



P152 Ministry Formation

1 credit. Prerequisites: none.

 On Campus 'A' Livestream

Winter 2025

January 6, 2025 – April 17, 2025.

Horizon

Rick Schellenberg, M.Div., STM.

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

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Masters

Eldon Wright, Dipl. Theo.

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

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“God did not give us a spirit of cowardice, but rather a spirit of power and of love and of self-discipline. Do not be ashamed, then, of the testimony about our Lord or of me his prisoner; but join with me in suffering for the gospel, relying on the power of God, who saved us and called us with a holy calling, not according to our works but according to his own purpose and grace.”

(2 Timothy 1:7-9a, NRSVA).

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.

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.

Spiritual Maturity is the competency emphasized in Ministry Formation P152.

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

Course Work

Required Readings

2 Timothy

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 an average of 4-5 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.
 - Complete weekly reports as assigned.
- Related learning outcome(s): # 1
- **Assignment length:** January 6 to April 17, 2025

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 spiritual maturity. 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 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 outstanding 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 elements is there one that has seen more growth?
 6. How do you keep 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 is of that book that most inspired you?
 10. Is there a mentor-type figure who has significantly inspired you in spiritual development, be it someone you personally know, or someone you know through their writings? How did they impact you?
- 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:** 350 words
 - **Due date:**
 - Horizon Students – Feb 4 with class discussion Feb 11
 - Master’s Students
 - Section 1 – Feb 3 with class discussion Feb 10
 - Section 2 – Feb 10 with class discussion Feb 17

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 31:7-9a in your choice of translation (NRSV provided below):

“God did not give us a spirit of cowardice, but rather a spirit of power and of love and of self-discipline. Do not be ashamed, then, of the testimony about our Lord or of me his prisoner, but join with me in suffering for the gospel, relying on the power of God, who

saved us and called us with a holy calling, not according to our works but according to his own purpose and grace.” (2 Timothy 1:7-9a, NRSVA).

- Related learning outcome(s): # 1, 3
- **Assignment length:** January 6 to April 17, as scheduled

4. **LEARN – 10%**

Identify and reflect on an experience from your ministry formation setting, ideally related to spiritual maturity. Write a 300-word paper using fully the five steps of LEARN.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide; and
 - Review the lesson on LEARN on Populi; and
 - Review the rubric for this assignment.
- Upon completion:
 - Submit a copy on Populi by March 19^h. The assignment will be shared and discussed at the March 26th lab.
 - Submit the same copy by or before March 20th to your supervisor-mentor. Supervisor-mentors will be asked on the final assessment if it was submitted to them.

- Related learning outcome: #3
- **Assignment length:** 300 words

- **Due date:**

Horizon Students – March 18 with class discussion March 25

Master’s Students

Section 1 – March 17 with class discussion March 24

Section 2 – March 24 with class discussion March 31

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	Due as assigned	20%
Labs	7 hrs	As scheduled	20%
Overall Reflection	2 hrs	Due as assigned	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: Spiritual Maturity
1	Jan 14	Introduction, Syllabus
2	Jan 28	Learning LEARN
3	Feb 11	Discussion on Interviews
4	Mar 11	Panel on Spiritual Maturity
5	Mar 25	Discussion on LEARN Theological Refl.

Master's Class Schedule – Section 1

Lab #	Dates	Mondays, 2:00 to 3:30 PM Focus: Spiritual Maturity
1	Jan 13	Introduction, Syllabus
2	Jan 27	Learning LEARN
3	Feb 10	Discussion on Interviews
4	Mar 17	Panel on Spiritual Maturity
5	Mar 24	Discussion on LEARN Theological Refl.

Master's Class Schedule – Section 2

Lab #	Dates	Mondays, 2:00 to 3:30 PM Focus: Spiritual Maturity
1	Jan 20	Introduction, Syllabus
2	Feb 3	Learning LEARN
3	Mar 10	Discussion on Interviews
4	Mar 17	Panel on Spiritual Maturity
5	Mar 31	Discussion on LEARN Theological Refl.

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 April 11, 2025.
- No resubmission of assignments will be accepted after April 17, 2025.

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 the professor's instructions and making significant progress toward achieving competency.

MCS-Horizon College Assessment of Student

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	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

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	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	Not yet meeting	Student was not yet meeting competency requirements for one or more 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 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.

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 MCS-Horizon 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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