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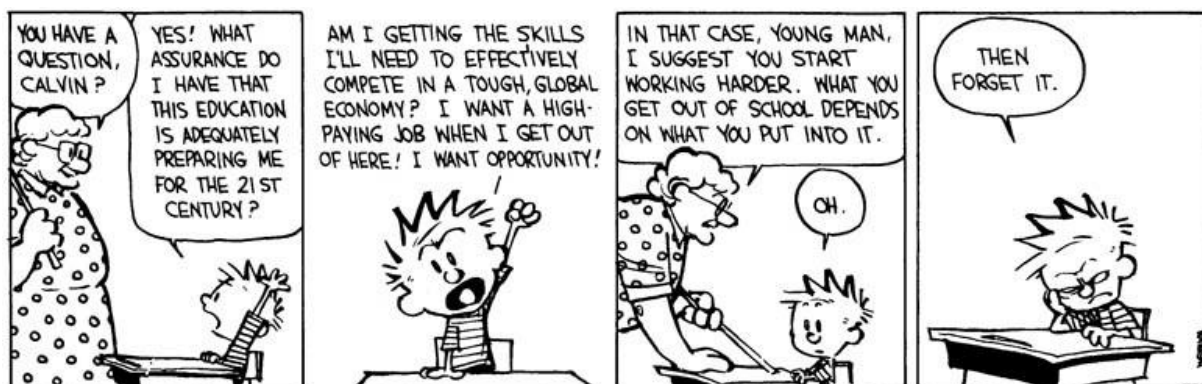Leaders for Spirit-Empowered Life and Ministry

G407 Integrative Seminar with Portfolio

3 credits. Prerequisites: none.

👤 On Campus 🅰 Live-Stream 🎥 Video on Demand

January 15 – April 18, 2024   Coordinator: Leanne Bellamy, M.F.A
Terms C and D   lbellamy@horizon.edu
Tuesdays 6:00pm – 7:30pm

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 *Canvas* Profile and Portfolio Artefacts; 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 *Canvas* Profile and Portfolio Artefacts; Profile Introduction; Curriculum Vitae (CV)
3. Compose online communication at a proficient level using the appropriate genre and style for the given context, purpose, and audience. (SC)
   - Assessment: Capstone Canvas Profile and Portfolio Artefacts; Profile Introduction
4. Express written ideas using Canadian Standard English (HCS Grammar and Style Level 2). (SC)
   - Assessment: Capstone *Canvas* Profile and Portfolio Artefacts; Profile Introduction; Christian Worldview Statement; Statement on Philosophy of Ministry, Leadership, and Continuous Learning
5. Prepare for future steps in their vocational and educational development. (CA; LA)
   - Assessment: Curriculum Vitae (CV); Birkman Assessment Report; Summative Interview; Attendance at a Conference or Seminar
6. Integrate biblical and theological knowledge with a practical view of life and ministry. (BTL; CA; MD; SM)
   - Assessment: Capstone *Canvas* Profile and Portfolio Artefacts; Statement on Philosophy of Ministry, Leadership, and Continuous Learning; Christian Worldview Statement; Statement of Faith; Summative Interview

Course Work

This course does not include any required textbooks.

1. Capstone Canvas Profile and Portfolio – 20%

In Integrative Seminar, you will complete your Capstone Profile and Portfolio to showcase yourself as a unique, competent Christian leader. To do so, you will select your best evidence of competence in ministry and organize those artefacts using your Canvas Profile page and the eProjects in your Canvas Portfolio page. You will also include an up-to-date Online Profile Introduction and professional photo.
   - To complete this assignments, students will follow these guidelines:
     - Include and neatly organize all required artefacts in your Canvas Profile and Portfolio.
     - Ensure all eProjects are clearly labeled and have an aesthetically consistent and relevant cover photo.
     - Ensure all documents are presented cleanly, clearly (including a visible title), and with aesthetic appeal.
     - Ensure all writing meets HCS Grammar and Writing requirements (level 2).

The following list of artefacts should be included in your Capstone *Canvas* Profile and Portfolio:

Portfolio Artefacts Created or Revised in Integrative Seminar

- Online Profile Introduction
- Professional photo
- Personal CV
- Letters of Reference from Minstry Formation Supervisors and/or Internship Supervisor
- Preaching/teaching video
- Reviewed/Updated Statement of Faith
- Statement on Philosophy of Ministry, Leadership, and Continuous Learning
- Birkman assessment report AND/OR any additional assessments completed during your program.
- 3 or more arefacts illustrating practical ministry skills, such as sound ministry, graphic skills, etc. Artefacts may be assignments produced either during Horizon courses or during other ministry experiences.

Evidence Artefact Meetings

Your Instructor is available to provide guidance and suggestions regarding your 3 Portfolio artefacts. If you wish to meet to discuss your choices, please email or see me after class to arrange a meeting.

- Related learning outcome: #1, 2, 3, 4, 6
- **Assignment length**: N/A.
- **Due date**: **April 18, 2024.** Assessed by: Leanne Bellamy

2. Profile Introduction – 20%

What is a Profile Introduction?

Your Profile Introduction is your opportunity to create a first impression on your *Canvas* audience. The goal is to create the dominant impression that you are professional, friendly, competent, and interesting enough to warrant a further look at your Profile and Portfolio information. Further, because *Canvas* is an online medium, your Introduction should employ the conventions of online writing, being concise (no more than 250 words), informative, and invitational. Please review the "*Canvas* Profile: Introduction" rubric for specific criteria for proficient online communication.

- To complete this assignment, students will follow these guidelines:
  - Length: maximum 250 words.
  - Format: Use white-space and other formatting conventions of online writing; Attach the student's "Statement of Faith" and "Letters of Reference" eProjects.
  - Assignment has been proofread and is free of grammar and spelling errors.

What Goes in My Introduction?

The "*Canvas* Profile: Introduction" rubric lists specific content you must include in your Introduction. In general, you should introduce yourself and tell the story of your competency development in a manner that creates a snapshot of who you are today because of your studies.

To do so, you will choose 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 just tell. Use descriptive details that appeal to the audience's senses to *show* them 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.

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 January 29, 2024.

If you would like to meet to discuss your Introduction a second time, you can arrange to do so 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 *Canvas* Profile page. Do NOT upload a file into the text box.
- Related learning outcome: #1, 2, 3, 4
- **Assignment length**: 250 Words.
- **Due date**: **March 6, 2024** (Draft); **April 12, 2024** (Final). Assessed by: Leanne Bellamy

3. Personal CV (Curriculum Vitae) – 20%

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.
- To complete this assignment, students will follow these guidelines:
  - Length: 2-3 pages
  - Format: Follow basic formatting requirements as described in class.
  - Include footer information on every page where appropriate.
  - Use clear and consistently formatted headings.
  - Ensure all pages have been proofread and are free of grammatical and spelling errors.

In order to write an appropriately formatted hybrid CV, you will include 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

Format each section as outlined in the class. 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 *Canvas* Profile.
- Related learning outcome: #2, 5
- **Assignment length**: 2-3 pages.
- **Due date: March 13, 2024** (Draft); **March 21, 2024** (Final). Assessed by: Leanne Bellamy

4. *Statement of Faith* – **Pass/Fail**

Your goal is to compose a logical and comprehensive Statement of Faith. To do so, 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.
- To complete this assignment, students will follow these guidelines:
    - Length: Includes all Statements written during theology courses (Theology I, Theology II, and Holy Spirit and the Church).
    - Structure: Covers all areas of theology in a logical order.
    - Format: Includes a title and headers for each section.

You will also be given the opportunity to revise the content considering 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: #6
- Assignment length: Sufficient to cover all areas of theology.
- **Due date: January 24, 2024**. Assessed by: Andrew Gabriel

5. *Christian Worldview Statement* – **20%**

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).
- To complete this assignment, students will follow these guidelines:
    - Length: 2-3 pages.
    - Format: paper and citation formatting closely follow the Horizon [Format Guide.](#)
    - Citations: if using secondary sources, appears to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources. Includes a **bibliography**, if applicable.
    - Style: Uses first-person language. Uses paragraphs.

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. You do not need to hand in Part 1, but you must complete it in order to create a stronger Part 2 (i.e., only hand in Part 2, as described below, on Populi).

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: #4, 6
- **Assignment length**: 2-3 pages (Part 2).
- **Due date**: **January 31, 2024** (Part 2).

6. *Statement on Philosophy of Ministry, Leadership, and Continuous Learning – 20%*

A personal statement on 'philosophy of ministry, leadership, and continuous learning' is a written response to this 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.

To complete this assignment, students will follow these guidelines:
  o Length: 5-6 pages.

o Format: paper and citation formatting closely follow the Horizon [Format Guide.](#)

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

1) A brief introduction that describes the scope of spiritual leadership
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) Reflection and detail of two personal ministry leadership moments
8) Other elements that you may want to include (but not required)
9) A closing summary
   - Related Learning Outcome: #4, 6
   - **Assignment length**: 5-6 pages (1000 to 1200 words).
   - **Due date**: **February 6, 2024**. Assessed by: Frank Jeske

7. *Birkman Assessment Report* – **Pass/Fail**

In early January, you will receive an email from Ron Baker (Birkman Specialist from RWB Matrix Consulting, formley with the Western Ontario District of the PAOC) with a link and access code to the online Birkman Assessment. If you have not received this email, notify Mrs. Bellamy. 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.

To complete this assignment, students will follow these guidelines:
   o Complete online assessment in early January.
   o Complete one-hour debrief with Ron Baker.
   o Add Birkman Report to your ePortfolio.

   - Related learning outcome: #5
   - **Assignment length**: full report from Birkman.

- **Due date**: **January 23, 2024** (debrief scheduled); **February 16, 2024** (submitted as Portfolio artefact).

8. *Summative Interview* – **Pass/Fail**

The Summative Interview is a conversation between you as a graduating student and a faculty team centered around the competencies. Prior to the Interview, you will complete and hand in a written self-assessment of perceived growth and development in each of the competencies (this assignment will be covered in detail in class). To prepare for the one-hour interview, review your written self-assessment and all the elements that you have compiled for your Portfolio. At the Interview, share a summary of your self-assessment and interact with faculty to highlight areas of strength, perceived needs for further development, and overall future goals related to continuing growth in the competencies. The interview is assessed on a pass/fail basis.

- To complete this assignment, students will follow these guidelines:
  - Submit a completed Competency Self-Assessment prior to the interview.
    - Students who also have an Internship Narrative may reference that Narrative in the Self-Assessment.
    - Students who do not have an Internship Narrative must include narrative reflection on ministry experience in the Self-Assessment.
  - Submit a copy of your final Internship Supervisor Report prior to the interview (If you do not have this document, please see Mrs. Bellamy to discuss alternatives).
  - Submit a copy of your final Internship Narrative prior to the interview (If you do not have this document, you must provide narrative reflection on all six competencies in your Self-Assessment. Reflections must be based on ministry experience).
  - Arrive on time and participate fully and honestly in the interview.

- Related Learning Outcomes: #5, 6
- **Assignment length**: written self-assessment 2-3 pages (with an Internship Narrative); 4-5 pages (without an Internship Narrative); 1 hour interview.
- **Date**: **April 2024 (specific dates TBD)**. Assessed by: Faculty Team

9. *Attendance at a Conference or Seminar* – **Pass/Fail**

During this semester, you are required to attend one conference or seminar in your area of professional interest. After you attend the conference or seminar, you will meet with Mrs. Bellamy 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: #5
- **Assignment length**: Attendance at conference/seminar plus 15-minute debrief.
- **Date**: **January 23, 2024** (registration completed); **April 19, 2024** (Final date for debrief session). Assessed by: Leanne Bellamy

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 students have the same assignment due dates as in-class students. **Please note: VOD students must attend a summative interview in April 2024. Interview dates and time slots will be determined with the instructor in class.**
- By Monday at 11:59pm each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.
- VOD students will submit a weekly Flip report following the instructions in the **VOD Class Discussion Board** in Populi. The report should be brief (approximately 3:00 minutes) and should 1) affirm you have watched the required recording for the last seven days, 2) summarize one thing you learned that week that will help you reach the course learning outcomes, 3) explain 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.

Estimate of Time Investment (individual time investments may vary)

Classroom time	21hrs	N/A	N/A
1. Statement of Faith	2 hrs	January 24	Pass/Fail
2.Christian Worldview Statement	10hrs	January 31	20%
3. Statement on Philosophy of Ministry	8hrs	February 6	20%
4. Birkman Assessment Report as Portfolio Artefact	3hrs	February 16	Pass/Fail
5. Summative Interview (including prep)	12hrs	TBD	Pass/Fail
6. Profile Introduction	10hrs	April 12	20%
7. Personal CV	10hrs	March 13	20%
8. Conference Attendance and Debrief	7 hrs	April 19	Pass/Fail
9. Final Canvas Profile and Portfolio	10hrs	April 18	20%
Total =	93 hrs		

Assessment Rubrics

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

Course Outline / Class Schedule – WINTER 2024

The Integrative Seminar with Portfolio (ISP) class meets weekly during Terms C and D at the college, on Tuesday evenings from 6:00 p.m. – 7:30 p.m. (1 1/2 hours each class session).

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 or to 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 future plans; 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.

Due dates for handing in assignments and Portfolio artefacts are listed in blue/bold below. Portfolio artefacts should be submitted to Portfolium and a confirmation note should be submitted in Populi.

Date	Topic	Faculty Member
January 16, 2024 (class)	• 6:00 – 7:00 p.m.: Orientation to ISP • 7:00 – 7:20 p.m.: Revised Statement of Faith	Leanne Bellamy Andrew Gabriel
January 23 (class)	• 6:00 – 7:30 p.m: Christian Worldview Statement: Parts 1 & 2	Leanne Bellamy
January 24	• **Meetings Schedule DUE:** **- Birkman Debrief (x1)** **- Evidence Artefacts meeting (x1)** **- Profile Introduction meeting (x1)** **- Conference or Seminar registration due (x1)** • **Revised Statement of Faith: Portfolio Artefact DUE**	Ron Baker Leanne Bellamy Leanne Bellamy Leanne Bellamy Andrew Gabriel
January 30 (class)	• 6:00 – 7:30pm: Philosophy of Ministry, Leadership, and Continuous Learning	Frank Jeske
January 31	• **Christian Worldview Statement Part 2 DUE**	Leanne Bellamy
February 6 (class)	• 6:00 – 7:30 p.m.: Profile Introduction	Leanne Bellamy
February 6	• **Philosophy of Ministry, Leadership, and Continuous Learning DUE**	Frank Jeske
February 13 (class)	• 6:00 – 7:00 p.m.: Portfolio Lab (competency Self-Assssment and the Summative Interview)	Leanne Bellamy
February 16	• **Christian Worldview Statement: Revisions Due**	Leanne Bellamy

	• **Birkman Assessment Report DUE as Portfolio artefact**	
February 20 (class)	• 6:00 – 7:30 p.m.: Personal CV & Practical Skills for Interviews and Obtaining Employment	Leanne Bellamy
February 20	• **Philosophy of Ministry, Leadership, and Continuous Learning Revisions DUE**	Frank Jeske
February 22	• **Christian Worldview Statement DUE as Portfolio artefact**	Leanne Bellamy
February 27	READING WEEK	
March 6	• **Profile Introduction: Draft 1 DUE**	Leanne Bellamy
March 12 (class)	• 6:00 – 7:30 p.m.: Summative Interview Preparation	Leanne Bellamy
March 13	• **Personal CV DUE**	Leanne Bellamy
March 19 (class)	• 6:00 – 7:30 p.m.: Online Communication	Leanne Bellamy
March 21	• **CV Revisions DUE**	Leanne Bellamy
March 26 (class)	• 6:00pm – 7:00pm.: Portfolio, Profile Introduction, and the Summative Interview	Leanne Bellamy
March 29	• **Internship Narrative DUE** • **Internship Supervisor Evaluation DUE** • **Competency Self-Assessment DUE**	Faculty Team
April 2 (class)	• 6:00 – 7:30 p.m.: Orientation to Denominations and Application Processes for Ministry Credentials	Denominational Personell
April 5 (Friday)	• **9:00am-4:00pm: Summative Interviews (one-hour appointments)**	**Faculty Team**
April 9 (class)	• 6:00 – 7:20 p.m.: Communications & Grammar Topics: Student Choice • 7:20 – 7:30 p.m.: Course evaluations	Leanne Bellamy
April 12 (Friday) *This date is tentative	• **9:00am-4:00pm: Summative Interviews (one-hour appointments)**	**Faculty Team**
April 12	• **Profile Introduction: Draft 2 DUE**	Leanne Bellamy
April 18	• **Capstone *Canvas* Profile and Portfolio DUE (CV as Portfolio artefact; Profile Introduction; all artefacts, images, etc. organized and finalized).**	Leanne Bellamy
April 19	• **Conference or Seminar Debrief DUE**	Leanne Bellamy

- First submissions of assignments will not be accepted after April 12, 2024.
- No resubmissions of assignments will be accepted afgter April 18, 2024.

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

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

		Student demonstrated **excellent** achievement of the learning outcomes.	A	4.0	85-89
			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.

BTM	Beginning to meet expectations	Student was **beginning to meet** learning outcomes.	C+	2.3	67-69
			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.