


LS7200 Capstone Project

3 or 6 credits

 Directed Study



Please note: *To fulfill a student's program requirements at Horizon Seminary, a student must finish this course with a grade of B- or higher.*

4 or 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, envision, 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 that of 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 envisioning, 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:* Progress Reports; Outline of the Project Report; Capstone Project Report

Course Work

Course Assignments and Activities

1. *Initial Proposal (0%)*

The purpose of the Capstone Project is to integrate learning by addressing an opportunity, challenge, situation, or question in a practical ministry context. The setting could be a church, a parachurch ministry, workplace or community context. If a defined project is already in mind, describe the nature and direction of the project in a full one-page (single-spaced) proposal. If something isn't apparent, brainstorm for at least two or three potential topics that merit consideration., testing those ideas out with the faculty advisor. Either way, be specific in defining the project and the related benefits. There is a no set outline for what the initial proposal might look like, but a couple of potential formats are provided immediately below:

- One approach might be to address the one-word questions “what? where? why? who? how? and when?”—ordered in a manner that is appropriate to the proposal. What is it that needs to be done? What is the setting for the project? Why? Who are the key participants and beneficiaries? How can the plan be executed? What is the proposed timeline?
- Another approach might be to define the proposal around the four building blocks of “vision, strategy, execution, and assessment.”

The initial proposal, however ordered, is the definition of a vision for shaping a new dynamic, coupled with how to realize and assess the impact and value of the project.

Project proposals will vary. Out of the abundance of potential ideas, some examples are provided immediately below:

- 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 a 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 with a plan for elevating the importance of workplace ministry.
- Shaping an adult small group ministry with purpose and intentionality.
- Mobilizing a church or ministry in prayer for revival and awakening.

Submit the initial proposal to the faculty advisor responsible for capstone projects, who, upon review, will provide suggested changes or additions and approval. ***A student can register for the course only with approval of the proposal. The initial submission, which is a testing of the idea, should have approval ideally at least one month before the start of the related semester.***

2. *Expanded Proposal (10%)*

Expand and/or refine the proposal. This step should include research, detailed planning, calendaring, etc. Some examples of research initiatives include:

- Review of relevant and applicable MAML studies be it books, class notes, assignments, etc.

- The reading of books and journal articles related to the project. It could also include doing interviews, as well as viewing presentations on the topic.
- Reflecting on biblical and theological considerations relevant to the project.
- Review of community studies and/or statistical information.
- Assessment of what has been done in the past.

Time invested into research will vary, but at the appropriate point, fold the research into the development of an expanded proposal, using an outline appropriate to the project. The expanded proposal should ultimately reflect the following:

- 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.
- Biblical, theological, and historical considerations that will inform the project.
- A summary of the ministry leadership competencies needed.
- A statement on the added value that may come because of the project.
- A plan for strategy, execution, and assessment.
- A 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: #1.
- **Assignment length:**
 - 3-4 pages (single-spaced) for 3 credits
 - Or 5-6 pages (single-spaced) for 6 credits
- **Due date:** Within 2 weeks after the start of the semester. Specific date to be determined.

3. Progress Reports and Meetings (30%)

At the 25%, 50%, and 75% points, provide a 1 to 2-page progress report (single-spaced) on the project. The report should include the activities undertaken as well as reflections on whether the student is encouraged by the progress. Equally it should give indication of concerns or challenges. The report should also provide a tally on total hours invested to date in the project. Be mindful of keeping a record of hours invested. A 3-credit course will require at least 150 hours of engagement; a 6-credit course at least 300 hours. The submission will be followed with a debrief meeting with the faculty advisor on progress to date. Each report will be worth 10% of the overall grade.

- Related learning outcome: #2
- **Assignment length:** 1-2 pages (single-spaced) at three points in the semester
- **Due date:** At the 25%, 50%, and 75% points of the semester. Specific dates to be determined.

4. Outline of the Project Report (15%)

By the 85 to 90% mark of the project timeline, submit a draft outline of the final Capstone Project Report. The assignment is to be at least 3-4 (single-spaced) pages in length, providing a detailed outline of the final report. It is up to the student 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.

- Related learning outcome: #2.
- **Assignment length:** 3-4 pages (single-spaced)
- **Due date:** At the 85 to 90% point of the semester. Date to be determined.

5. *Capstone Project Report* (45%).

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

However, it also calls for a report. Compose a final report on the project, largely shaped 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:

- 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 considerations that informed the project.
- Summary of the plans and strategies for executing 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 overall seminary education (including spiritual formation) contributed to the project. How was prior learning synthesized into 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.

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 would read and assess the report.

- Related learning outcome: #2.
- **Assignment length:**
 - 8 to 10 pages (single-spaced) or 5000 words for 3 credits
 - Or 16 to 20 pages (single-spaced) or 10,000 words for 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 document findings in an alternate form, consult first with the faculty advisor at the onset of the project.

- **Due date:** At the conclusion of the project term.

Estimate of Time Investment for Course (3 credits; 6 credits)

	3 credits	6 credits	Due Dates	
1. Expanded Proposal	10 hrs	15 hrs		10%
2. Progress Report #1	5 hrs	5 hrs		10%
3. Progress Report #2	5 hrs	5 hrs		10%
4. Progress Report #3	5 hrs	5 hrs		10%
5. Outline of the Report	10 hrs	15 hrs		15%
6. Capstone Project and Report	115 hrs	255 hrs		45%
Total:	150 hrs	300 hrs		100%

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 [MCS-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+	67-69%	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 and Academic Accommodations Coordinator, at 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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