



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

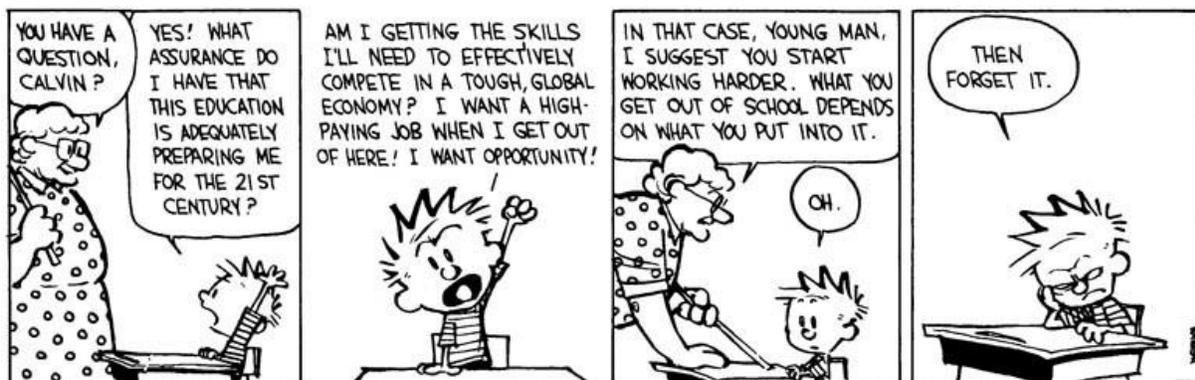
G407 Integrative Seminar with Portfolio

3 credits. Prerequisites: Portfolio Winter Lab 3

👤 On Campus "A" Live-Stream 📺 Video on Demand

Winter 2022
Terms C and D
Tuesdays 3:20pm-4:50pm

Co-ordinators: Ron Kadyschuk, Ph.D.
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Course Goals

Course Description

In this course students reflect critically on all aspects of their program of study to integrate knowledge of biblical and theological disciplines with skills and practice in life and ministry. They consider future steps in educational and vocational direction, explore denominational processes for credentials and ministry opportunities, and finalize their Portfolio with selected artifacts. A summative interview with several faculty members provides a comprehensive personal assessment of their growth in the six competencies.

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 Portfolio 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 Portfolio 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 competency development. (CA)
 - Assessment: Capstone Portfolio 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 Portfolio Profile and Portfolio; Profile Introduction
5. Express written ideas using Canadian Standard English (HCS Grammar and Style Level 3). (SC)
 - Assessment: Capstone Portfolio 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 Portfolio Profile and Portfolio; Philosophy of Ministry and Leadership Statement; Christian Worldview Statement; Statement of Faith; Summative Interview.

Course Assignments and Activities

This course does not include any required textbooks.

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 *Portfolio* Profile and Portfolio.

See the Appendix for detailed explanations of assignments 1, 2, and 3.

1. Capstone Portfolio Profile and Portfolio

- Related learning outcome: #1, 2, 3, 4, 5, 7 (Pass/Fail)
- **Assignment Length:** N/A.
- **Due date:** April 21, 2022. Assessed by: Leanne Bellamy

2. *Profile Introduction*

- Related learning outcome: #1, 2, 4, 5
- **Assignment Length:** 250 Words.
- **Due date: February 18, 2022** (Draft); **April 19, 2022** (Final). Assessed by: Leanne Bellamy

3. *Competency Descriptions*

- Related learning outcome: #2, 3, 5
- **Assignment Length:** 2-3 pages or 4-6 minutes (video).
- **Due date: March 22, 2022** (Draft 1); **April 19, 2022** (Final Draft or Final Draft and Video). **Assessed by: Leanne Bellamy**

You will meet twice with Mrs. Bellamy to discuss your competency descriptions. Competency descriptions meetings should be scheduled in advance for the weeks of **March 14 and April 11, 2022.**

Meeting one (**March 14 – 18**): Discuss your understanding of the competency and how you will use your artefacts to demonstrate the principles of competency.

Meeting two (**April 11-14**): Discuss Summative Interview feedback and pending revisions of competency descriptions.

Both meetings should be **scheduled no later than January 24, 2022.**

Portfolio Artefacts Created or Revised in Integrative Seminar

- Personal CV
- Reviewed/Updated Statement of Faith
- Biblical Worldview Statement
- Statement on Philosophy of Ministry, Leadership, and Continuous Learning
- Birkman assessment report

4. *Statement on Philosophy of Ministry, Leadership, and Continuous Learning*

A personal statement on ‘philosophy of ministry, leadership, and continuous learning’ is a written response to the question: “What does it mean to be a leader in ministry and to continue growing as a follower of Jesus Christ and as a leader?” It is an opportunity to reflect on all the biblical, theological, and other knowledge that you have gained during your years at college. The statement also includes a ‘praxis’ side which refers to ‘action in real life practice as distinguished from just theory.’ You reflect on the practical application of your knowledge and skills to show how it all relates to cultural awareness, leadership and ministry development, and a lifelong pursuit of personal and spiritual growth as a disciple of Jesus Christ.

If you have worked on a statement like this in previous courses or personal activity, be sure to ‘dust it off’ and use it as a starter for the present document. The rubric for this assignment includes the following items:

- 1) A brief introduction/overview
- 2) A biblical basis for ministry
 - keep it short (about 150 words)

- 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 personal spiritual growth and leadership in ministry (minimum of 4 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) Reflections on your personal learning from speakers at the Global Leadership Summit (GLS) conference and/or other such conferences
 - 8) Other elements that you may want to include (but not required)
 - 9) A closing summary
- Related Learning Outcome: #7
 - **Assignment Length:** 5-6 pages (1000 to 1200 words).
 - **Due date:** March 8, 2022. 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) 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 18, 2022** (Part 1 Draft); **March 1, 2022** (Parts 1 and 2 Final).
Assessed by: TBD

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
- **Due date: February 1, 2022.** Assessed by: Andrew Gabriel

7. *Personal CV (Curriculum Vitae)*

Your goal 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: February 22, 2022** (Draft); **March 1, 2022** (Final). Assessed by: Bob Williamson

8. *Birkman Assessment Report*

You will receive an email **no later than early in January** from Ron Baker (Birkman Specialist from Western Ontario District of the PAOC) with a link and access code to the online Birkman Assessment. If you have not received this email, please notify Leanne Bellamy or Ron Kadyschuk right away.

Complete the **online assessment** as soon as possible after receiving that email. Ron Baker will then contact you to schedule a one-hour session for **debrief and discussion** of your Birkman report.

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: #6
- **Assignment Length:** full report.
- **Due date: January 24, 2022** (debrief scheduled); **February 18, 2022** (submitted as Portfolio artefact).

9. *Summative Interview*

The Summative Interview is a critical conversation between you as a graduating student and a faculty team to discuss your integration of all competencies developed in your program. The purpose is not to reassess your competency development but to provide a forum for discussion and guidance as you 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. You will have opportunity to respond to questions from faculty about your competency development and to ask questions of the faculty team to clarify your understanding of the competencies and your personal success in development. You will also have opportunity

to articulate your future goals 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 the 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 articulate your development in each of the six competencies. During the interview, the faculty team 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 response to 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 April 1 and April 8, 2022. A schedule for interviews will be determined in class on March 15, 2022.

- Related Learning Outcomes: #6, 7
- **Assignment Length:** 1 hour interview.
- **Date: April 1 or April 8, 2022.** Assessed by: Faculty Team

10. Attendance at a Conference or Seminar

During this semester, you are required to attend one conference or seminar in your area of professional interest. On the first day of ISP class, your instructors will provide suggestions for you to consider. After you attend the conference or seminar, you will meet with Dr. Kadyschuk to discuss the value of the event for your ongoing professional and personal development as a Christian leader.

This requirement is not a Portfolio artefact activity and is assessed on a pass/fail basis.

- Related learning outcome: #6
- **Assignment Length:** Attendance at conference/seminar plus 15-minute debrief.
- **Date: January 24, 2022** (registration completed); **April 19, 2022** (Final date for debrief session). Assessed by: Ron Kadyschuk

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same assignment due dates as in-class students.
Please note: VOD students must attend a summative interview on either April 1 or April 8, 2022. Interview time slots will be determined with the instructor in class.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.

- By Monday at 11:59pm following **each week**, VOD students will submit a brief report (approximately 250 words) to the **VOD Course Discussion** that 1) affirms you have watched the required recording for that week, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, 3) and explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Course Outline / Class Schedule

The Integrative Seminar with Portfolio (ISP) class meets during Terms C and D at the college on Tuesdays from 3:20 to 4:50 p.m. (90 minutes each class session).

Course Outline / Class Schedule – WINTER 2022

Note: There are five artefacts that will become part of your Portfolio:

- Personal CV
- Reviewed/Updated Statement of Faith
- Biblical Worldview Statement
- Statement on Philosophy of Ministry, Leadership, and Continuous Learning
- Birkman assessment report

In addition, you will compose a Profile Introduction and 6 Competency Descriptions to introduce your artefacts in your Portfolio (assignments 1, 2, and 3).

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

- Personal CV
- Christian Worldview Statement
- Statement on Philosophy of Ministry, Leadership, and Continuous Learning
- *Portfolium* Profile and Portfolio
- Profile Introductions
- Competency Descriptions
- ISP Course Evaluation

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

- You are invited to make personal appointments with all presenters as needed for assistance in your work on the 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 as soon as possible 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	10
Statement of faith	1
Biblical worldview statement	9
Statement on philosophy of ministry, leadership, and continuous learning	8
Summative interview (including preparation)	10
Attendance at conference	7
Finalize Portfolium Profile and Portfolio	30
	Total: 98 hours

Due dates for handing in each of the Portfolio artefacts to Leanne Bellamy are listed in bold below.

Date	Topic	Faculty Member
January 18 (class)	<ul style="list-style-type: none"> • 3:20-3:50pm: Orientation to ISP • 3:50-4:50pm: Philosophy of Ministry, Leadership, and Continuous Learning 	Leanne Bellamy Ron Kadyschuk
January 24	<ul style="list-style-type: none"> • Meetings Schedule DUE: <ul style="list-style-type: none"> - Birkman Debrief (x1) - Evidence Artefacts meeting (x1) - Profile Introduction meeting (x1) - Competency Description meetings (x2) - Conference or Seminar registration due (x1) 	Ron Baker Leanne Bellamy Leanne Bellamy Leanne Bellamy Ron Kadyschuk
January 25 (class)	<ul style="list-style-type: none"> • 3:20-3:30pm: Personal Statement of Faith • 3:30-4:50pm: Christian Worldview Statement Part I 	Andrew Gabriel TBD
February 1 (class)	<ul style="list-style-type: none"> • 3:20-4:50pm: Portfolio Lab: Personal Introduction 	Leanne Bellamy
February 1	<ul style="list-style-type: none"> • Statement of Faith DUE as Portfolio artefact 	--
February 8 (class)	<ul style="list-style-type: none"> • 3:20-4:20pm: Christian Worldview Statement Parts 1 and 2; Part 1 Draft DUE • 4:20-4:50pm Personal CV 	TBD Bob Williamson

February 15 (class)	<ul style="list-style-type: none"> 3:20-4:50pm: Portfolio Lab: Competency Descriptions 	Leanne Bellamy
February 18	<ul style="list-style-type: none"> Personal Introduction Draft DUE Birkman Assessment Report DUE as Portfolio artefact 	Leanne Bellamy --
February 22 (class)	<ul style="list-style-type: none"> 3:20-3:50pm: Personal CV Draft DUE; Practical Skills for Interviews and Obtaining Employment 3:50-4:20pm: Philosophy of Ministry, Leadership, and Continuous Learning 4:20-4:50pm: Preparation for Summative Interview; Set Summative Interview Schedule 	Bob Williamson Ron Kadyschuk Ron Kadyschuk
February 22		
March 1	READING WEEK	N/A
March 1	<ul style="list-style-type: none"> Personal CV DUE as Portfolio artefact Christian Worldview Statement: Parts 1 and 2 (Final) DUE as Portfolio artefact 	-- --
March 8	MODULE D	N/A
March 8	<ul style="list-style-type: none"> Statement on Philosophy of Ministry, Leadership, and Continuous Learning DUE as Portfolio artefact 	-- --
March 12	<ul style="list-style-type: none"> Competency Descriptions Draft DUE 	Leanne Bellamy
March 15 (class)	<ul style="list-style-type: none"> 3:20-4:50pm: Practical Skills for Interviews and Obtaining Employment 	Bob Williamson
TBA	<ul style="list-style-type: none"> 1:15-2:45pm: Ministry Formation and Portfolio Panel 	Field Ministers Panel
March 22 (class)	<ul style="list-style-type: none"> 3:20-4:50pm: Portfolio and the Summative Interview 	Leanne Bellamy
March 22	<ul style="list-style-type: none"> Competency Descriptions Draft 1 DUE 	--
March 29 (class)	<ul style="list-style-type: none"> 3:20-4:20pm: Portfolio Lab Grammar Instruction 4:20-4:50pm: Preparation for Summative Interview 	Leanne Bellamy Ron Kadyschuk
April 1 (Friday)	<ul style="list-style-type: none"> 9:00am-4:00pm: Summative Interviews (one-hour appointments) 	Leanne Bellamy (moderator) and Faculty members
April 5 (class)	<ul style="list-style-type: none"> 3:20-4:50pm: Orientation to Ministry Application Forms and Processes 	Ron Kadyschuk, Denominational Personnel
April 8 (Friday)	<ul style="list-style-type: none"> 9:00am-4:00pm: Summative Interviews (one-hour appointments) 	Leanne Bellamy (moderator) and Faculty members
April 12 (class)	<ul style="list-style-type: none"> 3:20-4:50pm: Portfolio Lab: Personal Introduction, Competency Descriptions, Capstone <i>Portfolium</i> Profile and Portfolio 	Leanne Bellamy

April 19	<ul style="list-style-type: none"> • Competency Descriptions Final Draft DUE • Personal Introduction Final Draft DUE 	
April 19	<ul style="list-style-type: none"> • Conference or Seminar Debrief DUE 	Ron Kadyschuk
April 21	<ul style="list-style-type: none"> • Capstone Portfolium Profile and Portfolio DUE 	Leanne Bellamy

Use Revision Week to finalize all artefacts for Portfolio. If needed, consult with appropriate faculty members regarding artefacts related to their class sessions.

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

- Personal CV
- Christian Worldview Statement
- Statement on Philosophy of Ministry, Leadership, and Continuous Learning
- *Portfolium* Profile and Portfolio
- Profile Introductions
- Competency Descriptions
- ISP Course Evaluation

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

- You are invited to make personal appointments with all presenters as needed for assistance in your work on the 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.

Total: 98 hours

Academic Policies

General Assignment Guidelines

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

Late Assignments and Extensions

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.

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

Horizon 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 exceeded competency requirements for more than 40% of the 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 met competency requirements for all learning outcomes and may have exceeded in 40% or less.	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 beginning to meet competency requirements for any one or more 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		D+	1.3	57-59
			D	1.0	53-56

		Student was not yet meeting competency requirements for one or more learning outcomes.	D-	0.7	50-52
			F	0.0	0-49

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 are the student’s 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 College [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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. 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.

Campus Health Policy

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

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

Use of Technology

Horizon 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:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the 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.

APPENDIX

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 **six 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 14, 2022**.

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 interest by conveying information and creating aesthetic appeal.

- Related learning outcomes: #1, 2, 3, 4, 5, 7
- **Assignment Length:** N/A.
- **Due date:** April 21, 2022. 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 1, 2022.

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 outcomes: #1, 2, 4, 5
- **Assignment Length:** 250 Words.
- **Due date:** **February 18, 2022** (Draft); **April 19, 2022** (Final). 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 *Portfolio* 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 Portfolio.

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

What Goes Into 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 4, 2022 and the week of April 11.

Meeting one: Discuss your understanding of the competency and how you will use your
(March 14 – 18) artefacts to demonstrate the principles of competency.

Meeting two: Discuss Summative Interview feedback and pending revisions
(April 11-14): of competency descriptions.

Both meetings should be **scheduled no later than January 22, 2022.**

- Related learning outcome: #2, 3, 5
- **Assignment Length:** 2-3 pages or 4-6 minutes (video) per Competency Description.
- **Due date:** **March 12, 2022** (Draft 1); **April 19, 2022** (Final Draft or Final Draft and Video). Assessed by: Leanne Bellamy