P151 Ministry Formation

1 credit. Prerequisites: none.

👤 On Campus 🅰 Live-Stream

September 11, 2023 - December 15, 2023   Rick Schellenberg, STM
Fall 2023   rschellenberg@horizon.edu
Labs: Tuesdays, as scheduled, 10:45 AM to 12:15 PM

"But you must remain faithful to the things you have been taught. You know they are true, for you know you can trust those who taught you. You have been taught the holy Scriptures from childhood, and they have given you the wisdom to receive the salvation that comes by trusting in Christ Jesus. All Scripture is inspired by God and is useful to teach us what is true and to make us realize what is wrong in our lives. It corrects us when we are wrong and teaches us to do what is right. God uses it to prepare and equip his people to do every good work."
(2 Timothy 3:14-17, NLT).

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 in the ministry formation setting.
   - *Assessment*: Ministry Formation placement and evaluation
2. Discern, formulate, and articulate key biblical and theological insights gleaned from the supervisor-mentor.
   - *Assessment*: Interview Assignment
3. Reflect on biblical and theological literacy growth through 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* – 50%
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:** September 12, 2023, to December 16, 2023

2. *Supervisor-Mentor Interview* – 20%
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 by October 31st. The assignment will be shared and discussed in the November 7th lab. 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?

- To complete this assignment, students will:
  - Follow the Horizon Format Guide.
- Related learning outcome(s): # 2
- **Assignment length:** 1 page (single-spaced)
- **Due date:** October 31

3. *Labs* – 20%

Attendance and participation in all labs with a focus on biblical and theological literacy. The labs will focus largely on ministry formation principles in 2 Timothy. Students are required to read 2 Timothy at least once through the semester. The lab will also include memorization of 2 Timothy 3:14-17 provided below:

- "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).

- Related learning outcome(s): # 1, 3
- **Assignment length:** September 11, 2023 to December 15, 2023

4. *Overall Reflection* -10%

- 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 by November 28th. The assignment will be shared and discussed in the December 5th lab. 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.
- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon Format Guide.
- Related learning outcome(s): #3
- **Assignment length:** 1 page (single-spaced)
- **Due date:** November 28

Estimate of Time Investment (individual time investments may vary)

Assignment	Hours	Due Date	Assignment Weighting
Ministry Formation Placement	23 hrs	2-3 hours per week	50%
Interview	2 hrs	Due October 31	20%
Labs	7 hrs	As scheduled	20%
Overall Reflection	2 hrs	Due November 28	10%
Total =	34 hrs		

Assessment Rubrics
Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Class Schedule

Lab #	Dates	P151, Yr.1, Tuesdays, 10:45 to 12:15 Focus: Biblical & Theological Literacy
1	September 12	Introduction, Syllabus
2	September 26	2 Timothy 1:1-18
3	October 10	2 Timothy 2:1 to 3:9
4	November 7	Interviews, due October 31
5	November 21	2 Timothy 3:10 to 4:22
6	December 5	Overall Reflection; due Nov 28

Additional:
- *On the first day of class, time will be provided for students to enter their assignments into a study calendar.*
- *On the final day of class, 15 minutes at the beginning of class for students to fill out course evaluations (excluding modules).*

- First submissions of assignments will not be accepted after December 8, 2023.

- Schedule for Revision Week
  - Monday Dec 11, Interview revisions
  - Tuesday Dec 12, Overall Reflection revisions

- No resubmission of assignments will be accepted after December 15, 2023.

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 on Populi](#)* 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 unless approval is granted by the Dean of the College..

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.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment 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

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 Integrity
Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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.

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. 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.

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