on the student's permanent transcript record.

To be eligible for the Dean's List a student must:

- ◆ successfully complete at least twelve credit hours of graded courses (i.e. not pass/fail courses)
- ◆ achieve a minimum semester grade point average (GPA) of 3.70 (A- and above average).

Students need not apply for Dean's List directly. If a student meets all the criteria, the student will automatically be added to the Dean's List. Students who achieve the eligibility

requirements can view it on their unofficial or official transcript.

Students with a documented permanent disability, which affects his/her ability to participate in full-time studies will be eligible for the Dean's List by successfully completing at least nine credits in a semester with a semester grade point average of at least 3.70.

Graduation with Great Distinction or Distinction

Recognition of high levels of scholastic achievement in students will also be made upon graduation. At the Graduation Ceremony, BA/BAPT students with a cumulative grade point average of 3.90 or above will be honoured by graduating with Great Distinction. BA/BAPT students with a cumulative grade point average between 3.70 and 3.899 will be honoured by graduating with Distinction. Recognition of this honour will also be noted on a student's permanent transcript record.

Since the Graduation Ceremony in April occurs before final Winter semester grades are submitted, the calculation for recognition of scholastic achievement at Graduation will be based on the student's Fall semester cumulative GPA. The official recognition of Great Distinction and Distinction will be based on a student's final graduating cumulative GPA. Recognition of grads with Distinction and Great Distinction is subject to the final graduation cumulative GPA.

PARTICIPATION IN COMMENCEMENT POLICY

see ED.005 Participation in Commencement Policy

Students who complete a program of studies at Columbia are invited to be involved in a commencement ceremony. This policy brings

clarity to the circumstances under which a student may participate as a potential graduate in that ceremony. The policy must agree with ABHE graduation standards.

Commencement participation is open to all students who have successfully completed their program of studies at Columbia Bible College. Successful completion requires:

- ◆ Satisfactory completion of all graduation requirements for the program of studies.
- ◆ Resolution of any outstanding financial obligations.
- ◆ Application to graduate must be completed by January 15th.
- ◆ Faculty approval of all BA/BAPT students.

Exceptions to the above would include:

- ◆ A BA/BAPT student who is within 7 credit hours of completing their program of study (that is, no more than 4 credits of summer internship and 3 credits of course work.)
- ◆ A Diploma student who has only one 3 credit class outstanding.
- ◆ An EA student who has summer semester to complete.

All students who wish to participate in commencement and qualify for one of the above exceptions, must apply for permission to participate by making arrangements with the Registrar's Office by January 31st. Such arrangements will involve demonstrating a plan for the completion of one's remaining requirements and registering for summer courses. The student would participate in commencement and upon successful completion of their remaining requirements, the student would receive their diploma. All course work and internship requirements must be completed by August 31st of the year of graduation.

AFFIRMATION OF CANDIDATES FOR BA/BAPT GRADUATION, SELECTION OF GRADUATION AWARDS AND SELECTION OF VALEDICTORIAN

see ED.004 Affirmation of Candidates for BA Graduation, Selection of Grad Awards and Selection of the Valedictorian Policy

Candidates for BA/BAPT Graduation

All candidates for BA/BAPT graduation must be unanimously affirmed by the faculty prior to their graduation. A BA/BAPT grad list will be presented to the faculty for approval in October for students graduating in December and in February for Students graduating in April.

Awards

The candidates for the Association for Biblical Higher Education (ABHE) Delta Epsilon Chi awards must be unanimously affirmed by the faculty after they carefully discern whether or not the nominees meet all of the criteria listed below. A nominee list will be presented to the faculty for approval at least two months before the graduation ceremony.

Candidates for academic awards must be BA students from the graduating class (student who graduate in April or the previous December). Transfer students with more than 30 hours of transfer credit do not qualify. Students need not attend the commencement ceremony in order to receive their award.

The Delta Epsilon Chi ABHE Honour Awards

The Delta Epsilon Chi is the honour society of the ABHE. The requirements for membership to this society are as follows:

- ◆ Nominees to the honour society must be affirmed by the faculty.

- ◆ No more than 7% of the graduating class for any given year may be nominated.
- ◆ Nominees must have achieved a cumulative GPA of 3.7 or higher.
- ◆ Nominees must exhibit Christian character.
- ◆ Nominees must exhibit leadership ability.

Governor General's Collegiate Bronze Medal

The COLLEGIATE BRONZE medal is awarded to the student who achieves the highest overall average upon graduation.

- ◆ It is the responsibility of each educational institution to ensure that medals are presented to recipients at an appropriate ceremony.
- ◆ Medals should be presented on behalf of, and in the name of, the governor general. They are not to be associated with any monetary award.
- ◆ The presenting academic institution is responsible for inscribing the winner's name on the certificate.
- ◆ Participating institutions are responsible for providing the names of winners to the Chancellery immediately after presentation.
- ◆ In the event of non-award by an institution in a given year, the medal and certificate are to be returned to the Chancellery with an explanation of the circumstances surrounding the non-award.

George Schmidt Leadership Award

These two awards are given to a male and female student with a GPA of 3.30 or higher who have displayed outstanding Christian character and leadership and have significantly contributed to the Columbia community. This award will be chosen by the Student Development department from a list of qualifying students provided by the Registrar.

Valedictorian

The Valedictorian will be chosen by the BA graduating class from a list of the top seven BA graduates with a GPA over 3.70. Candidates must exhibit Christian character and be affirmed by the faculty before being presented to students for voting.

The Registrar will create lists of BA graduates, ABHE Award candidates and Valedictorian nominees based on academic criteria. These lists will be distributed to Faculty for affirmation via email. If a concern is raised about a student on one of these lists, it will be discussed at the next Faculty Council meeting.

ACADEMIC PROBATION/DISMISSAL

see ED.019 Academic Probation Dismissal Policy

PURPOSE

The purpose of Academic Probation is to give the student a clear message regarding the College standards for continuation and graduating, to communicate the fact that they are in jeopardy of maintaining those standards, and to stimulate academic recovery and progress toward the student's success.

STAGES OF ACADEMIC INTERVENTION

Academic Alert

At any time during an academic semester an instructor or a student may identify that the student is experiencing academic difficulty. The instructor and student will meet to discuss improvement strategies.

Instructors will keep their gradebook up to date throughout the semester. The Registrar will

regularly run grade reports to identify students who are experiencing academic difficulty.

The Registrar and/or the Academic Support Supervisor will contact these students to make them aware of their situation and how they may obtain extra support.

Academic Probation

Academic Probation is a student status in which students are on notice that they have a limited time to bring their grades up to continuation standards and are in danger of not meeting graduation requirements. Students on Academic Probation are also withdrawn from campus activities to which academic requisites apply according to procedure (e.g. athletics, ministry teams, and student leadership positions).

Reasons for AP

Conditions that may lead to being placed on Academic Probation are:

- ◆ A student's semester GPA falls below 2.00 which is the required continuation standard for their program.
- ◆ Academic Misconduct (See the ED.010 Academic Integrity Policy).

Levels of AP

Each student who is placed on Academic Probation will be assigned to one of two levels by the Registrar and Academic Support Supervisor depending on such factors as GPA, length of time on AP, and unique challenges of the individual. These restrictions and requirements are intended to help the student move toward meeting College academic standards.

- ◆ **Level 1 AP:** if a student's GPA drops slightly below 2.00, they may be placed on Level 1 AP. Here students will be on notice that they need to bring their grades up to continuation standards but will be without further restrictions (other than the usual limitations of campus activities to which academic requisites apply).
- ◆ **Level 2 AP – Restricted, Required:** if a student's GPA is below 1.50 they may be placed on Level 2 AP. As in level 1, with the additional requirements of:
 - ◆ Restriction to 13.5 credit hours per semester
 - ◆ Prohibited from participation in Athletics, Student Leadership, and Student Ministries.
 - ◆ Required to fulfill the terms specified by the Registrar and/or the Academic Support Supervisor through a Learning Contract. This Learning Contract may include requirements to access and complete academic skills training and/or take and pass specified courses and/or meet with assigned services (e.g. Academic Support, Student Development, Counselling)

Length of AP

If the student's cumulative GPA rises to 2.00 or above, the student will be taken off probation. However, if the student's cumulative GPA remains below 2.00 for a second semester, the student will be notified in writing by the Registrar and will continue on probation until his/her cumulative GPA rises to 2.00 or above. After three consecutive semesters with a GPA below 2.00, the Registrar will determine if Academic Suspension is necessary (see section iv. Academic Suspension).

Removal from AP

To be removed from Academic Probation, a student must demonstrate that they are meeting continuation conditions at the College. This includes not only the necessary semester and cumulative GPA, but also satisfactory performance of the required Learning Contract. The student may make incremental improvements but will remain on AP in successive semesters if their cumulative GPA does not exceed the 2.00 level.

ACADEMIC WATCH

In order to support students who have recently been removed from Academic Probation, the Registrar's office will closely monitor their grades until they are considered to be well on their way to academic success.

ACADEMIC SUSPENSION

Academic Suspension is a mandatory withdrawal from the College, usually as a result of unsatisfactory academic progress. Any decision to require a student to withdraw will consider not only GPA, but also other factors such as ability, attitude, class attendance, effort, and general deportment. The student will be required to withdraw for a minimum of one semester.

Reasons for Academic Suspension

A student may be required to withdraw for any of the following reasons:

- **Below threshold GPA** – the threshold cumulative GPA is 1.00 and students who fall below this mark will not be allowed to continue from one academic year to the next.

- **Repeated Academic Probation** – if a student is on AP for more than 2 successive semesters, and their cumulative GPA is not improving, the student will not be allowed to continue from one academic year to the next.
- **Academic Misconduct** – severe or repeated academic misconduct may result in Academic Suspension (see ED.010 Academic Integrity Policy).

Re-entry

Individuals will be able to return as students when the following conditions have been met:

- ♦ One academic semester (or year) absence from Columbia.
- ♦ Re-application to the Registrar’s office, including a one-page letter which details the reasons for re-admission and goals.
- ♦ The re-entry process may also include an Interview with the Registrar (and, in some cases, an interview with the appropriate Student Development Personnel).

Additional Recommendation:

- Successful completion of at least one 3 credit course from a community college or university or distance education course in which they achieve a minimum C+ or better. Submission of an official transcript is required.

Students who re-enter College will return on Academic Probation.

ACADEMIC DISMISSAL

Any decision to dismiss a student will consider not only GPA, but also other factors such as ability, attitude, class attendance, effort and general deportment. A second Academic Suspension will be treated as an Academic Dismissal.

Reasons for Academic Dismissal

Conditions that may lead up to an Academic Dismissal are the same as those for Academic Suspension.

Re-entry

After a two-year absence from Columbia, individuals may make an application for re-entry through the Admissions Office.

APPEAL

The normal appeal procedures apply to Academic Probation decisions (see ED.024 Student Due Process Policy).

STUDENT DUE PROCESS

see ED.024 Student Due Process

It is the desire of Columbia Bible College to deal with all student complaints regarding the College in a fair and equitable manner. The student will not be subject to any form of retaliation as a result of filing a complaint.

If a concern occurs, the College invites the following procedure:

(If the concern is of a very serious nature and is directed at a person mentioned in Step One, the process should be engaged at Step Two. If the complaint is regarding a Senior Administrator mentioned in Step Two, the complaint should be addressed to the President.)

Step One:

The student should address his/her concern in writing within 10 business days of the incident to the appropriate person as follows:

- ♦ Academic Concern – To the Instructor of a course or Registrar, in the case of academic policy (i.e. attendance policy, final examination policy, academic probation, etc.)

- ◆ Student Development Concern – To the appropriate personnel (Residence Director – women or men, or Associate Dean – commuters)
- ◆ Financial Concern – To the appropriate Financial Officer (Accounts Receivable, Student Accounts or Financial Aid)

Step Two:

If not resolved satisfactorily, the student should submit a formal written complaint to one of the individuals mentioned below within 20 business days of the incident. (The student and/or advocate may present their complaint to the Senior Administrator.)

- Academic Concern – Academic Dean
- Student Development Concern – Dean of Students
- Financial Concern – Chief Financial Officer
- If the Senior Administrator mentioned above is absent or named in the complaint, please submit the complaint to the President.

A determination of the complaint will be made by the Senior Administrator (or President) based on:

- ◆ An investigation of the complaint
- ◆ An evaluation of the rationale for the complaint
- ◆ A formulation of the college response

The appeal will be evaluated by the Senior Administrator based on the following grounds:

- ◆ Bias and/or unfair treatment - i.e. procedural error, improper investigation, improper application of policy, discrimination, lack of respect for the student, etc.
- ◆ Extenuating circumstances – academic work or behavior affected by circumstances beyond student control

- ◆ New information has become available since Step One - i.e. a fact unknown when the original response was made

The departmental Senior Administrator will make a determination and respond in writing to the student complaint within 20 business days. The written statement of the Senior Administrator is final.

A record of formal complaints and actions taken to resolve the issue shall be maintained by the college.

Addendum:

Students wishing to make a complaint regarding the violation of one of the Standards of Accreditation may notify Columbia's accreditation agency: The Association of Biblical Higher Education (ABHE) at (407) 207-0808, 5850 T.G. Lee Blvd., Suite #130, Orlando, FL 32822. If the student is or was enrolled in an approved program of the Private Training Institutions Branch, is dissatisfied with the determination, and has been misled by the institution regarding any significant aspect of that program, he or she may file a complaint with the Private Training Institutions Branch privatetraininginstitutions.gov.bc.ca/

Complaints must be filed with PTIB within one year of the date a student completes, is dismissed from, or withdraws from the program.





COLUMBIA BIBLE COLLEGE

2940 Clearbrook Rd.
Abbotsford, BC, Canada V2T 2Z8

PHONE: 604.853.3358

TOLL-FREE: 800.283.0881

FAX: 604.853.3063

E-MAIL: admissions@columbiabc.edu



COLUMBIABC.EDU

