



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

P152 Ministry Formation

1 credit. Prerequisites: P151 Ministry Formation

Course delivery options:  On Campus **'A'** Live-Stream

January 15 to April 18, 2024

Winter Semester, 2024

Labs: Tuesdays, as scheduled, 10:45am-12:15pm

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“God did not give us a spirit of cowardice, but rather a spirit of power and of love and of self-discipline. Do not be ashamed, then, of the testimony about our Lord or of me his prisoner, but join with me in suffering for the gospel, relying on the power of God, who saved us and called us with a holy calling, not according to our works but according to his own purpose and grace.” (2 Timothy 1:7-9a, NRSVA).

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

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:** January 15 to April 18, 2024

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 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 by February 6th. The assignment will be shared and discussed in the February 13th lab. 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?
- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide
 - Related learning outcome(s): # 2
 - **Assignment length:** 1 page (single-spaced)
 - **Due date:** February 6th

3. *Labs* – 20%

Attendance and participation in all labs with a focus on spiritual maturity. Students are required to read 2 Timothy at least once through the semester. The lab will also include memorization of 2 Timothy 1:7-9a provided below:

- To complete this assignment, student will follow these guidelines:
 - Attend and participate meaningfully in lab sessions;
 - Read 2 Timothy; and
 - Memorize the verses below.
- *“God did not give us a spirit of cowardice, but rather a spirit of power and of love and of self-discipline. Do not be ashamed, then, of the testimony about our Lord or of me his prisoner, but join with me in suffering for the gospel, relying on the power of God, who saved us and called us with a holy calling, not according to our works but according to his own purpose and grace.” (2 Timothy 1:7-9a, NRSVA).*

4. *LEARN* – 10%

Identify and reflect on an 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.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide; and
 - Review the lesson on LEARN on Populi.

Upon completion:

1. Submit a copy on Populi by March 19^h. The assignment will be shared and discussed at the March 26th lab.
 2. Submit the same copy by or before March 20th 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:** March 19

Estimate of Time Investment (individual time investments may vary)

Assignment	Time	Due	Assignment Weighting
Ministry Formation Placement	23 hrs	2-3 hrs per wk.	50%
Interview	2 hrs	February 6	20%
Labs	7 hrs	As scheduled	20%
LEARN	2 hrs	March 19	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	P152, Yr.1, Tuesdays, as scheduled, 10:45-12:15. Focus: Spiritual Maturity
1	January 16	Introduction, Syllabus
2	January 30	Learning LEARN
3	February 13	Interviews, due February 6
4	March 12	Panel on Spiritual Maturity
5	March 26	LEARN, due March 19
	April 9	Joint Ministry Formation Celebration

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).*

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 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 competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting 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.

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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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