



P151 Ministry Formation

1 credit. Prerequisites: none.

 On Campus 'A' Livestream

Fall 2024

September 16, 2024 - December 20, 2024

Horizon

Rick Schellenberg, M.Div., STM.

Labs: alternate Tuesdays, as scheduled,
10:45 AM to 12:15 PM

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MCS

Eldon Wright, Dip. Theo.

Labs: *Section 1*, alternate Mondays, as scheduled,
2:00 PM to 3:30 PM

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Labs: *Section 2*, alternate Mondays, as scheduled,
2:00 PM to 3:30 PM

“But as for you, continue in what you have learned and firmly believed, knowing from whom you learned it, and how from childhood you have known the sacred writings that are able to instruct you for salvation through faith in Christ Jesus. All scripture is inspired by God and is useful for teaching, for reproof, for correction, and for training in righteousness, so that everyone who belongs to God may be proficient, equipped for every good work.”

(2 Timothy 3:14-17, NRSV).

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 MCS-Horizon’s six competencies to be tested, honed, and nurtured.

Biblical and Theological Literacy is the competency emphasized in Ministry Formation P151.

Relationship to MCS-Horizon's Missions

The colleges' missions focus on preparing and equipping leaders for ministry. At the core of its leadership training, MCS-Horizon has 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 **Biblical and Theological Literacy**, students will

1. Apply and integrate biblical and theological literacy in the ministry formation setting.
 - *Assessment:* Ministry Formation placement and evaluation
2. Discern, formulate, and articulate key biblical and theological insights gleaned from the supervisor-mentor.
 - *Assessment:* Interview Assignment
3. Reflect on biblical and theological literacy growth through the ministry formation experience.
 - *Assessment:* Overall Reflection

Course Work

Required Readings

2 Timothy

Recommended Reading

Schaller, Mary and John Crilly. *The 9 Arts of Spiritual Conversations: Walking Alongside People Who Believe Differently*. Tyndale Momentum, 2016. ISBN: 9781496405760. Pages 1-37.

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 doing so under the oversight of a supervisor-mentor.

- To complete this assignment, students will follow these guidelines:
 - Review the Populi lesson on Ministry Formation Orientation.
 - Obtain and submit a current criminal record check and vulnerable sector search by the middle of October, and
 - Complete the forms for the Workers Compensation Board (Saskatchewan students) by the end of September.
- Related learning outcome(s): # 1
- **Assignment length:** September 16 to December 20

2. *Supervisor-Mentor Interview* – 20%

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 biblical and theological literacy. After the interview,

prepare a 300-word 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. Suggested questions are listed in the Populi lesson for this assignment.

- To complete this assignment, students will:
 - Complete the related lesson on Populi.
 - Check the rubric for this assignment on Populi.
 - Follow the MCS-Horizon Format Guide.
- Related learning outcome(s): # 2
- **Assignment length:** 300 words
- **Due date:**
 - Horizon Students – October 25 with class discussion November 12
 - Master’s Students
 - Section 1 - October 25 with class discussion November 11
 - Section 2 – November 12 with class discussion November 18

3. Labs – 20%

Attendance and participation 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 through the semester.

The labs will also include memorization of 2 Timothy 3:14-17 in your choice of translation (NRSV provided below):

“But as for you, continue in what you have learned and firmly believed, knowing from whom you learned it, and how from childhood you have known the sacred writings that are able to instruct you for salvation through faith in Christ Jesus. All scripture is inspired by God and is useful for teaching, for reproof, for correction, and for training in righteousness, so that everyone who belongs to God may be proficient, equipped for every good work.” (2 Timothy 3:14-17, NRSV).

- Related learning outcome(s): # 1, 3
- **Assignment length:** September 16 to December 20, as scheduled

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:
 - 1) At least one experience, incident, or story from your ministry formation setting where you learned something about biblical and theological literacy. Possibilities could include insights gained from listening to a sermon; preparing to teach a Bible story or passage; a conversation on doctrinal truth; an internet article on theology; etc.
 - 2) At least one verse or passage from 2 Timothy that complements, interprets, or adds to the above experience, incident, or story.
- To complete this assignment, students will follow these guidelines:
 - Follow the MCS-Horizon Format Guide, and
 - Complete the related lesson on Populi.
- Related learning outcome(s): #3
- **Assignment length:** 300 words

• **Due date:**

Horizon Students – November 26 with class discussion December 10
 Master’s Students

Section 1 – December 2 with class discussion December 9

Section 2 – December 2 with class discussion December 9

Estimate of Time Investment (individual time investments may vary)

Assignment	Hours	Due Date	Assignment Weighting
Ministry Formation Placement	60-65 hrs	4-5 hours per week	50%
Interview	2 hrs	As noted above	20%
Labs	7 hrs	As scheduled	20%
Overall Reflection	2 hrs	As noted above	10%
Total =	71-76 hrs		

Assessment Rubrics

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

Horizon Class Schedule

Lab #	Dates	Tuesdays, 10:45 to 12:15 PM Focus: Biblical & Theological Literacy
1	September 17	Introduction, Syllabus
2	October 1	2 Timothy 1:1-18
3	October 15	2 Timothy 2:1 to 3:9
4	November 12	Interviews, due October 25
5	November 26	2 Timothy 3:10 to 4:22
6	December 10	Overall Reflection; due Nov 26

Master’s Class Schedule – Section 1

Lab #	Dates	Mondays, 2:00 to 3:30 PM Focus: Biblical & Theological Literacy
1	September 16	Introduction, Syllabus
2	September 23	2 Timothy 1:1-18
3	October 7	2 Timothy 2:1 to 3:9
4	November 11	Interviews, due October 25
5	November 25	2 Timothy 3:10 to 4:22
6	December 9	Overall Reflection; due Dec 2

Master's Class Schedule – Section 2

Lab #	Dates	Mondays, 2:00 to 3:30 PM Focus: Biblical & Theological Literacy
1	September 16	Introduction, Syllabus
2	September 30	2 Timothy 1:1-18
3	October 21	2 Timothy 2:1 to 3:9
4	November 18	Interviews, due November 12
5	December 2	2 Timothy 3:10 to 4:22
6	December 9	Overall Reflection; due Dec 2

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).*
- First submissions of assignments will not be accepted after December 13, 2024.
- No resubmission of assignments will be accepted after December 20, 2024.

Academic Policies**General Assignment Guidelines**

Please see the [MCS-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* on Populi 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 unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

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.

MCS-Horizon 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. Likewise, 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.

MCS-Horizon 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
			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 MCS-Horizon. 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.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@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 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

MCS-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 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 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.

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

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