



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

P251, Ministry Formation

1 credit

September 14, 2020-December 18, 2020
Fall Semester, 2020
Labs: Wednesdays, As scheduled, 1:30-3:00

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"To these four young men God gave knowledge and understanding of all kinds of literature and learning. And Daniel could understand visions and dreams of all kinds" (Daniel 1:17, NIV).

Course Content and Goals

Course Description

Ministry Formation is involvement in field education where learning moves from the textual to the contextual, done so with input and guidance from a supervisor-mentor. Practical ministry experience is the primary text for field education where formation in ministry practice begins to take shape. Horizon's competencies are addressed throughout the six Ministry Formation courses with **Contextual Awareness** as the emphasis for P251.

Relationship to Horizon's Mission

Horizon's mission is "Advancing God's kingdom by preparing competent Christian leaders for Spirit-empowered life and ministry." Ministry Formation stands at the intersection between classroom learning and ministry engagement. It is field education where learning moves from the classroom to the community. It provides opportunity for all of Horizon's six competencies to be tested, honed, and nurtured.

Core Competencies and Learning Outcomes

To demonstrate competency in **Contextual Awareness**, students will

1. Apply and integrate contextual awareness in the ministry formation placement setting.
 - Ministry Formation placement assignment and assessment
2. Discern, formulate and articulate key contextual awareness insights gleaned from the supervisor-mentor.
 - Interview assignment and assessment
3. Identify and reflect on key contextual awareness lessons gained via the ministry formation setting, biblical reflections, and life experiences.
 - Overall learning reflection assignment and assessment

Course Work

Required Readings

2 Timothy

Course Assignments and Activities

1. Ministry Formation Placement

Engage fully and faithfully in a ministry formation placement assignment with an average of 2-3 hours of involvement per week doing so under the supervision of a supervisor-mentor.

- Related learning outcome: #1
- **Assignment Length:** September 14 to December 18, 2020.

2. Supervisor-Mentor Interview on Contextual Awareness

Set up a meeting time with your supervisor-mentor and interview him/her asking the questions below, all related to contextual awareness. After the interview prepare a one-page reflection paper (single spaced) identifying three or four key insights you learned. The paper is not meant to be a restating of their responses to the questions below, but rather a summary of the top 3 or 4 insights for you. The assignment is to be uploaded on Populi by Oct 7th. The assignment will be shared and discussed in the October 14th lab.

- a. Contextual awareness begins with awareness of self. In terms of healthy self-awareness and identity, what were one or two key contributing factors to your development as a person?
- b. In your estimation, what are one or two key components to a substantive Christian worldview?
- c. In your judgment how should Christians respond to a society that seemingly is becoming less tolerant of Christian perspectives and values?
- d. As you consider various marginalized subgroupings within society, is there one you wish you could give added attention to? Possibilities include the poor, the disabled, refugees, indigenous peoples, new immigrants, the unemployed, the sick, the imprisoned, etc.
- e. Do you think that seniors are looked after well in ministry and/or society? Or do you think they feel somewhat overlooked by many, not only in society, but perhaps even the church? Is ageism, directed at seniors, a problem today?
- f. Are there one or two community service organizations that your ministry utilizes or supports? Possibilities include counselling services; pregnancy centres, social assistance offices; food bank; etc.
- g. What is one thing you have observed about new immigrants to Canada that you find admirable?
- h. Have you had interactions with people from religious backgrounds other than the Christian faith? What is one significant thing you have learned from them? Could include Muslims, Hindus, Buddhists, etc.
- i. Those with roots in Roman Catholicism make up about a third of the people on the prairie provinces. Many seemingly are not active in their faith. Do you have any ideas on how Evangelicals could play a role in encouraging the faith of inactive Catholics?

- j. In your estimation is racism systemic in Canada? Further, does racism rear its ugly head in the church?
- Related learning outcome: # 2
- **Assignment Length:** Interview; 1-page paper. **Due date:** October 7th.

3. LEARN Reflection Assignment

Identify an experience or event drawn from your ministry formation setting. Ideally it might be something related to contextual awareness, but if there isn't an apparent story, it could one connected to any of the other competencies. Write a 1-page reflection paper (single spaced) using fully the five steps of LEARN. Upon completion:

- a. Submit a copy to Dr. H. Strauss via Populi. Due date is Nov. 11th
- b. Also submit the same written copy, by or before Nov 11th to your supervisor-mentor for his/her information, and ideally also to receive input be it via email or through a short conversation. Supervisor-mentors will be asked on the final assessment if the assignment was submitted to them.
- c. Be prepared to share your reflections at the Ministry Formation lab Nov. 18.
- Related learning outcome: # 1
- **Assignment Length:** 1-page paper. **Due date:** November 11

4. Overall Learning Reflections

Write a 1-page reflection (single spaced) outlining what you have learned about contextual awareness via Ministry Formation over the past semester. The assignment is to be uploaded on Populi by November 25th. The assignment will be shared and discussed in the December 2nd lab. The reflection should include the following:

- a. At least one experience, incident, story from your ministry formation setting where you learned something about contextual awareness. Possibilities could include meeting people from a community service organization; having a visit with a new Canadian; getting acquainted with a marginalized family; hearing comments expressed that are very racist; etc.
- b. At least one verse or passage from 2 Timothy that speaks to contextual awareness.
- c. At least one insight or example from beyond the ministry formation setting. Could be from another course, a fellow student, devotional experience, social media, observation from life, etc.
- Related learning outcome: # 3
- **Assignment Length:** 1-page paper. **Due date:** November 25, 2020.

5. Labs.

Attendance and participation in all labs with a focus on Contextual Awareness connected to placement and practicum. Students are also required to read 2 Timothy at least once through the semester. The lab will also include memorization of 2 Timothy 4:1-3 provided below:

- “In the presence of God and of Christ Jesus, who will judge the living and the dead, and in view of his appearing and his kingdom, I give you this charge: Preach the word; be prepared in season and out of season; correct, rebuke and encourage—with great patience and careful instruction. For the time will come when people will not put up with sound doctrine. Instead, to suit their own desires, they will gather around them a great

number of teachers to say what their itching ears want to hear” (2 Timothy 4:1-3, NIV, 2011).

Estimate of Time Investment (individual time investments may vary)

Ministry Formation Placement	23 hours	2-3 hours per week
Labs	7 hrs	As scheduled
Interview Assignment	2 hrs	October 7
LEARN Reflection Assignment	1 hr	November 11
Overall Learning Reflection Assignment	1 hr	November 25
Total =	34 hrs	

Assessment Rubrics

All assessment rubrics will be available on Populi

Course Outline / Class Schedule

P251, Ministry Formation, with Contextual Awareness emphasis		
Lab #	Date	Focus or Emphasis
1	Sept 16	Introductions, Syllabus, Placements, Calendaring of Assignments
2	Sept 30	Learning LEARN (2020)
3	Oct 14	Sharing from Interviews (due Oct 7 th)
4	Nov 18	LEARN Sharing (due Nov.11)
5	Dec 2	Overall Learning Reflections (due Nov 25); course evaluations

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 online](#) 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.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student’s reasons for the late submission are acceptable. 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.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, 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 on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

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 [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to 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 Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. 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. A student must be present for the full duration of a class period in order to be registered as present for the class. 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.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

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Floding, Matthew, ed. *Engage: A Theological Field Education Toolkit*. Lanham: Rowan and Littlefield, 2017.

Hillman, George. *Ministry Greenhouse: Cultivating Environments for Practical Learning*. Lanham: Rowman and Littlefield, 2008.

Hillman, George M., ed. *Preparing for Ministry: A Practical Guide to Theological Field Education*. Grand Rapids: Kregel, 2008.

Miller, Calvin. *Letters to a Young Pastor*. Colorado Springs: David C Cook, 2011.

Pyle, William T. and Seals, Mary Alice, ed. *Experiencing Ministry Supervision: A Field-Based Approach*. Nashville: Broadman and Holman, 1975.

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