



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

## **P251 DE Ministry Formation**

1 credit. Prerequisite: Ministry Formation P152

 Directed Study

Fall, Winter, or Summer

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*"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).*

### **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** and **Contextual Awareness** are the competencies emphasized in Ministry Formation P251.

#### **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. Design a plan for engagement in spiritual disciplines.
  - Assessment: 4:23 Rule of Life



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

2. Apply and integrate contextual awareness in the ministry formation placement.
  - Assessment: Ministry Formation placement and evaluation
3. Discern, formulate and articulate key contextual awareness insights gleaned from the supervisor-mentor.
  - Assessment: Interview Assignment
4. Reflect on contextual awareness 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.

### Course Assignments and Activities

#### 1. 4:23 Rule of Life

“Above all else, guard your heart for everything you do flows from it” (Proverbs 4:23, NIV 2011). A rule of life, with particular attention to the ‘heart’ is critical for vitality, integrity, endurance, creativity, etc. in ministry. The assignment is to create a 4:23 rule of life which outlines primary disciplines that will be pursued over the next four to five months. Related, it may be helpful to define a time and a place as to where and when the disciplines will be exercised. Suggested disciplines to include are as follows:

1. Scripture. Bible reading and/or listening; meditation; lectio divina; memorization; study; etc.
2. Prayer. Praise; intercession; prayer of the examen; praying the psalms; confession; thanksgiving; journaling; etc.
3. Fasting. From food; digital use; screen time; etc.
4. Silence and Solitude: retreat; meditation; Sabbath; etc.
5. Community. Lifegroup; church; worship; service; reconciliation; etc.
6. Rest and Renewal. Sabbath; recreation; exercise; play; attention to health; etc.

The assignment can be presented in any one of the following formats: poetry; artistic creation; song; collection of scripture verses or passages that speak to the various disciplines; newsletter; a diagram, chart, or schematic diagram; a calendar; a video; a collection of pictures that reflect the disciplines; a recipe; or simply a written statement (half page to a full page, single-spaced).

Examples of the various formats can be found at <https://ruleoflife.com/myrule/>. An example of a current written 4:23 rule of life for Dr. H. Strauss is available on Populi.

The assignment is due two weeks after the start of semester classes. Also, the assignment is to be shared with your supervisor-mentor or with someone else you regard as a mentor figure. If with

the supervisor-mentor, the interview experience may be an ideal time/setting. Please indicate on the assignment the intended person with whom you will share the assignment. A final component of the assignment is to provide a brief private reflection (5 or 6 sentences) to Dr. H. Strauss on how you fared with the 4:23 Rule of Life over the semester. The comments, two weeks before the end of the semester, are to be shared under the comment section of the assignment in Populi.

- Related learning outcome: #1
- **Assignment length:** If written, half to one page (single-spaced)
- **Due date:** Two weeks after the start of semester classes for the “4:23 Rule of Life”; two weeks before the end of the semester for the brief reflection.

## 2. 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: # 2
- **Assignment length:** For the full semester, generally 12 weeks in length.

## 3. 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 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 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. 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?
2. In your estimation, what are one or two key components to a substantive Christian worldview?
3. How do you respond to a society that seemingly is becoming less tolerant of Christian perspectives and values?
4. 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, new immigrants, racial minorities, the unemployed, the sick, the imprisoned, shut-ins, etc.
5. 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?
6. Are there one or two community service organizations that your ministry utilizes or supports? If so, how is your ministry strengthened by that community connection? Possibilities include counselling services; pregnancy centres, social assistance offices; food bank; etc.
7. 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?
8. What is one thing you have observed about new immigrants to Canada that you find admirable?

9. Have you had interactions with people from religious backgrounds (Islam; Hinduism; Buddhism; etc.) other than the Christian faith? What is one significant thing you have learned from them?
10. In your estimation is racism systemic in Canada? Have you seen racism in the church, and if so, are you free to share an example?

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

#### 4. LEARN

Identify and reflect on *a specific* experience from your ministry formation setting, ideally related to contextual awareness. 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: #4
  - **Assignment length:** 1 page (single-spaced)
  - **Due date:** By or before the 75% mark of the semester.

#### 5. 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. 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, 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.
  - At least one verse or passage from 2 Timothy that speaks to contextual awareness.
  - 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:** One week before the end of the semester.

#### 6. Meetings.

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 2Timothy reading and memory. Memorization is 2 Timothy 4:1-3.
  - “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).

- A meeting after all assignments have been submitted. The meeting will be focused on the various assignments.

### **Estimate of Time Investment** (individual time investments may vary)

Ministry Formation Placement	22 hrs	2-3 hours per week
4:23 Rule of Life	2 hrs	As scheduled
Interview	2 hrs	As scheduled
LEARN Reflection	2 hrs	As scheduled
Overall Learning Reflection	2 hrs	As scheduled
Meetings-Director of Ministry Formation	2 hrs	As scheduled
Total =	34 hrs	

### **Assessment Rubrics**

All assessment rubrics are available on Populi

### **Course Outline**

- Meeting with Director of Ministry Formation
- Ministry Formation Placement Assignment (ongoing)
- Assignments: 4:23 Rule of Life; 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 <b>exceeded competency requirements for more than 40%</b> 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 <b>met competency requirements for all</b> 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 <b>beginning to meet competency requirements for any one or more</b> 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 <b>not yet meeting competency requirements for one or more</b> 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](mailto:bwilliamson@horizon.edu); Jessie Lysholm, Associate Dean of Students, at [jlysholm@horizon.edu](mailto:jlysholm@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto: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**

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

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