P152 Ministry Formation

1 credit. Prerequisites: P151 Ministry Formation

Mississauga Campus | Livestream | Video on Demand

January 11 – April 16, 2027
Winter Semester
Labs: Some Tuesdays, 2 pm – 3:30 pm ET
1 pm – 2:30 pm SK (*_12 pm – 1:30 pm SK after March 14)_

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[14] Do not neglect the gift you have, which was given you by prophecy when the council of elders laid their hands on you.[15] Practice these things, immerse yourself in them, so that all may see your progress. [16] Keep a close watch on yourself and on the teaching. Persist in this, for by so doing you will save both yourself and your hearers. (1 Timothy 4:14-16, ESV)

Please note: This course has pre-course requirements (see page 2).

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 Spiritual Maturity as the emphasis for P152.

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

To demonstrate competency in **Spiritual Maturity**, students will

1. Apply and integrate spiritual maturity in the ministry formation setting.
    - *Assessment:* Ministry Formation Placement and Evaluation; Labs

2. Discern, formulate, and articulate key insights about spiritual maturity gleaned from the mentor.
   - *Assessment:* Interview Assignment
3. Reflect on growth in spiritual maturity through the LEARN assignment.
   - *Assessment:* LEARN Reflection Assignment

Course Work

Required Readings
1 Timothy (any English translation that is *not* a paraphrase)

Pre-Course Requirements
To be registered and participate in *P152 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 11 to April 11, 2027 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 **January 8, 2027**.
- 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 2027 Winter 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 January 11 – April 11 (excluding Reading Week). Serve under the oversight of a mentor.

- Be sure to:
  - Complete weekly reports on Populi to report on your hours, activities and learning.
  - Check specific due dates on the "Class & Reading Schedule" below.

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

- Related learning outcome(s): #1
- **Assignment length:** 4-5 hours and approximately 150-200 words per week
- **Weekly Reports due:** Every Monday from January 18 – April 12 (except the week following Reading Week – Monday, March 1). Specific dates outlined below. (Note: Weekly Report is due Tuesday, February 16 instead of Monday, February 15 due to Family Day.) 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 spiritual maturity. The labs will focus largely on ministry formation principles in 1 Timothy. Students are required to **read 1 Timothy** at least once during the semester, which will be reported on in the memorization quiz.

The labs will also include the **memorization of 1 Timothy 4:14-16** in your choice of English translation as long as it is *not* a paraphrase (ESV provided above).

Students will be asked to share about their experience in their ministry placements, but should uphold confidentiality. Students should refrain from sharing sensitive information such as names, identifiers, pastorally sensitive information about individuals, etc.

- Related learning outcome(s): #1
- **Assignment length:** 7 hours as scheduled below**.**
- **Due date:** Memorization Quiz completed in class on Tuesday, March 30, 2027.
- **VOD Students**: Memorization Quiz due by 8pm Tuesday, March 30, 2027.

(VOD Students will attend and participate in labs by completing Padlet video reports)

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 350-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 spiritual disciplines are central to your life and ministry? What works for you? Equally, what doesn't work for you?
2. What are your primary spiritual gifts? How did you come to discern those gifts?
3. How do you lean into the giftedness of others? How do you encourage the gifts of others around you?
4. Do you think believers are generally aware of the connection between spiritual gifts and serving others? Give an example of someone where spiritual giftedness is beautifully displayed via service.
5. The fruit of the Spirit (Galatians 5:22-23) includes love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. To what extent have you seen growth in your own life over the last five years with the fruit of the Spirit? Of the nine, is there one that has seen more growth?
6. How do you maintain balance in your ministry work schedule through rest, Sabbath, exercise, recreation, etc.? Do you take a regular day off and, if so, what works best for you?
7. What do you do for continuing education? How do you continue to grow as a person?

8. Of the spiritual life it has been said that "It is not how high you can jump, but how straight you can walk when you hit the ground." What helps you to "walk straight," living an upright life?
9. Is there an outstanding book you have read related to spiritual maturity that blessed you immensely? If so, what of that book most inspired you?
10. Is there a mentor-type figure who has significantly inspired you in spiritual development, be it someone you know personally, or someone you know through his/her writings/speaking? How did this person impact you?

- 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:** 350 words.
- **Due date**: Thursday, February 4, 2027 at 8pm ET.

4. *LEARN Reflection* – 10%

Identify and reflect on an experience from your ministry formation setting, ideally related to spiritual maturity. **Write a 350-word paper** using fully the five steps of LEARN. Upon completion:

1. Submit a copy on Populi. The assignment will be shared and discussed during the final lab.
2. Submit a copy to your mentor. Mentors will be asked on the final assessment if it was submitted to them.

- Be sure to:
  - Review the lesson on LEARN on Populi.
  - Check the rubric for this assignment on Populi.
  - Follow the Horizon & MCS Format Guide.
- Related learning outcome(s): #3
- **Assignment length**: 350 words
- **Due date**: Tuesday, March 23, 2027 at 8pm ET.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same* assignment due dates as in-class students.
- *VOD students are required to watch and engage with all lecture content and in-class activities from the 5 Labs sessions listed in the course outline*.
- By Saturday at 11:59PM of the Lab week VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.

Lab:	Lecture Lab Dates:	Padlet Video Report Due:
1	Tues. Jan. 12	Saturday January 16 by 11:59pm
2	Tues. Jan. 26	Saturday January 30 by 11:59pm
3	Tues. Feb. 9	Saturday February 13 by 11:59pm
4	Tues. Mar. 16	Saturday March 20 by 11:59pm
5	Tues. Mar. 30	Saturday April 3 by 11:59pm

- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

Assignment	*Time*	*Due Dates*	*Assignment Weighting*
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 March 30	20%
3. Interview Reflection	2 hrs	February 4	20%
4. LEARN Reflection	2 hrs	March 23	10%
TOTAL =	61-73 hours		100%

All assignments are due at 8pm ***ET***, 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

Lab:	Dates:	Lab Topics:	Readings and Assignments Due:
1	Tues. Jan. 12	Introduction Syllabus	Begin Ministry Formation placement (Week of Jan. 11)
2	Tues. Jan. 26	Learning the LEARN Reflection Method	Weekly Report Week 1 (Jan. 18) Weekly Report Week 2 (Jan. 25)
3	Tues. Feb. 9	Interview Discussion	Weekly Report Week 3 (Feb. 1) Interview Reflection (Feb. 4) Weekly Report Week 4 (Feb. 8)

4	Tues. Mar. 16	1 Timothy	Weekly Report Week 5 (Feb. 16) Weekly Report Week 6 (Feb. 22) Weekly Report Week 7 (Mar. 8) Weekly Report Week 8 (Mar. 15)
5	Tues. Mar. 30	LEARN Discussion Memorization Quiz Course Evaluation	Weekly Report Week 9 (Mar. 22) LEARN Assignment (Mar. 23) Weekly Report Week 10 (Mar. 29) Memorization Quiz (Mar. 30) Weekly Report Week 11 (Apr. 5) Weekly Report Week 12 (Apr. 12)

- **No Placement Hours**: Reading Week (February 22-26, 2027)
- **Revision Week** is April 12-16, 2027. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: April 16, 2027

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

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Floding, Matthew, ed. *Engage: A Theological Field Education Toolkit.* Lanham: Rowan and Littlefield, 2017.

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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.

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