



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

P351, Ministry Formation

1 credit

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

Harry Strauss, D.Min.
hstrauss@horizon.edu

"We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your faith; if it is serving, then serve; if it is teaching, then teach; if it is to encourage, then give encouragement; if it is giving, then give generously; if it is to lead, do it diligently; if it is to show mercy, do it cheerfully" (Romans 12:6-8, 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 **Leadership and Administration** as the emphasis for P351.

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 **Leadership and Administration**, students will

1. Apply and integrate leadership and administration skills in the ministry formation placement setting.
 - Ministry Formation placement assignment and assessment
2. Discern, formulate and articulate key leadership and administration insight gleaned from the supervisor-mentor.
 - Interview assignment and assessment

3. Identify and reflect on key leadership and administration 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 Leadership and Administration

Set up a meeting time with your supervisor-mentor and interview him/her asking the questions below, all related to leadership and administration. 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 restatement 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 14th. The assignment will be shared and discussed in the October 21st lab.

- a. What inspires vision for you? What generates passion for a new tomorrow for you?
 - b. What is something you have moved from “vision” to “reality”? How satisfying was it to see that accomplishment?
 - c. Who is one leader you admire that has inspired you in your leadership?
 - d. What is one of the best teams you have ever been a part of? What made it work so well?
 - e. How do you deal with setbacks, even failures?
 - f. What is one key component in leading meetings well?
 - g. Can you give any advice or pointers on using a calendar in tracking and advancing administrative details in one’s personal and vocational life?
 - h. Is there a best time of the day for you to deal with administrative work such as emails, phone calls, writing of reports, policy development, calendaring, meetings, etc.? How do you order your day?
 - i. How do you lead yourself? Related, how do you ensure self-care for yourself?
 - j. What is one of the best books you have read on leadership? How did the book influence you?
- Related learning outcome: # 2
 - **Assignment Length:** Interview; 1-page paper. **Due date:** October 14th.

3. LEARN Reflection Assignment

Identify an experience or event drawn from your ministry formation setting. Ideally it might be something related to leadership and administration, but if there isn’t an apparent story, it could be

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. 18th
 - b. Also submit the same written copy, by or before Nov 18th 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. 25th.
- Related learning outcome: # 1
 - **Assignment Length:** 1-page paper. **Due date:** November 18th

4. Overall Learning Reflections

Write a 1-page reflection (single spaced) outlining what you have learned about leadership and administration via Ministry Formation over the past semester. The assignment is to be uploaded on Populi by December 2nd. The assignment will be shared and discussed in the December 9th lab. The reflection should include the following:

- a. At least one experience, incident, story from your ministry formation setting where you learned something about leadership and administration. Possibilities could include observation of an effective leader; awareness of a new administrative skill; leading people; committee or board meeting; etc.
 - b. At least one verse or passage from 2 Timothy that speaks to leadership and administration.
 - 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: # 4
 - **Assignment Length:** 1-page paper. **Due date:** December 2nd, 2020.

5. Labs.

Attendance and participation in all labs with a focus on Leadership and Administration 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 1:11-12 provided below:

- “And of this gospel I was appointed a herald and an apostle and a teacher. That is why I am suffering as I am. Yet this is no cause for shame, because I know whom I have believed, and am convinced that he is able to guard what I have entrusted to him until that day” (2 Timothy 1:11-12, 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 14
LEARN Reflection Assignment	1 hr	November 18
Overall Learning Reflection Assignment	1 hr	December 2
Total =	34 hrs	

Assessment Rubrics

All assessment rubrics will be available on Populi

Course Outline / Class Schedule

P351, Ministry Formation, with emphasis on Leadership and Administration		
Lab #	Date	Focus or Emphasis
1	Sept 23	Introductions, Syllabus, Placements, calendaring of assignments
2	Oct 7	2019 GLS video, Craig Groeschel, Leadership
3	Oct 21	Sharing from Interviews (due Oct 14)
4	Nov 25	LEARN Sharing (due Nov. 18)
5	Dec 9	Overall Learning Reflections (due Dec 2), 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

Blodgett, Barbara and Floding, Matthew, ed. *Brimming with God: Reflecting Theologically on Cases in Ministry*. Eugene: Pickwick, 2015.

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.

.....