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 bring together persons who are interested in working with youth 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 2013-2014 academic year that Core Value is Doctrinal Integrity.

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.

**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.

**Learning Objectives**

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**
Sanford, Samuel Jr. *Baptist Campus Ministry at Crossroads* (Franklin, TN.: Providence House Publishers) 1997. **Do not buy this book. I will hand out selected reading from it.**
Shockley, Donald G. *Campus Ministry: The Church Beyond Itself* (Louisville, KY: John Knox Press), 1989. **(I have these for sale in my office. Cheap.)**

**Optional Texts**
Bomars, Chuck, *College Ministry From Scratch: a practical guide to start and sustain a successful college ministry* (Grand Rapids, MI.: Zondervan/Youth Specialties), 2009.

**Course Teaching Methodology**

I. Syllabus and introductions
II. Preliminaries
III. Being a Collegiate Minister on Campus
IV. Designing the Program
V. Significant Relationships
VI. Extending the Ministry
VII. Administration

**Teaching Method.** A variety of methodology is utilized including lecture, interview, class discussion, guest speakers, power point, and case study.

**Assignments and Evaluation Criteria**

1. During the first two class meetings, 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 class period, three such interviews will have taken place (via telephone, email or in person–see Requirement #2). 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 typed copy of the interview sheets following a class discussion on the results.

2. 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 turn in following our discussion on Logistics. Please choose a different BCM than one with which you are familiar.

3. Students will read *The Diversity Culture* (many of you read it last semester) and produce a hypothetical conversation with a person from one of the groups identified 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 type you chose. Verbatim should be about 3 pages long, single spaced.

4. Students will read and report on the two books, *Introducing the 21st Century Teenager* and *The Secret*. Each report will consist of a listing of 15 of the most important truths or principles in the book. Complete sentences are not necessary, but include enough to make sure that the bullet item is clear.

5. Students will complete a final examination.

**Course Policies**

**Evaluation**

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<th>Assignment</th>
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<td>Interviews</td>
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Grading Policies

1. Assignments are due by the beginning of class on the day they are due. Students who are absent from class on the day of an assignment are still responsible for turning the assignment in on time. Late assignments will be penalized one letter grade for each class period the assignment is late. Assignments may only be turned in during a class period (unless otherwise specified by the professor).

2. Exams will be given in class during the scheduled class period. There should be no reason for any exams to be missed. If dire illness, personal emergency, or school-sponsored events prevent access to the internet, the student will be responsible for contacting the professor before the exam to secure permission to schedule the exam and to schedule an appointment for a make-up exam. Failure to do so will result an automatic grade of 0.

3. Email submissions are not accepted.

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.

3. Be sure to staple all assignment pages together before submission.

Attendance/Class Participation

Students are expected to attend class sessions. 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.

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.

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?).

Course Schedule

I. Syllabus and introductions

II. Preliminaries
   A. History and Definitions (Shockley, Part 1; Part 3, ch.8; Sanford)
   B. Developmental considerations, faith development
   C. Tasks of Collegiate Ministry on Campus
   D. Parents, Freshmen, Transitions, Use CPYU Transitions Video
   E. The Culture of a Resident Institution

III. Being a Collegiate Minister on Campus
   A. Church/BCM relations.
   B. Reporting to State Convention
   C. Listening for needs in relationship with college students
   D. METRO Model of Campus Collegiate Ministry

IV. Designing the Program
   A. Discipleship through Small Groups as BCM ministry.
   B. Equipping Student Leaders to Lead Small Groups
   C. Why the Campus is a Fertile Environment for Spiritual Formation
   D. Being a Disciple and Making Disciples

V. Significant Relationships
   A. Important Relationships on Campus: Students, Faculty and Administration,
B. Boundaries, Strategy
C. Personal relationships: Gender issues, dating, and other-than BCM friendships

VI. Extending the Ministry
A. The Meaning of Missions
B. Global and Local Missions through BCM
C. Ministry to Athletes, Greeks, Internationals
D. Evangelism on the Campus
E. Ministry in Baptist World: Uniqueness of a Baptist College
F. Adjusting to different campus settings
G. Ministry on a Commuter Campus

VII. Administration
A. Administration of a Facility
B. Leading a Staff
C. Leadership Development
D. Transitions

Selected Bibliography
A complete bibliography is available at www.youthministryinstitute.org