




P252 Ministry Formation

1 credit. Prerequisite: Ministry Formation P152

 On Campus 'A' Livestream

Winter 2025

January 6 to April 17, 2025.

Horizon

Rick Schellenberg, M.Div., STM.

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

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Masters

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

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“Remind them of this, and warn them before God that they are to avoid wrangling over words, which does no good but only ruins those who are listening. Do your best to present yourself to God as one approved by him, a worker who has no need to be ashamed, rightly explaining the word of truth.” (2 Timothy 2:14-15 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 **Skilled Communications** are the competencies emphasized in Ministry Formation P252.

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 **Skilled Communication**, students will

2. Apply and integrate skilled communication in the ministry formation setting.
 - Assessment: Ministry Formation placement and evaluation
3. Discern, formulate, and articulate key insights about skilled communication gleaned from the supervisor-mentor.
 - Assessment: Interview Assignment
4. Reflect on growth in skilled communication 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. Pages 99-153.

Recommended References

Comer, John Mark. *Practicing the Way: Be with Jesus; Become like him; Do as he did*. WaterBrook, 2024.

Course Assignments and Activities

1. *Ministry Formation Placement* – 45%

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

- Related learning outcome: # 2
- **Assignment length:** January 6, 2025 to April 17, 2025

2. *Global Leadership Summit (GLS) Assignment. (January 22-23)*

Attend, observe, and articulate via a one-page paper, principles and lessons learned about skilled communication from the GLS summit.

- Related learning outcome: #4
- **Assignment length:** 300-400 words
- **Due date:**
 - Horizon: January 28; discussed in lab Feb. 4.
 - Masters: January 28; discussed in lab Jan. 28

3. *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
 - Write a reflection near the end of the semester to share your experience with these practices (due: March 30).
 - Take note of the rubric on Populi
- Related learning outcome: #1
- **Assignment length:** If written, approximately 300 words.
- **Due date:**
 - Horizon Students – January 16th; discussed in lab Feb 18.
 - Master’s Students – January 16th; discussed in lab Jan 28

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 skilled communication. After the interview prepare a 350-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 on Populi.

Questions to ask as well as your own:

1. Do you like speaking in front of a large group of people? Does it energize you? Does it make you nervous? What are your feeling moments before having to get up and speak?
2. How much time do you need to prepare for a public presentation, be it a devotional or a sermon?
3. Can you identify a public speaking experience where it really went well? If so, what was it that made the presentation so effective?
4. What is one communication practice in which you would like to grow?
5. Does listening well to people come naturally and readily, or do you have to work at it? Do you have any suggestions on how to be a better listener?

6. In crucial conversations (especially those marked by conflict), what is one key component or practice that can bring understanding and reconciliation?
7. To what extent do you use social media? What has provided you a good platform for communicating with people, be it individually, or with a large group of people?
8. To what extent do you use the arts in communicating biblical truth to others? The arts could include paintings, drawings, poetry, drama, audio-visuals productions, readings, etc. What has been one of the most effective uses you have seen of the arts in communicating biblical truth, be it something you prepared or something you witnessed?
9. In preparing a critically important email, what do you do to ensure that it is well written? Do you sometimes hold off on sending it, affording the opportunity for a second look?
10. To what extent do you think of the Spirit engaged in the inspiration and creation of content that will be communicated, be it emails, one-on-one conversations, teaching notes, sermon manuscript, etc.?

To complete this assignment, students will follow these guidelines:

- Follow the MCS-Horizon Format Guide, and
- Take note of the rubric on Populi
- Related learning outcome: # 3
- **Assignment length:** 350 words
- **Due date:**
 - Horizon Students – February 11, Lab discussion February 18.
 - Master’s Students – February 7th; February 11th for discussion in Lab

5. *Labs* – 15%

Attendance and participation in all labs with a focus on spiritual maturity and skilled communication. Students are also required to ...

- read 2 Timothy at least once through the semester.
- The lab will also include memorization of 2 Timothy 2:14-15 given above.
- Memorization Quiz:
 - Horizon students: Tuesday, April 1 in Lab.
 - Master’s students: Tuesday, April 1st in Lab

6. *LEARN* - 15%

Identify and reflect on an experience from your ministry formation setting, ideally related to spiritual maturity and/or skilled communication. Write a 350-word reflection paper using fully the five steps of LEARN. Upon completion:

- Horizon students:
 - a. Submit a copy on Populi by March 25. The assignment will be shared and discussed at the April 1st lab.
 - b. Submit the same copy by or before March 30th to your supervisor-mentor. Supervisor-mentors will be asked on the final assessment if it was submitted to them.
- Master’s students:

- a. Submit a copy on Populi by March 25th. The assignment will be shared and discussed at the April 1st lab.
 - b. Submit the same copy by or before March 27th 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
 - Related learning outcome: #4
 - **Assignment length:** 350 words

Estimate of Time Investment (individual time investments may vary)

Assignment	hrs	Due date	Assignment Weighting
Ministry Formation Placement	60-65 hrs	4-5 hours per week	40%
Rule of Life	2 hrs	Due January 16	10%
GLS Assignment	2 hrs	Due January 28	10%
Interview	2 hrs	As scheduled	10%
Labs	7 hrs	As scheduled	15%
LEARN	2 hrs	Due March 25	15%
Total =	73-78 hrs		100%

Assessment Rubrics

All assessment rubrics are available on Populi. 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: Skilled Communication
1	January 21	Introduction, Syllabus
2	February 4	Discussion on GLS, paper due Jan. 28
3	February 18	Discussion on Rule of Life, due Jan. 16 Discussion on Interviews, due: Feb. 11
4	March 18	Topic: Spiritual Conversations
5	December 3	Discussion on LEARN, due Mar. 25

Master's Class Schedule

Lab #	Dates	Mondays, 2:00 to 3:30 PM Focus: Skilled Communication
1	January 14	Introduction, Syllabus
2	January 28	Discussion on Rule of Life, due Jan 16

		Discussion on GLS, due Jan 28
3	February 11	Discussion on Interview, due October 15
4	March 18	Topic: Getting ready for conversations
5	April 1	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 April 11, 2025
- No resubmission of assignments will be accepted after April 17, 2025

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 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.

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
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 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 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.

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