



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

P151 DE Ministry Formation

1 credit. Prerequisites: none.

 Directed Study

Fall, Winter, or Summer

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“But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it, and how from infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus. All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work” (2 Timothy 3:14-17, NIV, 2011).

Course Goals

Course Description

Ministry Formation stands at the intersection between classroom learning and ministry engagement. Ministry Formation is involvement in field education where learning moves from the textual to the contextual, from the classroom to the church or community, with hands-on ministry as the primary textbook. It is done so with input and guidance from a supervisor-mentor. It provides opportunity for all of Horizon's six competencies to be tested, honed, and nurtured. **Biblical and Theological Literacy** is the competency emphasized in Ministry Formation P151.

Relationship to Horizon's Mission

The college's mission is “Advancing God's kingdom by preparing competent Christian leaders for Spirit-empowered life and ministry.” At the core of its leadership training, Horizon has six competencies that are addressed throughout the six Ministry Formation courses.

Core Competencies and Learning Outcomes



To demonstrate competency in **Biblical and Theological Literacy**, students will

1. Apply and integrate biblical and theological literacy abilities in the ministry formation setting.
 - Assessment: Ministry Formation placement and evaluation

- Assessment: 2 Timothy Engagement
- 2. Discern, formulate and articulate key biblical and theological insights gleaned from the supervisor-mentor.
 - Assessment: Interview Assignment
- 3. Reflect on biblical and theological growth from the ministry formation experience.
 - Assessment: Overall Reflection

Course Work

Required Readings

2 Timothy

Recommended Reading

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

Course Assignments and Activities

1. Ministry Formation Placement

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

- Related learning outcome(s): # 1
- **Assignment length:** For the full semester, generally 12 weeks in length

2. Supervisor-Mentor Interview

Set up a meeting time with your supervisor-mentor and interview him/her asking the questions below (as well as your own), all related to biblical and theological literacy. 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, but rather a summary of the top three or four insights for you. The assignment is to be uploaded on Populi. The questions are:

1. What do you do for personal devotional times? What works? What doesn't?
2. What are two or three of your favorite books of the Bible and why? Is there one book of the Bible that has borne more influence on your ministry formation development?
3. To what extent have you engaged in Bible memory, be it in the past or in the present? If current, what impact does it have on your ministry?
4. Do you distinguish between personal and professional study of the Bible or do you somehow integrate the two?
5. Proverbs 4:23 says, 'Above all else, guard your heart, for everything you do flows from it.' Can you identify a specific story or perhaps a practice where the Bible has played a part in helping you "guard your heart?"
6. Do you have a story of receiving a prophetic word or revelation that brought you much "strength, encouragement, and/or comfort" (1 Cor. 14:3)? If so, what did you experience? How did you align that prophetic experience with biblical revelation?
7. Identify one theological truth that has played a significant part in shaping your ministerial leadership. Why is it so important to you? Examples could include the call of God; the sovereign nature of God; prophetic revelation; etc.

8. What is one doctrinal emphasis with your denomination you highly appreciate, value, and perhaps even champion?
 9. In your estimation, what is one flawed teaching prevalent today that is rooted in unsound biblical teaching and doctrine?
 10. What is one theological truth that is clearly reflected in the Bible, but perhaps understated, minimized, or even ignored today?
- Related learning outcome(s): # 3
 - **Assignment length:** 1 page (single-spaced)
 - **Due date:** By or before the middle of the semester

3. Engagement with 2 Timothy

Students will do a self-guided study of 2 Timothy which includes the following:

Do a devotional study of the three 2 Timothy passages identified below with the following question in mind. *What ministry formation principles can be identified from 2 Timothy?* For each passage, write a one-page, single spaced summary of observations and insights. The summary is to be submitted to the Director of Ministry Formation via Populi. The three passages are 2 Timothy 1:1-18; 2 Timothy 2:1-3:9; and 2 Timothy 3:10 to 4:22.

- Related learning outcome(s): # 2
- **Assignment length:** 1 page (single-spaced)
- **Due dates**
 - 2 Timothy 1:1-18 by 25% into the semester
 - 2 Timothy 2:1 to 3:9 by 50% into the semester
 - 2 Timothy 3:10 to 4:22 by 75% into the semester

Engagement with 2 Timothy also includes memorization of 2 Timothy 3:14-17.

- “But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it, and how from infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus. All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work” (2 Timothy 3:14-17, NIV, 2011).

4. Overall Reflection

Write a 1-page reflection (single spaced) outlining what you have learned about biblical and theological literacy via Ministry Formation over the past semester. The assignment is to be uploaded on Populi. The reflection should include the following:

1. At least one experience, incident, or story from your ministry formation setting where you learned something about biblical and theological literacy. Possibilities could include insights gained from listening to a sermon; preparing to teach a Bible story or passage; a conversation on doctrinal truth; an internet article on theology; etc.
 2. At least one verse or passage from 2 Timothy that complements, interprets, or adds to the above experience, incident, or story.
- Related learning outcome(s): #4
 - **Assignment length:** 1 page (single-spaced)
 - **Due date:** Two weeks before the end of the semester term

5. Meetings with the Director of Ministry Formation

Two meetings (in person or via Zoom) with the Director of Ministry Formation

- Initial Orientation meeting to review the syllabus, the placement, assignments, due dates, and 2 Timothy reading and memory.
- A meeting after all the assignments have been submitted.

Estimate of Time Investment (individual time investments may vary)

Ministry Formation Placement	23 hrs	2-3 hours per week
2 Timothy Engagement	5 hrs	As scheduled
Interview	2 hrs	As scheduled
Overall Reflection	2 hrs	As scheduled
Meetings with Director	2 hrs	As scheduled
Total =	34 hrs	

Assessment Rubrics

All assessment rubrics will be available on Populi.

Course Outline

- Meeting with Director of Ministry Formation
- Ministry Formation placement assignment (ongoing)
- 2 Timothy study
- Interview
- Overall learning reflection
- Meeting with Director of Ministry Formation

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.

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. 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 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 more than 40% of the 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 40% or less.	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 College [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; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Use of Technology

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

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

Bibliography

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

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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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