



## G407 Integrative Seminar with Portfolio

3 credits. Prerequisites: none.

👤 Saskatoon Campus 'A' Livestream 📺 Video on Demand

January 12 – April 17, 2026

Terms C and D

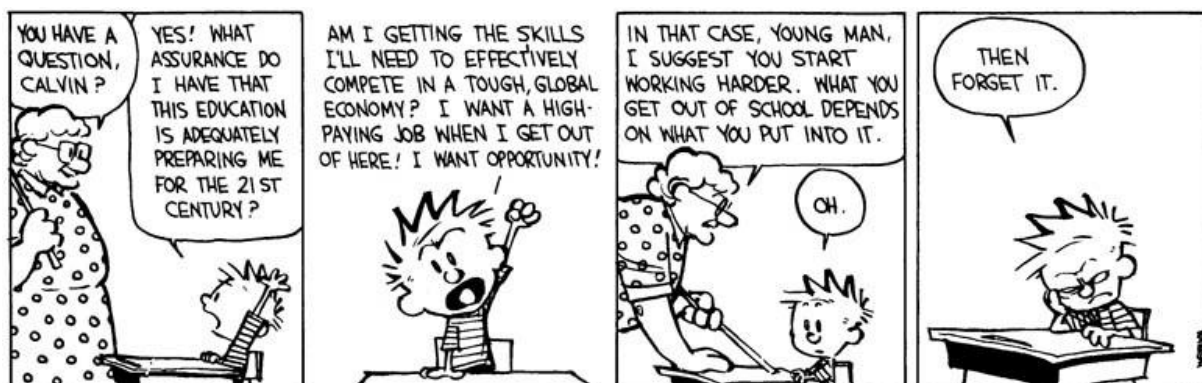
Tuesdays: 5:30pm-7pm SK time

6:30pm-8pm ET before March 8

7:30pm-9pm ET after March 8

Coordinator: Leanne Bellamy, M.F.A

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### 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 and MCS's Missions

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; Personal 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 (Horizon & MCS Grammar and Style Level 2). (SC)
  - *Assessment:* Capstone Canvas Profile and Portfolio Artefacts; Profile Introduction
5. Prepare for future steps in their vocational and educational development. (CA; LA)
  - *Assessment:* Personal 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

**Statement on the use of AI:** Recent studies on LLM and search engine use in education have demonstrated that students who use AI for assignments demonstrated reduced cognitive connectivity, leading to poorer retention, comprehension, and creativity when compared to peers who did not use AI (search engines aren't great either, fyi). Consequently, **the use of AI for any work in this class will not be accepted.** This includes using AI to generate ideas, draft written work, or refine written work through programs such as Grammarly. By completing all assignments unaided by AI, students are encouraged to develop their learning skills and celebrate their God-given capacities for memory, critical thinking, and self-generated expression.

*\*\*This course does not include any required textbooks.*

## Course Assignments and Activities

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 assignment, 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 Horizon & MCS Grammar and Style 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 Ministry 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 artefacts illustrating practical ministry skills, such as sound ministry, graphic skills, etc. Artefacts may be assignments produced either during MCS-Horizon courses or during other ministry experiences.

***Evidence Artefact Meetings: Optional***

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 before January 21 to arrange a meeting. The meeting must take place before March 20, 2026.

- Related learning outcome: #1, 2, 3, 4, 6
- **Assignment length:** N/A.
- **Due date:** April 10, 2026. 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 (by January 21) for one of the following dates: February 5 or February 10.

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:** February 18, 2026 (Draft); March 20, 2026 (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 17 (Draft); March 27, 2026 (Submitted as Portfolio artefact). 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 21, 2026. Reviewed by: Leanne Bellamy.

## 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 & MCS Format Guide.
  - Citations: if using secondary sources, includes 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 & MCS. 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 & MCS. (E.g., "During my time at MCS or 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:* Horizon & MCS 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: #6
- **Assignment length:** 2-3 pages (Part 2).
- **Due date:** January 28, 2026 (Part 2). Assessed by: Leanne Bellamy.

## 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:
  - Length: 5-6 pages.
  - Format: paper and citation formatting closely follow the Horizon & MCS Format Guide.

If you have worked on a statement like this in previous courses or personal activity, be sure to ‘dust it 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: #6
  - **Assignment length:** 5-6 pages.
  - **Due date:** March 10, 2026. Assessed by: Carmen Kampman.

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

In early January, you will receive an email from Luciano Lombardi (Birkman Specialist from 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. Luciano Lombardi will then contact you to schedule a group debrief session to discuss your Birkman report.

- To complete this assignment, students will follow these guidelines:
  - Complete online assessment in early January.
  - Complete group debrief with Luciano Lombardi.
  - Add Birkman Report to your ePortfolio.
- Related learning outcome: #5
- **Assignment length:** full report from Birkman.
- **Due date:** January 21, 2026 (assessment completed); February 20, 2026 (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:** March 27 (self assessment due); April 7, 2026 (interview). 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 21, 2026 (registration completed); April 16, 2026 (Final date for debrief session). Assessed by: Leanne Bellamy.

### Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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 live summative interview on April 7, 2026. Interview time slots will be determined with the instructor.**
- By Saturday at 11:59pm SK time each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.
- By Saturday at 11:59pm SK time each week, VOD students will submit a 2-3 minute video report that 1) affirms you have watched the required recording, 2) summarize one thing you learned that week that will help you reach the course learning outcomes, and 3) explains 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.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

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

Classroom time	15hrs	N/A	N/A
1. Capstone <i>Canvas</i> Profile & Portfolio	10hrs	April 10	20%
2. Profile Introduction	10hrs	March 20	20%
3. Personal CV	10hrs	March 17	20%
4. Statement of Faith	2hrs	January 21	Pass/Fail
5. Christian Worldview Statement	10hrs	January 28	20%
6. Statement on Philosophy of Ministry	8hrs	March 10	20%
7. Birkman Assessment Report	10hrs	Jan 21; Feb 20	Pass/Fail
8. Summative Interview			Pass/Fail
(Self Assessment)	10hrs	March 27	
(Interview)	2hrs	April 7	
9. Conference or Seminar Debrief	7hrs	Jan 21; April 16	Pass/Fail
Total =	94 hrs		

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

## 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 2026

The Integrative Seminar with Portfolio (ISP) class meets weekly during Terms C and D at the college, on Tuesday evenings from 5:30 p.m. – 7:00 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 may even be able to 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 *Canvas* and a confirmation note should be submitted in Populi.

Date	Topic
January 13, 2026 (class)	<ul style="list-style-type: none"> <li>5:30 p.m. – 6:40 p.m.: Orientation to ISP</li> <li>6:40 p.m. – 7:00 p.m.: Revised Statement of Faith</li> </ul>
January 20 (class)	<ul style="list-style-type: none"> <li>5:30 p.m. – 7:00 p.m.: Christian Worldview Statement: Parts 1 &amp; 2</li> </ul>
<b>January 21</b>	<ul style="list-style-type: none"> <li><b>Meetings Schedule/Preparation DUE:</b> <ul style="list-style-type: none"> <li><b>- Birkman Assessment completed</b></li> <li><b>- Evidence Artefacts meeting scheduled</b></li> <li><b>- Profile Introduction meeting scheduled</b></li> <li><b>- Conference or Seminar registration completed</b></li> </ul> </li> <li><b>Revised Statement of Faith: Portfolio Artefact DUE</b></li> </ul>
January 27 (class)	<ul style="list-style-type: none"> <li>5:30 p.m. – 7:00 p.m.: Philosophy of Ministry, Leadership, and Continuous Learning (with Carmen Kampman)</li> </ul>
<b>January 28</b>	<ul style="list-style-type: none"> <li><b>Christian Worldview Statement Part 2 DUE</b></li> </ul>
February 3 (class)	<ul style="list-style-type: none"> <li>5:30 p.m. – 7:00 p.m.: Profile Introduction</li> </ul>
February 10 (class)	<ul style="list-style-type: none"> <li>5:30 p.m. – 7:00 p.m.: Personal CV &amp; Practical Skills for Interviews and Obtaining Employment</li> </ul>
<b>February 11</b>	<ul style="list-style-type: none"> <li><b>Christian Worldview Statement: Revisions Due</b></li> </ul>

February 17 (class)	<ul style="list-style-type: none"> <li>5:30 p.m. – 7:00 p.m.: Competency Self-Assessment and the Summative Interview</li> </ul>
<b>February 18</b>	<ul style="list-style-type: none"> <li><b>Portfolio Introduction Draft 1 DUE</b></li> </ul>
<b>February 20</b>	<ul style="list-style-type: none"> <li><b>Birkman Assessment Report DUE as Portfolio artefact</b></li> <li><b>Christian Worldview Statement DUE as Portfolio artefact</b></li> </ul>
February 24	READING WEEK
March 10 (class)	<ul style="list-style-type: none"> <li>5:30 p.m. – 7:00 p.m.: Summative Interview Preparation</li> </ul>
<b>March 10</b>	<ul style="list-style-type: none"> <li><b>Philosophy of Ministry, Leadership, and Continuous Learning DUE</b></li> </ul>
<b>March 17</b>	<ul style="list-style-type: none"> <li><b>Personal CV DUE</b></li> </ul>
March 17 (class)	<ul style="list-style-type: none"> <li>5:30 p.m. – 6:30 p.m.: Online Communication</li> <li>6:30 p.m. – 7:00 p.m. Resumes (vs. the CV) and Application Letters</li> </ul>
<b>March 20</b>	<ul style="list-style-type: none"> <li><b>Profile Introduction: Draft 2 DUE</b></li> </ul>
March 24 (class)	<ul style="list-style-type: none"> <li>5:30 p.m. – 7:00 p.m.: Orientation to Denominations and Application Processes for Ministry Credentials</li> </ul>
<b>March 27</b>	<ul style="list-style-type: none"> <li><b>Internship Narrative DUE</b></li> <li><b>Internship Supervisor Evaluation DUE</b></li> <li><b>Competency Self-Assessment DUE</b></li> <li><b>Personal CV DUE as Portfolio Artefact</b></li> </ul>
March 31 (class)	<ul style="list-style-type: none"> <li>5:30 p.m. – 7:00 p.m.: Portfolio, Profile Introduction, and the Summative Interview</li> </ul>
<b>April 7</b>	<ul style="list-style-type: none"> <li><b>9:00 a.m. – 5:30 p.m.: Summative Interviews</b></li> </ul>
<b>April 10</b>	<ul style="list-style-type: none"> <li><b>Capstone Canvas Profile and Portfolio DUE (Profile Introduction uploaded to Canvas; all artefacts, images, etc. organized and finalized)</b></li> </ul>
<b>April 16</b>	<ul style="list-style-type: none"> <li><b>Conference or Seminar Debrief DUE</b></li> </ul>

- Revision week is April 13-17, 2026. Your instructor may also request revisions on some assignments before revision week. Use Revision Week to finalize all artefacts for Portfolio. If needed, consult with appropriate faculty members regarding artefacts related to their class sessions.
- No assignments will be accepted after April 17, 2026.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### **Extensions**

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions.

Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

### Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### 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 and MCS's 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. Assignments that do not meet competency will receive a 0. 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 and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89

		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of all 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 and MCS. 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 <b>beginning to meet</b> one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### **Accessible Learning Services Information**

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **Class Attendance (On Campus or Livestreaming)**

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

***\*Important Note:** Where G407 Integrative Seminar with Portfolio consists of approximately half the class time of a regular course, G407 students may miss the equivalent of **three hours** of class (e.g., two 1.5-hour classes) without academic penalty. Students who are absent for more than this will automatically fail the course.*

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 and MCS encourage 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 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.