P431 Training Leaders in Ministry Organizations

3 credit hours. Prerequisites: G149 Foundations of Leadership.

👤 On Campus ᵅᵃ⁾ Live-Stream 🎥 Video on Demand

January 8-12, 2024   Frank Jeske, DMin
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Monday-Friday, 9am-4pm

This course includes student participation in a staff leadership training seminar at a local church in Saskatoon. Zoom and VOD students who are not able to participate in the Saskatoon seminar need to contact Dr. Jeske to arrange a comparable activity in their own local setting.

The course includes approximately 16 hours of pre-module work.

Course Goals

Course Description

Ministry organizations, including local churches, have a strong mandate for leadership training that will ensure the ongoing health of the organization and its ability to fulfil the stated purposes for its existence. This course will examine models for leadership development, elements of teambuilding (and team dysfunction), as well as roles and responsibilities of effective leadership within a ministry organization.

Relationship to Horizon's Mission

The mission of Horizon College and Seminary is to *Advance God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry*. This course contributes to that mission by enhancing students' growth to recognize, engage, and empower leadership ability in individuals within a ministry organization.

Paul said to young pastor Timothy, "the things you have heard me say in the presence of many witnesses, entrust to reliable people who also will be qualified to teach others" (2 Tim 2.2).

Core Competencies and Learning Outcomes

To demonstrate competency in ☁ *Ministry Development* and in 👥 *Leadership and Administration*, students will:

1. Appraise personal characteristics and strengths orientations that influence the student's response to, and participation in, the dynamics of organizational life.
   - *Assessment:* Personal Response to "Leading from Your Strengths" Assessment
2. Identify leadership qualities and training and discipleship activities that contribute to positive participation and personal development of individuals within a ministry organization.
   - *Assessment:* Class Presentation: Leadership Tool Kit; Written Report: A Leadership Development Proposal
3. Develop and teach a session as part of a live staff leadership training seminar at a local church.
   - *Assessment:* Staff Leadership Development: A Live Seminar Teaching Session; Self-Evaluation of Teaching Session; Written Reflection on Seminar Experience; Oral Debrief Session on Seminar Experience
4. Discover principles and practices for the formation and development of effective (functional) teams to enhance the fulfilment of organizational vision, mission, and goals.
   - *Assessment:* Written Report: The Role of Leadership to Build and Sustain an Effective (Functional) Ministry Team; Oral Discussion of Written Report

Course Work

Required Readings

Cox, Rodney. "Leading from Your Strengths Assessment." Purchase the inventory at
https://www.ministryinsights.com/product/leading-from-your-strengths-profile/.
**The inventory is connected to Leading from Your Strengths: Building Close-Knit Ministry Teams. *Revised edition by Rodney Cox (Nashville: Broadman and Holman, 2018). While the textbook is not required for the course, you may decide to purchase the textbook for personal reference as it explains the elements within the inventory.*

Horsager, David. *Trusted Leader: 8 Pillars that Drive Results*. Oakland, CA: Berrett-Koehler, 2021. ISBN: 978-1523092994. (160 pages)
**This book addresses the crucial issue of Trust. In the face of a continuous stream of ministry leadership failure and scandal, people who want to be 'plugged in' to church and ministry are asking the question, "Can I trust you?" Horsager describes 8 leadership qualities that will enhance your chances to become a trusted leader in any organization: Clarity, Compassion, Character, Competency, Commitment, Connection, Contribution, and Consistency. He organizes his book like Patrick Lencioni's style: first a conversational fable to illustrate all the concepts then a more technical deep dive into the theoretical and practical details.

Hughes, Bryn. *Leadership Tool Kit: Biblically Based Management Practice for Your Church*. Eastbourne, England: Kingsway Communications, 1998. ISBN: 978-1842910511.
**Each student will be assigned one chapter (approximately 18 pages each).
**Available on Populi.

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. 20th anniversary edition. San Francisco: Jossey-Bass, 2002. ISBN: 978-0787960759. (190 pages)
**This 'little' book is one of the best available for outlining with clarity the major dysfunctions that inhibit effectiveness in teams. Lencioni presents a Fable to illustrate the principles then summarizes the integration of principles into a Model.

Rainer, Thom. *I Will: Nine Traits of the Outwardly Focused Christian*. Nashville: B & H, 2015. ISBN: 978-1433687297. (110 pages)
**In his earlier book, I Am a Church Member*, Rainer explored the question, "What attitude should I have to be a biblical and joyous church member?" In I Will, he says, "We now move to the next and critical step of being a part of the body of Christ. We move from a right attitude ("I am") to right actions ("I will")." Rainer writes in a personal and conversational style to examine core elements that influence a leader's ability to nurture God's people to discover, grow into, and fulfil their call to ministry as members of the body of Christ.*

Additional Readings (Not Required)

Barna, George. "Why Teams are Scarce (and Why They Shouldn't Be)." In *The Power of Team Leadership: Finding Strength in Shared Responsibility* by George Barna, 63-82. Colorado Springs, CO: Waterbrook, 2001. (20 pages)
**Available on Populi

Lencioni, Patrick. *The 6 Types of Working Genius: A Better Way to Understand Your Gifts, Your Frustrations, and Your Team*. Dallas, TX: Matt Holt, 2022. ISBN: 9781637743294.

Ogden, Greg. "A Biblical Vision of an Equipping Ministry." In *Unfinished Business: Returning the Ministry to the People of God* by Greg Ogden, 131-155. Grand Rapids: Zondervan, 2003. (26 pages)
**Available on Populi

**While students have the benefit of accessing many of 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

<u>Pre-Module</u>

1. Personal Response to "Leading from Your Strengths" Assessment—15%.
Complete the "Leading from your Strengths" Assessment online. You can purchase and complete the inventory at: https://www.ministryinsights.com/product/leading-from-your-strengths-profile/. Post a copy of your completed report on Populi.

Then, write a personal response to the details of the report. Starting with 'Your Natural Strengths Chart,' there are 15 mini-sections to the report. Include some commentary for each of these

sections to show how you are receiving the feedback. For some sections you may have only a few sentences of commentary whereas for others you may have a paragraph or two. Remember that you have the right to disagree with things said in the report. During class discussion we will debrief the inventory and your results.

- To complete this assignment, students will follow these guidelines:
    - Complete the "Leading from Your Strengths" Assessment and provide a copy on Populi fort the professor.
    - Follow the Horizon Format Guide.
    - Comment on each of the 15 mini-sections.
    - Share an oral summary of highlights from personal report with the class. (VOD Students: post on the Discussion on Populi called "Personal Response to 'Leading from Your Strengths' Assessment.")

- Related learning outcome(s): #1.
- **Assignment length:** Approximately 4 pages.
- **Due date:** January 8, 2024 at 9am.

2. Preparation for Class Presentation: Leadership Tool Kit

By December 11, the professor will assign you a chapter from the Hughes text. Read your assigned chapter from the Hughes text (about 18 pages).

Prepare a class presentation that includes:
a) A summary of essential information in the chapter including basic details of main point and central issues.
b) Comment on, with logical insights and critical assessment, the significance of core issues and ideas raised by the author.
c) Focus on several key challenges for leaders and leadership development that are evident from the material.
d) Two questions that engage the class in discussion based on the material presented.

VOD students should record their presentation and upload it to a content-hosting site like YouTube, and then send the link to the professor by January 8 at 8am so the presentation can be played for the class.

- To complete this assignment, students will follow these guidelines:
    - Present on your assigned chapter.
- Related learning outcome(s): #2.
- **Presentation length:** 15 minutes maximum.
- **Due date:** January 8, 2024 at 9am.

3. Preparation for Trial Run of Staff Leadership Development Session—formative

By December 11, the professor will assign your *Trusted Leader* material for presentation at the Staff Leadership Development Seminar. Watch your email for this information.

Guidelines for preparing your teaching session:
- Read assigned sections of *Trusted Leader* text.
- Briefly summarize content of the material.
- Review the key issues, principles, action points, etc., that are presented by the author.
- Clearly relate your material to the textbook's overall theme of trust.
- Raise specific questions, activities, exercises that allow participants to engage with the material.
- Prepare a two-page handout that provides a summary of your session as well as 2 or 3 focused questions to stimulate discussion of the material.
- Prepare some visual aids (e.g., PowerPoint slides) to enhance your presentation.

- Related learning outcome(s): #3.
- **Assignment length:** 15-20 minutes oral presentation.
- **Due date:** January 8, 2024 at 9am.

During Module

4. *Class Presentation: Leadership Tool Kit—15%*
During module week, students will share their presentations based on the chapter assigned from the Hughes text (see Assignment #2).

5. *Staff Leadership Development Session: Trial Run—formative*
During the module week, students will engage in a trial run of their Staff Leadership Development Seminar teaching session (see Assignment #3).

Post-Module

6. *a) Staff Leadership Development: A Live Seminar Teaching Session—20%*
As described above, during module week you will do a trial run of your assigned *Trusted Leader* material. Based on classroom feedback and personal reflections from the trial run, prepare your expanded session for the church staff leadership development seminar.

The final form of the seminar should include:
- A summary of the essential details from the material, including key issues, principles, action points, etc. Clearly relate your material to the textbook's overall theme of trust.
- Presentation visuals and a 2-page handout of the summary of the material for audience members.

There should be a logical flow to the presentation of your material.

You will also be assessed on your presentation skills—dress, demeanor, voice, tone, pace, pauses, sensitivity to audience, as well as your ability to engage your audience and involve them in discussion with 2 or 3 focused discussion questions, activities, exercises, etc. that allow participants to engage with the material.

VOD and Zoom students: If you are not able to participate in the Saskatoon seminar, contact Dr. Jeske to develop a plan for completing all parts of this assignment in your own setting.

- To complete this assignment, students will follow these guidelines:
    - Attend and participate in the seminar.
    - Hands in personal notes for presentation on Populi.
- Related learning outcome(s): #3.
- **Presentation length:** TBA. It will depend on the seminar master schedule. At present I am assuming about 20-25 minutes for your presentation and 5-10 minutes for discussion. Total time maximum 30 minutes.
- **Due date:** TBA.

b) Self-Evaluation of Teaching Session—5%.
View the video of your teaching session. Then, write a self-assessment of positive strengths and areas for personal growth that you perceive from your presentation.

- To complete this assignment, students will follow these guidelines:
    - Follow the Horizon Format Guide.
- Related learning outcome(s): #3.
- **Assignment length:** 2 pages.
- **Due date:** TBA.

c) Written Reflection on Seminar Experience—5%.
Reflect on the total experience of preparing for, presenting in, and overall observing of the seminar. It would be useful to jot some notes during the actual seminar. Write a summary of the personal learning and growth you have received from the total experience.

- To complete this assignment, students will follow these guidelines:
    - Follow the Horizon Format Guide.
- Related learning outcome(s): #3.
- **Assignment length:** 2 pages.
- **Due date:** TBA.

d) Oral Debrief Session on Seminar Experience—formative
Meet with the professor to share your self-evaluation of the video, your overall reflections, and his assessment of your presentation.
- Related learning outcome(s): #3.
- **Assignment length:** 15-20 minutes.
- **Due date:** TBA.

7. *a) Written Report: The Role of Leadership to Build and Sustain an Effective (Functional) Ministry Team—20%*
The goal of this assignment is to write case studies of two different organizations that will represent an effective (functional) team and an ineffective (dysfunctional) team.

Use Lencioni's model from *The Five Dysfunctions of a Team* to develop a set of interview questions. Then, select at least one leader (preferably two) from each organization and schedule an hour for each personal interview. If it is feasible to talk with anyone else who was involved in those teams, such dialogue would expand the depth of your report.

Then, write your analysis as two separate reports, one for each case. Each analysis should include:

- Background details of the organization to describe the context in which the leader functions.
- A brief introduction to the essential features of each of Lencioni's five team dysfunctions.
- An application of the idea behind each of the five dysfunctions to indicate their presence or absence in the leader's situation.
- A summary of the essential differences between the contexts of the two leaders on each of the five dysfunctions and the implications of such differences for team effectiveness.
- One positive strategy for dealing with each of the five dysfunctions to assist in moving a team toward greater effectiveness.
- 5 points of personal learning from this assignment to share in the oral debrief.

- To complete this assignment, students will follow these guidelines:
    - Follow the Horizon Format Guide.
    - Address one effective team and one ineffective team.
    - Interview the number of leaders described above.
- Related learning outcome(s): #4.
- **Assignment length:** 3-4 pages for each case (6-8 pages total).
- **Due date**: February 9, 2024.

b) Oral Discussion of Written Report—formative
Arrange a meeting with the professor to debrief your written report and discuss what you have learned from the assignment. Come prepared to share your 5 points of personal learning from this assignment.

- Related learning outcome(s): #4.
- **Length of discussion:** 30 minutes.
- **Due date:** by February 14, 2024.

8. Written Report: A Leadership Development Proposal—20%.
As you read Rainer's book *I Will*:
   a) Think about how the "nine traits of the outwardly focused Christian" relate to the challenge of engaging, discipling, and training leaders in the local church.
   b) Make notes to indicate:
   i) What the problem/hindrance is in that trait that holds people back from engaging meaningfully with the community of the local church.
   ii) How you, as a leader, might go about developing a process for helping individuals to move to "I Will!" in these nine traits.

Organize your thoughts and ideas into something that could be used to 'kickstart' a process of engagement and empowerment of attendees in a local church who are presently disengaged or are on the periphery as spectators. Write up these thoughts and ideas into 'A Leadership Development Proposal.' The Proposal should include:

- A description of how the nine traits Rainer discusses relate to the challenge of engaging, discipling, and training leaders in the local church.
- A hindrance/problem for each of the 9 traits that holds people back from engaging meaningfully with the local church community.
- A minimum of one suggestion for each of the 9 traits as to how a leader might go about developing a process for helping individuals to move to "I Will!" in each of the 9 traits.
- A time frame for how long it might take for a local church to attain some momentum in the implementation of the proposal.

Organize your proposal in a systematic manner that develops the proposal logically and clearly.

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon Format Guide.
- Related learning outcome(s): #2.
- **Assignment length:** 5 to 6 pages.
- **Due date:** February 16, 2024.

Video-on-Demand (VOD) Student Requirements
As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD have the same and different due dates as in-class students. Here are the assignment due dates that are adjusted for VOD students:
  - *Staff Leadership Development Session Trial Run* – due January 25 at 11:59PM.
  - *Staff Leadership Development: A Live Seminar Teaching Session* – due February 8 at 11:59PM
    - *Self-Evaluation of Teaching Session* – due February 10 at 11:59PM.
    - *Written Reflection on Seminar Experience* – due February 12 at 11:59PM.
    - *Oral Debrief Session on Seminar Experience* – due by February 13 at 11:59PM.
- VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module according to the following schedule:
  - *Day 1 Lectures & Zoom Call*: Completed by January 15.
  - *Day 2 Lectures & Zoom Call*: Completed by January 20.
  - *Day 3 Lectures & Zoom Call*: Completed by January 25.
  - *Day 4 Lectures & Zoom Call*: Completed by January 30.
  - *Day 5 Lectures & Zoom Call*: Completed by February 3.
- According to the schedule directly above, VOD students have a Zoom call with the professor where they will 1) affirm that he/she has watched the required recording for the last seven days, 2) summarize one thing he/she learned that week that will help him/her reach the course learning outcomes, and 3) explain at least one question he/she had after

watching the class recording. The exact time of the meeting can be negotiated between the professor and the student.

- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary).

Assignment	Reading Time	Assignment Completion Time	Due Date	Assignment Weighting
Pre-Module				
1. Personal Response to "Leading from Your Strengths" Assessment	-	3	Jan 8	15%
2. Preparation for Class Presentation *Read assigned sections of Hughes text *Prepare for presentation	2	2	Jan 8	
3. Preparation for Trial Run *Read assigned sections of *Trusted Leader* *Prepare for trial run	3 -	- 6	Jan 8	
Module				
Classroom time		30		
4. Class Presentation: Leadership Tool Kit	-	-	During module	15%
5. Staff Leadership Development Session: Trial Run	-	-	During module	
Post-Module				
6. Staff Leadership Development Seminar a) Teaching Session b) Self-Evaluation c) Written Reflection d) Oral Debrief Session	5 - 1 -	9 1 3 1	TBA TBA TBA TBA	20% 5% 5%
7. The Role of Leadership to Build and Sustain an Effective (Functional) Ministry Team a) Written Report b) Oral Discussion	12 -	5 1	Feb 9 Feb 14	20%
8. Written Report: A Leadership Development Proposal (from Rainer text)	9	5	Feb 16	20%
Total =		~98hrs		

Assessment Rubrics
Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline / Class Schedule
- A Biblical Vision of an Equipping Ministry
- Why Teams are Scarce (and why they shouldn't be)
- Leading From Your Strengths
    - The significance of personality orientations of leaders and team ministry members in achieving successful end goals for an organization.
    - Discussion of individual reports from the *Leading from Your Strengths* online inventory
- Key Aspects of the Leadership Development Process (from Hughes textbook)
    - Topics include: What is a Leader? Motivation; Delegation; Communication; Feedback and Appraisals; Different Learning Styles; etc.
    - Classroom presentation on one of these topics
- The Nature of Teams and Team Development
    - Stages of Team Development
    - The Power of Teams for Ministry Organizations
- Core Functions (and corresponding dysfunctions) in Organizations and Ministry Teams
- Principles and Practices for Effective Leadership Development
- Lessons on Team Development from *Raccoons on Ice* (animated movie)
- Practicum – Participation in a Local Church Staff Leadership Training Seminar

- First submissions of assignments will not be accepted after **February 16, 2024**.

Date	Revisions Due
Monday, February 19	Resubmissions of *Personal Response to "Leading from Your Strengths" Assessment* (as necessary) Resubmissions of *Class Presentation: Core Elements of Leadership Training* (as necessary)
Tuesday, February 20	Resubmissions of *Staff Leadership Development: A Live Seminar Teaching Session* (all parts—as necessary) Resubmissions of *Written Report: The Role of Leadership to Build and Sustain an Effective (Functional) Ministry Team* (as necessary)
Wednesday, February 21	Resubmissions of *Written Report: A Leadership Development Proposal* (as necessary)
Thursday, February 22	Secondary resubmissions (as necessary)
Friday, February 23	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after **February 23, 2024.**

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](#) on Populi* 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 unless approval is granted by the Dean of the College.

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.

Assignment Completion
Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment 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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated **exceptional** achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89

			A-	3.7	80-84
		Student demonstrated **excellent** achievement of the learning outcomes.	A-	3.7	80-84
M	Meeting expectations	Student demonstrated **good** achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

			C+	2.3	67-69
BTM	Beginning to meet expectations	Student was **beginning to meet** learning outcomes.	C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made **insufficient progress** toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity
Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for examples of plagiarism and further guidelines in the Student Handbook.

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.

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 with their camera on. 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.

Live-Streaming Etiquette
Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must 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.

Bibliography
A Bibliography is available on the Populi course site.

Christianity Today and other vendors have extensive resources available on many topics related to ministry development in the local church.