



CEAD8304 College Ministry
Professional Doctoral Seminar
New Orleans Baptist Theological Seminary
Christian Education Division
Spring Trimester, May 23-25, 2017

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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 and its ministries.*

Purpose of the Course

The purpose of the course is to examine the people, contexts, and practices of collegiate ministry in the church, campus, and collegiate church settings. Students should be equipped with knowledge, attitudes and skills through classroom and field ministry experiences that may be applied in the practice of professional collegiate ministry.

Core Value Focus

1. *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.
2. *Spiritual Vitality* – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

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3. *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.
4. *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.
5. *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 the 2016-2017 academic year the Core Value is *Characteristic Excellence*.

Curriculum Competencies Addressed

1. *Biblical exposition*: Biblical basis for collegiate ministry is explored.
2. *Theological and historical perspective*: Historical collegiate ministry movements and relationships between late adolescents/emerging adults and the surrounding culture 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 collegiate ministry involves replication of discipleship.
5. *Characteristic Excellence*: Excellence as a minister is explored.

Course Description

This course is designed to focus on ministry to college students in various settings. The profile of the emerging adult, the particular context of ministry to collegians and emerging trends in young adult ministry are investigated. The qualifications, preparation, commitment, relationships, and responsibilities of church and campus leadership are considered. Basic principles underlying program development, leadership training, and administration of staff, student center and budget are explored.

Student Learning Outcomes

At the conclusion of this course, you will be able to:

1. Acquire an understanding of the correlation of cognitive development and faith formation in emerging adults on the college campus (cognitive).
2. Identify resources available to collegiate ministers and leaders in various areas of spiritual growth of collegiates (cognitive).
3. Identify the developmental needs of college students, vital relationships necessary at all levels of college ministry (local church, campus, association, state, and national), and ministry priorities in various collegiate ministry contexts (affective).
4. Suggest implications for collegiate ministries while development a training tool for leaders that presents a balanced ministry to emerging adults (psychomotor).

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Required Readings

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

Required Texts

Everts, Don and Doug Schaupp. *I Once Was Lost: What Postmodern Skeptics Taught Us About Their Path to Jesus*. Downers Grove, IL: IV Press, 2008.

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)

Setran, David P. and Chris A, Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry*. Grand Rapids, MI: Baker Academic, 2013.

Additional Texts

History and Philosophy

Sanford, Samuel Jr. *Baptist Campus Ministry at Crossroads: A Historical and Philosophical Perspective on its Diamond Anniversary*. Franklin, TN: Providence House Publishers, 1997.

Emerging Adults

Arnett, Jeffery Jensen. *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. New York, NY: Oxford University Press, 2004.

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

Church-Based Collegiate Ministry

Shadrach, Steve. *The Fuel and the Flame: 10 Keys to Ignite Your College Campus for Jesus Christ*. Waynesboro, GA: Authentic Media, 2003.

Campus-Based Collegiate Ministry

Lutz, Stephen. *Collegiate Ministry in a Post-Christian Culture*. Kansas City, MO: The House Studio, 2011.

Collegiate Churches

Ma, Jason. *The Blueprint: A Revolutionary Plan to Plant Missional Communities on Campus*. Ventura, CA: Regal, 2007.

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Support Raising

Shadrach, Steve. *The God Ask: A Fresh, Biblical Approach to Personal Support Raising*. Fayetteville, AR: 2016.

Sommer, Pete. *Getting Sent: A Relational Approach to Support Raising*. Downers Grove, IL: InterVarsity Press, 1999.

Course Teaching Methodology

Units of Study

Unit 1: Introduction: The History and Philosophy of Collegiate Ministry

Unit 2: Profile of the Emerging Adult

Unit 3: Church Based Collegiate Ministry

Unit 4: Campus Based Collegiate Ministry

Unit 5: Collegiate Churches

Unit 6: Praxis

Teaching Method

In the workshop format, this class will be conducted by using in-class lecture, research projects, class discussion, video presentation, powerpoint visuals, demonstration, review of case studies, and blog writing.

Assignments and Evaluation Criteria

Seminar Attendance. Students are required to attend all sessions.

Pre Seminar Assignments

Foundations

1. Read *Spiritual Formation in Emerging Adulthood*. Submit a bullet point list of 45 talking points from the book. Bring a physical copy with you to turn in and to use in a class discussion. **Due Date: May 23, 2017**
2. Interview college students and practitioners. Each student will interview four college students and four college ministry practitioners. Interviews should be conducted in person or through FaceTime or Skype. Each interview should last between thirty minutes and an hour. During the student interview spend time getting to know their needs, desires for their current stage of life, faith story, perceptions of college ministries in their area, and anything they would want to share with someone starting a college ministry. During the practitioner interviews should include a basic understanding of their ministry and context, as well as advice they would give to someone starting a college ministry, the top three best and worst experiences of the past three years in ministry. Interviews may also include any other questions you would like to ask and know about the person. Each interview should be submitted as a two page, double spaced document. **Due Date: May 19, 2017**

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3. As you learn more about collegiate ministry through your reading and interviews construct your own “Philosophy of Collegiate Ministry.” Minimally, include the theology, doctrine, leadership, mission, and audience. Consult online and other sources for format of a personal ministry philosophy. Your philosophy should be three to five pages in length.
Due Date: May 19, 2017

During the Seminar (May 23-25, 2017)

Campus Based Collegiate Ministry: A Problem-Based learning assignment

1. In a small group of students, (assigned in class) you will produce a solution to one of the following problems.... Be sure to show evidence of research and not merely your opinion.
 - a. *The state convention has defunded collegiate ministry on the college campus that is near your church. The student body of the college is comprised of students from all over the area as well as some international students who have come for a unique agricultural initiative. Describe a strategy to fund the work in light of the changing availability of cooperative program resources.*
 - b. *You have college students that have begun attending your church even though is nothing specifically for their stage of life. Other churches in the area have established college ministries but there is not a campus-based ministry for students to plug in to. Describe a strategy for connecting, reaching, and equipping students in your church and on the campus.*

Church-Based Collegiate Ministry

1. On the first night of the seminar, you will meet with one other student in order to prepare a training session for lay persons in your area who wish to minister to college students. You may assume a variety of ministry opportunities for collegiate-aged persons - local church, community college campus, military base, etc.
2. Your presentation is to help lay persons understand the priorities, worldview, and mindset of men and women in the college student population. A powerpoint presentation will be produced and shared.

Collegiate Church

1. From Dr. Masters’ dissertation as well as any other related articles and interviews, describe a situation that you might feel would be appropriate for a collegiate church to be planted on a campus. State a rationale for such a venture and suggest three discipleship objectives for the new work.

Post Seminar Assignments

Submit each of the three seminar assignments in written form. Product generated during the seminar should provide a foundation and framework for the final PBL report, lesson, and scenario. You are welcome to enhance the work based on application to your ministry context. Cite specifics from course textbook, personal research, or developed models in the seminar. **Due Date: June 30, 2017**

Course Policies

Grading Scale

Grades will be assigned on the basis of the NOBTS grading scale: 93-100, A; 85-92, B; 77-84, C; 70-76, D; 0-69, F.

Course Evaluation

Talking Points	10%
Interviews	25%
Personal Philosophy	20%
Problem Based Learning	15%
Training Session	15%
Church Plant Scenario	<u>15%</u>
Final Grade	100%

Grading Policies

1. Assignments are due by the beginning of class on the day they are due. Late assignments will not be accepted. Assignments may only be turned in during a class period (unless otherwise specified by the professor).
2. If applicable, exams will be given online in Blackboard during the scheduled week. There should be no reason for exams to be missed as the exam will be open for 5 days. If dire illness, personal emergency, or school-sponsored events prevent access to the internet, the student will be responsible for contacting the professor and teaching assistant/grader *before* the exam to secure permission to reschedule the exam time for a make-up. Failure to do so will result in an automatic grade of 0.
3. Email submissions of written assignments is not accepted unless specified by the professor.

Style

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

Formatting:

1. All assignments are to be typed, double-spaced with a 12-point font (Times New Roman) and 1-inch margins unless otherwise indicated.
2. Be sure to include Turabian style cover page for each assignment.
3. Be sure to staple all assignment pages together before submission.

Attendance/Class Participation

Students are expected to attend class sessions. Students missing more than one 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.

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.

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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.

504.816.8180 - Call for any technical questions/support requests.

www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Selected Bibliography

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- Raley, Matthew. *The Diversity Culture: Creating Conversations of Faith with Buddhist, Baristas, Agnostic Students, Aging Hippies, Political Activists, and Everyone in Between*. Grand Rapids, MI: Kregel Publishing, 2009.
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