




P152 Ministry Formation Section 1

1 credit. Prerequisites: none.

 Mississauga Campus 'A' Livestream

January 12 – April 17, 2026
Winter 2026

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Labs: Monday as scheduled, 2pm-3:30pm ET
1pm-2:30pm SK**
(* ** After Mar 8th 12pm-1:30pm SK)

“For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline. So do not be ashamed of the testimony about our Lord or of me his prisoner. Rather, join with me in suffering for the gospel, by the power of God. He has saved us and called us to a holy life – not because of anything we have done but because of his own purpose and grace.”

(2 Timothy 1:7-9a, NIV)

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, on-campus labs 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 regarding spiritual maturity gleaned from the mentor.
 - *Assessment:* Mentor Conversations and Interview
- 3. Reflect on spiritual maturity through the ministry formation experience.
 - *Assessment:* Labs; LEARN

Course Work

Required Readings

2 Timothy

Course Requirements

To be enrolled 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 12 to April 17, 2026 under the supervision of mentor. The placement and mentor must be approved by the course instructor.
- Complete a current criminal record check on the CanProTech system. Students must submit a new criminal record check every two years. If you have a current CRC on file you are not required to re-submit until two years after your last CRC submitted.
- Provide digital proof (normally a certificate) of some type of safety training such as Plan to Protect. We can accept this proof from your local church or ministry community as long as the training was completed after May 2025 and valid for the September 2025-April 2026 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 Winter semester. Contact your instructor to purchase this access code. A Dropbox will be provided in the course Populi platform for you to upload your certificate.

Course Assignments and Activities

1. *Ministry Formation Placement* – 50%

Engage fully and faithfully in a ministry formation placement with at least 4-5 hours of involvement per week doing so under the oversight of a mentor. The following activities are crucial for successful completion of this assignment:

- Review the Populi lesson on Ministry Formation Orientation
- Complete weekly reports as assigned
- Related learning outcome: #1.
- **Assignment length:** January 12 to April 17, 2026.
- **Weekly Reports due:** every Monday by 11:59pm (except the week following Reading Week – Monday, March 2). 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%

Attendance and participation in all labs with a focus on spiritual maturity. 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, which will be reported on the Memorization Quiz.

The labs will also include memorization of 2 Timothy 1:7-9a in your choice of translation (NIV provided above):

- Related learning outcome(s): # 1, 3.
- **Assignment length:** January 12 to April 17, as scheduled
- **Due date:** Memorization Quiz completed in class on Monday, April 6, 2026.

3. Mentor Conversations and Interview – 20%

The student will engage in conversation with the mentor to discuss topics of interest and topics in the list of competency questions. Student will report on their conversations with their mentor, using both provided and self-generated questions related to the semester's competency focus. A special mentoring session may need to be scheduled to address the competency questions.

Following the conversation about the competency questions, prepare a 350-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. DO NOT SIMPLY SUMMARIZE THE RESPONSE TO YOUR QUESTIONS. 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 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?

The following activities are crucial for successful completion of this assignment:

- 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:** Friday, February 20, 2026.

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 & MCS Format Guide
 - Review the lesson on LEARN on Populi
 - Review the rubric for this assignment.
- Upon completion:
 - Submit a copy on Populi by April 3. The assignment will be shared and discussed at the April 6 lab.
 - Submit the same copy by or before April 6 to your mentor. Mentors will be asked on the final assessment if it was submitted to them.
- Related learning outcome: #3
- **Assignment length:** 300 words.
- **Due date:** Friday, April 3, 2026

Estimate of Time Investment (individual time investments may vary)

Assignment	Hours	Due Date	Assignment Weighting
1. Ministry Formation Placement	52-65 hrs	At least 4-5 hrs per wk	50%
Weekly Reports	2 hrs	10 minutes per wk	
2. Labs	9 hrs	As scheduled	20%
Memorization Quiz		April 6	
3. Interview	4 hrs	February 20	20%
4. LEARN	2 hrs	April 3	10%
Total =	69 hrs		

All assignments are due at 11:59pm **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 Schedule

Lab #	Dates	Mondays, 2:00 – 3:30 PM ET Spiritual Maturity
1	January 12 2:00-3:30pm EST 12-1:30pm SK 3:00-4:30 AT	Introduction, Syllabus
2	January 26 2:00-3:30pm EST 12-1:30pm SK 3:00-4:30 AT	Placement Discussion
3	February 9 2:00-3:30pm EST 12-1:30pm SK 3:00-4:30 AT	Placement Discussion
4	March 16 2:00-3:30pm EST 1-2:30pm SK 3:00-4:30 AT	Placement Discussion Discuss Mentor Interview (Due Feb 23)
5	March 30 2:00-3:30pm EST 1-2:30 SK 3:00-4:30 AT	Placement Discussion
6	April 6 2:00-3:30pm EST 1-2:30 SK 3:00-4:30 AT	Placement Discussion Discuss LEARN Assignment (due April 3) Memorization Quiz

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).*
- **Revision week is April 13-17, 2026. Your instructor may also request revisions on some assignments before revision week.**
- **No assignments will be accepted after April 17, 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. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

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.

Horizon and MCS's 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. Assignments that do not meet competency will receive a 0. 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.

Horizon and MCS 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 Horizon and MCS. 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.

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 or library@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

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

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.

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.

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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.