



P251 Ministry Formation

1 credit. Prerequisite: Ministry Formation P152

 On Campus 'A' Livestream

Fall 2024

September 16, 2024 - December 13, 2024

Horizon

Rick Schellenberg, M.Div., STM.

Labs: alternate Tuesdays, as scheduled,
10:45 AM to 12:15 PM

rschellenberg@horizon.edu

MCS

Eldon Wright, Dipl. Theo.

Labs: alternate Tuesdays, as scheduled,
2:00 PM to 3:30 PM

eldon.wright@mcs.edu

“In the presence of God and of Christ Jesus, who is to judge the living and the dead, and in view of his appearing and his kingdom, I solemnly urge you: proclaim the message; be persistent whether the time is favourable or unfavourable; convince, rebuke, and encourage, with the utmost patience in teaching. For the time is coming when people will not put up with sound doctrine, but having itching ears, they will accumulate for themselves teachers to suit their own desires, and will turn away from listening to the truth and wander away to myths” (2 Timothy 4:1-4, NRSV).

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 MCS-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 MCS-Horizon's Mission

The colleges' missions focus on preparing and equipping leaders for ministry. At the core of its leadership training, MCS-Horizon has six competencies (Biblical and Theological Literacy, Spiritual Maturity, Contextual Awareness, Skilled Communication, Leadership and Administration, and Ministry Development) 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: Rule of Life for Personal and Spiritual Growth



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

2. Apply and integrate contextual awareness in the ministry formation setting.
 - 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

Course Work

Required Readings

2 Timothy

Schaller, Mary and John Crilly. *The 9 Arts of Spiritual Conversations: Walking Alongside People Who Believe Differently*. Tyndale Momentum, 2016. ISBN: 9781496405760. Pages 38-96.

Recommended References

Comer, John Mark. *Practicing the Way: Be with Jesus; Become Like Him; Do As He Did*. WaterBrook, 2024. ISBN: 9780593193822.

Course Assignments and Activities

1. *Rule of Life: Practices for Personal and Spiritual Growth* - 10%

“Keep your heart with all vigilance, for from it flow the springs of life.” (Proverbs 4:23, NRSV). A rule of life (a set of personal and spiritual practices) with particular attention to the ‘heart’ is critical for vitality, integrity, endurance, creativity, etc. in ministry. The assignment is to create a rule of life which reflects primary disciplines that will be pursued over the next four to five months. Also, it may be helpful to define a time and a place as to where and when the disciplines will be exercised. For suggestions and parameters please consult the Populi lesson for this assignment.

- To complete this assignment, students will follow these guidelines:
 - Follow the MCS-Horizon Format Guide and
 - Complete the related lesson on Populi.
- Related learning outcome: #1
- **Assignment length:** If written, approximately 200 words.
- **Due date:**
 - Horizon Students – October 1st; November 30th for the brief reflection.
 - Master’s Students – September 24; November 30th for the brief reflection.

2. *Ministry Formation Placement* – 40%

Engage fully and faithfully in a ministry formation placement with at least 4 hours of involvement per week doing so under the oversight of a supervisor-mentor.

- Related learning outcome: #2
- **Assignment length:** September 16, 2024 to December 20, 2024

3. *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 contextual awareness. After the interview prepare a 300-word reflection paper 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. Assignment details and suggested questions are available in the appropriate lesson in Populi.

- To complete this assignment, students will follow these guidelines:
 - Follow the MCS-Horizon Format Guide, and
 - Complete the lesson on Populi.
- Related learning outcome: #3
- **Assignment length:** 300 words
- **Due date:** October 15th

4. *Labs* – 15%

Attendance and participation in all labs with a focus on spiritual maturity and contextual awareness. Students are also required to read 2 Timothy at least once through the semester. The lab will also include memorization of 2 Timothy 4:1-3 in your choice of translation (NRSV given above).

- Related learning outcome: #2
- **Assignment Length:** September 16, 2024 to December 20, 2024

5. *LEARN* - 15%

Identify and reflect on an experience from your ministry formation setting, ideally related to spiritual maturity and/or contextual awareness. Write a 300-word reflection paper using fully the five steps of LEARN. Upon completion:

1. Submit a copy on Populi by November 26th. The assignment will be shared and discussed at the December 3rd lab.

2. Submit the same copy by or before November 26th 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 MCS-Horizon Format Guide, and
 - Complete the lesson on Populi.
 - Related learning outcome: #4
 - **Assignment length:** 300 words
 - **Due date:** November 26th

Estimate of Time Investment (individual time investments may vary)

Assignment	hrs	Due date	Assignment Weighting
Ministry Formation Placement	55-60 hrs	4-5 hours per week	45%
Rule of Life	2 hrs	As noted above	10%
Interview	2 hrs	Due October 15	15%
Labs	7 hrs	As scheduled	15%
LEARN	2 hrs	Due November 26	15%
Total =	68-73 hrs		100%

Assessment Rubrics

All assessment rubrics are available on Populi. Click on the name of the assignment to access each rubric. Students are **STRONGLY** advised to check the rubrics prior to beginning the assignment.

Horizon Class Schedule

Lab #	Dates	Tuesdays, 10:45 to 12:15 PM Focus: Biblical & Theological Literacy
1	September 24	Introduction, Syllabus
2	October 8	Discussion on Rule of Life, due Oct. 1
3	October 22	Discussion on Interview, due October 15
4	November 19	Topic: Getting ready for spiritual conversations
5	December 3	Discussion on LEARN, due November 26

Master's Class Schedule

Lab #	Dates	Mondays, 2:00 to 3:30 PM Focus: Biblical & Theological Literacy
1	September 17	Introduction, Syllabus
2	October 1	Discussion on Rule of Life, due Sept. 24
3	October 22	Discussion on Interview, due October 15
4	November 19	Topic: Getting ready for conversations
5	December 3	Discussion on LEARN, due November 26

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 13, 2024.
- No resubmission of assignments will be accepted after December 20, 2024.

Academic Policies

General Assignment Guidelines

Please see the [MCS-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 Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

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.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, 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.

MCS-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 all 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 MCS-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 one or more 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

MCS-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. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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

MCS-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 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.

Schaller, Mary and John Crilly. *The 9 Arts for Spiritual Conversations: Walking alongside people who believe differently*. Carol Stream: Tyndale Momentum, 2016.