



P151 Ministry Formation

1 credit. Prerequisites: None.

 Saskatoon Campus with Remote Prof **'A'** Livestream

September 14 – December 18, 2026

Fall Semester

Labs: Some Mondays, 1 pm – 2:30 pm SK

3 pm-4:30 pm ET*

*2 pm – 3:30 pm ET after November 1

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¹⁴ You, however, continue in the things you have learned and become convinced of, knowing from whom you have learned them, ¹⁵ and that from childhood you have known the sacred writings which are able to give you the wisdom that leads to salvation through faith which is in Christ Jesus. ¹⁶ All Scripture is inspired by God and beneficial for teaching, for rebuke, for correction, for training in righteousness; ¹⁷ so that the man or woman of God may be fully capable, equipped for every good work. (2 Timothy 3:14-17, NASB)

****This course has pre course requirements****

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, class discussions 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 have six competencies (Biblical and Theological Literacy, Spiritual Maturity, Leadership and Administration, Skilled Communication, Contextual Awareness, and Ministry Development) that are addressed throughout the six Ministry Formation courses.

Core Competencies and Learning Outcomes



Biblical and theological literacy is demonstrated by skilled interpretation of scripture and evaluation of theological issues in order to articulate how to think, live, and minister in light of who God is, who God's people are, and God's purposes for the world.

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 Assessment, 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 (any English translation that is *not* a paraphrase)

Pre-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 14 – December 18, 2026 under the supervision of a mentor. The placement and mentor must be approved by the course instructor.
 - Complete “Ministry Placement Information” under the “Tests” tab on the course page on Populi by **September 3, 2026**.
- Complete a current criminal record check, submitted to the Registrar.
- Provide digital proof (normally a certificate) of some type of safety training such as Plan to Protect, submitted to the Registrar. We can accept this proof from your local church or ministry community as long as the training was completed after May 2026 and is valid for the September 2026 – April 2027 academic year. If a student does not have this certification, you may purchase an access code to complete online training through the Plan to Protect website prior to the 2026 Fall semester. Contact the Registrar to purchase this access code.

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** from September 14 – December 11, 2026 (excluding Reading Week). Serve under the oversight of a mentor.

Be sure to:

- Review the Ministry Formation Orientation lesson on Populi.
- Complete weekly reports on Populi to report on your hours, activities and learning.

The ministry placement mentor will complete an assessment at the end of the semester, which will contribute to your final grade.

- Related learning outcome: 1
- **Assignment length:** 4-5 hours and approximately 100 words per week
- **Weekly Reports due:** Every Monday from September 21 – December 14, 2026. Specific dates outlined below. (Note: Weekly Report is due Tuesday, October 13 instead of on Thanksgiving, weekly report is due Sunday, October 25 before Reading Week, and no weekly report on Monday, November 2 after Reading Week.) If late, points will be deducted until 2 days after the due date, at which time the report will not receive a grade.

2. Labs – 20%

Attend and participate 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 during the semester, which will be reported on in the memorization quiz. The labs will also include the **memorization of 2 Timothy 3:14-17** in your choice of English translation as long as it is *not* a paraphrase (NASB provided above).

- Related learning outcome(s): 1, 3
- **Assignment length:** 7 hours as scheduled below.
- **Due date:** Memorization Quiz completed in class on Monday, November 30, 2026.

3. Mentor Conversations and Interview Reflection – 20%

Engage in conversation throughout the semester with your mentor to discuss topics of interest and topics in the list of competency questions below. Conduct a special interview/mentoring session to address the competency questions specifically.

Following your interview about the competency questions, **prepare a 300-word paper identifying three or four key insights that you learned.** The paper is not meant to be a restatement of your mentor's responses, but, rather, a summary of the top three or four insights for you.

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?
- Be sure to:
 - Meet regularly with your mentor throughout the semester.
 - Address competency questions in an interview with your mentor.
 - 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:** Wednesday, October 14, 2026

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 placement where you learned something about biblical and theological literacy. Possibilities could include insights gained from listening to a sermon; preparing to teach a Bible 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.
- Be sure to:
 - Check the rubric for this assignment on Populi.
 - Follow the Horizon & MCS Format Guide.
- Related learning outcome(s): 3
- **Assignment length:** 300 words.
- **Due date:** Monday, December 7, 2026

Estimate of Time Investment (individual time investments may vary)

<i>Assignment</i>	<i>Time</i>	<i>Due Dates</i>	<i>Assignment Weighting</i>
1. Ministry Formation Placement -Weekly reports	48-60 hrs 2 hrs	At least 4 hrs/wk 10 minutes/wk (outlined below)	50%
2. Labs -Memorization Quiz	7 hrs	5 dates outlined below Nov. 30	20%
3. Interview Reflection	2 hrs	Oct. 14	20%
4. Overall Reflection	2 hrs	Dec. 7	10%

TOTAL =	61-73 hours	100%
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All assignments are due at 8 pm */SK/*, unless otherwise indicated.

Assessment Rubrics

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

Class & Reading Schedule

Labs: Some Mondays, 1 pm – 2:30 pm SK

3 pm-4:30 pm ET*

*2 pm – 3:30 pm ET after November 1

Lab:	Dates:	Lab Topics:	Readings and Assignments Due:
1	Mon. Sept. 14	Introduction and Syllabus 2 Timothy 1	Begin Ministry Formation placement (Week of Sept. 14)
2	Mon. Sept. 28	2 Timothy 2	Weekly Report Week 1 (Sept. 21) Weekly Report Week 2 (Sept. 28)
3	Mon. Oct. 19	Interview Discussion	Weekly Report Week 3 (Oct. 5) Weekly Report Week 4 (Oct. 13) Interview Reflection (Oct. 14) Weekly Report Week 5 (Oct. 19)
4	Mon. Nov. 16	2 Timothy 3-4	Weekly Report Week 6 (Oct. 25) Weekly Report Week 7 (Nov. 9) Weekly Report Week 8 (Nov. 16)
5	Mon. Nov. 30	Overall Reflection Memorization Quiz Course Evaluation	Weekly Report Week 9 (Nov. 23) Weekly Report Week 10 (Nov. 30) Memorization Quiz (Nov. 30) Weekly Report Week 11 (Dec. 7) Overall Reflection (Dec. 7) Weekly Report Week 12 (Dec. 14)

- **No Placement Hours: Reading Week** (October 26 – 30, 2026)
- **Revision Week:** December 14 – 18, 2026. Students are encouraged to submit revisions soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: December 18, 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. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency 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 the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	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. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

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

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

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