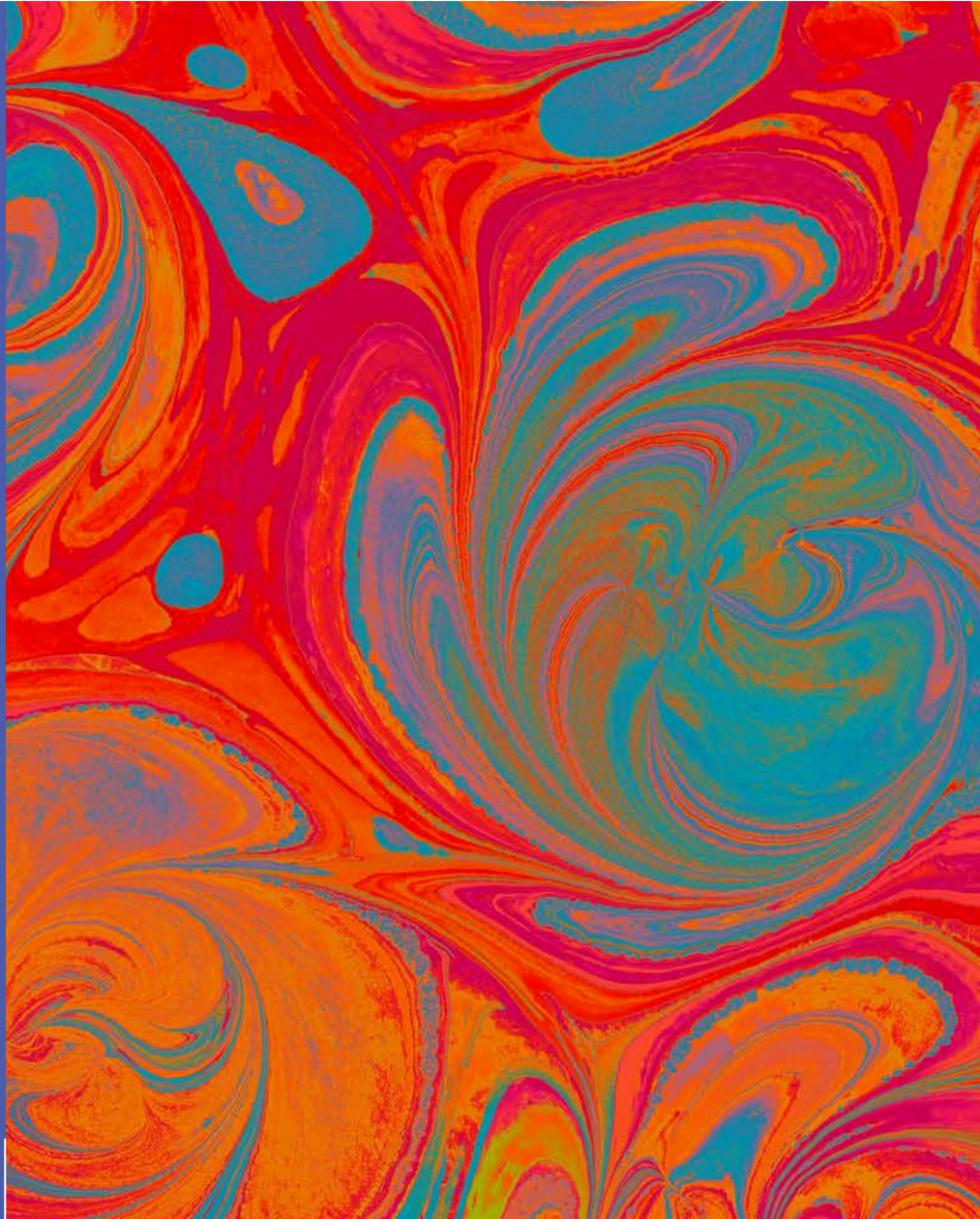


# Course Catalogue 2026-2027



**Canterbury  
College**



01 introduction

02 frequently asked questions

03 the learning environment

04 microcredentials

05 adult education courses

06 our team

# table of contents

**Our classes are not merely places to learn objectively about topics surrounding social justice, but a hub of activity around these concerns. The topics of conversation within the social justice arena are questions and concerns that come directly from the community itself rather than from outside. The intersection of identity and culture is right in our neighbourhood.**

**- Emily T.**



# introduction

The best learning happens in a community. Our courses are justice-oriented, geared to equip everyday people with essential tools that are accessible, engaging, useful, and relevant. Our supportive instructors are not only experts in their field, but practitioners as well, living daily what they teach in the classroom.

At Canterbury we believe in educating mind, body, and spirit. To this end we design courses that are accessible, relevant to today's ministry as well as caring industry contexts, and nourish the whole person. We believe education is for everyone and strengthens the whole community. For non-religious practitioners, understanding the role faith (or theology) plays in the

lives of people we care for and serve, gives insight into how they live and move in the world. For the church, an educated laity builds confidence and leadership. A clergy dedicated to continuing education ignites new fires, curiosity & engagement. As we learn, we grow in faith, understanding and acceptance, discover vocation, expand God's mission & live into the Divine dream for all.

We believe that learning in community with an expert leader achieves a deeper level of integration than learning strictly on one's own. In community we engage with diverse folks asking similar questions, driving meaningful conversations, and exploring new perspectives. All of this is done in spaces dedicated to being accessible, inclusive, and supportive. We look forward to seeing you in the classroom!



# frequently asked questions

---

## **Why the justice focus?**

The heart of our program is rooted in Micah 6:8: “What does the Lord require of you, but to do justice, love kindness, and walk humbly with your God.” We believe we are called to live with justice for all at the centre of our lives & as an institution. This means engaging in self-reflection, critical thinking, and self-awareness, rooting out the seeds of oppression and injustice to create a world of peace, unity, and freedom for everyone.

## **In your racial justice courses, what do you mean by ‘affinity groups’?**

We recognize that racial justice education centers on dismantling white supremacy and racism. It is a complicated task that must be approached with compassion, awareness of the needs of diverse groups, and critical thinking. White people and racialized people each have work to do together and separately. Affinity groups (or caucuses) give much needed opportunity for groups to do their different work in safer spaces. For white people, a caucus allows learners to take responsibility for their own learning rather than relying on people of colour to teach them. Also, the process of unpacking white biases, culture, and privilege can unintentionally re-traumatize people of colour. For racialized people, a caucus can be a space to share their experiences of internalized racism, grieve, work on liberation, and rest with

other members of their community. It may feel uncomfortable at first but racial justice educators across Turtle Island agree that this important work needs safe spaces for everyone involved. Ultimately, integration is the hope of all racial justice education. However, our society is not there yet. We hope following best practices from faith-based & secular anti-oppression educators will be fruitful in our ongoing efforts to dismantle systems of racism and oppression.

## **What if I’m not religious, or a church-goer?**

That’s totally okay, not all of us are! Some of our students and instructors may be approaching content from a faith perspective (predominantly Christian), but others are not. Many students choose to study with us to better understand how theology works in the lives of people of faith, gaining deeper understanding of how faith impacts culture. Our classes are open to everyone, regardless of religious affiliation or experience.

## **What if I have no post-secondary education?**

We understand! Our instructors design courses to meet learners where they are. We want to encourage the joy of learning. Using modern teaching methods, we are able to be flexible & accommodate learners with different backgrounds. Smaller class sizes & supportive instructors create an environment of attention, support & encouragement for all learners.



## Mind, Body, and Spirit

Canterbury College has been offering a community-minded, wholistic learning environment for students from around the world since 1957. During that time we have come to understand that as local and global contexts change, so do the needs of our students.

Our motto *“Educating Mind, Body, and Spirit”* grew out of reflecting on what today’s student needs in order to have the best possible learning experience. It has to be more than an engaging syllabus, top notch educators, and a reputable institution in which to learn. We understand that the most profound learning happens in

community – supportive staff, responsive instructors, and fellow students bringing their rich life experience to the classroom.

We also recognize that we are all more than just minds absorbing information. We are human beings, complex and beautiful in our diversity, in our everyday living, and our worldviews. Thus, we foster an environment that honours the whole self, because it is our whole self that moves and shakes the world around us, challenges systems of oppression, cares for one another, and makes the world a better place for all.

# the learning environment



## What are Microcredentials?

The church is called to not only do justice but to be a just people. We never stop learning how to be more in line with God's justice.

Microcredentials are short one or two day workshop-style courses designed to educate in specific areas of racial justice, equity, diversity, inclusion, decolonization, healthy boundaries (safer church/ministry ethics), and other justice-oriented skills.

Some courses are specifically for clergy while others are for everyone (church and non-church folks alike!). For clergy requiring Boundary and Racial Justice training for standing/licensing, these courses are designed to meet those requirements in some denominations.

## Group Customization

Canterbury is pleased to offer group customization of all of its justice-centred microcredentials. Looking for a way to educate your:

- incoming camp volunteers
- new social justice/outreach committee
- ministerial staff
- Sunday school teachers and small group leaders
- congregations who are getting ready to launch social justice initiatives

...then Canterbury's one and two-day microcredentials are made for you! An initial consultation, customized curriculum, on-site or remote learning, study/reference materials for participants, and event follow-up are all included in our scalable group rates.

Contact us to learn more.

# microcredentials

scan to register



# Healthy Boundaries

---

## Intro to Healthy Boundaries

Good boundaries are a blessing. They are important guidelines that help our relationships take shape and establish a solid foundation for life-giving ministry. We cross boundaries & betray sacred trust when we disregard a parishioner's separateness or exploit their vulnerability to meet our own needs (intentionally or otherwise). Boundaries in ministry settings make it clear who is pastor and who is congregant—not in a hierarchical manner, but in a way that keeps people from unhealthily merging. Over time, boundaries foster the development of safer spaces and trust, spaces where faith can flourish.

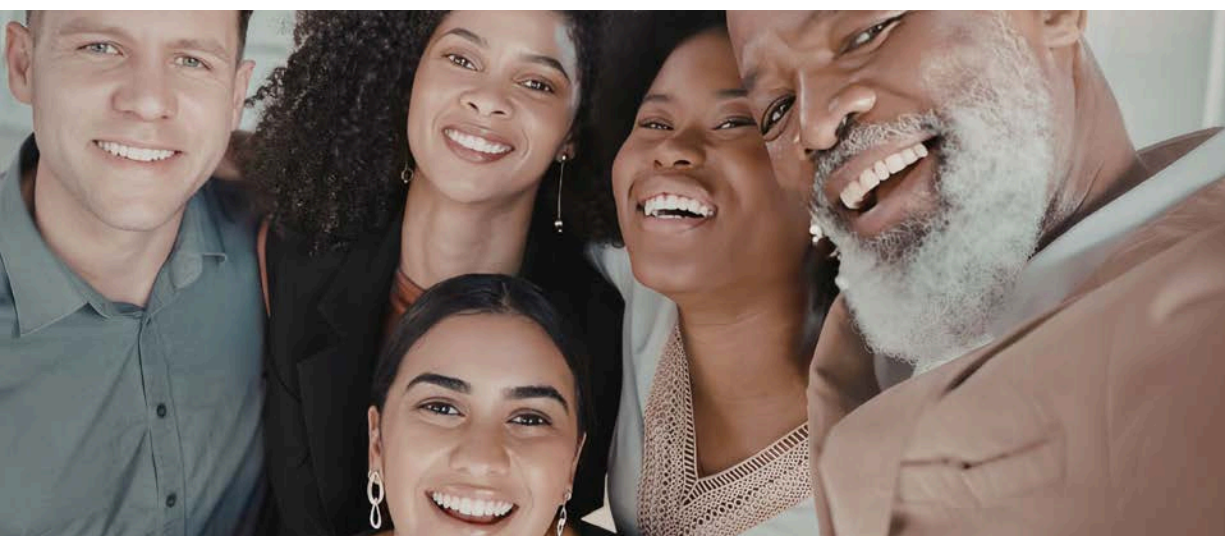
## Details:

November 19, 2026  
12 noon - 4p ET  
Jennifer Boyes-Garbin  
\$40+tax

## Healthy Boundaries 2: Self Care for Clergy

Boundaries to keep parishioners safe are essential and rightly emphasized in introductory boundary courses. This course is supplemental for those in placements and ministry to identify when, cope with & move forward in instances of parishioners, colleagues, and leaders monopolizing time, misusing power, manipulating through donations or compensation, and bullying, to empower clergy to stay healthy and strengthen their ministry for and with ALL people they are called to serve.

November 5, 2026  
12 noon - 4p ET  
Jean-Daniel O'Donnada  
Cost: \$40+tax



# Social Justice/ Anti-Oppression

---

## Intro to Racial Justice

This one-day introductory course on racial justice offers a foundational understanding of key concepts and frameworks essential to recognizing and addressing racial inequity. We will explore the historical roots of systemic racism, the difference between individual bias and institutional discrimination, and the impact of privilege and power in shaping societal outcomes. The course will also introduce tools for allyship, anti-racist practices, and strategies for fostering inclusive environments. Affinity spaces (caucuses) will be provided to support varied learning needs of all participants. Through interactive discussions & reflective exercises, attendees will gain the awareness & language needed to begin engaging in racial justice work personally & professionally in the church & beyond.

## Advanced Racial Justice

In this one day course we will review concepts that are key to racial justice and look at how we can apply that knowledge to serving our respective communities through our own unique gifts & dreams. In the first part, we will review concepts such as power, intersectionality, identity/ positionality, how the various levels of oppression function, and allyship. In the second part we will reflect on our personal gifts, skills, and dreams and how these relate to our unique calling to serve others and work towards justice. We will work in groups in order to share, brainstorm, receive feedback and discern next steps. Affinity spaces (caucuses) will be provided to support varied learning needs of all participants.

## Details:

TWO DAY ONLINE  
November 7 &  
December 5, 2026  
10a - 4p ET

Andrew Gillette  
Cost: \$80+tax

TWO DAY ONLINE  
February 6 &  
March 6, 2027  
10a - 4p ET

Andrew Gillette  
Cost: \$80+tax



# Social Justice/ Anti-Oppression

---

## Faith Without Favouritism

This course critically explores the complex ways oppression manifests within religious and faith spaces. Through an intersectional lens, we will examine how power dynamics and social hierarchies shape participation, leadership, and belonging in spiritual spaces. The course will unpack various forms of oppression—including ideological, institutional, cultural, and historical. Topics include the exclusion of women and LGBTQ+ individuals from leadership and the marginalization of disabled people in worship. We will also engage with theologies that reinforce inequality, address and challenge dominant narratives that silence diverse voices. By the end of the course, we will gain tools to identify and disrupt oppressive structures in faith communities and envision what true diversity, inclusion, and liberation could look like in worship, leadership, and theology.

## Details:

September 12 & 26, 2026

10a - 4p ET

Shana Mensah

\$80+tax

## Allyship

This course explores the foundational concepts of allyship that underpin meaningful support for marginalized communities. We'll define allyship and distinguish it from related roles—accomplice and co-conspirator—so you can understand where you are on the spectrum of solidarity.

May 30, 2026

10a - 4p ET

Andrew Gillette

\$60+tax

### What You'll Learn

- How allyship differs from accompliceship and co-conspiratorial action
- Common pitfalls in practicing allyship, including performative gestures and saviorism
- The art & ethics of apology: when, how & why to own mistakes
- Appreciation versus appropriation: celebrating culture without exploitation
- Concrete, everyday actions that deepen your allyship

By the end of this course, you will have a clear roadmap for stepping into allyship with humility, integrity, and purpose—transforming awareness into authentic, lasting change.





## What Does it Cost?

All of our courses have a credit and an audit option:

**Credit: \$350**

**Audit: \$175**

We are pleased to have a limited number of bursaries available to help cover the cost of our adult education courses.

While we strive to keep our fees affordable, we don't want cost to be a barrier to education for anyone. If you would like to apply for a bursary, send us an email for the application form.

## How are Classes Structured?

All of our courses comprise a minimum 18 hours of in-class instruction (online/in person/hybrid). Instructors are not only experts in their fields but practitioners as well.

Reading lists and syllabi are available on our website and are updated before classes start. Students may choose to take the course for credit or audit.

### **Prerequisites:**

We believe education should be accessible to everyone. There are no post-secondary requirements for any of our courses.

# adult education courses

scan to  
register



# Age of Discovery or Age of Genocide: The Doctrine of Discovery Today

---

## What to Expect

Moana Jackson, a Māori lawyer, said the age of discovery is described more accurately as the age of genocide. This course examines the doctrine as the foundation of all systemic racism and stereotypes that Indigenous people face today in the colonial state of Canada. We will examine together the doctrine of discovery, the historical legal and religious principle that justified the colonization of non-Christian lands by European powers, asserting that Christian nations had the right to claim lands inhabited by non-Christians. We will review how the doctrine has been used and repudiated by the Papal office but, how even repudiating the doctrine does not end the oppression of Indigenous people on Turtle Island commonly referred to as Canada and the United States. Join us in this journey of self-awareness, self-reflection, and deep learning about how the doctrine still lingers in our church systems and in our daily lives.



## Details

ONLINE (Saturdays)

Dates: May 29, June 12, 26, 2027

Time: 10a - 4:30p

Instructor: Esentsei Staats-Pangowish

Syllabus and Reading List available online.

# Strong Roots: Contemplative Prayer & Practice

---

## What to Expect

This course examines the practice of contemplative prayer from the Early Church through to modern times, with the intent of reflecting on, strengthening and growing our relationships with God, self, and others. Grounding our study in theological and scriptural understandings of prayer, we will explore the idea that the act of contemplation leads to greater daily embodiment of the Gospel and experiences of the Divine that we encounter in private moments of prayer.

Through practice, lecture, reflection, discussion, and readings taken from a wide sampling of authors and practitioners of contemplative prayer, we will consider how this practice encourages us to be more fully engaged as anti-racist, embodied, and self-reflective Christ followers, open to continual spiritual growth and deepening relationship with the Divine.



## Details

IN PERSON / HYBRID / ONLINE (Monday evenings)

Dates: July 13, 20, 27, August 3, 10, 17, 2026

Time: 6-9p ET

Instructor: Jennifer Boyes-Garbin

Syllabus and Reading List available online.

# The Art of Reflective Ministry

---

## What to Expect

This course explores the concepts associated with theological reflection or reflective belief while developing the learner's practice individually and in a group setting. Learners will engage with five different perspectives (hermeneutical spiral) which influence opinion, behaviour and personal theology, exploring how meaning is made for people of faith in everyday life. Learners will practice reflecting on everyday ministry/care situations, using questioning, problem solving, and critical thinking. At the heart of our learning is the understanding that the task of ministry must be undergirded by critical thinking, self awareness, and self-reflection. Such an approach centers our common humanity and the relationships we share with one another, ourselves, and God. Learners will gain extensive practice reflecting theologically on common questions, occurrences, problems, and scenarios, through accessing five distinct perspectives on the hermeneutical spiral: doctrine/the Church, personal experience, culture (voices from marginalized communities), scripture, and the life and ministry of Jesus.



## Details:

ONLINE (Monday evenings)

Dates: June 1, 8, 15, 22, 29, July 6, 2026

Time: 6-9p ET

Instructor: Jennifer Boyes-Garbin

Syllabus and Reading List available online

# Theology & AI: God, the Machine & Everything in Between

---

## What to Expect

Artificial Intelligence is shaping human culture, relationships, and even religious imagination. In three intensive days, we will explore theological questions raised by AI:

- Is a chatbot my neighbour (Ammon & Reed)?
- Could a robot bear the image of God (Dorobantu; Burdett)?
- What might incarnation, sin, and salvation mean in an algorithmic age (Herzfeld; Weissenbacher)? and
- How should the Church respond to both the promise and perils of AI (COMECE; CEC; Pope Francis)?

Join us as we explore the burgeoning world of AI and its impact on ministry, congregational life, preaching, and theology.

In partnership with Huron University College's Licentiate in Theology Program



## Details:

ONLINE (Saturdays)

Dates: June 13, 27, July 11, 2026

10a - 4:30p ET

Instructor: Erin Green

Syllabus and Reading List available online.

# Theology & Identity:

## Exploring the Relationship between Gender, Identity & Faith

---

### What to Expect

Who is God? Who am I? How does one's gender and identity influence how we understand ourselves, God, others, and the world as a whole? This course explores how identity shapes and forms theology by creating opportunities to engage with alternative perspectives and stories on God and humanity. It invites participants to reflect on their own identity and theological standpoint and how this influences the ways in which they choose to embody their faith and engage in relationships with diverse individuals. It illustrates how this reflection provides a foundation for understanding possibilities for allyship and advocacy alongside those with diverse identities using experiences, stories, and encounters of those who are gender diverse as a particular example.



### Details

ONLINE (Saturdays)

October 31, November 14, 28, 2026

10a - 4:30p

Instructor: Chris Brouillard-Coyle (pronouns they/she)

Syllabus and Reading List available online.



## Rev Dr Jennifer Boyes-Garbin

Principal & Instructor

Jen is the Principal of Canterbury College, an ordained minister with the Christian Church (Disciples of Christ), mother of two, and a lifelong learner. She holds three degrees from the University of Toronto / Toronto School of Theology and is passionate about young adult spirituality, building strong communities, transformative ministry, institutional change, contemplative practice & social justice (and gardening).



## Nhu Y Truong (Zoey)

Registrar

Hello, its Zoey, your Registrar. I may be the youngest (and may be the most hip person on campus - according to our Principal - but I handle academic registration, certificates, social media, and communications at Canterbury. Super excited to support you through your learning journey at Canterbury College.



## Rev Janet Anstead

Instructor

After a career as a Family Law Lawyer in London in the '90s, Janet discerned a call to Ministry. She completed seminary studies (MDiv) at Huron College, University of Western Ontario and returned to complete a MA (Theology). She has been serving Mapleton Church of Christ (Disciples) since 2005. In addition, Janet served as the Coordinator of Non-degree Programs and Continuing Education at Huron University College from 2013 - 2020.



## Rev Chris Brouillard-Coyle

Instructor

Chris (they/them) is an Anglican priest in the Diocese of Huron & has provided leadership for its Social and Ecological Justice work. Their diverse educational background includes degrees in Mathematics, Education, Divinity, and Sociology. Currently, they are working towards a PhD in Pastoral Leadership at Martin Luther University College, Wilfred Laurier University with a focus on the stories members of affirming congregations share about recognising and treating those in the 2SLGBTQIA+ community as full and valued siblings in Christ.



## Esentsei Staats-Pangowish

Instructor

Esentsei Staats Pangowish is a citizen of two great sovereign confederacies, Haudenosaunee Confederacy and Three Fires Confederacy. She made history by being the first Indigenous student to graduate with a Master of Laws degree (U Windsor). She is now pursuing her PhD at Osgoode Hall Law School. She has taught at the University of Toronto, the University of Windsor and St. Clair College on topics connected to Indigenous law, Aboriginal law, the colonial state of Canada, political science, and social justice.

# our team



## Andrew Gillette

Instructor

Drew is a dedicated & seasoned educator who currently works in the Toronto District School Board (TDSB). Drew has 8 years of experience running diversity, equity, and inclusion workshops for non-profits, churches, schools, unions, and businesses. With over 20 years of experience running children and youth programs in various communities across the Greater Toronto Area (GTA) and Guelph, Drew has made a significant impact in those communities & beyond.



## Dr Erin Green

Instructor

Erin is an educator, researcher and theologian. She was among the first theologians to extensively research the impact of artificial intelligence, a topic she has been working on for nearly 15 years. She teaches and consults widely in the area of digital technologies, especially AI, for academic and non-governmental organizations throughout Europe and Canada. She is currently contributing to a research project with the Toronto United Church Council's CHURCHx initiative, exploring how AI and chatbots can shape religious education and faith formation.



## Shana Mensa

Instructor

Shana is a recent graduate with a Bachelor in Social Work and Disability Studies who is deeply committed to equity, racial justice, and inclusion. Her academic journey has also included training in Culinary Arts and Criminal Justice, which has shaped her multidimensional approach to social change. As a second-generation Canadian of Jamaican descent, she aims to be the bold Black voice in predominantly white spaces that challenges outdated and harmful ways of thinking through dialogue, education, and advocacy.



## Rev Jean Daniel O'Donnada

Instructor

Jean-Daniel is the National Pastor for Canada for the Christian Church (Disciples of Christ). Jean-Daniel studied at Harvard, Yale, and Université de Montréal. He is often a workshop leader and featured speaker on children's & youth ministry and pastoral care of neurodiverse children across Turtle Island. Most recently, he has been an ecumenical chaplain at McGill University and an interfaith hospital chaplain. Jean-Daniel is particularly passionate about children's and youth ministry, ecumenical cooperation, and multilingual ministry

# our team

We are first and foremost here to learn, and we at Canterbury believe that an encouraging and engaging community goes a long way in supporting individual excellence in education. Any educational experience is more than just grades and course selections – the relationships we establish and build during this time are opportunities for personal growth now and in the future.

It's a beautiful thing to be an adult learner...to be in control of what and how we want to learn, to not just gather knowledge but integrate it into the daily living of life. While the world does indeed need deep thinkers, moreso we need everyday folks who decide that changing oppressive systems starts with "me" and then decide to take steps to unpack themselves so they are no longer part of the problem, but an integral part of the solution.

- Jennifer Boyes-Garbin

# Educating mind, body, and spirit



2500 University Ave W, Windsor, ON N9B 3Y1

[www.uwindsor.ca/canterbury](http://www.uwindsor.ca/canterbury)

[cced@uwindsor.ca](mailto:cced@uwindsor.ca)

519-971-3646

**scan to  
register**

