



CECM6354

Guiding Collegians in Their Faith Pilgrimage

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 and its ministries.

Purpose of the Course

The purpose of this course is to equip students to disciple college students in various contexts and models of collegiate 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* - Appreciate the necessity of right interpretation of Scripture using various study tools in order to communicate scriptural truth in large and small groups.

2. *Theological and Historical Perspective* – comprehend and appreciate the developing theology of the collegiate student
3. *Effective Servant Leadership* – Enlist, train, and encourage volunteers who will help with the implementation of college ministry. Build relationships with students, volunteers, and others involved in the ministry.
4. *Interpersonal Relationships* – design and implement a needs based, ongoing college ministry, which enlists volunteers to address discipleship issues of college students.
5. *Disciple Making* – identify and begin to cultivate habits to stay in college ministry for long haul including the ability to stay refreshed spiritually.

Course Description

The course is designed to provide students with training to lead college students in their pilgrimage of faith development. This is a study of the dynamic and universal human experience of faith pilgrimage, peculiarly to college students. Since faith is best expressed in the context of religion, the study will investigate Scripture, theology, ethical teachings, and developmental psychology in the framework of the identity processes of later adolescents. Attention will be given to elements of personal faith, trusting relationships, and cognitive growth in and through the family, church, and campus groups.

Student Learning Outcomes

By the completion of the course:

Cognitive:

Students will understand how developmental theory, age issues, and worldview contribute to the faith pilgrimage of a college student.

Affective:

Students will value the discipleship process and faith development of emerging adults.

Psychomotor:

Students will develop a discipleship strategy for college students in various collegiate ministry models.

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

- Coleman, Robert E. *The Master Plan of Evangelism*. Grand Rapids, MI: Revell, 2010.
- Isom, Mo. *Sex, Jesus, and the Conversations The Church Forgot*. Grand Rapids, MI: BakerBooks. 2018.
- Kinnaman, David and Gabe Lyons. *Good Faith: Being a Christian When Society Thinks You're Irrelevant and Extreme*. Grand Rapids, MI: BakerBooks, 2016.
- Shadrach, Steve. *The Fuel and the Flame: 10 Keys to Ignite Your College Campus for Jesus Christ*. Tyrone, GA, Authentic Books, 2003.

Course Teaching Methodology

Units of Study

1. Introduction and Overview of Emerging Adulthood
2. Overview of Discipleship
3. Identity Exploration: Sexuality – Exercised and Experimental
4. Identity Exploration: Relationships – Romantic and Recurring
5. Identity Exploration: Career and Future
6. Age of Instability: Failing Again and Again Gracefully
7. Age of Instability: Redeeming, Restoring, and Reestablishing (depression/anxiety, God as constant)
8. Self-Focused: Life Skills
9. Self-Focused: Owning Sharing Personal Faith
10. Feeling of In-Between: Transitions to Independence (making choices, financial decisions, accepting responsibility)
11. Feeling of In-Between: Giving Yourself Away (missional living and tithing)
12. Age of Possibilities: Bright Futures and Looking Forward (strengths, gifts, networks, wishes for future)
13. Age of Possibilities: Committing and Sending our Students Out
14. Discipleship Model Presentations

Teaching Method. The course will be taught in the class room during a regular semester and will meet weekly. Teaching methods include: lecture, class discussion, guest speakers, and visual presentations.

Assignments and Evaluation Criteria

Threaded Discussion: Each week students will be responsible for reading, responding, and interacting with the topic presented through threaded discussion. Students will be respectful of others while expressing their own opinions and experiences. Each student should contribute an original thread by Wednesday of each week and respond to two other threads by Sunday evening.

Reading: Students will complete the reading of each assigned book and discuss the positive and negative attributes of the book through threaded discussion.

Research Paper: Each student will pick a topic related to the college culture or a crisis college student's Face. The paper should cover the topic, how it relates to college ministry, and the implications for discipleship. The topic will need to be approved by the professor by the third week of the semester. Students will post their papers to Blackboard to be read by other classmate. Papers should be 12-15 pages in length, double-spaced, 14 point font, Times New Roman, include a minimum of 12 sources and follow the Turabian format.. Each student will be assigned another student's paper to read and critique

through threaded discussion. Classmates are responsible for reading the critique and responded appropriately. Suggested topics include: sexuality, depression, suicide, cutting, social media, alcohol and drug consumption, #metoo movement, body image, racial reconciliation, gun control, exclusivity or subgroups, etc.

Interviews with College Ministers: Each student will interview a collegiate church planter, a campus-based college minister, and a church-based college minister on the topic of discipleship. The interview must be done in person or through a video call and should last no less than 45 mins. Interviews should consider questions about philosophy, methods, resources, and evaluation of discipleship with college students. Interviews will be shared in class and notes turned in. Notes can be in any format, as long as they are legible.

Discipleship Blog: Students will keep an updated blog that reflects class discussion and various implications of discipleship with college students. Blogs should be updated regularly but will read for completion (minimum of 14 entries) by the end of Unit 11. Additionally, each student will need to consult at least three collegiate ministry blogs and critique three posts each. Suggested blogs to consult include:

- BCM Life: Collegeministry.com
- LifeWay Young Adults: Youngadults.lifeway.com
- Collegiate Collective: CollegiateCollective.com
- Arilss Dickerson: Collegeministrythoughts.blogspot.com
- Beth Masters: Lifechatwithbeth.wordpress.com
- Texas College Churches: txcollegeturch.org

Design a Discipleship Model: Using the overviews of discipleship and emerging adulthood discussed in the class and outside resources (interviews would be very helpful for this) develop a discipleship model for individuals, small groups, and large groups that will cover one calendar year. Students will present their models to the class and turn them in as the final exam.

Threaded Discussions	10%
Reading	10%
Research Paper	25%
Interviews	20%
Discipleship Blog	15%
Discipleship Model	20%

Course Schedule

Date:	Topic:	Assignments/Notes:	Reading:
Unit 1 Aug. 20 (in class)	Introduction and Overview of Emerging Adulthood	Threaded Discussion	

Unit 2 Aug. 27	Overview of Discipleship	Personal Faith Journey in College Threaded Discussion	
Sep 3 Labor Day	OFF	OFF	OFF
Unit 3 Sep. 10	Identity Exploration: Sexuality – Exercised and Experimental	Threaded Discussion	
Unit 4 Sep. 17 (in class)	Identity Exploration: Relationships – Romantic and Recurring	Threaded Discussion	
Unit 5 Sep. 24	Identity Exploration: Career and Future	Threaded Discussion	
Unit 6 Oct. 1	Age of Instability: Failing Again and Again Gracefully	Research Paper Due Threaded Discussion	
Unit 7 Oct. 8	Age of Instability: Redeeming, Restoring, and Reestablishing (depression/anxiety, God as constant)	Threaded Discussion	
Oct. 15 Fall Break	OFF	OFF	OFF
Unit 8 Oct. 22 (in class)	Self-Focused: Life Skills	Interviews Threaded Discussion	
Unit 9 Oct. 29	Self-Focused: Owning Sharing Personal Faith	Threaded Discussion	
Unit 10 Nov. 5	Feeling of In-Between: Transitions to Independence (making choices, financial decisions, accepting responsibility)	Threaded Discussion	

Unit 11 Nov. 12 (in class)	Feeling of In-Between: Giving Yourself Away (missional living and tithing)	Discipleship Blog Threaded Discussion	
Nov. 19 Thanksgiving Break	OFF	OFF	OFF
Unit 12 Nov. 26	Age of Possibilities: Bright Futures and Looking Forward (strengths, gifts, networks, wishes for future)	Threaded Discussion	
Unit 13 Dec. 3	Age of Possibilities: Committing and Sending our Students Out	Threaded Discussion	
Unit 14 Dec. 10	Final Exam	Discipleship Model Presentations	

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 at [insert grader's email address here]. 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 Support: Need technical assistance? Contact the ITC today:

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.If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

Selected Bibliography

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