# DLI

DESTINY LEADERSHIP INSTITUTE

# MODULE ONE

START THE JOURNEY OF CELEBRATING YOUR WHY AND ACTING ON YOUR HOW

**DATE**
WHEN YOU ARE READY!

**TIME**
AT YOUR OWN PACE

**SITE**
DESTINYCOMMUNITYCENTER.ORG/DLI-COURSES

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# SIGN UP FOR MODULE ONE OR THE INDEPENDENT COURSE

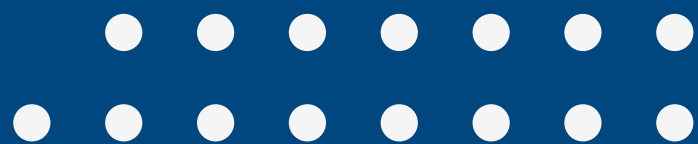## VISIT THE DLI COURSE LIST AND ENROLL NOW!

**ENROLL NOW**

DESTINY LEADERSHIP INSTITUTE

# Syllabus

## Portfolio Development; DLI 2023-01

**Module 1**

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**"**

your biggest enemy is yourself keep trying and never give up.

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# INSTRUCTOR INFORMATION
## EDS 2680

INSTRUCTOR: Juanita Harris, Ph.D.
Dr. Harris has earned a Bachelor's degree in Business Administration at Southern Illinois University. She spent 20 years in Corporate America. She acquired a Master's degree and a Doctorate in Christian Counseling and Psychology. She is an ordained Elder at her current church. As a life group leader and professional life coach, her goal is to reach women who need a partner to walk with for a season to help them to reach their highest potential. She has been serving in ministry for over 30 years.

ADDRESS:
Destiny Community Development Center
108601 Green Valley Ranch Blvd #108-123
Denver. CO 80249

EMAIL:    juanitayharris@destinycommunitycenter.org

**Candidate:  Please send your assignments directly to the Instructor at the above email address.**

# PART 1: DLI 2023-01 Course

## COURSE INTRODUCTION

The primary purpose of this course is for candidates to demonstrate evidence of equivalency of academic and leaderships acumen by provide guidance as you develop the materials for a prior learning assessment (PLA) portfolio. By completing an **eight-week portfolio project**, you will learn to:

      1) Identify and reflect on what you have learned through experience.
      2) Identify how you have applied what you have learned.
      3) Articulate and document your learning for others with DLI course learning objectives as a guide.

The Instructor will be available to you for assistance by email and/or by appointment. We hope you find the course rewarding, and welcome your feedback about how it might be improved.

### Sequence of DLI 2023-01
- Successfully submit materials for Assignments 1-8 within self-designed timeline
- Receive 4-credits for DLI 2023-01
- **Optional:** Submit draft of completed portfolio to Instructor of DLI 2023-01 to apply for additional PLA credit.

**Send all assignments to bschool1@msudenver.edu**

## WHAT IS A PRIOR LEARNING ASSESSMENT (PLA) Portfolio?

A prior learning assessment portfolio is a collection of materials prepared to document and validate a request for recognition for previously acquired learning. These materials must demonstrate that your learning is equivalent to the college-level learning expected in DLI courses.

Usually, the portfolio takes the form of a three-ring binder with labeled dividers. Portfolio material tells the assessors who you are (attitudes and behaviors) and verifies what you know (knowledge) and what you can do (skills). There is no guarantee that the MSU Denver credit will be awarded. Credit is not granted for experience alone, but for the college-level learning gained from that experience.

DLI 2023-01 is designed to help you reflect on your learning in order to generate the necessary documents for a portfolio. After you complete the course, you can decide if you want to officially submit an assembled portfolio for credit.

## IDENTIFYING COURSES

The course that you choose for the exercises in DLI 2023-01 must be a specific course taught at DLI. Even though you might have knowledge for a topic that DLI does not teach, you cannot use this for prior learning at DLI.

Not all academic departments accept prior learning portfolios. (Art, Teacher Education, and Social Work are three departments that do not accept portfolios). Department guidelines may change, so it is important to informally consult with the department that offers the course(s) or the Prior Learning Specialist before investing time and effort developing a portfolio.

The second step is to consider how the course fits into your degree requirements. While you may want recognition of your prior learning by having it on your college transcript, you may not want to invest time in developing a portfolio unless it counts towards your degree. With the approval of your advisor and the Prior Learning Specialist, courses for which you earn prior learning credit may satisfy your major and/or minor requirements; or they may be used to meet general studies or elective requirements.

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# Online & Independent courses

Tuition and Fees
DLI Independent Courses

Independent Courses- 4 Credits
Module One $800
Tuition: $125 per credit
IT Fees: $50
Special Advisor fee: $250

## ARE YOU READY?

START THE JOURNEY,
CELEBRATE YOUR WHY AND
ACT ON YOUR HOW

## ENROLL NOW

**Module One 4 credit course**
Independent 12 credit course

**Get Started**

## TUITION

# $800

*4 credit course*

## COURSE ASSIGNMENTS for DLI 2023-01

By now you have identified at least one DLI course for which you would like to earn credit. To continue this process, you need to complete three (3) modules. Each module will have a timeline of being an **eight-week thesis project** in DLI 2023-01 Portfolio Development Workshop. Finishing these assignments is different from completing and submitting a portfolio for learning assessment to the faculty. Completing DLI 2023-01 (4 credits) will ensure that you have a high quality portfolio that will showcase your evidence of visualized and documented equivalency of the skills needed to proceed in leadership.

In summary, DLI 2023-01 is designed to help you develop the materials for a portfolio that *may* be submitted for prior learning assessment, but you do not have to do so. You can make that decision after completing DLI 2023-01.

### DLI 2023-01 Module 1 Assignment:
1. 6 Letters of Recommendations
2. A Chronological Resume
3. Transcript (official and unofficial) and or Autobiography
4. Artifacts: Licenses/Ordinations/Certifications/Certificates
5. Course Text participation
6. Individual and Group Discussions
7. Assemble portfolio for equivalency review
8. Executive Personality Profile Testing Instrument

**Grading:** For an A, outstanding and professional completion of assignments is required. Some revision may still be required. For a B, assignments are expected to be of above average quality with some revision. Assignments that are adequate but require more significant revision will earn a C. If the assignments are below minimal expectations and/or are not completed as described, a D will be assigned. An F is assigned if the assignment does not meet the expected requirements for an assignment at all.

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# PART 1: 6 Letters of Recommendation

A letter of recommendation for a graduate PhD candidate should typically include the following elements:

1. Introduction: Begin by introducing yourself and explaining your relationship with the candidate. This may include the capacity in which you have interacted with the candidate academically, personally, professionally, and or ministerially.

2. Achievements: Discuss achievements made by the candidate, including their profession, coursework, and any notable accomplishments in their community. This should demonstrate the candidate's strengths and potential as a researcher and scholar.

3. Research experience: Provide an overview of the candidate's research experience, including any research projects they have undertaken, publications, and presentations. Emphasize the quality of their research and their potential for making significant contributions in their field.

4. Personal qualities: Highlight the candidate's personal qualities, such as their work ethic, creativity, critical thinking skills, and ability to work independently and collaboratively. This should showcase the candidate's potential for success in their local communities.

5. Fit for the program: Discuss how the candidate's research interests and academic goals align with the specific program they are applying to. This should demonstrate why the candidate is a good fit for the program and how they will contribute to their community.

6. Conclusion: End with a strong endorsement of the candidate and a clear recommendation for admission to the program. Provide your contact information in case the admissions committee has any further questions or needs additional information.

# PART 2: Chronological Resume

1. Information: Your name, address, phone number, and email address.
2. Objective or Summary Statement: A brief statement that summarizes your 7 Mountains career goals and the value you bring to the people you serve.
3. Professional Experience: A detailed list of your work experience, starting with your most recent project and working backward. This section should include your title, the organization name, employment dates, and key responsibilities and achievements.
4. Education: A list of your educational qualifications, including the degree, licenses, certificates, and or certifications; along with the name of the institutions, date earned and artifacts that show proof of knowledge.
5. Skills: A section highlighting your relevant skills and abilities, such as technical skills, language proficiency, or specialized training.
6. Awards and Community Honors: A list of any relevant awards, honors, or professional certifications you have received.
7. Professional Memberships: A list of any relevant professional organizations or associations you belong to and are an added value to.

Note that the chronological resume format is best suited for individuals with a consistent work history and career progression. It is less effective for those who are changing careers or have gaps in their employment history.

# PART 3: Transcripts (official/unofficial) and or Autobiography

Must submit for review 1-3 of the below requirements.

**Transcript**

1. <u>Institution Name and Logo:</u> The official transcripts should include the name and logo of the institution from which the student earned the degree. Document should be in an unopened envelope on institution's letterhead.

2. <u>Degree Awarded:</u> The degree earned by the student should be clearly mentioned, including the level of the degree (e.g., Bachelor's, Master's, or Doctoral degree).

3. <u>GPA:</u> The official transcripts should include the student's grade point average (GPA) achieved during the course of study.

4. <u>Course Titles and Grades:</u> All courses taken by the student along with the corresponding grades should be listed.

5. <u>Dates of Attendance:</u> The official transcripts should also include the dates of attendance, i.e., the period during which the student was enrolled in the institution.

6. <u>Signatures and Official Stamps:</u> The transcripts should include the signatures of the authorized officials and official stamps of the institution, indicating that the document is an authentic record of the student's academic achievement.

ENROLL NOW
MODULE 2
COMING SOON
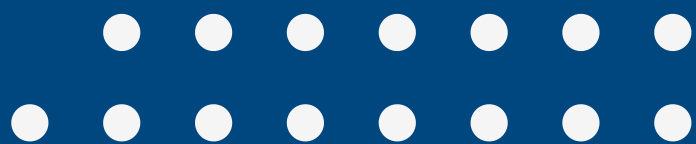
Online
Independent
courses

**Autobiography**

When writing an autobiography for academic review, there are several elements that you should consider including:

1. <u>Personal Background:</u> Begin your autobiography by introducing yourself and providing some background information about your family, upbringing, and early education. This can help to provide context for your academic journey.

2. <u>Educational History:</u> Provide a detailed overview of your educational history, including any degrees earned, areas of study, and academic achievements. Be sure to include any notable projects, research papers, or publications you have been involved in.

3. <u>Career Goals:</u> Discuss your career aspirations and how your academic achievements relate to these goals. Highlight any internships, work experience, or extracurricular activities that have helped to shape your career path.

4. <u>Challenges and Obstacles:</u> Be honest about any challenges or obstacles you have faced in your academic journey. This can help to demonstrate your resilience and determination in the face of adversity.

5. <u>Personal Interests:</u> Share some information about your personal interests and hobbies. This can help to showcase your personality and provide additional context for your academic achievements.

6. <u>Future Plans:</u> Conclude your autobiography by discussing your future plans and goals, both in terms of your academic pursuits and your career aspirations. This can help to demonstrate your focus and commitment to your chosen field of study.

# PART 4: Artifacts: Licenses/ Ordinations/ Certifications/ Certificates

1. Electronic copies should be submitted. Physical copies should be made available upon request. Copies will be sent to faculty and review committee.

# PART 5: Course Text

1. Read or listen to the audible version of required course text and contribute to weekly threaded discussions.

# PART 6: Individual and Groups Discussions

Actively participate in weekly assignments by the due date.
1. Engagement: actively engage by responding to the professor's weekly prompts with a minimum of 200 words. In addition, respond to 2 other student's posts, asking questions, and offering your own perspectives with a minimum of 100 words per response. This will help to keep the discussion going and encourage others to participate as well.
2. Listening: Participant's posts should reflect a level of active listening. Most important active elements of a group threaded discussion is listening. Make sure to read through all the previous posts carefully before responding. This will help you to understand the context of the discussion and ensure that your response is relevant.
3. Respect: Treat others with respect and kindness, even if you disagree with their viewpoints. Avoid personal attacks or inflammatory language and try to keep the discussion focused on the topic at hand.
4. Constructive Criticism: If you have a different opinion or viewpoint, express it in a constructive way. This means offering thoughtful criticism and alternative perspectives, rather than simply dismissing, or attacking the ideas of others.
5. Collaboration: Try to build on the ideas of others and work together to come up with solutions or recommendations. This can help to create a sense of teamwork and foster a more productive and positive discussion.
6. Active Reflection: Take time to reflect on the discussion and your own contributions to it. Consider how your ideas and viewpoints may have changed or evolved, and what you have learned from the discussion as a whole.

# PART 7: Assembling Formal Portfolio

A Prior Learning Portfolio typically contains the following elements:

1. <u>Introduction:</u> A brief introduction that provides an overview of your portfolio and explains the purpose of documenting your prior learning.
2. <u>Table of Contents:</u> A table of contents that lists the different sections of your portfolio.
3. <u>Personal Information:</u> A section that includes your personal information, such as your name, contact information, and educational background.
4. <u>Documentation and Visual Artifacts:</u> This section should contain documentation of your prior learning experiences, such as transcripts, certificates, work samples, and other evidence of learning.
5. <u>Appendices:</u> Additional materials or supporting documents that may not fit into the main sections of the portfolio.

The portfolio(s) should be assembled and presented in a report cover, preferably something that can expand and lie flat. Dividers should indicate each section listed in the table of contents. In all cases, the portfolio should meet the requirements of college-level presentation in terms of appearance, quality of writing, spelling and grammatical correctness.

A portfolio contains:

1. Title page.
2. Table of contents (use the order presented on this page to organize your Table of Contents).
3. Signed faculty assessment agreement for each faculty assessor who has agreed to accept and evaluate your portfolio for credit for a specific DLI course.
4. Resume and Autobiography
5. An educational and work autobiography that describes your career and educational history, i.e., the experiences that brought you to this point and that have contributed to the learning you've gained and your educational goals.

# PART 8: Executive Personality Profile Testing Instrument

For this requirement, DLI commonly uses the Gallup Strengths Test and Holland's Personality Tests. These are two common assessments used to help individuals identify their strengths and personality traits. The tests should be acquired from the DLI bookstore located at destinycommunitycenter.org.

- The Gallup Strengths Test is designed to identify an individual's natural talents and strengths. It is based on the theory that individuals who focus on developing their natural talents and strengths are more likely to achieve success and fulfillment in their personal and professional lives. The test consists of a series of questions that assess an individual's abilities across 34 different themes or strengths, such as Achiever, Relator, or Strategic. The results of the test can help individuals identify their top strengths and develop strategies for leveraging those strengths to achieve their goals.

- Holland's Personality Tests, also known as the Holland Codes or the Holland Occupational Themes, are based on the theory that there are six different personality types that are most closely aligned with occupations or career paths. The six personality types are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The test consists of a series of questions that assess an individual's interests, values, and preferences, and then matches those results to the six personality types. The results of the test can help individuals identify potential career paths that align with their personality type and interests.

- Both the Gallup Strengths Test and Holland's Personality Tests can be valuable tools for individuals seeking to better understand their strengths, interests, and potential career paths. However, it is important to remember that these tests are just one tool among many and should be used in conjunction with other assessments and career exploration strategies to make informed decisions about one's career path.

The results should be emailed to the faculty and review committee.

When your portfolio is complete, submit to Faculty and DLI Review Committee.

"The two most important days in your life are the day you are born and the day you find out why." – Mark Twain.

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**DLI Independent Courses**

**Independent Courses- 4 Credits**
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START THE JOURNEY, CELEBRATE YOUR WHY AND ACT ON YOUR HOW

**ENROLL NOW**

**Module One 4 credit course**
Independent 12 credit course

**Get Started**

**TUITION**
# $800
*4 credit course*

COMING SOON...

# MODULE 2 REGISTER EARLY!

START THE JOURNEY OF
CELEBRATING YOUR WHY AND
ACTING ON YOUR HOW

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