



P352 Ministry Formation

1 credit. Prerequisite: Ministry Formation P351

👤 Mississauga Campus 'A' Livestream

January 12, 2026 – April 17, 2026

Winter Semester

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*Labs: Wednesday as scheduled, 2pm-3:30pm ET
(1pm-2:30pm SK until March 8, 12pm-1:30pm SK
after March 8)*

“You, however, must teach what is appropriate to sound doctrine. In everything set them an example by doing what is good. In your teaching show integrity, seriousness and soundness of speech that cannot be condemned, so that those who oppose you may be ashamed because they have nothing bad to say about us. These, then, are the things you should teach. Encourage and rebuke with all authority. Do not let anyone despise you”
(Titus 2:1, 7-8, 15 NIV).

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 **Ministry Development** as the emphases for P352.

Relationship to Horizon and MCS's Missions

The college's mission is preparing and equipping competent Christian leaders. At the core of its leadership training, Horizon and MCS have six competencies 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 **Ministry Development** students will

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

Course Work

Required Readings

Titus

Course Requirements

To be enrolled and participate in *P352 Ministry Formation* a student must:

- Make arrangements to be involved in a ministry placement location for a minimum of 4 hours per week from January 12 to April 17, 2026 under the supervision of mentor. The placement and mentor must be approved by the course instructor.
- Complete a current criminal record check on the CanProTech system. Students must submit a new criminal record check every two years. If you have a current CRC on file you are not required to re-submit until two years after your last CRC submitted.

Course Assignments and Activities

1. *Ministry Formation Placement* – 45%

Engage fully and faithfully in a ministry formation placement with at least 4-5 hours of involvement per week doing so under the oversight of a mentor. Students are required to have a current (within two years) criminal record check on file with CanProTech (Secure Search Online).

- Related learning outcome: #2
- **Assignment length:** January 12, 2026 to April 17, 2026
- **Weekly Reports due:** every Monday by 11:59pm (except the week following Reading Week – Monday, March 2). If late, points will be deducted until 2 days after the due date, at which time the report will not receive a grade.

2. *Global Leadership Summit (GLS) Assignment* – 10%. **(January 21-22)**

By January 15, register for the GLS. More instructions will be provided in class. 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 the Summit by one of the methods provided by Horizon and MCS, observe, and articulate via a 500-word paper (double-

spaced), principles and lessons learned about the competency *Ministry Development* from the GLS summit.

- Related learning outcome: #3.
- **Assignment length:** 500 words
- **Due date:** January 15 (registration) and January 26 (paper); discussed in lab Jan 28.

3. *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 revise your 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. Near the end of March, 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 and
 - Consult the related rubric on Populi
- Related learning outcome: #1.
- **Assignment length:** If written, approximately 400 words.
- **Assignment due date:** Tuesday, January 20.
- **Padlet Reflection due date:** Monday, March 30.

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 ministry development. After the interview prepare a 500-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.

Questions to ask as well as your own:

1. At the core of ministry development is the creation of something new. Do you tend to find new ideas through the creativity of others or through your own efforts, or both?
2. What is one of the most effective ministry models or methods you have seen employed by others?
3. What is one ministry you have developed that you feel good about?
4. Is there a ministry development idea you dream about and would like to pursue sometime in the future? If so, what is it?
5. What are some of the common obstacles to ministry development?
6. What does it take to effectively recruit and mobilize volunteers for ministry? What has worked for you?
7. What do you do to encourage and bless fellow team members?
8. Are there people who mentored you in ministry development? If so, who had significant impact in your development?
9. In your estimation, what is one significant new ministry development that has emerged for the church because of Covid-19?

10. To what extent do you see the Holy Spirit as the inspiration behind every ministry development idea?

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:** 500 words
- **Due date:** Monday, March 9, 2026

5. *Labs* – 15%

Attendance and participation in all labs with a focus on spiritual maturity and ministry development. 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 2:1, 7-8, 15 in their choice of translation (NRSV provided above).

- Related learning outcome: #2.
- **Assignment length:** January 12 to April 17, 2026
- **Due dates:**
 - Padlet response to Reading in Titus – Monday, March 30
 - Memorization Quiz – Wednesday, April 8

6. *LEARN* – 15%

Identify and reflect on an experience from your ministry formation setting, ideally related to spiritual maturity and/or ministry development. Write a 500-word reflection paper using fully the five steps of LEARN. Upon completion:

1. Submit a copy on Populi by March 31. The assignment will be shared and discussed in the April 8 lab.
 2. Share a copy with your mentor and discuss it with them prior to April 3. 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 rubric on Populi.
 - Related learning outcome: #4.
 - **Assignment length:** 500 words.
 - **Due date:** Tuesday, March 31.

Estimate of Time Investment (individual time investments may vary)

Assignment	hrs	Due date	Assignment Weighting
Ministry Formation Placement	52-65 hrs	Minimum 4-5 hrs per week	40%
Labs	8 hrs	Mondays as scheduled	15%
Padlet Response to Titus		March 30	

Memorization Quiz		April 8	
Rule of Life	2 hrs	January 20	10%
R.O.L. Padlet Reflection		March 30	
GLS Assignment	2 hrs	January 15 & 26	15%
Interview	4 hrs	March 9	15%
LEARN	2 hrs	March 31	10%
Total =	70 hrs		100%

All assignments are due at 11:59pm **EST Toronto 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	Wednesdays as scheduled 2:00PM to 3:30PM Focus: Ministry Development
1	Wed. January 28	Introduction, Syllabus, Rule of Life Discussion, Titus 1
2	Wed. February 11	Titus 2
3	Wed. March 11	Interview Discussion, Titus 3
4	Wed. March 25	Titus 3
5	Wed. April 8	Memorization Quiz, Padlet Response to Titus, LEARN, Course Evaluation

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).*
- **Revision week is April 13-17, 2026.** Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after **April 17, 2026.**

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 or 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

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: Rowman and Littlefield, 2017.

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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.