



Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry

## P373 Integrative Seminar with Portfolio

3 credits. Prerequisites: Portfolio Winter Lab 3

Winter 2020

Terms C and D

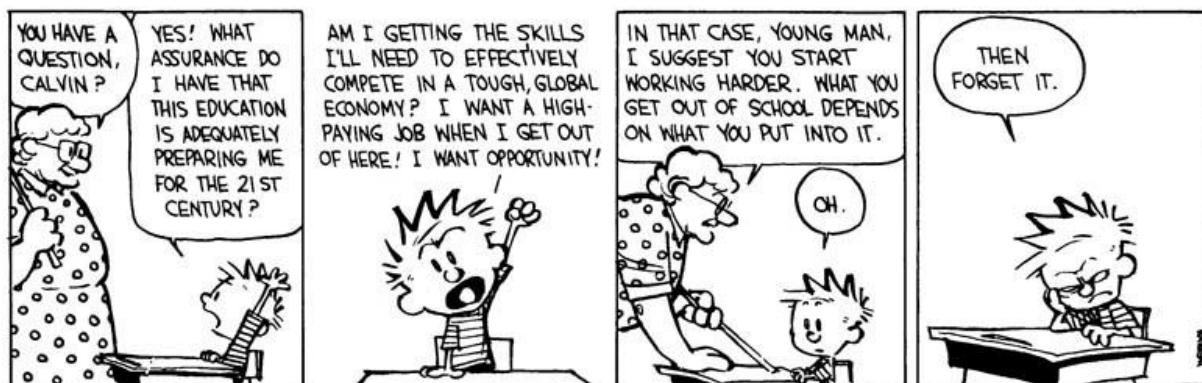
Tuesdays 3:00pm – 4:30pm

Co-ordinators: Ron Kadyschuk, Ph.D.

Leanne Bellamy, M.F.A.

[rkadyschuk@horizon.edu](mailto:rkadyschuk@horizon.edu)

[lbellamy@horizon.edu](mailto:lbellamy@horizon.edu)



### Course Content and Goals

#### Course Description

Students register for 'Integrative Seminar with Portfolio' during their final year of college. The purpose of this course is to reflect critically on all aspects of their program of study and to integrate knowledge of biblical and theological disciplines with skills and practice in life and ministry. Students consider future steps in their vocational and educational direction, refine and create selected artifacts for their personal Portfolio, and experience a summative interview (with several faculty members) that provides a comprehensive personal assessment of their growth in the six competencies.

Integrated Seminar with Portfolio includes small group meetings to focus on integration assignments, to share the process and activity of creating new artefacts for their Portfolio, to explore denominational relationships and processes for credentials and ministry opportunities, and to finalize the content and shape of their personal Portfolio.

## **Relationship to Horizon's Mission**

As a summative and integrative experience, this course supports all six of the core competencies that are served by the college curriculum: Spiritual Maturity (SM), Leadership and Administration (LA), Biblical and Theological Literacy (BTL), Skilled Communication (SC), Ministry Development (MD), and Contextual Awareness (CA).

## **Core Competencies and Learning Outcomes**

1. Identify integrated core values, transferable skills, and personal development goals arising from significant learning experiences in the final year of his or her program. (CA)
  - Assessment: Capstone Portfolium Profile and Portfolio; Profile Introduction
2. Introduce self to a potential employer as a Christian leader with integrated core values, key skills, and ministry goals. (SC)
  - Assessment: Capstone Portfolium Profile and Portfolio; Profile Introduction; Competency Descriptions; Curriculum Vitae (CV)
3. Articulate the value of each competency in his or her program, including with reference to all Portfolio artefacts and their contribution to each area of his or her competency development. (CA)
  - Assessment: Capstone Portfolium Profile and Portfolio; Competency Descriptions
4. Compose online communication at a proficient level using the appropriate genre and style for the given context, purpose, and audience. (SC)
  - Assessment: Capstone Portfolium Profile and Portfolio; Profile Introduction
5. Express written ideas using Canadian Standard English (HCS Grammar and Style Level 3). (SC)
  - Assessment: Capstone Portfolium Profile and Portfolio; Profile Introduction; Competency Descriptions
6. Prepare for future steps in their vocational and educational development. (CA, LA)
  - Assessment: Curriculum Vitae (CV); Birkman Assessment Report; Licensing Notes; Summative Interview
7. Integrate biblical and theological knowledge with a practical view of life and ministry. (BTL; CA; MD; SM)
  - Assessment: Capstone Portfolium Profile and Portfolio; Philosophy of Ministry and Leadership Statement; Christian Worldview Statement; Statement of Faith; Summative Interview.

## Course Assignments and Activities

**Portfolio Components.** As part of this course, you will complete an integrated online Profile and Portfolio that showcases you as a unique, competent Christian leader. All of your ISP assignments should be included in your Capstone *Portfolium* Profile and Portfolio.

### *1. Capstone Portfolium Profile and Portfolio*

In Integrative Seminar, you will complete a Capstone Profile and Portfolio that showcases your achievement as a competent, experienced, and self-aware Christian leader. To do so, you will select your best Portfolio artefacts and organize them using your *Portfolium Profile* page and the e-Projects in your *Portfolium Portfolio* page. You will also update your Profile Introduction and Competency Descriptions and refine the aesthetic style of your images.

#### *Adding and Refining Final Evidence Artefacts*

As you take the final courses in your program, you will create your final evidence artefacts for your Portfolio. You should continue to submit ALL new evidence artefacts through the lesson links in Populi first, and **in the term in which they were created.**

Detailed instructions for submitting Portfolio artefacts through Populi can be found in the [Due Dates: Evidence Artefacts Submission Process and Due Dates](#) and the [Submitting Portfolio Artefacts through Populi](#) sections of the Portfolio Guide. **Please make sure to follow the submission process as laid out in the Portfolio Guide.**

You will also continue to revise your written artefacts so that they meet the grammar and style requirements outlined in the HCS “Grammar and Style Rubric: Level 3 Requirements.” Then, once your new artefacts meet these requirements, you can use the lesson link to add the new artefacts to your *Portfolium* Profile and Portfolio.

#### *Removing Unwanted Evidence Artefacts*

As you add your most recent artefacts to your *Portfolium* Profile and Portfolio pages, you will also remove old or unwanted artefacts from your **6 competency e-Projects** in your Portfolio. You should NOT remove artefacts from other e-Projects or your Profile page.

To decide which artefacts you want to remove, you will meet once with your Portfolio Supervisor to discuss which artefacts paint the best portrait of you as a competent Christian leader.

#### *Evidence Artefact Meetings*

A list of criteria for Portfolio artefact discussions is available in the [What Goes in My Portfolio: Choosing Artefacts with Your Portfolio Supervisor](#) section of the Portfolio Guide. You should review the criteria and then meet at least once with your Portfolio Supervisor to discuss your final evidence artefact choices.

Evidence artefact meetings should be **scheduled in advance** for the **week of February 10.**

### ***Organizing Evidence Artefacts***

Once you have chosen your final evidence artefacts, you must organize all remaining artefacts using your Profile and Portfolio pages. You can determine where an artefact belongs on *Portfolium* by consulting your Portfolio Map. Detailed instructions for finding and using your Portfolio Map can be found in the [What Goes in My Portfolio?](#) section of the Portfolio Guide.

Detailed instructions for adding artefact files to your Profile page and your e-Projects can be found in the [Adding Word Documents and PDF Files to Portfolium](#), [Adding Video Artefacts to e-Projects](#), and [Adding Image Files to Portfolium](#) sections of the Portfolio Guide.

### ***Completing Your Profile and Portfolio***

Criteria for the completion of your Capstone Profile and Portfolio your is available in the “*Portfolium* Profile and Portfolio Rubric” on Populi.

The following checklists should help you confirm you have met all criteria:

By the end of Integrative Seminar, ALL of your evidence artefacts must

1. Meet Level 3 grammar and style requirements (if applicable)
2. Be uploaded to the correct place on *Portfolium* (see your Portfolio Map)
3. Include a high-quality image scan (certificates only)
4. Include a title page with correct title that is visible in the e-Project window, if applicable (Word and PFD files only)

By the end of Integrative Seminar, ALL 9 e-Projects must

1. Include all Portfolio artefacts now listed in your Portfolio Map
2. Have old Portfolio artefacts removed, as determined in conversation with your Portfolio Supervisor
3. List additional skills you have demonstrated in your new evidence artefacts.
4. Have a set cover photo that matches the aesthetic style of your Portfolio.
5. If one of the 6 competency e-Projects, have completed Competency Descriptions in the “description” text box, or a standard Competency Description in the “description” text box and an embedded video introduction to the competency.

By the end of Integrative Seminar, the Profile page must

1. Include all Profile artefacts listed in your Portfolio Map
2. Have a completed Profile Introduction pasted into the “Introduction” text box
3. Have an updated Profile photo and a personalized banner photo

By the end of Integrative Seminar, ALL images on your Profile and Portfolio must

1. Convey a consistent, professional, and unique image of *you* as a Christian leader.
2. Help your Portfolium audience navigate your account by distinguishing different types of information.
3. Peak your Portfolium audience’s interesting by conveying information and creating aesthetic appeal.

### ***Portfolio Artefacts Created in Integrative Seminar***

- Personal CV
  - Reviewed/Updated Statement of Faith
  - Biblical Worldview Statement
  - Philosophy of Ministry and Leadership Statement
  - Birkman assessment report
- 
- Related learning outcome: #1, 2, 3, 4, 5, 7 (Pass/Fail)
  - **Assignment Length:** N/A. **Due date:** April 16, 2020. **Assessed by:** Leanne Bellamy

## **2. Profile Introduction**

### ***What is a Profile Introduction?***

Your Profile Introduction is your opportunity to create a first impression on your *Portfolium* audience. The goal of your Introduction is to create a dominant impression in your reader's mind that you are professional, friendly, competent, and interesting enough to warrant a further look at your Profile and Portfolio information.

It is also important to remember that *Portfolium* is an online medium, and so your Introduction should employ the conventions of online writing. Your Introduction should be concise (no more than 350 words), informative, and invitational. Please review the "Portfolium Profile: Introduction" rubric for specific criteria for proficient online communication.

### ***What Goes in My Introduction?***

The "*Portfolium* Profile: Introduction" rubric lists specific content you must include in your Introduction. In general, you should seek to introduce yourself and tell the story of your competency development in a manner that creates a snapshot of who you are today as a result of your studies. In particular, you should use a governing theme or image to organize your Introduction and give your audience a picture of who you are and how you hope to continue to grow as a Christian leader.

### ***What Should I Not Do in My Introduction?***

Don't write a biography instead of a short profile. Choosing a theme or image and only including details from your story that are connected to that theme or image will help you create a focused snapshot rather than a full-length script.

Don't tell rather than show. Use descriptive details that appeal to the audience's senses to give them information about how it feels to be you and to be around you.

Don't end your Introduction without giving your audience a clear sense of why they should care about the information in your Introduction and in your Portfolio. Remember, it is your job to make your story relevant to your audience's needs and interests.

### ***Profile Introduction Meetings***

You will meet at least once with Mrs. Bellamy to discuss your governing theme or image for your Introduction. Introduction meetings should be scheduled in advance for the week of February 3, 2020.

If you would like to meet to discuss your Introduction a second time, you can make arrangements directly with Mrs. Bellamy.

### ***Where Does My Introduction Go?***

Submit your Introduction Drafts (1 and Final) to the “Introduction” assignment tab on Populi. Once your Introduction has met competency, you will copy and paste the text into the “Introduction” text box on your *Portfolium* Profile page.

Do NOT upload a file into the text box.

- Related learning outcome: #1, 2, 4, 5
- **Assignment Length:** 350 Words. **Due date:** February 14, 2020 (Draft 1); April 10, 2020 (Final Draft). **Assessed by:** Leanne Bellamy

## ***3. Competency Descriptions***

### ***What Is a Competency Description?***

A competency description is your opportunity to introduce your *Portfolium* audience to the skills, knowledge, and character traits you have been developing in your program, to explain how your studies and experiences have formed you in these areas, and to articulate why this development is important in your Christian life and practice.

You will compose one competency description for each competency e-Project in your *Portfolium* Portfolio (6 total).

### ***What Format Can I Use?***

Competency descriptions can be composed using one of two formats: essay or video script.

Option 1: Students who choose to use an essay format will post one essay-style description directly into the “Description” text box for each of the e-Projects in their Portfolios.

Option 2: Students who choose to use a video script format will submit one written script for each e-Project to the instructor, and then embed one video introduction as the first file in each Portfolio e-Project. The standard competency description should still be pasted into the “Description” text box to provide a brief text-based description of the e-Project.

Video introductions must closely follow the submitted script and must be high quality (i.e. good lighting, clean background, clear sound). If a video introduction does not meet these requirements, you will be asked to revise your script and post your description in essay format.

**Draft competency descriptions should be submitted to the “Competency Description” assignment page on Populi. Once a description has been assessed as meeting competency, the description should be copied and pasted directly into the “Description” text box in the e-Project on Portfolium.**

**Students who choose video script format should submit their video scripts on Populi and embed the video link in the e-Project in Portfolium.**

### ***What Goes In My Competency Description?***

Your competency description should be well-organized and include three key parts: an *introduction* to the competency, a *discussion* of each principle of the competency definition with reference to the artefacts in your e-Project, and a *conclusion* that summarizes the value of the competency in your program and looks forward to your next steps.

#### **Introduction**

The purpose of your introduction is to define the competency in relation to your overall educational experience. Therefore, to introduce your competency descriptions, you should do the following:

1. Provide the standard definition of the competency (as provided for you by Horizon College and Seminary).
2. Identify the main areas of your program (courses, internship, etc.) where you interacted with the competency.
3. Briefly summarize how you will discuss your evidence artefacts in relation to the principles of competency.
4. Articulate the value of the competency for Christian leadership (thesis statement).

#### **Discussion**

The purpose of the discussion is to highlight key features of your evidence artefacts that show *how* you have achieved the competency you are describing. Your description must discuss **all the evidence artefacts** in your e-Project and **all the principles of competency** as listed in the standard description.

As you compose your competency descriptions, make sure to do the following:

1. Organize your discussion according to competency principles. Begin each paragraph or video segment with an explicit reference to the principle you want to discuss.

2. Link each principle of competency to the evidence artefact(s) that shows that you have achieved the principle of competency. Use specific assignment titles, page numbers, etc. so your audience can find the relevant files and sections quickly, explain clearly what you did to produce the artefact(s), and explain why the artefact(s) shows you have achieved the principle of competency.
3. For each principle of competency, relate what you learned back to your thesis statement (the value of the competency for Christian leadership).

### **Conclusion**

The purpose of the conclusion is to summarize your interaction with the competency and identify the next stages of your journey in Christian leadership. Therefore, to conclude your competency descriptions, you should

1. State what you now believe is the relationship between the competency and the objective of your program (either Pastoral Leadership or Christian Studies).
2. Identify how you will continue to apply or transfer the knowledge, skills, and values related that competency.
3. Identify areas where you can continue to grow as you interact with the competency. In particular, focus on the areas you would like to work on and the kind of situations that are likely to provide you with that opportunity for growth.

### ***Competency Description Meetings***

You will meet twice with Mrs. Bellamy to discuss your competency descriptions. Competency descriptions meetings should be scheduled in advance for the week of March 9, 2020 and the week of April 6.

Meeting one:            Discuss your understanding of the competency and how you will use your  
(March 9 – 13)        artefacts to demonstrate the principles of competency.

Meeting two:            Discuss Summative Interview feedback and pending revisions  
(April 6-10):            of competency descriptions.

Both meetings should be **scheduled no later than January 20, 2020.**

- Related learning outcome: #2, 3, 5
- **Assignment Length:** 2-3 pages or 4-6 minutes (video). **Due date:** March 17, 2020 (Draft 1); April 10, 2020 (Final Draft or Final Draft and Video). **Assessed by: Leanne Bellamy**

### ***4. Philosophy of Ministry and Leadership Statement***

A personal statement of ‘philosophy of ministry and leadership’ is an opportunity to express in writing your response to the question: “What does it mean to be a leader in ministry?”

The ‘philosophy’ side of this statement includes the spiritual, biblical/theological, and theoretical aspects. The statement also includes a ‘praxis’ side which refers to ‘action in real life practice as



distinguished from just theory.’ It is the application or use of your knowledge and skills to show cultural awareness and awareness of ministry development processes in emerging leaders.

If you have worked on a statement like this in previous courses or personal activity, be sure to ‘dust it off’ and use as a starter for the present creation.

The rubric for this assignment will query if you have included the following items in your statement:

1. A brief introduction/overview
  2. A biblical basis for ministry
    - keep it short -you are not writing a textbook here
  3. A biblical understanding of leadership (minimum of 4 specific points)
    - e.g., scriptural input, theological concepts, vision, goals, strategy, execution, etc.
  4. Personal aspects of ministry and leadership (minimum of 4 aspects)
    - e.g., calling, giftings, personality, required elements of spiritual maturity, priorities and boundaries, family variables, etc.
  5. Public aspects of ministry and leadership (minimum of 4 aspects)
    - e.g., speaker, shepherd, counselor, leader, visionary, strategist, administrator, ministry developer, manager, team coaching, etc.
  6. Issues for lifelong leadership in ministry (minimum of 3 issues)
    - e.g., initiatives for growth in strengths-based ministry; challenges related to personal spirituality; goals for lifelong learning; personal reading plan; mentorship; etc.
  7. Other elements that you may want to include (but not required)
  8. A closing summary
- Related Learning Outcome: 7
  - **Assignment Length:** 5-6 pages (1000 to 1200 words). **Due date:** March 3, 2020 (Draft 1); April 10, 2020 (Final Draft). **Assessed by: Ron Kadyschuk**

## 5. *Christian Worldview Statement*

The Christian Worldview Statement provides an opportunity for students to compose a framework of ideas, beliefs, and commitments through which he or she interprets and interacts with the world and ultimate reality (see Contextual Awareness Definition).

In Part 1, using the template provided, answer *James W. Sire’s 8 Worldview Questions* (as described in class) in accordance with your personal worldview. Answer each question in 3-5 sentences. Use secondary sources if necessary but just don’t reiterate what “the experts” say. Explain what you have come to believe over the course of your studies at Horizon.

The professor will provide you with written feedback for Part 1 before you submit Part 2. If necessary, the professor will request additional session(s) during the week of March 9-13 with you to adequately prepare you for Part 2.

In Part 2, create a personal Christian worldview statement. Synthesize your answers from Part 1 into paragraph format. Your goal is to present your answers to **Questions #1-7** in a personal, narrative style. Use first-person language, explaining what you've come to believe over your time at Horizon. (E.g., "During my time at Horizon, I have come to realize that..." or "I am convinced of the importance of..."). You do not have to address the questions in numerical order. Re-order them in a way that demonstrates your understanding of their interconnectedness. For example, you might address questions #3 and #6 in one paragraph. You need to decide how the questions/topics will "flow". Which questions do you think are important to consider together/feed off each other? You can also reference secondary sources in footnotes if necessary. Include a brief introduction and conclusion. Your introduction should briefly state why worldview matters. The conclusion should answer **Question #8**, or, in other words, explain how you will act in light of your worldview.

*Note:* HCS faculty desire that you would be able to both articulate a Christian worldview AND be personally committed to believing and living out this Christian worldview. However, because we want this worldview statement to be an honest reflection of your worldview, it is not required that your worldview be Christian. However, if the professor assesses your worldview statement as not in alignment with a Christian worldview, you will be asked to articulate what a Christian worldview is in the areas where there is discrepancy and explain why your worldview differs from a Christian worldview at this point in your life.

- Related learning outcome: #7
- **Assignment Length:** 2-3 pages (Part 2). **Due date:** February 7, 2020 (Part 1); April 10, 2020 (Part 2). **Assessed by:** Stephanie Christianson

## **6. Statement of Faith**

You will combine any statements of faith that you wrote in Theology I and II and the Holy Spirit and the Church courses into one document. You will also be given the opportunity to revise the content in light of how your beliefs have continued to develop since taking those courses. Dr. Gabriel is happy to give you feedback on anything in your Statement of Faith that you have questions about.

Since your Statement of Faith has already been assessed for biblical and theological literacy, this assignment will be assessed only as pass/fail.

- Related learning outcome: #7
- Draft 1 Due date: January 28, 2020; Draft 2 Due date: April 10, 2020. **Assessed by:** Andrew Gabriel

## 7. *Curriculum Vitae (CV)*

Your goal this year is to learn to write a curriculum vitae, or CV, which like a résumé and cover letter is used in job applications, but which has significant differences in length, purpose, and content. You will produce an appropriately formatted hybrid CV containing the following sections (where applicable):

- Contact Information
- Education / Academic achievements
- Any professional memberships
- Shadowing experiences
- Awards, Certificates
- Leadership experiences
- Knowledge and skills
- Job related experience
- Conferences attended
- Work experience
- Volunteer efforts

Follow the formatting as outlined in the class lectures. Class notes, sample CV's, and all PowerPoint slides will be provided to you for reference (see "CV Notes, Slides, and Examples" lesson on Populi).

Submit your CV drafts (1 and Final) to the "curriculum vitae" assignment page on Populi. Once your CV has met competency, upload it to the "résumé" section on your *Portfolium* Profile.

- Related learning outcome: #2, 6
- **Assignment Length:** 2-3 pages. **Due date:** April 1, 2020 (Draft 1); April 10, 2020 (Final Draft). **Assessed by:** Bob Williamson

## 8. *Birkman Assessment Report*

You will receive an email **early in January** from Ron Baker (Birkman Specialist from Western Ontario District of the PAOC). That email will include your link and access code to the online Birkman Assessment.

Complete the **online assessment** ASAP after receiving the email.

Once you complete the online assessment, Ron Baker will contact you to schedule a one-hour session for **debrief and discussion** of your Birkman report. Debriefs must be **scheduled by January 20, 2020**.

Your Birkman Report is not assessed for competency, but it is a Portfolio artefact and should be added to the **Psychometric Profiles e-Project**.

- Related learning outcome: N/A
- **Assignment Length:** full report. **Due date:** January 20, 2020 (debrief scheduled); April 17, 2020 (submitted as Portfolio artefact).

### ***9. Licensing Notes***

The ISP class schedule includes presentations by denominational leaders concerning the forms and processes for applying for credentials/licensing and ministry placement.

During the presentations, take detailed personal notes at each session to demonstrate your awareness and understanding of the types of credentials/licences available for each denomination, the denominational forms, processes, information materials, and courses/programs required, and the names of people and institutions to contact if you require assistance.

Organize and type your notes and submit them in a Word.doc on Populi. Notes will be assessed for accuracy and comprehensiveness.

Students who are pursuing credentials in a denomination may request further assistance in the completion of forms.

- Related learning outcome: #6
- **Assignment Length:** 1-3 pages. **Due date:** April 10, 2020. **Assessed by: Ron Kadyschuk**

### ***10. Summative Interview***

A summative interview is a critical conversation between a graduating student and a faculty team qualified to evaluate the student's successful integration of all competencies developed in the student's program.

The purpose of the summative interview is not to reassess your competency development, but to provide a forum for discussion and guidance for you as you are about to complete your final course work and Portfolio.

During the summative interview, you will be asked to articulate your competency development and use your Portfolium Profile and Portfolio as evidence to illustrate both your achievements and your opportunities for further growth.

To pass the summative interview, you must **come prepared to fully participate** in the conversation.

To do so, you will have the opportunity to respond to questions from faculty about your competency development, and to ask questions of the faculty team in order to clarify your understanding of the competencies or your personal success in developing competency. You will also be given the opportunity to articulate your future development goals as related to the competencies, and to ask for feedback from the faculty team about how you might achieve those goals.

Your interview will last for approximately one hour. To prepare for your interview, you should draw on the evidence and reflections in your Competency Descriptions: Draft 1, your Personal Introduction: Draft 1, your Portfolio artefacts (including ISP assignments), and your Internship Narrative so you are ready to demonstrate your development in each of the six competencies. During the interview, your faculty interviewers will ask you to define and explain the significance of each competency for Christian leadership, to show them evidence that you have developed each competency, to explain how you will transfer or continue to apply skills and knowledge related to each competency, and to identify areas you would like to continue to grow in each competency.

Following the summative interview, the faculty team will provide you with a written summary of your performance in the interview and your demonstrated understanding and integration of the competencies in study, work, and ministry. The interview is assessed on a pass/fail basis.

Summative interviews will be conducted on **March 27 and April 3, 2020**. A schedule for interviews will be determined on March 10, 2020.

- **Related Learning Outcomes:** N/A
- **Assignment Length:** 1 hour. **Date:** March 27 or April 3, 2020. **Assessed by:** Faculty Team

### ***11. Attendance at a Conference or Seminar***

During this semester, you are required to attend one conference or seminar in your area of professional interest. Your instructors will provide suggestions for you to consider on the first day of class.

After you attend the conference or seminar, you will meet with Ron Kadyschuk to discuss the value of the event for your ongoing professional and personal development as a Christian leader.

- Related learning outcome: 6
- **Assignment Length:** Full attendance and 15 minute debrief. **Date:** January 20, 2020 (registration completed); April 15, 2020 (Debrief). **Assessed by:** Ron Kadyschuk

## Course Outline / Class Schedule

The Integrative Seminar with Portfolio (ISP) class meets during Terms C and D at the college on Tuesdays from 3:00 to 4:30 p.m. (90 minutes each class session)

### Course Outline / Class Schedule

Date	Topic	Instructor	Room #
January 14	<ul style="list-style-type: none"> <li>3:00-3:30pm: Orientation to ISP</li> <li>3:30-4:30pm: Philosophy of Ministry and Leadership Statement</li> </ul>	Leanne Bellamy Ron Kadyschuk	CR 1
January 20	<ul style="list-style-type: none"> <li>Meetings Schedule DUE</li> <li>Birkman Debrief (x1)</li> <li>Evidence Artefacts meeting (x1)</li> <li>Profile Introduction meeting (x1)</li> <li>Competency Description meetings (x2)</li> <li>Conference or Seminar registration due (x1)</li> </ul>	Ron Baker Leanne Bellamy Leanne Bellamy Leanne Bellamy Leanne Bellamy	N/A
January 21	<ul style="list-style-type: none"> <li>3:00-3:30pm: Personal Statement of Faith</li> <li>3:30-4:30pm: Christian Worldview Statement</li> </ul>	Andrew Gabriel  Stephanie Christianson	CR 1
January 28	<ul style="list-style-type: none"> <li>3:00-4:30pm: Portfolio Lab: Personal Introduction</li> </ul>	Leanne Bellamy	CR 1
January 28	<ul style="list-style-type: none"> <li>Statement of Faith Draft 1 DUE</li> </ul>	N/A	N/A
February 4	<ul style="list-style-type: none"> <li>3:00-4:30: Practical Skills for Interviews and Obtaining Employment</li> <li>Personal CV</li> </ul>	Bob Williamson	CR 1
February 7	<ul style="list-style-type: none"> <li>Christian Worldview Statement: Part 1 DUE</li> </ul>		
February 11	<ul style="list-style-type: none"> <li>3:00-4:30: Portfolio Lab: Competency Descriptions</li> </ul>	Leanne Bellamy	CR 1
February 14	<ul style="list-style-type: none"> <li>Personal Introduction Draft 1 DUE</li> </ul>	N/A	N/A
February 18	REVISION WEEK	N/A	N/A
February 25	READING WEEK	N/A	N/A
March 3	MODULE D	N/A	N/A
March 3	<ul style="list-style-type: none"> <li>Philosophy of Ministry and Leadership Statement Draft 1 DUE</li> </ul>	N/A	N/A
March 10	<ul style="list-style-type: none"> <li>3:00-4:00pm: Orientation to Ministry Application Forms and Processes</li> <li>4:00-4:30pm: Preparation for Summative Interview and <b>Set Summative Interview Schedule</b></li> </ul>	Denominational Personnel Ron Kadyschuk	CR 1

March 17	<ul style="list-style-type: none"> <li>1:15-2:45pm: Ministry Formation and Portfolio Panel</li> </ul>	Field Ministers Panel	Chapel
March 17	<ul style="list-style-type: none"> <li>3:00-3:30pm: Philosophy of Ministry and Leadership Statement</li> <li>3:30-4:30pm: Portfolio and the Summative Interview</li> </ul>	Ron Kadyschuk Leanne Bellamy	CR 1
March 17	<ul style="list-style-type: none"> <li>Competency Descriptions Draft 1 DUE</li> </ul>	N/A	N/A
March 24	<ul style="list-style-type: none"> <li>3:00-3:30pm: Preparation for Summative Interview</li> <li>3:30-4:30pm: Portfolio Lab Grammar Instruction</li> </ul>	Ron Kadyschuk Leanne Bellamy	CR 1
March 27 (Friday)	<ul style="list-style-type: none"> <li>9:00am-4:00pm: Summative Interviews (one-hour appointments)</li> </ul>	Leanne Bellamy (moderator) + Faculty (Stephanie, Ron, Jeromey)	CR 1
March 31	<ul style="list-style-type: none"> <li>3:00-3:30pm: Orientation to Ministry Application Forms and Processes</li> <li>3:30-4:30pm: Christian Worldview Statement</li> </ul>	Denominational Personnel Stephanie Christianson	CR 1
April 1	<ul style="list-style-type: none"> <li>CV Draft 1 DUE</li> </ul>	N/A	N/A
April 3 (Friday)	<ul style="list-style-type: none"> <li>9:00am-4:00pm: Summative Interviews (one-hour appointments)</li> </ul>	Leanne Bellamy (moderator) + Faculty (Stephanie, Ron, Susan/Jeromey)	CR 1
April 7	3:00-4:30pm: Portfolio Lab: Personal Introduction, Competency Descriptions, Capstone <i>Portfolio</i> Profile and Portfolio	Leanne Bellamy	CR 1
April 10	<ul style="list-style-type: none"> <li>Licensing Notes</li> <li>Competency Descriptions Final Draft DUE</li> <li>Personal Introduction Final Draft DUE</li> <li>CV Final Draft DUE</li> <li>Christian Worldview Statement: Part 2 DUE</li> <li>Philosophy of Ministry and Leadership Statement: Final Draft DUE</li> <li>Statement of Faith: Final Draft DUE</li> </ul>		
April 15	<ul style="list-style-type: none"> <li>Conference or Seminar Debrief DUE</li> </ul>	Ron Kadyschuk	TBD
April 16	<i>Portfolio</i> Profile and Portfolio DUE	N/A	N/A

**Rubrics** for the following artefacts are found in Populi under the ‘Course Rubrics’ lesson tab at the course website:

- Personal CV
- Biblical worldview statement
- Philosophy of ministry and leadership statement
- *Portfolium* Profile and Portfolio
- Profile Introductions
- Competency descriptions
- ISP Course Evaluation

Personal Follow up with Faculty Members and Denominational Personnel (optional)

- Concurrent with, and subsequent to, classroom sessions with Mrs. Bellamy, Dr. Kadyschuk, Dr. Gabriel, Mrs. Christianson or Mr. Williamson, you are invited to make personal appointments with them as needed for assistance in your work on those artefacts.
- Also engage in further dialogue with denominational personnel according to your personal interests and direction in life and ministry

Dialogue with the President (optional)

- Dr. Martini would like to have a one-on-one meeting time with you to personalize his awareness of your college experience and your plans for the future; contact him to set a date. He will even buy you a coffee and/or donut.
- Please **book an appointment ASAP** if you plan to take advantage of this opportunity, as Dr. Martini has a full schedule.

### **Estimate of Time Investment by Student**

	<u>Hours</u>
Portfolio Lab and Classroom sessions	20
Birkman assessment and debrief	3
Personal CV	8
Statement of faith	6
Biblical worldview statement	10
Philosophy of ministry and leadership statement	10
Summative interview (including preparation)	10
Finalize <i>Portfolium</i> Profile and Portfolio	30
	Total: 97 hours



## Academic Policies

### General Assignment Guidelines

See the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for some</b> learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon.

Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Some competency outcomes in the Integrated Seminar and Portfolio course are measured on a pass/fail basis. These outcomes will appear as pass/fail on all assignment rubrics, including the final course rubric.

Students pass the Integrated Seminar and Portfolio course only after they have demonstrated that they have passed *all* competency requirements for the course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon.

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results belong to the student and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Use of Technology**

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

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