




P151 Ministry Formation

1 credit. Prerequisites: none.

 Saskatoon Campus 'A' Livestream

September 15 – December 19, 2025
Fall 2025

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Labs: alternate Tuesdays, 2pm-3:30pm SK, as scheduled (4pm-5:30pm ET until November 2; 3pm-4:30pm ET after November 2)

“But as for you, continue in what you have learned and firmly believed, knowing from whom you learned it, and how from childhood you have known the sacred writings that are able to instruct you for salvation through faith in Christ Jesus. All scripture is inspired by God and is useful for teaching, for reproof, for correction, and for training in righteousness, so that everyone who belongs to God may be proficient, equipped for every good work.”
(2 Timothy 3:14-17, NRSV).

Course Goals

Course Description

Ministry Formation provides students with the opportunity to serve in a church, parachurch, or other approved ministry under the guidance of a mentor. Typically, students will engage in ministry for 4 to 5 hours a week. Regular meetings with a mentor provide students with a positive growth experience. Further, on-campus labs provide input, training, and reflection aimed at bridging the shift from the classroom to the field, from the textual to the contextual. Horizon's and MCS's competencies are addressed throughout the six Ministry Formation courses with Biblical and Theological Literacy as the emphasis for P151.

Relationship to Horizon and MCS's Missions

The colleges' missions focus on preparing and equipping leaders for ministry. At the core of its leadership training, Horizon and MCS 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 **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, Labs
2. Discern, formulate, and articulate key biblical and theological insights gleaned from the mentor.
 - *Assessment:* Interview Assignment
3. Reflect on biblical and theological literacy growth through the ministry formation experience.
 - *Assessment:* Overall Reflection, Labs

Course Work

Required Readings

2 Timothy

Course Requirements

To be enrolled and participate in *P151 Ministry Formation* a student must:

- Make arrangements to be involved in a ministry placement location for a minimum of 4 hours per week from September 15 to December 19, 2025 under the supervision of mentor. The placement and mentor must be approved by the course instructor.
- Complete a current criminal record check (CRC) on the CanProTech system. Instructions on how to access and complete the CRC will be given upon acceptance to the College.

Course Assignments and Activities

1. Ministry Formation Placement – 50%

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 mentor. The following activities are crucial for successful completion of this assignment:

- Review the Populi lesson on Ministry Formation Orientation
- Complete the forms for the Workers Compensation Board (Saskatchewan students) by the end of September.
- Students will complete a weekly report form on each Monday of the course.
- Related learning outcome: #1.
- Assessment:
 - Weekly Reports – 25%
 - Mentor's Assessment – 25%
- **Assignment length:** September 15 to December 19.

2. Mentor Conversations and Interview – 20%

Meet with your mentor to discuss topics of interest and topics in the list of competency questions. Student will report on their conversations with their mentor, using both provided and self-generated questions related to the semester's competency focus. A special mentoring session may need to be scheduled to address the competency questions. Following the conversation about the competency questions, prepare a 300-word 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. DO NOT SIMPLY SUMMARIZE THE RESPONSE TO YOUR QUESTIONS. Suggested competency questions are as follows:

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?
- The following activities are crucial for successful completion of this assignment:
 - Review the related lesson on Populi.
 - Check the rubric for this assignment on Populi.
 - Follow the Horizon & MCS Format Guide.
 - Related learning outcome(s): #2
 - **Assignment length:** 300 words.
 - **Due date:** October 24.

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 labs will also include memorization of 2 Timothy 3:14-17 in your choice of translation (NRSV provided above).

- Related learning outcome(s): # 1, 3.
- **Assignment length:** September 15 to December 19, as scheduled.
- **Due date:** Memorization Quiz and Reading Report due Dec. 2.

4. *Overall Reflection* -10%

Write a 300-word paper outlining what you have learned about biblical and theological literacy via Ministry Formation over the past semester. The reflection should include the following:

- 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.
- At least one verse or passage from 2 Timothy that complements, interprets, or adds to the above experience, incident, or story.
- The following activities are crucial for successful completion of this assignment:
 - Follow the Horizon & MCS Format Guide
 - Complete the related lesson on Populi.
- Related learning outcome(s): #3.
- **Assignment length:** 300 words.
- **Due date:** December 5.

Estimate of Time Investment (individual time investments may vary)

Assignment	Hours	Due Date	Assignment Weighting
Ministry Formation Placement	48-60 hrs	At least 4 hrs per wk	50%
Interview	4 hrs	Oct. 24	20%
Labs	7 hrs	As scheduled	20%
Memorization Quiz & Report		Dec. 2	
Overall Reflection	2 hrs	Dec. 5	10%
Total =	61-73 hrs		

All assignments are due at 11:59pm **SK time**, unless otherwise indicated.

Assessment Rubrics

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

Class Schedule

Lab #	Dates	Tuesdays, 2:00 – 3:30 PM Focus: Biblical & Theological Literacy
1	September 16	Introduction, Syllabus
2	September 30	2 Timothy 1-2
3	October 14	2 Timothy 3-4
4	November 18	Conversations/Interview; Interview Assignment due October 24
5	December 2	Overall Reflection Dec. 5

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.*
- Revision week is December 15-19. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after December 19, 2025.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

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 and MCS's 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. Assignments that do not meet competency will receive a 0. 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 and MCS 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
		Student demonstrated excellent achievement of the learning outcomes.	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 Horizon and MCS. 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

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

Horizon and MCS encourage 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

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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.

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Miller, Calvin. *Letters to a Young Pastor*. Colorado Springs: David C Cook, 2011.

Pyle, William T. and Mary Alice Seals, ed. *Experiencing Ministry Supervision: A Field- Based Approach*. Nashville: Broadman and Holman, 1975.