P152 DE Ministry Formation

1 credit. Prerequisites: P151

Directed Study

Fall, Winter, or Summer

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"For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline. So do not be ashamed of the testimony about our Lord or of me his prisoner. Rather join me in suffering for the gospel by the power of God. He has saved us and called us to a holy life—not because of anything we have done but because of his own purpose and grace" (2 Timothy 1:7-9a, 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. **Spiritual Maturity** is the competency emphasized in Ministry Formation P152.

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 **Spiritual Maturity,** students will
1. Apply and integrate spiritual maturity in the ministry formation placement.
    - Assessment: Ministry Formation placement and evaluation
2. Discern, formulate, and articulate key spiritual maturity insights gleaned from the supervisor-mentor.

- Assessment: Interview Assignment
3. Reflect on spiritual maturity growth through the ministry formation experience.
    - Assessment*:* LEARN
    - 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.

Portfolio Component
For the winter semester, the student, in conjunction with the Director for Ministry Formation, will ask, and arrange for the supervisor-mentor to provide a letter of reference suitable for use with their Portfolio.

Portfolio Components. *Letter of Reference*. This assignment must be edited and submitted to the Endorsements *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

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 spiritual maturity. 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 spiritual disciplines are central to your life and ministry? What works for you? Equally, what doesn't work for you?
    2. What are your primary spiritual gifts? How did you come to discern those gifts?
    3. How do you lean into the giftedness of others? How do you encourage the gifts of others around you?
    4. Do you think believers are generally aware of the connection between spiritual gifts and serving others? Give an outstanding example of someone where spiritual giftedness is beautifully displayed via service.
    5. The fruit of the Spirit (Galatians 5: 22-23) includes love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self control. To what extent have

you seen growth in your own life over the last five years with the fruit of the Spirit? Of the nine elements is there one that has seen more growth?
6. How do you keep balance in your ministry work schedule through rest, Sabbath, exercise, recreation, etc.? Do you take a regular day off and if so, what works best for you?
7. What do you do for continuing education? How do you continue to grow as a person?
8. Of the spiritual life it has been said that "It is not how high you can jump but how straight you can walk when you hit the ground." What helps you to "walk straight" living an upright life?
9. Is there an outstanding book you have read related to spiritual maturity that blessed you immensely? If so, what is of that book that most inspired you?
10. Is there a mentor-type figure who has significantly inspired you in spiritual development, be it someone you personally know, or someone you know through their writings? How did they impact you?

- Related learning outcome(s): # 2
- **Assignment length:** 1 page (single-spaced)
- **Due date:** By or before the middle of the semester

3. LEARN

Identify and reflect on *a specific* experience from your ministry formation setting, ideally related to spiritual maturity. Write a 1- page reflection paper (single-spaced) using fully the five steps of LEARN. Upon completion:

1. Submit a copy on Populi
2. Also submit the same copy to your supervisor-mentor. Supervisor-mentors will be asked on the final assessment if it was submitted to them.

- Related learning outcome: #3
- **Assignment length:** 1 page (single-spaced)
- **Due date:** By or before the 75% mark of the semester.

4. Overall Reflection

Write a 1-page reflection (single spaced) outlining what you have learned about spiritual maturity via Ministry Formation over the past semester. Whereas the LEARN assignment calls for a 'specific' experience, the Overall Learning Reflection is meant to be more 'general' in nature. The assignment is to be uploaded on Populi. The reflection should include the following:

- At least one experience, incident, or story from your ministry formation setting where you learned something about spiritual maturity. Possibilities could include a biblical insight; learning a new spiritual discipline; a conversation with a mentor; a meaningful devotional experience; etc.
- At least one verse or passage from 2 Timothy that speaks to spiritual maturity.
- 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:** One week before the end of the semester.

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. 2 Timothy memorization is 2 Timothy 1:7-9a: *"For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline. So do not be ashamed of the testimony about our Lord or of me his prisoner. Rather join me in suffering for the gospel by the power of God. He has saved us and called us to a holy life—not because of anything we have done but because of his own purpose and grace" (2 Timothy 1:7-9a, NIV, 2011).*
- A meeting after all the assignments have been submitted.

Estimate of Time Investment (individual time investments may vary)

Ministry Formation Placement	27 hrs	2-3 hours per week
Interview	2 hrs	As scheduled
LEARN	2 hrs	As scheduled
Overall Reflection	2 hrs	As scheduled
Meetings with Director	2 hrs	As scheduled
Total =	35 hrs	

Assessment Rubrics

All assessment rubrics will be available on Populi.

Course Outline

- Meeting with Director of Ministry Formation
- Ministry Formation placement assignment (ongoing)
- Assignments: Interview; LEARN**;** and Overall 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.

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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