



CECM6350

Leading Collegiate Ministry

New Orleans Baptist Theological Seminary

Church Ministry Division

Fall 2021 Intensive

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New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Purpose of the Course

The purpose of this course is to equip students with practical knowledge and experience for working in and leading a college ministry in various contexts and models. This course provides interaction with topics such as church-based, campus-based, collegiate church, and hybrid models of ministry.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Biblical exposition*: a Biblical basis for collegiate ministry is explored.
2. *Theological and historical perspective*: theological issues and perspectives of ministry will be considered.
3. *Effective servant leadership*: servant leadership is explored for multiple collegiate ministry contexts.
4. *Interpersonal relationships*: interaction with college students, college ministry leaders, and necessary skills are addressed.
5. *Disciple making*: this is the primary focus of collegiate ministry and will be addressed throughout the course.
6. *Worship leadership*: elements of worship design and living a life of worship will be considered and explored.
7. *Spiritual and character formation*: this is at the core of collegiate ministry and is the objective and lens the course is taught through.

Course Description

This course is designed to focus on the practical elements of college ministry and the day to day activities related to leading a college ministry. The course will spend time exploring church-based, campus-based, collegiate churches, and hybrid models of ministry as well as leading a staff and volunteers, vital relationships, event planning, self-care, and transitioning students out of college.

Student Learning Outcomes

By the completion of the course:

Cognitive:

1. You will be able to evaluate the various models of collegiate ministry for effectiveness in particular contexts.
2. You will be able to have a basic working knowledge of budgets, event, and menu planning.

Affective:

1. You will be able to appreciate and value the need for self-care in the life of a minister.
2. You will be able to characterize the needs, abilities, and desired strengths for student leaders, volunteers, and staff.

Psychomotor:

1. You will be able to help guide students out of college ministry and into the adult world.
2. You will be able to adapt aspects of each model on ministry to current and future ministry context.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

- Herron, Art, Editor. *Baptist Collegiate Ministry*. Nashville, TN: LifeWay Christian Resources of the Southern Baptist Convention, 1998.
- Masters, Dorothy E. *An Investigation of Discipleship Strategies in Collegiate Ministry Models*. New Orleans, LA: Dorothy E. Masters, 2013. (New Orleans Baptist Theological Seminary, ProQuest, UMI Dissertations Publishing, 2013. 3575172, read chapter 2)
- Reitz, Erica Young. *After College: Navigating Transitions, Relationships, and Faith*. Downers Grove, IL: InterVarsityPress, 2016.
- Shadrach, Steve and Paul Worcester. *The Fuel and the Flames: 10 Keys to Ignite Your College Campus for Jesus Christ*. Fayetteville, AR; Center of Mission Mobilization, 2020.

Course Teaching Methodology

Units of Study

- Oct. 4 Unit 1: Introductions and Overview
 Unit 2: Church-Based College Ministry
 Unit 3: Campus-Based College Ministry
- Oct. 5 Unit 4: Collegiate Churches
 Unit 5: Collegiate Churches Continued
 Unit 6: Hybrid Models
- Oct. 6 Unit 7: Student Leaders
 Unit 8: Stakeholders
 Unit 9: Volunteers and Staff
- Oct. 7 Unit 10: Budgets and Reports
 Unit 11: Event and Menu Planning
 Unit 12: Self-Care for the Ministry Leader
- Oct. 8 Unit 13: The Phase of Emerging Adulthood
 Unit 14: Wrap-up

Teaching Method.

This course will use teaching methods such as lectures, group discussion, interviews, and presentations.

Assignments and Evaluation Criteria

- Analysis of Models: You will read the corresponding material and create an analysis of each model of college ministry. The analysis should include the biblical basis, pros and cons, and the best context for each model. Additionally, a rationale should be included explaining which model you would prefer to work in and why. The analysis should be 7-8 pages, double spaced, following the current addition of Turabian. Your analysis is due at the start of class, **Oct. 4**.
- Profile for Adult Volunteers: You will compile a profile of adult leaders. This will be a list of the things you would like and not like in an adult volunteer for a traditional church-based ministry. The profile should be vague enough for you to actually recruit volunteers based on it yet specific enough to help you weed out those people who are not a right fit for the ministry. List will be discussed in class and then a printed copy will be turned in

for credit. Your profile will be due the class meeting after the lecture on adult volunteers, **Oct. 7** and will be submitted as a hard copy to the professor.

- **Event Planning Sheets:** You will complete an event planning sheet for five events. Each event should be focused in at least one of the following areas: fellowship, discipleship, evangelism, worship, and missions. You should be super creative with these and you are welcome to have other people help you dream up your events. Additionally, you will assign one dollar amount to each event and you must stay within the budget: \$25, \$200, \$500, \$1000, \$3000. The event planning sheets will be turned in during class and then discussed as a group. Event planning sheets 1-2 will be due by the end of the class meeting and will be submitted in hard copy. Event planning sheets 3-5 are due **Oct. 22** and should be submitted by email.
- **Self-Care Exploration:** You will spend time researching self-care and talking with people in ministry about how they take time for themselves and care for their soul, body, mind, and emotions. You will create a plan for self-care that will be turned in. The format of this assignment is up to you, but it will need to cover all four areas in a strategic manner. Your assignment is due **Oct. 22** and may be submitted by email, however, if your assignment is not electronic speak with the professor for a plan to submit.
- **Reading:** You will need to read all four texts to be discussed in class, additionally you will turn in a reading report. Reading Report for Shadrach text and chapter two of Masters' due when class begins. Reading Report for Herron text and Reitz text is due two weeks after class meeting on **Oct. 22**, submit by email.

Analysis of Models	20%
Profile for Adult Volunteers	20%
Event Planning Sheets	20%
Self-Care Presentation	20%
Reading	20%

Course Policies

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/.3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

Correspondence with the Grader: You should contact the grader via email. The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular "business" hours. Please respect the grader's personal time. Remember, graders are students as well and have their own

coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Selected Bibliography

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