



Ministry Integration

INT 510

The mission of MB Seminary is to educate and equip men and women to help lead the church in reaching Canada and beyond with the Good News of Jesus Christ.

Instructor: Dr. T. Anderson, D.Min
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Credit Hours: 3
Prerequisites: None
Course Term: September 8, 2025 – June 20, 2026

Course Description

How do you intentionally integrate what you learn in your ministry courses into your life and leadership? Ministry Integration is a ten-month, practicum-based course that helps you apply what you are learning in an in-depth and meaningful way. A seasoned mentor from your church will walk alongside you as you process what you are learning, your leadership experiences, and how the two interact. The result is a deeper and more comprehensive application of foundational ministry ideas in the lives of those you are called to serve.

Objectives

This course is informed by a distinct MB perspective in accordance with the Mennonite-Brethren Confession of Faith. This course will help you:

- Apply what you are learning in your MB Seminary courses to real-life work and ministry.
- Integrate insights from an experienced leader into your life and ministry
- Articulate a mature understanding and application of skills for ministry in both the church and other settings
- Grow in your awareness of your calling, giftedness and equipping for ministry
- Reflect knowledgeably and constructively on your personal experience in real-time leadership

Course Assignments

The assignments for this course focus on integrated ministry experience and mentoring. Assignments are due by midnight (your time) on the day they are due. All assignments should be

double-spaced, use a Calibri 11-point font (or the equivalent), and follow a recognized style guide (e.g. APA, Chicago, MLA, Turabian). Please submit your assignments in the online classroom in Populi. When you access the online classroom, you will see the option to upload your assignments. Once I have marked your assignment, I will put it in your grade book in the online classroom, where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value if you submit it during the week following the due date, with an additional 5% deduction each week thereafter. Having said that, if you find that you are unable to complete an assignment on time, I will grant one extension of up to one week for one assignment during the course (without penalty) when you inform me of your need for an extension before the due date for that particular assignment. I will also consider extensions in exceptional circumstances, such as a medical emergency (when a doctor's note accompanies the request). For instances when I allow a student to rewrite an assignment, I typically deduct 20% of the assignment's value before assigning a grade to the rewritten version.

Here is an overview of all the assignments, followed by a detailed description of them:

Overview of Assignments

Due Date	Assignments	Percentage of Final Grade	Cumulative Percentage
Sep 8-10	Introductory Zoom Meeting TBD		
Sep 27	Mentoring Contract Due	2%	2%
Nov 15	Course 1 Integrative Ministry Reflection	15%	17%
Jan 24	Course 2 Integrative Ministry Reflection	15%	32%
Jan 31	Fall Mentoring Analysis	18%	50%
Apr 4	Course 3 Integrative Ministry Reflection	15%	65%
Jun 13	Course 4 Integrative Ministry Reflection	15%	80%
Jun 20	Spring Mentoring Analysis	20%	100%

Ministry Experience Integrative Reflections (worth 60% of your final grade)

For the *Ministry Experience Integrative Reflections* assignment, students will serve voluntarily or paid in a significant ministry setting (e.g. church, parachurch organization, mission agency, hospital, prison) from October to June for a total of at least 196 hours. The ministry experience should afford students the opportunity to explore their leadership calling and gifting under the direction of experienced mentors who will commit to investing the time and energy necessary to interact in significant ways with students. Ideally, the mentor you select for the mentoring assignment should be in your ministry setting. The factor that makes a placement significant is

not primarily the ministry the student will do. Rather, the key factor is the impact of significant mentoring on the student by an effective leader while the student serves. Ensure you keep track of when you serve and what you do in a detailed timesheet that you will submit as a part of this assignment (see description below).

This assignment allows you to integrate ideas from your courses directly into your ministry (and for your ministry experience to inform what you are learning through your courses). To facilitate this integrative process, you will write one 1500-word essay at the end of each course reflecting on how that course impacted your personal or ministry growth. What key ideas will you take away from that course and incorporate into your spiritual formation or ministry?

Your reflections should affirm, probe, name, evaluate, analyze, raise questions, theologize, etc. Make sure that you connect your reflections with key ideas from Scripture, mentoring discussions, the course texts, instructional content, discussion groups, and other sources. Be encouraged to reflect on your integration in the meetings with your mentor (e.g. what questions would you like to ask your mentor to help clarify your understanding of a particular ministry experience?).

You will submit your integrative reflection papers after the conclusion of each course. For each paper, you will hand in 1500 words of integrative reflection plus a timesheet that clearly shows when you served, what you did in your ministry setting, and the total number of hours you served during that time period (if you already work quarter-time or more in the ministry setting as a paid staff member, simply include a note to that effect). Each paper is worth 15% of your final grade. They are due on the following dates:

- **Nov. 15** - Course 1 Integrative Reflection Paper
- **Jan. 24** - Course 2 Integrative Reflection Paper
- **Apr. 4** - Course 3 Integrative Reflection Paper
- **Jun. 13** - Course 4 Integrative Reflection Paper

Mentoring (worth 40% of your final grade)

The Setting: Students are required to secure a mentor who will be willing to meet for 8 one-hour sessions between September and January and 8 one-hour sessions between February and June.

The mentor should be a leader in your church or ministry (e.g. pastor, elder, ministry leader) who can speak meaningfully about the course ideas and how they could be applied. The instructor must approve the mentor before the first meeting, and they should be:

- A healthy disciple of Christ
- In agreement with the MB Confession of Faith
- Considerably more experienced than you in leadership
- Be someone you respect (i.e. if you turned out just like your mentor, you would be happy with that outcome)
- Be willing to invest meaningful time into your life

The mentoring sessions should focus on the student's personal and leadership development. Students should view these meetings as opportunities to benefit from their mentor's experience and guidance as they discuss reflection questions, explore related topics, and contextualize ideas in their ministry setting.

The mentoring assignment has three parts:

Part One: Mentoring Contract (worth 2% of the assignment's value)

You and your mentor will establish a **Mentoring Contract** (see Appendix A) at the first meeting, outlining any additional goals for the mentoring sessions and how these will be accomplished. Both will sign the contract. Please submit a scanned copy of the contract portion to the online classroom by Sept 30.

Part Two – Fall Mentoring Analysis Paper (worth 18% of the assignment's value)

After completing the second course, please submit a five-page analysis of the mentoring experience to your leadership mentor. How did the discussions with your mentor support, challenge and/or add to the key principles that emerged in your ministry courses (be specific about these connections and include citations that clearly show the sources of the ideas)? What are some of the blessings and challenges you experienced during your time with your mentor? How did you grow? You will want at least half of your paper to be a rigorous interaction with specific ideas from Scripture, your courses, and other sources (with citations). Please include a schedule of your mentoring meetings, along with the amount of time you spent in each one. The mentor will read the analysis, make comments in the margins (either electronically or on a hard copy that you scan), and sign and return the paper to you.

Please submit the signed copy in the online classroom by January 31.

Part Three – Spring Mentoring Analysis Paper (worth 20% of the assignment's value)

After completing the fourth class, please submit a six-page analysis of the mentoring experience to your leadership mentor in the final session. Please follow the same instructions for the Fall Mentoring Analysis Paper when writing this paper. The Spring Mentoring Analysis Paper is due by June 20.

Note: You are responsible for ensuring that you and your mentor meet the required number of times. If, for some reason, this is not likely to happen, please contact me to discuss alternative strategies.

Grading Scale

Letter Grad	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Assignment Assessment

When I assess written assignments and presentations, I tend to look for the following:

- Appropriateness – The content matches the requirements of the assignments.
- Substantiveness – The content reveals a deeper level of thinking. This may take the form of critiquing existing ideas and proposing new ones. It may involve applying ideas from the readings and class discussions in deeply personal ways. It could also include a novel integration of ideas from various sources. As you think about substantiveness, I also ask you to go beyond “left brain” thinking that focuses on systematic and logical thinking. Add “right brain” analysis that views concepts intuitively and holistically. This may involve viewing assignment topics from creative vantage points using word pictures, analogies, metaphors, pictures, diagrams, drama, poetry, music, and other creative devices that can often enrich conceptual meaning and make it more personal. To get an A on an assignment, **you need to present your ideas integratively and creatively**. Go beyond the stated expectations of an assignment (not in terms of length ☺). Surprise me with a novel combination and/or expression of ideas.
- Coherence – The content flows in a consistent and meaningful way.
- Engaging – The writing style does not distract from the content (e.g. grammatical mistakes) but rather engages the reader’s attention. By the way, I love creative title pages that introduce a theme or multiple themes from your assignment engagingly.

Academic Notes & Policies

Artificial Intelligence

Students may use AI tools (e.g., ChatGPT, Bing) to assist with research for assignments in this course, provided that any assistance or content provided or created by the AI tools is appropriately identified as a source and fully cited. This includes citing the exact prompts used. Citation is not needed for simple proof-reading and editing (eg, Grammarly); however, any use of AI tools may only support your work. AI may not be used to transform, translate, paraphrase, or increase the fluency of your original work in any way. Failure to clearly indicate and reference AI-generated material or the use of AI paraphrasing tools that alter syntax, originality and/or clarity will be considered a violation of academic integrity.

Failure to clearly indicate and reference AI-generated material will be reported as academic misconduct.

Students should consult the Instructor if they have any questions about using generative AI tools.

Academic Integrity and Avoiding Plagiarism

As Christian scholars pursuing higher education, academic integrity is a core value of the entire MB Seminary community. Students are invited into this scholarly culture and are expected to adhere to the principles of sound academic scholarship at MB Seminary.

Paper Formatting

Students are required to adhere to the Turabian Notes (Bibliography) format for all papers. Please consult the Purdue Owl website for information or:

Turabian, Kate, L. *A Manual for Writers of Research Papers, Thesis, and Dissertations*, 9th ed. Chicago, IL: The University of Chicago Press, 2018.

Assignment Grade Appeals

Students can appeal their grade to the course instructor by writing their reasons for contesting the grade. The deadline for such appeals is one week after the student has received the grade. Formal course grade appeals can be made directly to Dr. Brian Cooper, Director of Student Development, briancooper@mbseminary.ca.

Web Support-Student Portal — <https://mbseminary.populiweb.com>

All students at MBS will receive a MBS-Populi username and password. This is determined at the time of an online application. If you have difficulty with your password or login credentials, please contact Keith Reed, Director of Church Equipping (keithreed@mbseminary.ca).

Course Intensive/Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding class cancellations to your church host and contact.

Equity of Access

It is the responsibility of a student with a learning disability to inform the MB Seminary Director of Student Development (briancooper@mbseminary.ca) of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. To repeat: To ensure that instructors know to accommodate a student who has a learning access issue, the student must inform the Director of Student Development of a disability before the beginning of the class. After that is too late.

Appendix A - Mentoring Responsibilities & Contract

Responsibilities of the Mentor

Our ability to prepare people for Christian leadership in the classroom is limited. It is, therefore, crucial that students gain significant “hands-on” opportunities to experience Christian leadership. Students need to be able to apply their classroom learning in the laboratory of life. The mentoring component of Ministry Integration (INT 510) helps give students that opportunity.

We at MB Seminary express deep gratitude to individuals in the Christian community who are willing to serve as mentors, guides, and friends to our students. We suspect that mentor leaders are already busy. Yet, their contribution to MB Seminary students represents an investment in their growth as servants of Jesus and in the increase of effective leaders in the church and the world. Thank you!

The mentored component of INT 510 provides students with the opportunity to:

- Gain crucial experience in the practice of Christian leadership;
- Benefit from the intentional guidance of experienced mentors;
- Build a philosophy of Christian leadership that grows out of reflection upon their experience;
- Experience the blessing of connectedness with a ministering community;
- Pursue personal spiritual maturity in a disciplined way;
- Determine the ways in which their leadership can be dedicated to fulfilling God’s purposes on earth.

The mentoring role entails the following:

- Meeting with the student 16 times (4x per course) for at least one hour per meeting between September and June. These meetings are expected to feature discussion of the student’s personal and leadership development (particularly related to their ministry courses and experiences in ministry) rather than primarily the discussion of ministry details. Prayer should be prominent. The student should view these meetings as opportunities to benefit from the mentor’s experience and guidance.
- The mentor and the student will establish and sign a mentoring contract committing to this relationship and the course.
- Throughout the semester, students are encouraged to submit assignments from their courses to their mentor for the purpose of discussion. I would encourage mentors to take this opportunity to ask probing questions and provide supportive accountability as students seek to become more effective, godly, and competent servant leaders in the places where God calls them to serve.
- Twice during the course, students will submit an analysis of their mentoring experience to their leadership mentor. The mentor will read the analysis, comment in the margins, and sign and return the paper to the student, who will then submit the signed copy to the INT 510 professor.

<i>Name:</i>	<i>Name of Church:</i>
<i>Ministry Position in Church (if applicable):</i>	<i>Phone:</i>
<i>Address:</i>	<i>Email:</i>

<i>Name:</i>	
<i>Email:</i>	<i>Phone:</i>

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Because the mentoring experience is an extension of the classroom, it is expected to help students achieve the course outcomes, including the intersection of the course themes with the student's life and ministry. The mentor and the student are to sign this contract as a demonstration their commitment to each other and the mentoring experience.

Student's Signature _____ Date _____