



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

## LS7200 Capstone Project

3 or 6 credits

 Directed Study

4–8-month period

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### **Course Goals**

#### **Course Description**

The Capstone Project is an opportunity for the student to integrate prior learning in the MAML program by addressing an opportunity, challenge, situation or question that is relevant to practical ministry. Accordingly, the student will consider, research, plan, strategize, execute, and assess a practical project for a current ministry situation in real time. Students should expect to work in a church, parachurch, workplace, or community setting where the project will contribute to felt needs within a ministry context.

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

Horizon's mission is: Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry. This course calls for integration and application of MAML program learning where a student will give focused leadership to a project. The Capstone Project is an independent 3-credit or 6-credit course under the direct supervision of a faculty advisor.

#### **Course Competencies and Learning Outcomes**

To demonstrate competency in *Leadership* students will

1. Develop a proposal for the planning, implementation, execution, and assessment of a project relevant to a practical ministry context.
  - *Assessment:* Initial Proposal; Research, Planning, and Expanded Proposal
2. Implement and assess the action plan in a detailed manner that logically and systematically addresses the project.
  - *Assessment:* Outline of the Project Report; Capstone Project Report

### **Course Work**

#### **Course Assignments and Activities**

1. *Initial Proposal*

The purpose of the Capstone Project is to integrate your learning by addressing an opportunity, challenge, situation, or question in a practical ministry context. The setting could be with a church, a parachurch ministry, workplace or community context. If you already have a defined project in mind, describe the nature and direction of the project in a full one-page (single-spaced) proposal. If you don't have something decided, brainstorm two or three potential topics that merit consideration. Either way, be specific in defining what it is you want to do, and the benefits that would accrue to you and the ministry. One approach might be to follow the one-word questions what? where? why? who? how? and when?—ordered in a manner that is appropriate to your proposal. The initial proposal, by and large, is the definition of a vision for shaping a new dynamic.

Project proposals will vary. Out of the abundance of potential ideas, some examples are provided which might help you assess the appropriateness of your own idea or ideas. The examples include:

- Ministering to the poor and marginalized, with specific attention to understanding the role and significance of past trauma in the lives of people.
- Addressing church staff health in way that will contribute to the vitality of the congregation.
- Understanding the different developmental stages of children and the implications for curriculum development and the training of teachers.
- Celebrating vocation as ministry.
- Shaping an adult small group ministry with purpose and intentionality.
- Mobilizing a church or ministry in prayer for revival and awakening.
- Etc.

Submit the initial proposal to the faculty advisor responsible for capstone projects, who, upon review, may provide suggested changes or additions. Once completed, proposals then are submitted to the seminary academic dean for approval. Upon approved, a student can register for the course.

## *2. Research, Planning, and Expanded Proposal (20%)*

Expand and/or refine the chosen topic by performing research and planning. This preliminary research will help refine the topic. Further, it should inform on how to best approach the project. Some examples of research initiatives include the following:

- Review of relevant previous MAML studies be it books, class notes, assignments, etc.
- The reading of books and journal articles related to the topic. It could also include doing interviews, as well as viewing presentations on the topic.
- Review of community studies and/or statistical information.
- Assessment of what has been done in the past.
- Etc.

Time invested into research will vary, but at the appropriate point, fold the research into the development of an expanded proposal which ultimately will become your emerging plan and blueprint for what you want to accomplish. Again, the format or outline could follow the one-word questions suggested above. But again, you as the student would be best positioned to determine outline. Develop an outline that works best for you and the proposed project. At the same time, be alert to including what is identified immediately below.

- A summary and initial analysis of the ministry opportunity or challenge to be addressed in the project;
- A description of the specific context;
- The vision for the project;
- An outline of the intended method or approach to the project;
- A preliminary summary of the biblical, theological, and historical frameworks that will inform the project;
- A summary of the ministry leadership competencies needed;
- A tentative statement on the added value that may come as a result of the project;
- An emerging plan for strategy, execution, and assessment;
- An initial bibliography of resources.

Submit the proposal to the faculty advisor for review, input, and/or suggested changes. Final proposals need to be approved by the faculty advisor.

- Related learning outcome(s): #1.
- **Assignment length:** 3-4 pages (single-spaced) + bibliography (3 credits) OR 5-6 pages (single-spaced) + bibliography (6 credits)
- **Due date:** \_\_\_\_\_.

### *3. Meetings*

At mutually agreed-upon points of time, report and debrief with the faculty advisor on your progress. The nature of the reporting would be verbal as well as the sharing of any relevant documents created to that point of time. It would also include a debrief around the number of hours invested in the project to that point of time. To that end, keep a log of hours over the duration of the project, from beginning (including the initial proposal) through to the completion of the Capstone Project Report. For the 3-credit course there would be at least two such meetings before the Outline of the Project Report (see below). For the 6-credit course there would be at least 3 such meetings.

### *4. Outline of the Project Report (15%)*

By or before the 75% mark of the project timeline, prepare a draft outline of the final Capstone Project Report. The outline is to be at least 2-3 (single-spaced) pages in length, providing a detailed overview of what you anticipate being the final report. It is up to you to determine what might be the best way to shape the outline. At the same time be alert to elements that need to be included (See Capstone Project Report below).

### *5. Capstone Project Report (65%).*

The heart of the Capstone Project is the doing of the project!

However, it also calls for a report. With guidance from your faculty-advisor compose a final report on the project, largely built around the outline previously prepared. The report should include reference to the following, with the recognition that the report may go beyond what is itemized below. The listing of components or elements does not suggest a certain outline template. As indicated earlier, it is up to the student to determine the outline.

- An analysis of the opportunity or challenge. In short, the vision for the project.
- A review and integration of the relevant research and resources that informed the project.
- The biblical, theological, and historical frameworks that informed the project.

- Summary of the plans and strategies for accomplishing the project.
- Outline of what was accomplished.
- A synopsis on what was communicated throughout the project.
- Reflection on team dynamics.
- Evaluation of the overall project, including specific data from recipients on the new initiative or changes.
- Personal self-reflection on what was learned? What was gained? What could have been done differently?
- Personal reflection on how your overall seminary education (including spiritual formation) contributed to your understanding, planning, and leadership. How was prior learning synthesized into the project?
- Window into how your ongoing spiritual formation contributed to the project.
- Reference to or inclusion of artifacts relevant to the project. Artifacts could include surveys, questionnaires, programs, literature, sermon series, curriculum development, power point slides; videos; etc.
- A bibliography not only of new resources used, but also those used throughout the MAML program that were relevant to the project. With the bibliography, provide brief 1-3 sentence statements on how each of the resources contributed to the thinking and execution of the project.

Assessment will be done by the faculty supervisor. Assessment may also include input from someone such as an experienced practitioner or another faculty person who will be asked to read and assess the report.

- Related learning outcome: #2.
- **Assignment length:** 16-17 pages (double-spaced)/ 5000 words (3 credits) OR 32-34 pages (double-spaced)/ 10,000 words (6 credits). The total for pages or word counts would be exclusive of related artifacts.  
(Both the 3-credit and 6-credit Capstone Projects are open to an alternate form for fulfillment such as a manual or handbook. Should a student wish to do document findings in an alternate form, consult first with the faculty advisor at the onset of the project. Related, if single-spacing would be more appropriate for the ministry setting, then single-spacing would be suitable. Word count would remain as indicated above.)
- **Due date:** \_\_\_\_\_.

### Estimate of Time Investment for the 3-Credit Course

	3 credits	6 credits	Due Dates	
1. Research, Planning, Expanded Proposal	25 hrs	30 hrs	Sept 29, 2023	20%
2. Outline of the Report	15 hrs	20 hrs	Mar 1, 2024	15%
3. Capstone Project and Report	90 hrs	210 hrs	Ap 1, 2024	65%
Total:	130 hrs	260 hrs		

### 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](#) explains how to submit assignments on Populi.

## Late Assignments and Extensions

All assignments are due when stated by the professor. 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 Seminary [Student Handbook](#).

### **Accessible Learning Services Information**

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at [library@horizon.edu](mailto:library@horizon.edu).

### **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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