P351 Ministry Formation

1 credit. Prerequisite: Ministry Formation P252

👤 On Campus (ᐧAᐧ) Livestream

September 15 - December 19, 2025
Fall Semester 2025
Thursdays, as schedule, 9:00am-10:30am SK
(11am-12:30pm ET until November 2; 10am-11:30am after November 2)

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"For the grace of God has appeared, bringing salvation to all, training us to renounce impiety and worldly passions, and in the present age to live lives that are self-controlled, upright, and godly, while we wait for the blessed hope and the manifestation of the glory of our great God and Saviour, Jesus Christ. He it is who gave himself for us that he might redeem us from all iniquity and purify for himself a people of his own who are zealous for good deeds."
(Titus 2:11-14 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 Contextual Awareness as the emphasis for P351.

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 have 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

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

2. Apply and integrate contextual awareness in the ministry formation placement.
   - *Assessment*: Ministry Formation Placement and Evaluation, Labs
3. Discern, formulate and articulate key contextual awareness insights gleaned from the mentor.
   - *Assessment*: Interview Assignment
4. Reflect on contextual awareness growth through the ministry formation experience.
   - *Assessment*: LEARN

Course Work

Required Readings
Titus

Course Assignments and Activities

1. *Rule of Life* – 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 lesion for this assignment. Near the end of November, you will record a Padlet video (3 min) describing how your Rule of Life impacted your life and why.
   - The following activities are crucial for successful completion of this assignment:
     - Follow the Horizon & MCS Format Guide
     - Consult the related lesson on Populi
   - Related learning outcome: #1.
   - **Assignment length:** If written, approximately 350 words.
   - **Due date:**
     - September 26
     - November 28 for the Padlet reflection

2. *Ministry Formation Placement* – 45%
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. Students will complete a weekly report form on each Monday of the course. Students are required to have a current (within two years) criminal record check on file with CanProTech (Secure Search Online). Third year students will receive a request for a new CRC for this year. Contact the Ministry Formation Director if you have any questions about your status.

- Related learning outcome: #2
- **Assessment**
    - Weekly Reports – 20%
    - Mentor's Assessment – 25%
- **Assignment length:** September 15 to December 19, 2025

3. *Mentor Conversations/Interview – 15%*
The following questions may be covered in your weekly meetings with your mentor or completed in a longer interview session. Set up a meeting time or meeting schedule with your mentor and discuss at least six of the questions below (as well as your own), all related to contextual awareness. After the interview/conversations prepare a 450-word reflection paper identifying three or four key insights you learned. Suggested questions are as follows:
    1. Contextual awareness begins with awareness of self. In terms of healthy self-awareness and identity, what were one or two key contributing factors to your development as a person?
    2. In your estimation, what are one or two key components to a substantive Christian worldview?
    3. How do you respond to a society that seemingly is becoming less tolerant of Christian perspectives and values?
    4. As you consider various marginalized subgroupings within society, is there one you wish you could give added attention to? Possibilities include the poor, the disabled, refugees, new immigrants, racial minorities, the unemployed, the sick, the imprisoned, shut-ins, etc.
    5. Do you think that seniors are looked after well in ministry and/or society? Or do you think they feel somewhat overlooked by many, not only in society, but perhaps even the church? Is ageism, directed at seniors, a problem today?
    6. Are there one or two community service organizations that your ministry utilizes or supports? If so, how is your ministry strengthened by that community connection? Possibilities include counselling services; pregnancy centres, social assistance offices; food bank; etc.
    7. Those with roots in Roman Catholicism make up about a third of the people on the prairie provinces. Many seemingly are not active in their faith. Do you have any ideas on how Evangelicals could play a role in encouraging the faith of inactive Catholics?
    8. What is one thing you have observed about new immigrants to Canada that you find admirable?
    9. Have you had interactions with people from religious backgrounds (Islam; Hinduism; Buddhism; etc.) other than the Christian faith? What is one significant thing you have learned from them?
    10. In your estimation is racism systemic in Canada? Have you seen racism in the church, and if so, are you free to share an example?

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.
The following activities are crucial for successful completion of this assignment:
- Follow the Horizon & MCS Format Guide, and
- Consult the lesson on Populi.

- Related learning outcome: #3.
- **Assignment length:** 450 words.
- **Due date:** October 9.

4. *Labs* – 15%

Attendance and participation in all labs with a focus on spiritual maturity and contextual awareness. Students are also required to read Titus at least once through the semester and respond to their reading with a 3-minute Padlet video. The lab will also include memorization of Titus 2:11-14 in their choice of translation (NRSV provided above):
- Related learning outcome: #2
- **Assignment length:** September 15 to December 19, 2025
- **Due dates**
  - Memorization Quiz – December 4
  - Padlet video response to Titus – December 4

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 450-word reflection paper using fully the five steps of LEARN. Upon completion:
1. Submit a copy on Populi by November 25. The assignment will be shared and discussed in the final lab.
2. Share a copy with your mentor and discuss it with them prior to November 30. Mentors will be asked on the final assessment if you discussed this with them.
- The following activities are crucial for successful completion of this assignment:
  - Follow the Horizon & MCS Format Guide and
  - Consult the lesson on Populi.
- Related learning outcome: #4.
- **Assignment length:** 450 words.
- **Due date:** November 25

Estimate of Time Investment (individual time investments may vary)

Assignment	hrs	Due date	Assignment Weighting
Ministry Formation Placement	48-60 hrs	At least 4 hrs per wk	45%
Rule of Life	2 hrs	Due Sept. 26; Nov. 28	10%
Conversations/Interview	4 hrs	Due Oct. 9	15%
Labs	7 hrs	As scheduled	15%
Memorization Quiz & Titus Response		December 4	
LEARN	2 hrs	Due Nov. 25	15%
Total	63-75 hrs		100%

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. Students are strongly encouraged to check the rubrics prior to beginning the assignment.

Class Schedule

Lab #	Dates	Focus: Spiritual Maturity and Contextual Awareness
1	September 18	Introduction, Syllabus
2	October 2	4:23 Rule of Life, due September 26
3	October 16	Interview, due October 9
4	November 20	Titus
5	December 4	LEARN, due November 25

Additional:
- *On the final day of class, 15 minutes at the beginning of class for students to fill out course evaluations (excluding modules).*
- 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.edumailto:library@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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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.