



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

P352 Ministry Formation

1 credit. Prerequisite: P351 Ministry Formation

Course delivery options:  On Campus  Live-Stream

January 16, 2024- April 18, 2024

Winter Semester, 2024

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

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“You then, my child, be strong in the grace that is in Christ Jesus; and what you have heard from me through many witnesses entrust to faithful people who will be able to teach others as well.” (2 Timothy 2:1-2, 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** and **Ministry Development** are the competencies emphasized in Ministry Formation P352.

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 **Ministry Development** students will

2. Apply and integrate ministry development in the ministry formation placement.
 - *Assessment:* Ministry Formation Placement and Evaluation
3. Discern, formulate, and articulate key ministry development insights gleaned from the supervisor-mentor.
 - *Assessment:* Interview Assignment
4. Reflect on ministry development growth through the ministry formation experience.
 - *Assessment:* GLS Assignment
 - *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. **4:23 Rule of Life – 10%.**

“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 is available on Populi.

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 the director on how you fared with the 4:23 Rule of Life over the semester. The comments, due by or before April 2nd, are to be shared under the comment section of the assignment in Populi.

- To complete this assignment, student will follow these guidelines:
 - Follow the Horizon Format Guide
 - Complete the reflection by April 2
- Related learning outcome: #1
- **Assignment length:** 250 to 500 words.
- **Due dates:** February 13th for the assignment; April 2 for the brief reflection

2. *Ministry Formation Placement – 40%.*

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.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide
- Related learning outcome: # 2
- **Assignment length:** January 16, 2024 to April 18, 2024.

3. *Global Leadership Summit (GLS) Assignment – 10%*

Attend, observe, and articulate via a 500 word paper, principles and lessons learned about leadership/ministry development from the GLS summit.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide
- Related learning outcome: #4
- **Assignment length:** 500 words.
- **Due date:** January 30.

4. *Supervisor-Mentor Interview – 15%.*

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 ministry development. 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 March 8th. The assignment will be shared and discussed in the March 15th lab. The questions are:

1. At the core of ministry development is the creation of something new. Do you tend to find new ideas through the creativity of others or through your own efforts, or both?
2. What is one of the most effective ministry models or methods you have seen employed by others?
3. What is one ministry you have developed that you feel good about?
4. Is there a ministry development idea you dream about and would like to pursue some time in the future? If so, what is it?
5. What are some of the common obstacles to ministry development?
6. What does it take to effectively recruit and mobilize volunteers for ministry? What has worked for you?

7. What do you do to encourage and bless fellow team members?
8. Are there people who mentored you in ministry development? If so, who had significant impact in your development?
9. In your estimation, what is one significant new ministry development that has emerged for the church because of Covid-19?
10. To what extent do you see the Holy Spirit as the inspiration behind every ministry development idea?

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide
- Related learning outcome: # 3
- **Assignment length:** 500 words
- **Due date:** March 12

5. **Labs – 15%.**

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

- *“You then, my child, be strong in the grace that is in Christ Jesus; and what you have heard from me through many witnesses entrust to faithful people who will be able to teach others as well.” (2 Timothy 2:1-2, NRSVA).*

6. **LEARN – 10%.**

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

1. Submit a copy on Populi by March 22nd. The assignment will be shared and discussed at the March 29th lab.
 2. Submit the same copy by or before March 22nd to your supervisor-mentor. Supervisor-mentors will be asked on the final assessment if it was submitted to them.
- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide
 - Related learning outcome: #4
 - **Assignment length:** 500 words
 - **Due date:** March 26

Estimate of Time Investment (individual time investments may vary)

Ministry Formation Placement	22 hrs	2-3 hours per week	40%
GLS Assignment	1 hr	Jan 30	10%
4:23 Rule of Life	1 hr	Due Feb 13	10%
Interview	2 hrs	Due March 12	15%
Labs	7 hrs	As scheduled	15%
LEARN	2 hrs	Due March 26	10%
Total =	35 hrs		100%

Assessment Rubrics

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

Course Outline / Class Schedule

Lab #	Dates	P352, Tuesdays, as scheduled, 10:45am to 12:15pm Focus: Spiritual Maturity and Ministry Development
1	January 23	Introduction, Syllabus
2	February 6	GLS Assignment, due January 30
3	February 20	4:23 Rule of Life, due February 13
4	March 19	Interview, due March 12
5	April 2	LEARN, due March 26
	April 9	Joint Ministry Formation Celebration, Tuesday April 9, 10:45am

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
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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.

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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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