



P252 Ministry Formation

1 credit. Prerequisite: P251 Ministry Formation

 Directed Study

January 12 – April 17, 2026
Winter 2026

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“Therefore, prepare your minds for action; discipline yourselves; set all your hope on the grace that Jesus Christ will bring you when he is revealed. Like obedient children, do not be conformed to the desires that you formerly had in ignorance. Instead, as he who called you is holy, be holy yourselves in all your conduct; for it is written, ‘You shall be holy, for I am holy.’”
(1 Peter 1:13-16 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 **Skilled Communication** as the emphasis for P252.

Relationship to Horizon and MCS’s Mission

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 **Skilled Communication**, students will

2. Apply and integrate skilled communication in the ministry formation setting.

- *Assessment:* Ministry Formation Placement and Evaluation; Ministry Reflection and Conversations
- 3. Discern, formulate, and articulate key insights about skilled communication gleaned from the mentor and the GLS.
 - *Assessment:* Mentor Interview; GLS Assignment
- 4. Reflect on growth in skilled communication through the ministry formation experience.
 - *Assessment:* LEARN

Course Work

Required Readings

1 Peter

Recommended References

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

Schaller, Mary and John Crilly. *The 9 Arts of Spiritual Conversations: walking alongside people who believe differently.* Tyndale Momentum, 2016. Pages 99-153.

Course Assignments and Activities

1. Ministry Formation Placement – 40%

Engage fully and faithfully in a ministry formation placement with an average of 4-5 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.

- Related learning outcome: #2.
- **Assessment:**
 - Weekly Reports - 20%
 - Mentor's Assessment - 20%
- **Assignment length:** January 12 to April 17, 2026

2. 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 lesson for this assignment.

To complete this assignment, students will follow these guidelines:

- Follow the Horizon & MCS Format Guide
- Write a brief 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:** January 16 (Rule); March 30 (Reflection).

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

By January 15, register for the GLS. More instructions will be provided on Populi. Submit your proof of registration under the “GLS Assignment” on Populi.

This year, GLS is on January 21-22, 2026 at Horizon’s campus, MCS’s campus, and through recorded video access (note: no livestreaming is available). Attend, observe, and articulate via a 400-word paper, principles and lessons learned about skilled communication from the GLS summit.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon & MCS Format Guide
 - Complete the corresponding lesson on Populi.
 - Consult the rubric for this assignment
- Related learning outcome: #3.
- **Assignment length:** 400 words.
- **Due date:** January 15 (registration); January 28 (assignment).

4. *Mentor Interview – 15%.*

Set up a meeting time with your 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 Horizon & MCS Format Guide
- Take note of the rubric on Populi

- Related learning outcome: #3.
- **Assignment length:** 350 words.
- **Due date:** February 11.

5. *Ministry Reflection and Conversations – 10%.*

Create 4 Padlet videos on your experience of Ministry Formation, including material from your assignments. Videos should be 4 minutes in length. All students are required to comment on at least 4 of their peers' videos. Students are required to read 1 Peter at least once through the semester with a 4-minute video response.

The labs will also include memorization of 1 Peter 1:13-16 in your choice of translation (NRSV provided above):

- To complete this assignment, students will:
 - Read 1 Peter at least once prior to creating the Padlet video.
 - Check the rubrics for this assignment on Populi.
 - Follow the Horizon & MCS Format Guide.
- Related learning outcome: #2.
- **Assignment Length:** 3-4 minutes.
- **Due date:**
 - Padlet 1 - Jan. 22, comments due Jan. 29
 - Padlet 2 – Feb. 12, comments due Feb. 19
 - Padlet 3 – Mar. 12, comments due Mar. 19
 - Padlet response to 1 Peter – Mar. 26
 - Memorization Quiz– April 2
 - Padlet 4 – Apr. 7, comments due Apr. 10

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, submit a copy on Populi and discuss the reflection with your mentor. 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 and MCS Format Guide
 - Complete the corresponding lesson on Populi.
 - Consult the rubric for this assignment.
- Related learning outcome: #4.
- **Assignment length:** 350 words.
- **Due date:** March 18.

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; March 30	10%
GLS Assignment	2 hrs	Due January 15 & 28	10%
Interview	2 hrs	Due February 11	15%
Padlet Videos/Memorization/Rdg	7 hrs	As scheduled	10%
LEARN	2 hrs	Due March 18	15%
Total =	73-78 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** advised to check the rubrics prior to beginning the assignment.

Additional:

- *In the last week of the course, please fill out course evaluations.*
- Revision week is April 13-17. Your instructor may also request revisions on some assignments before revision week
- No assignments will be accepted after April 17.

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

Blodgett, Barbara and Floding, Matthew, ed. *Brimming with God: Reflecting Theologically on Cases in Ministry*. Eugene: Pickwick, 2015.

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