



# Campus-Based Collegiate Ministry - Hybrid

## CECM6352

New Orleans Baptist Theological Seminary  
Christian Education Division

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.*

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### **Purpose of the Course**

The purpose of this course is to bring together persons who are interested in working with students in ministry context for the purpose of learning new things, reigniting a passion for working with students, and acquiring a few new skills to more effectively minister to youth.

### **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. For 2014-2015 academic year that Core Value is *Spiritual Vitality*.

## Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. Biblical exposition: Biblical basis for collegiate ministry is explored.
2. Theological and historical perspective: Historical collegiate movements and relationships between campus and church are examined.
3. Servant Leadership: Enlistment, training, equipping and encouragement of volunteers are facilitated. Relationship building is a key component.
4. Disciple Making: The basic model of student ministry involves replication of discipleship.
5. Characteristic Excellence: Excellence as a minister is explored.

## Course Description

A collegiate campus orientation is assumed. This course is designed to focus on the work of the director of Baptist Collegiate Ministries. The qualifications, preparation, commitment, relationships, and responsibilities are considered. Basic principles underlying program development, leadership training, and administration of staff, student center and budget are explored. Both traditional residential and commuter college settings are considered.

## Student Learning Outcomes

The student involved in this course should be able to accomplish the following: Make sure to include all three domains of learning.

Cognitive:

- Identify needs of contemporary college students and develop skills for meeting those needs.
- Describe the typical university setting, while acknowledging that campus settings may vary widely.

Affective:

- Understand the need to build relationships to local church, campus, associational, state and national leaders.
- Understand the philosophy and mission of Baptist Collegiate Ministry.

Psychomotor:

- Develop a balanced program of growth and outreach for students and student leaders.
- Develop a training plan for leaders and potential leaders, both in skills and in the spiritual life.
- Administer a local program with personnel, facilities, and finances.

## 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**

Dickerson, Arliss. *Doing College Ministry Better!* Jonesboro, AR: Arliss Dickerson, 2013.

Dickerson, Arliss. *The Big 50: 50 Ideas and Principles for Growing Your College Ministry... Or Just Starting a College Ministry*. Jonesboro, AR: Arliss Dickerson, 2014.

Gardner, Howard and Katie Davis. *The App Generation: How Today's You Navigate Identity, Intimacy, and Imagination in a Digital World*. United Kingdom: Yale University Press, 2013.

Sanford, Samuel Jr. *Baptist Campus Ministry at Crossroads*. Franklin, TN.: Providence House Publishers. 1997.

Shockley, Donald G. *Campus Ministry: The Church Beyond Itself* (Louisville, KY: John Knox Press), 1989.

### **Optional Texts**

Blanchard, Ken and Mark Miller. *The Secret: What Great Leaders Know and Do* (San Francisco: Berrett-Koehler Publishers, Inc.) 2009.

Bomar, Chuck, *College Ministry From Scratch: A Practical Guide to Start and Sustain a Successful College Ministry* (Grand Rapids, MI.: Zondervan/Youth Specialties), 2009.

Bomar, Chuck, *College Ministry 101: a guide to working with 18-25 year olds* (Grand Rapids, MI.: Zondervan/Youth Specialties), 2010.

Dean, Kenda. *Almost Christian* (New York: Oxford University Press), 2010.

Elmore, Tim. *The iY Generation* (Atlanta: Poet Gardner Publishing), 2010.

Freitas, Donna. *Sex & the Soul* (New York: Oxford University Press), 2008.

Hines, Benson, *Reaching the Campus Tribes*, available free,  
<http://reachingthecampustribes.com/>

Sire, James, *Chris Chrisman Goes to College* (Downers Grove, Il.: InterVarsity Press), 1993.

Tapia, Andres, ed. *Campus Evangelism Handbook: A Practical Guide for Showing and Sharing God's Love* (Downers Grove, Il.: InterVarsity Press), 1987.

## Assignments and Evaluation Criteria

### Assignments and Evaluation Criteria

1. Each unit includes a threaded discussion for the entire class to participate in. Interact and respond to each element of the threaded discussion with an original post, at least 2 responses to classmates, and complete discussions and questions that arise.
2. During the first two units, students will develop an interview guide in order to identify information which would be helpful when having a conversation with an actual campus minister. By the third unit, three such interviews will have taken place (via telephone, email or in person—see Requirement #2). The interview questions will be compiled through the Interview Wiki on Blackboard. To get you started, some questions might include:
  - a. What are the most important characteristics of a successful Baptist Collegiate Minister?
  - b. What are the three biggest challenges that a collegiate minister faces as a director?
  - c. What are two of your most effective events?
  - d. What would be your advice to someone preparing to go into collegiate ministry?Students will submit a copy of the interviews on Blackboard.
3. Site Visit/Observation. Each student will develop an observation checklist to guide a visit to a BCM. Your list should include objective as well as subjective items. Ideally, a tour would be arranged with a BCM director (hence the double dipping from Course Requirement #1). Using your rubric of what to look for/ask regarding the actual operation of the ministry, take notes for an “Observation Report” which you will post as a Blog on Blackboard following our discussion on logistics in Unit 13. **Please choose a different BCM than the one with which you are familiar.**
4. Students will read *The App Generation* and produce a hypothetical conversation with a person described in the book. Present the conversation in verbatim form. Write both your side of the conversation (presenting the gospel) and the probable replies from the student. Verbatim should be about 3 pages long, single spaced, and submitted through a Journal in Blackboard.
5. Students will read and report on both Dickerson books. The report should consist of a listing of 25 of the most important truths or principles in the book. Complete sentences are not necessary, but include enough to make sure the bullet item is clear. Submit your document as an assignment through Blackboard.
6. Go to the following blogs: <http://arlisddickerson.blogspot.com>, <http://collegiatecollective.com/>, <http://lifechatwithbeth.wordpress.com/>, or <http://bcmlife.net/blog/> Select a total of 20 posts to read and respond to. Student reactions will be posted to a blog in Blackboard. For each of the 20 entries, write three statements:
  - a. “I agree with his point of view because. . .”
  - b. “I do not agree with this aspect of the article because. . .”
  - c. “One thing I would add to the article on this topic is. . .”

## Course Policies

### **Evaluation**

Interviews	20%
Observation	20%
Verbatim	15%
Book Reports	15%
Class Participation	20%
Blog Assignments	10%

### **Grading Policies**

Assignments are due by the unit they are due. Late assignments will be penalized one letter grade for each unit the assignment is late.

### **Style**

Guidelines for papers submitted in this course are found in current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, which is available in the bookstore.

### **Formatting**

1. All assignments are to be typed, double-spaced with a 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated.
2. Be sure to include your name, date of submission and the assignment title on the cover page.

### **Attendance/Class Participation**

Students are expected to attend class sessions and participate in discussions. After two free ones, each missed class will result in a two point deduction from the final grade. Students missing more than 4 of the class sessions for the semester will automatically receive a final grade of F. Late arrivals will count as ½ of an absence.

### **Netiquette**

*Appropriate Online Behavior* Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. 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.

### **Appendix A: Writing a Critical Response**

A book critique is a critical commentary, which involves more than simply summarizing the contents (i.e., don't scan the book and the back cover and look for good quotes to make us think you've read the book - read, underline, outline, take notes, and interact as you read). The bulk of your response should be an evaluation of the way the author handled the subject, and a commentary on the book's contribution to your understanding of the issues addressed in your reading. It should go without saying, but the following guidelines should be followed:

1. Papers should be typewritten (Times New Roman, 12 pt. font) and double-spaced; no more than five pages in length.
2. Rules of spelling, grammar, and composition will be closely observed.
3. Papers should be proofread (not just spell checked and grammar checked) before they are submitted to the professor.
4. Unless otherwise stated, it is assumed that the opinion that you are expressing is your own. Therefore there is no need to write, "In my opinion", or "I believe". (Interact with the author: "George failed to support..." This should allow you to eliminate the use of first person.)
5. Try to use action verbs whenever possible: avoid passive voice. (i.e., not "The author was trying to convey." Use: "The attempt to convey." - Passive voice is usually indicated by the use of "being verbs"...I was being, I will be - don't use them.)
6. Don't use slang or colloquialisms unless you have a specific reason for doing so. (i.e., His metaphor seemed to have him barking up the wrong tree.)
7. *Content*: The narrative should address the following issues:
  - a. Clear statement of the author's thesis or central argument. Why was the book written? For whom was the book written?
  - b. Citing of material (evidence) that supports the thesis. (You do not have to use direct quotes - but for whatever information you use cite parenthetically. That is the number(s) from which the information is taken(77-78).
  - c. Assessment of whether the author succeeded in achieving the purpose of the book.
  - d. Identify the major strengths and weaknesses of the book.
  - e. Indication of your reaction to the book; how the book has/has not contributed to your insights concerning your role in the faith development process of collegians (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the author's presentation - did you experience change?).

### **Classroom and On-line Decorum:**

Classroom participation is expected for *every unit* due to the nature of the weekly format of the course. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with presentations and dialogues throughout a full class session. You cannot participate effectively if you are not focused on the subject matter while interacting with the unit material.

### **Course Schedule**

I. Syllabus and introductions

II. Preliminaries

Unit 1: History and Definitions (Shockley, Part 1; Part 3, ch.8; Sanford)

Developmental considerations, faith development

Unit 2: Tasks of Collegiate Ministry on Campus

Parents, Freshmen, Transitions, **Use CPYU Transitions Video**

- The Culture of a Resident Institution
- III. Being a Collegiate Minister on Campus
- Unit 3: Church/BCM relations.
    - Reporting to State Convention
  - Unit 4: Listening for needs in relationship with college students
    - METRO Model of Campus Collegiate Ministry
- IV. Designing the Program
- Unit 5: Discipleship through Small Groups as BCM ministry.
    - Equipping Student Leaders to Lead Small Groups
  - Unit 6: Why the Campus is a Fertile Environment for Spiritual Formation
    - Being a Disciple and Making Disciples
- V. Significant Relationships
- Unit 7: Important Relationships on Campus: Students, Faculty and Administration, Boundaries, Strategy
    - Personal relationships: Gender issues, dating, and other-than BCM friendships
- VI. Extending the Ministry
- Unit 8: The Meaning of Missions
    - Global and Local Missions through BCM
  - Unit 9: Ministry to Athletes, Greeks, Internationals
    - Evangelism on the Campus
  - Unit 10: Ministry in Baptist World: Uniqueness of a Baptist College
    - Adjusting to different campus settings
  - Unit 11: Ministry on a Commuter Campus
- VII. Administration
- Unit 12: Administration of a Facility
  - Unit 13: Leading a Staff
    - Leadership Development
- D. Transitions
- Unit 14: Wrap Up

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