**Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry**

P252 Ministry Formation

1 credit. Prerequisite: Ministry Formation P251

Course delivery options: 👤 On Campus ('A') Live-Stream

January 16, 2023- April 20, 2023   H. Strauss, D.Min.
Winter Semester, 2023   hstrauss@horizon.edu
Labs: Wednesdays, as scheduled, 1:30 to 3:00

*"Keep reminding God's people of these things. Warn them before God against quarreling
about words; it is of no value, and only ruins those who listen. Do your best to present
yourself to God as one approved, a worker who does not need to be ashamed and who
correctly handles the word of truth"* (2 Timothy 2:14-15, NIV, 2011).

Course Goals

Course Description
Ministry Formation stands at the intersection between classroom learning and ministry
engagement. Ministry Formation is involvement in field education where learning moves from
the textual to the contextual, from the classroom to the church or community, with hands-on
ministry as the primary textbook. It is done so with input and guidance from a supervisor-mentor.
It provides opportunity for all of Horizon's six competencies to be tested, honed, and nurtured.
Spiritual Maturity and **Skilled Communication** are the competencies emphasized in Ministry
Formation P252.

Relationship to Horizon's Mission
The college's mission is "Advancing God's kingdom by preparing competent Christian leaders
for Spirit-empowered life and ministry." At the core of its leadership training, Horizon has 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*: 4:23 Rule of Life

🔵 To demonstrate competency in **Skilled Communication** students will

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

Course Work
Required Readings
2 Timothy

Portfolio Component
For the winter semester, the student, in conjunction with the Director for Ministry Formation, will ask, and arrange for the supervisor-mentor to provide a letter of reference suitable for use with their Portfolio.

Portfolio Components. *Letter of Reference*. This assignment must be edited and submitted to the Endorsements *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

Recommended Reading
Hillman, George. *Ministry Greenhouse: Cultivating Environments for Practical Learning.*
      Lanham: Rowman and Littlefield, 2008.

Course Assignments and Activities

1. *4:23 Rule of Life.*
"Above all else, guard your heart for everything you do flows from it" (Proverbs 4:23, NIV 2011). A rule of life, with particular attention to the 'heart' is critical for vitality, integrity, endurance, creativity, etc. in ministry. The assignment is to create a 4:23 rule of life which outlines primary disciplines that will be pursued over the next four to five months. Related, it may be helpful to define a time and a place as to where and when the disciplines will be exercised. Suggested disciplines to include are as follows:

    1. Scripture. Bible reading and/or listening; meditation; lectio divina; memorization; study; etc.
    2. Prayer. Praise; intercession; prayer of the examen; praying the psalms; confession; thanksgiving; journaling; etc.
    3. Fasting. From food; digital use; screen time; etc.
    4. Silence and Solitude: retreat; meditation; Sabbath; etc.
    5. Community. Lifegroup; church; worship; service; reconciliation; etc.
    6. Rest and Renewal. Sabbath; recreation; exercise; play; attention to health; etc.

The assignment can be presented in any one of the following formats: poetry; artistic creation; song; collection of scripture verses or passages that speak to the various disciplines; newsletter; a diagram, chart, or schematic diagram; a calendar; a video; a collection of pictures that reflect the disciplines; a recipe; or simply a written statement (half page to a full page, single-spaced). Examples of the various formats can be found at https://ruleoflife.com/myrule/. An example of a current written 4:23 rule of life for Dr. H. Strauss is available on Populi.

The assignment is due February 15th and will be shared and discussed in lab on February 22nd. Also, the assignment is to be shared with your supervisor-mentor or with someone else you regard as a mentor figure. If with the supervisor-mentor, the interview experience may be an ideal time/setting. Please indicate on the assignment the intended person with whom you will share the assignment. A final component of the assignment is to provide a brief private reflection (5 or 6 sentences) to Dr. H. Strauss on how you fared with the 4:23 Rule of Life over the semester. The comments, due by or before April 1st, are to be shared under the comment section of the assignment in Populi.

- Related learning outcome: #1
- **Assignment length:** If written, half to one page (single-spaced)
- **Due dates:** February 15th for the assignment; April 1st for the brief reflection

2. *Ministry Formation Placement.*
Engage fully and faithfully in a ministry formation placement with an average of 2-3 hours of involvement per week doing so under the oversight of a supervisor-mentor.
- Related learning outcome: # 2
- **Assignment length:** January 16, 2023 to April 20, 2023

3. *Global Leadership Summit (GLS) Assignment.*
Attend, observe, and articulate via a one-page paper, principles and lessons learned about skilled communication from the GLS summit.
- Related learning outcome: #4
- **Assignment length:** One-page paper (at most), single-spaced.
- **Due date:** Feb 1, via Populi.

4. *Supervisor-Mentor Interview .*
Set up a meeting time with your supervisor-mentor and interview him/her asking the questions below (as well as your own), all related to skilled communication. After the interview prepare a one-page reflection paper (single-spaced) 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. The assignment is to be uploaded on Populi by March 15h.   The assignment will be shared and discussed in the March 22nd lab. The questions are:
   1. Do you like speaking in front of a large group of people? Does it energize you? Does it ever make you nervous? What are you 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.?

- Related learning outcome: # 3
- **Assignment length:** 1 page (single-spaced)
- **Due date:** March 15.

5. *Labs.*
Attendance and participation in all labs with a focus on spiritual maturity and skilled communication. Students are also required to read 2 Timothy at least once through the semester. The lab will also include memorization of 2 Timothy 2:14-15 provided below:

- "Keep reminding God's people of these things. Warn them before God against quarreling about words; it is of no value, and only ruins those who listen. Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth" (2 Timothy 2:14-15, NIV, 2011).

6. *LEARN.*
Identify and reflect on an experience from your ministry formation setting, ideally related to spiritual maturity and/or skilled communication. Write a 1- page reflection paper (single-spaced) using fully the five steps of LEARN. Upon completion:

1. Submit a copy on Populi by March 29th. The assignment will be shared and discussed at the April 5th lab.
2. Submit the same copy by or before March 29 to your supervisor-mentor. Supervisor-mentors will be asked on the final assessment if it was submitted to them.

- Related learning outcome: #4
- **Assignment length:** 1 page (single-spaced)
- **Due date:** March 29

Estimate of Time Investment (individual time investments may vary)

Ministry Formation Placement	22 hrs	2-3 hours per week
GLS Assignment	1 hr	Feb 1
4:23 Rule of Life	1 hr	Due Feb 15
Interview	2 hrs	Due March 15
Labs	7 hrs	As scheduled
LEARN	2 hrs	Due March 29
Total =	35 hrs	

Assessment Rubrics
All assessment rubrics are available on Populi

Course Outline / Class Schedule

Lab #	Dates	P252, Wednesdays 1:30 to 3:00 p.m. Focus: Spiritual Maturity and Skilled Communication
1	January 18	Introduction, Syllabus
2	February 8	GLS Assignment
3	February 22	4:23 Rule of Life, due February 15
4	March 22	Interview, due March 15
5	April 5	LEARN, due March 29
	April 12	Joint Ministry Formation Celebration, Wednesday April 12, 1:30 p.m.

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).*
- *During module weeks in the fall and winter semesters (not the spring/summer term) we have chapels on Thursday mornings from 10:50am-12:20pm.*

Academic Policies

General Assignment Guidelines
Please see the Horizon Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions
Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* online and *before the due date*. Professors may

grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments
Students have until the last day of revision week to submit 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 College Assessment of Student Work
The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student **exceeded competency requirements for more than 40%** of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student **met competency requirements for all** learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was **beginning to meet competency requirements for any one or more** learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM			D+	1.3	57-59

	Not yet meeting	Student was **not yet meeting competency requirements for one or more** learning outcomes.	D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty
Horizon uses the University of Saskatchewan definition of plagiarism described as "the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to 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 College Student Handbook.

Disability Services Information
If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

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, either on campus or through live-streaming 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 one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above 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.

Live-Streaming Etiquette
Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming 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 live-stream, 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 encourages 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 Horizon College and Seminary 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: 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 Seals, Mary Alice, ed. *Experiencing Ministry Supervision: A Field-Based Approach.* Nashville: Broadman and Holman, 1975.

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