



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

LS6200 Leadership Coaching Toward Personal & Organizational Wholeness

3 credit hours. Prerequisites: none.

 On Campus **'A'** Live-Stream

May 9-13
Summer 2022
Monday-Friday, 9am-4 pm

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Course Goals

Course Description

This course will focus on leadership coaching to enhance personal, team, and organization/ministry development and renewal, toward health and wholeness in our rapidly changing VUCA (volatile, uncertain, chaotic, & ambiguous) world as the first quarter of this century approaches. Significant attention will be given to leadership coaching for the leaders themselves, as well as the people, teams, and organization (team of teams) they already lead or feel called to lead. The course will enhance leadership mastery, agility, resilience, and powerful coaching toward the co-creation and synergy of trackable disciplined wholeness of the leader, as well as the people, teams, and organization/ministry they lead.

Relationship to Horizon's Mission

The biblical record indicates throughout its pages that leadership coaching is significant in the growth of spiritual commitments and sensitivity, contextual sensitivity, self-awareness and self-leadership, team awareness and leadership, organizational/ministry awareness, and leadership for all seasons (in particular, in times of chosen or imposed graphic change). On personal, organizational, corporate, national, and international levels, "kingdom-building" leadership and service requires the leader to be well-grounded in biblically, theologically, ethically, functionally, contextually, socially, and culturally sensitive ways. Biblical models of this include Jesus's own journey *with* the twelve, the journey *of* the twelve, and the Apostle Paul. The current literature abounds with an ever-increasing need for leaders to be coached toward being adaptable, agile, resilient, and competent in doing effective leadership through coaching. Given the commitment of Horizon College and Seminary to advance God's Kingdom by preparing Spirit-empowered leaders for life and ministry, it will become increasingly crucial to develop competence and confidence in becoming fluent in the core/central issues of life, leadership, service, and ministry.

Course Competencies and Learning Outcomes

To demonstrate competency and confidence in understanding the inter-relationship and impact in managing progressive self-coaching, other-coaching, team-coaching and organizational coaching in conventional, non-conventional, complicated, polarized, and/or complex contexts, students will

1. Demonstrate a readily applicable grasp of an answer to the question of the essence of the why, what, who, how and when of self-coaching, leadership coaching, team coaching, organizational/ministry coaching in complex settings with application of historical, theological, biblical, sociological, and functional understanding.
 - *Assessment:* Integrative Reading & Report; In-Class PowerPoint Presentation; Class Teamwork & Journal; Integrative Model on Leadership Coaching Toward Personal & Organizational Wholeness
2. Illustrate enhanced clarity as they interpret and re-interpret their perceived or actual life and ministry experiences. This will enable enhanced processing competencies and confidence in assessing and interpreting which of the course themes to apply to ensure an even stronger future.
 - *Assessment:* In-Class PowerPoint Presentation; Class Teamwork & Journal; Integrative Model on Leadership Coaching Toward Personal & Organizational Wholeness

To demonstrate competence and confidence to lead and engage in progressive coaching toward enhanced ministry leadership outcomes, students will

3. Communicate a capacity for distinguishing and comparing best practice in coaching the persons they lead in appreciative coaching on the entire continuum from appreciative coaching through inviting a coachee to serve elsewhere.
 - *Assessment:* Integrative Reading & Report; In-Class PowerPoint Presentation; Class Teamwork & Journal; Integrative Model on Leadership Coaching Toward Personal & Organizational Wholeness
4. Present their growing expertise in dealing with teams and team members who are at various levels of coaching readiness in a minimum of three ways.
 - *Assessment:* Integrative Reading & Report; Class Teamwork & Journal; Integrative Model on Leadership Coaching Toward Personal & Organizational Wholeness

To demonstrate growing understanding, competency, and confidence in organizational coaching along a continuum of progressive movement from conventional, to more complicated, to more polarized or bipolar, to more complex, students will

5. Describe with conversational intelligence how they perceive and can now provide organizational coaching leadership using a coaching dashboard as a guide (possible adaptation of Judith Glasser's *Conversational Intelligence*, Dashboard).
 - *Assessment:* Integrative Reading & Report; In-Class PowerPoint Presentation; Class Teamwork & Journal; Integrative Model on Leadership Coaching Toward Personal & Organizational Wholeness
6. Develop a personal covenant on how they will apply "powerful leadership through coaching that does not lead as 'the Gentiles who Lord it over...'"

- *Assessment:* Class Teamwork & Journal; Integrative Model on Leadership Coaching Toward Personal & Organizational Wholeness

To demonstrate competence and confidence in self-awareness and self-leadership to enable each one to be intentional and mindful in their coaching of self, people, teams, and organizations toward living and flourishing, students will do the following. The goal is to be in and deliver powerful leadership coaching from the “Thrive Cycle” 80% of the time.

7. Design a mindful coaching process based on the guidance offered in *The Mind of the Leader* with attention to its principles and primary ingredients.
 - *Assessment:* In-Class PowerPoint Presentation; Class Teamwork & Journal; Integrative Model on Leadership Coaching Toward Personal & Organizational Wholeness
8. Design a user-friendly application of the “Thrive Cycle” from *At Your Best* for coaching themselves and the people, teams, and organizations they influence and impact at least 80% of the time.
 - *Assessment:* Integrative Reading & Report; Class Teamwork & Journal; Integrative Model on Leadership Coaching Toward Personal & Organizational Wholeness

Course Work

Required Readings

Read both of these two books:

Brown, Steve. *Leading Me: Eight Practices of a Christian Leader’s Most Important Assignment*. Lagoon City, ON: Castle Quay, 2015. ISBN: 978-1927355688.

Simpson, Michael. *Powerful Leadership Through Coaching: Principles, Practices, and Tools for Leaders and Managers at Every Level*. Hoboken, NJ: Wiley, 2020. ISBN: 978-1119529026.

Choose one of these two books:

Hougaard, Rasmus, and Jacqueline Carter. *The Mind of the Leader: How to Lead Yourself, Your People, and Your Organization for Extraordinary Results*. Boston, MA: Harvard Business Review, 2018. ISBN: 9781633693425.

Nieuwhof, Carey. *At Your Best: How to Get Time, Energy, and Priorities Working in Your Favor*. Colorado Springs: WaterBrook, 2021. ISBN: 9780735291362.

Choose one of these two books:

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco: Jossey-Bass, 2002. ISBN: 978-0787960759.

Sibbet, David. *Visual Teams: Graphic Tools for Commitment, Innovation, and High Performance*. Hoboken, NJ: Wiley, 2011. ISBN: 978-1118077436.

Choose one of these three books:

Collins, Jim. *How the Mighty Fall: And Why Some Companies Never Give In*. New York: Harper Collins, 2009. ISBN: 978-0977326419.

McChrystal, General Stanley. *Team of Teams: New Rules of Engagement for a Complex World*. New York: Penguin Random House, 2015. ISBN: 978-1591847489.

Quinn, Robert E. *The Positive Organization: Breaking Free from Conventional Cultures, Constraints, and Beliefs*. Oakland, CA: Berrett-Koehler, 2015. ISBN: 978-1626565623.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities**Pre-Course Assignments****1. Integrative Reading & Report (Value—25%).**

Each student will have read the 5 textbooks (reading one or the other where that is noted for a total of 5 books) with sufficient comprehension for class interaction, to gather memorable insights, identify values and applications, compare and contrast the authors, and to share the benefits and liabilities of each of the readings. In addition to being prepared to interact on your gleanings from your readings, each student will write a 7-10-page written summary that identifies memorable insights, application, comparison, and analysis of each of the books and then provides an integrative conclusion for the collection of readings. Please note that the book you choose for your presentation (see Assignment 2 below) need not be included in the written summary. This assignment will be assessed in part for your sense of readiness for self-coaching, individual coaching, team coaching, and organizational coaching as described by the Simpson textbook and the potential application of his 3D coaching model. It is expected that the reading and paper be completed before the first day of class. Please submit your paper on Populi.

- Related Learning Outcomes: #1, 3-5, 8
- **Assignment Length:** 7-10 pages.
- **Due date:** May 6, 2022.

2. In-Class PowerPoint Presentation (Value—25%).

Each student will be expected to select one book from the required reading list (other than the Simpson book and the Brown book, since all will be reading these two) and prepare a presentation that clearly shows how the resource applies to leadership coaching. When choosing your book, note that each of the books brings something unique to be applied to a holistic coaching journey. For example, coaching a “Team of Teams” as described in the textbook *Team of Teams* will be very different from coaching in a conventional or complicated setting. In your presentation, please share how your chosen reading will contribute to enabling coaching toward a better future for you and your chosen context of application.

I prefer that you check with me regarding your choice of book, so we have a good distribution of readers who have expertise on as many of the books in the textbook list as possible. If multiple students select the same book, a few of you will get to speak as our resident expert on a book. This normally broadens the load and benefit of class dialogue and engagement and allows for deepened focus. Please realize that you will be the “expert” on the chosen resource as we progress through the week. Therefore, please give the chosen book very focused attention.

In addition to reading & presenting on one book, please also read one of the following:

- One of the Gospels. As you read, observe Jesus’s journey of coaching/mentoring throughout the chosen Gospel. Note how Jesus’s coaching influenced the 12.
- The book of Acts. As you read, observe how Jesus’s coaching influenced the 12 and Paul. Also observe how coaching influenced the launch of the early church.

You do not need to refer to your Bible reading in your presentation, but you will be expected to share your reading expertise as we progress through each day of the course.

- Related Learning Outcomes: #1-3, 5, 7
- **Assignment Length:** 30-minute PowerPoint presentation.
- **Due date:** May 9, 2022.

Mid-Course Assignments

3. Class Teamwork & Journal (Value—25%).

Each student will be expected to engage in intense dialogue and interaction regarding readings, course discussions, class teamwork clarity enhancement, interviews, demonstrations, class stories, professor-facilitated sessions, and experience in use of best practices and processes reviewed in your teamwork sessions. The teamwork will assist with self-awareness, self-evaluation, and exercises that deepen understanding and clarity on the work of each day in journaling daily discoveries and applications. The class team size will be contingent on the size of the entire class (the full class learning circle). The teamwork will be applied as we proceed through the course. Approximately 1 hour each day will be dedicated to this journey. The week will conclude with a **30-minute team presentation** and conversation on their teamwork outcomes. Teamwork will be assessed in part by the following criteria:

- Classroom engagement quality and quantity, within both the full learning circle and assigned class teams.
- Class teamwork experimentation and feedback loops.
- Class teamwork, demonstration, and application, as well as insights and feedback following interview of seasoned persons who are brought into class.

Each student will also keep a **daily written journal** of their primary discoveries and gleanings for each class day, including their discoveries and process learning in their teamwork. The written journal should provide approximately one page of succinct discoveries of memorable insights per day and include classroom insights, self-discoveries or reflections, class presentations, and teamwork applications as guided and processed each day. The final journal report should include a precise set of ingredients you will include in your post course paper. Point form is very acceptable for this project. The journal will be assessed in part by the following criteria:

- Daily inclusions of new discoveries from learning circle facilitated sessions, lectures, book presentations, and assigned class team process.
- Daily self-reporting and reflections.
- Written record of heightened competence, capacity, and confidence toward applying each day's learning from lectures and class teamwork sessions.
- Inclusion of a specific definition of the terms on a starting dashboard and their use to assure the grasp of clarity and application.
- Inclusion of an emerging outline which can be presented to the class team before the end of the week.
- Clear application of *The Mind of the Leader*.

The basis for the grade for this assignment will be 50% for teamwork and team presentation, and 50% for the journal.

- Related Learning Outcomes: #1-8
- **Assignment Length:** 30-minute team presentation; 5-7 pages of journal entries.
- **Due date:** Team presentation: **Friday, May 13** / Journal: **May 17** at the latest.

Post-Course Assignments

4. *Integrative Model on Leadership Coaching Toward Personal & Organizational Wholeness* (Value—25%).

Each participant will be expected to develop a theologically-, ideologically-, and theoretically-grounded, highly functional model and pathway for how to continue to grow and increasingly thrive in facilitating progressive organizational coaching including self-coaching, individual coaching, team coaching, and organizational coaching with adaptability and agility. Numerous resources that will be of major help for you will be referred to and referenced as we process the daily class learning. The ideological foundation will expect good research and the model itself, which is intended to be integrative, will require creative design and often be based on our journey together throughout the week and the pre-course readings. The assignment will be assessed in part by the following criteria:

- Model formation.
- The quality of the covenant that commits to how you covenant with yourself, as well as the people, teams, and organizations you lead to ensure you do not lead “like the Gentiles who Lord it over...” This is a significant part of the post-course paper.
- The way in which you apply learning from *The Mind of the Leader* student presentation using coaching language.
- The way in which you apply the coaching thrive cycle model and plan for being and doing *Powerful Leadership Through Coaching*, 80% of the time.

Alternative Project: Discuss a creative alternative with the instructor and shape a contractual request for such a project if you are in a specialized context or role that you can apply to our entire class journey.

- Related Learning Outcomes: #1-8
- **Assignment Length:** 7-10 pages.
- **Due Date:** July 4, 2022.

Course Outline and Content

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
1 day	<p>Unit I: Organizational Leadership Coaching Journey Description</p> <p>A. Course specific STUMP speech</p> <p>B. Introduction of course hopes & dreams (your want to and how to readiness)- self-coaching or team coaching you</p> <p>C. Review of course expectations</p> <p>D. Review of course as “Case in Point” approach & personal publishing</p> <p>E. Integrative organizational leadership definition & the role of organizational coaching within it</p> <p>F. Coaching descriptions and definitions: what it is and what it is not!?</p> <p>G. Organizational coaching description and definition</p> <p>H. Organizational 360-degree coaching (examine the concept of being an <i>Influencer</i> with bosses above you, beside you (right and left) and below you in real time (HBR))</p> <p>I. Reflections on Jesus and Paul as “Coaches/Mentors” as well as “organizational coaches/mentors”</p> <p>J. <i>Powerful Leadership through Coaching: Principles, Practices and Tools for Leaders and Managers</i></p> <ul style="list-style-type: none"> • Leadership coaches • Management coaches • Facilitate Part I of book and teamwork to apply its process 	<p>a. Be ready to fully engage in dialogue from the very start of the course. Your advance textbook reading, integrative report, and full engagement readiness will be very significant as we process.</p> <p>b. Reflect on your “personal profile” and where you are at in your sense of what would most help you toward becoming an organizational leadership coach and what your dreams are for this.</p> <p>c. Think about the most difficult person in your life so far and how your pre-course work has already stimulated you to think about coaching them and/or yourself to want to and know how to coach them.</p> <p>d. Be prepared to discuss the Simpson textbook.</p> <p>e. Reflect on Jesus and/or Paul as coach and/or “organizational” coach.</p> <p>f. Opportunity will be given to process and experience key insights from HBR Guide to, <i>Managing Up and Across: Build Relationships, Herd Cats, Gain Influence</i>.</p> <p>g. Reflection on best case of leadership & management with implications for your future of doing organizational coaching (insights from Marcus Buckingham, <i>The One Thing...</i>)</p> <p>h. Class teamwork process and experience influence and being influenced as you begin process on your case vignette.</p> <p>i. Set yourselves up to write your own story as described in Chapter 3-5 so you can do your story tonight.</p>

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
1 day	<p>Unit II: Self-Talk, Self-Coaching, Self-Leadership (your personal coaching vignette in focus)</p> <p>A. Your sense of who you are as a coach, where you wish to be, how you think you might apply chosen resources to get there, and how your team members might best coach you forward as a coach. One volunteer to share their story applying chapter 3-5 of Simpson textbook.</p> <p>B. Help from <i>Influencer: The New Science of Leading Change</i> to oneself</p> <p>C. Help from <i>Crucial Conversations</i> to self-coaching</p> <p>D. Use of Joseph Grenny DVD light toward self-coaching</p> <p>E. Use of <i>The Intangibles of Leadership</i> by Richard Davis, and blind spots and implications</p> <p>F. Use and application of Johari window</p> <p>G. Use and application of William Ury's <i>Getting to Yes with Yourself and Other Worthy Opponents</i></p> <p>H. Use and application of textbook, <i>Leading Me</i> read by all and hence light from all</p> <p>I. Chosen presenter of the book, <i>The Mind of the Leader</i></p> <p>J. Review of my model for self-awareness and self-management (emotional awareness grid)</p> <p>K. Another look at Simpson (chapter 3-5)</p> <p>L. Reflect on how Jesus and/or Paul do self-coaching</p> <p>M. Teamwork to tell your stories to enable team to do individual coaching & team coaching</p>	<p>a. Reflect carefully on yourself as an organizational coach and prepare a personal case vignette in readiness to share with your team and describe yourself as a coach, where you hope to be as an ideal org. coach, how you will self-lead to get there, and how they might help you to set them up for individual coaching. Spend the evening doing self-coaching so that you can then apply.</p> <p>b. Reflect on those who find you difficult (the few odd people) and attempt to identify the reasons why they would ever say that. Prepare a list and be ready to chat about the implications as we process in your teamwork. Also reflect on those who give you the most pain in your life and prepare a list of why.</p> <p>c. Keep reflecting on Jesus and Paul: their journey of coaching disciples regarding blind spots and/or intangibles.</p> <p>d. Expect class team member "case in point" processing on the team member with a power-centered case willing to present their story as one example.</p> <p>e. Prepare to reflect aloud about the textbook by Brown, <i>Leading Me</i>, as a basis for doing self-leadership coaching.</p> <p>f. Chosen presenter for <i>The Mind of the Leader</i> please stand ready to present and be ready to especially focus on how to lead yourself and dialogue around that.</p> <p>g. Expect to process the "case in point" team member vignette on self-shaped case vignette based on self-leadership last evening and as a basis for individual and team coaching tomorrow.</p>

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
1 day	<p>Unit III: Individual and/or Team Coaching</p> <p>A. Facilitated dialogue of chapters 6-14 of the Simpson textbook</p> <p>B. <i>Radical Candor</i> and caring candor in coaching individuals and teams.</p> <p>C. Progressive organizational leadership coaching of individuals and/or coaching journey I have shaped toward organizational coaching of individuals, coaching circles and/or teams including some reflections on mentoring.</p> <p>D. Jesus and/or Paul as individual coaches or team coach examples and reflections.</p> <p>E. Added light on team coaching as a team from Patrick Lencioni based on presentation by the chosen presenter on <i>The Five Dysfunctions of the Team</i> toward application of the model for team coaching</p> <p>F. Added light from <i>Visual Teams</i> by David Sibbet from chosen class presenter</p> <p>G. Facilitation on potential use of the <i>Visual Teams</i> model that includes both their thinking and that of the Lencioni model.</p> <p>H. Team leadership interview with a special guest</p> <p>I. Progressive organizational journey visual series of progressive changes to team coaching</p>	<p>a. Review Simpson chapters 6-14.</p> <p>b. <i>Radical Candor</i> (Kim Scott, 2017) and caring candor (John 1:14) reflections.</p> <p>c. Reflect on examples of individual and/or team coaching done by Jesus or Paul in readiness for class dialogue.</p> <p>d. Chosen presenter for Patrick Lencioni textbook please be ready.</p> <p>e. Chosen presenter for Sibbet book <i>Visual Teams</i> please stand ready.</p> <p>f. Reflect on individual or team coaching that has required progressive steps with varied kinds of coaching and how that changed how you coached.</p> <p>g. Henry Cloud on progressive coaching in his book, <i>Necessary Endings</i></p>

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
1day	<p>Unit IV: Organizational Coaching</p> <p>A. Review and facilitated dialogue from Simpson chapters 15 & 16.</p> <p>B. Your self-reflections around organizational coaching in your context: who does it, how it is done, why it is done that way, etc.</p> <p>C. Added light on organizational coaching from Lencioni, <i>The Advantage</i>, and 30 min DVD with application and reflection on “who must do what” remaining unanswered.</p> <p>D. Added light from on coaching conventional organizations that were great and are sliding from Jim Collins’s <i>How Are the Mighty Fallen</i>. Presentation if chosen plus added slides as needed</p> <p>E. Added light from our earlier presenter of <i>The Mind of the Leader</i> on org. coaching</p> <p>F. Added light on org. coaching from Quinn’s <i>The Positive Organization</i> by chosen presenter on being a conventional and positive bilingual organization</p> <p>G. Added light from Tim Arnold, <i>Lead With AND: The Secret to Resilience in a Polarized World</i></p> <p>H. Added light from Quinn, <i>Beyond Rationale Management</i></p> <p>I. My model and system challenge using an integrative set of visuals to attempt to coach boards and organizations forward with a creative application of Quinn</p> <p>J. Presentation and application of textbook by chosen presenter for <i>Team of Teams</i></p> <p>K. My attempted continuum of types of organizations to coach forward</p> <p>L. Teamwork on org. coaching using a chosen case of organization that would benefit from coaching.</p>	<p>a. Please be prepared to reflect aloud on your teamwork to date so we have a sense of time you need</p> <p>b. Please be prepared to reflect on textbook chapters 15-16.</p> <p>c. Please be prepared to share your sense of how org. coaching is done in your context and environment- on how it is done, who does it, what difference it makes, and your perceived sense of the implications of what is or is not done and by whom it is done.</p> <p>d. Chosen presenter on Quinn textbook please stand ready and urge dialogue readiness by anyone who read it.</p> <p>e. Anyone who read Tim Arnold, <i>Leading with AND</i>, be prepared to dialogue about it.</p> <p>f. Chosen presenter of Collins, <i>How the Mighty Fall...</i> Please be ready to present.</p> <p>g. Chosen presenter of <i>Team of Teams</i> textbook please stand ready</p>

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
I day	<p>UNIT V: Putting It All Together</p> <p>A. Final Chapter of Simpson textbook with grids</p> <p>B. Teamwork reports on putting it all together from your team journey in extended team time today to have you seek to put it all together and form a team report together applying the coaching playbook resource.</p> <p>C. Added light from chosen presenter on Carey Nieuwhof's <i>At Your Best</i> toward living in the "Thrive Cycle"</p> <p>D. Added light from <i>The 4 Disciplines of Execution</i> by Chris McChesney, Sean Covey, and Jim Huling (as time permits).</p> <p>E. Teamwork to coach each other in shaping your playbook in readiness for your final team report on your journey and sharing where you are at collectively on your playbook.</p> <p>F. Team reports to close off the day with a reminder that it will be key for your post-course paper to set up a covenant and "<i>Lead Me</i>" given who you are.</p> <p>G. Marcus Buckingham: how to run a resilient business (organization) on YouTube as time permits.</p> <p>H. Course closure and final farewells</p>	

Estimate of Time Investment (individual time investments may vary)

Readings	46hrs	N/A	Assignment
Classroom time	30hrs	N/A	Weighting
1. Integrative Reading & Report	10hrs	May 6	25%
2. In-Class PowerPoint Presentation	18hrs	May 9	25%
3. Class Teamwork & Journal	5hrs	May 13 & 17	25%
4. Integrative Model	25hrs	July 4	25%
Total =	~134 hrs		

- Assignments will not be accepted after **July 4, 2022**.

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

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 full 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.

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