Purpose of the Course

This course provides an introduction to Southern Baptist ministry with students in the context of the local church. Orientation to college ministry is offered through a survey of the historical development, ministry basis, philosophies, objectives, programs, leadership and methodologies. Included is attention to staff relationships, church program, intentionality of programming (evangelism, discipleship, worship, ministry, fellowship), budget, administration, and recruiting and training volunteers. Attention is given to coordinating ministry campuses in the area. The previous name for this course was Collegiate Ministry and the Local Church.

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**

1. Biblical exposition: *Biblical basis for collegiate ministry is explored.*
2. Theological and historical perspective: *Historical context of collegiate ministry within the local church.*
3. Effective servant leadership: *Leadership of collegiate ministry within the context of the local church.*
4. Interpersonal relationships: *Interaction with other collegiate students and leadership.*
5. Disciple making: *Primary competency involved in leading collegiate ministry*
6. Spiritual and character formation: *At the core of leading collegiate ministry is the objective that discipleship will be integrated.*

**Course Description**

An in-depth look at collegiate ministry which is based in the local church, including examination of church polity, relationships with local campuses and/or campus ministers, ministry to “away” students, and securing for ministry.

**Learning Objectives**

The student involved in this course should be able to accomplish the following:

*Cognitive* (knowledge):
- Describe the significance of collegiate ministry in the local church.
- Comprehend the subtleties of evangelistic ministry to postmoderns.
- Describe relationships between students and church and church and campus-based ministries.
- Identify some current ministry issues among college students

*Affective* (attitude)
- Understand development and needs of college students and their families.
- Appreciate the urgency of ministry with emerging adults.
Psychomotor (behavioral)

- Be able to write a ministry plan for college ministry at a local church including attention to commuter students.
- Contribute to a resource designed to help collegiate ministers in local churches.

**Required Readings**

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


**Optional Texts**


__________. *The College Ministers’ Notebook.* 2003.

Gilley, Eddie L. *Collegiate Ministry in the Local Church* (provided). Send thank you e-mail to Eddie Gilley, eddie.gilley@ufbcm.org


**Course Teaching Methodology**

**Teaching Method.** Course methodology includes lecture, dialog, debate, and project proposal and development. This syllabus refers to an on-campus delivery on a weekly basis.

**Units of Study**

Unit 1: Introduction

Unit 2: Who are Collegians?

Unit 3: How is the Church Doing Collegiate Ministry? (Relationships with Campus)

Unit 4: Finding and Developing Students (enlistment, faith development, equipping)

Unit 5: Administration (technology, personnel, budgets)

Unit 6: Future Implications
Assignments and Evaluation Criteria

1. Participate in class discussion. Enthusiastically.

2. Read Everts as background for the course. Make a one-page “talking points” list for each book to guide your (enthusiastic) contribution in class discussion on the assigned day.

3. Identify a local church that has a collegiate ministry and interview the leader. Ask him/her to identify the five best ideas and five greatest challenges for conducting collegiate ministry at that location. You can find a list of churches who have collegiate ministry at http://student.org/churches/list.htm

4. Help me evaluate my book on Church-based collegiate ministry by reading and “editing” one or more chapters in the book. Using the Table of Contents, choose a chapter (more if student count does not equal number of chapters).
   a. Read the chapter carefully for typographic errors, sentences that do not make sense, general presentation of content, and overall understandability.
   b. Locate resources that might complement or update the content of the chapter--magazines, journals, web articles, interviews, television shows, or fortune cookies that include information relevant to your topic. Write a paragraph summarizing each of the articles you locate.
   c. Write a one-page personal response to the chapter. Your response should be the intersection of your experience with the main point of the chapter. For example, “This is why I got in Collegiate ministry (illustration of experience related to chapter topic)” or “In my church growing up, we had a great activity that helped me understand (the chapter topic you are doing)” or “Here is an experience I had that shows how much we need (chapter topic).”

5. Be ready to assist Dr. Jackson or guest professor in presenting the chapter topic on the assigned day. Weave all of the materials from a-c above into your presentation.

6. Write a 1-year ministry plan for the following scenario:
   a. You are the Minister to Students in a town with a large non-residential community college. You are part-time because you are a seminary student at a quality institution in the same town. You have no other responsibilities at the church. A few of your students go away to other colleges, but your church has a vision for reaching the community college. There is an official presence of Baptist Student Ministry and Campus Crusade on campus. You have students involved in both ministries. Your church has given you the freedom to develop a creative ministry and is willing to support you to spend twenty hours per week planning and implementing the college ministry.
   b. Use the following outline:
      i. Rationale: explain why this ministry is necessary.
      ii. Profile: describe the typical college student that could be reached by the ministry.
iii. Purpose/Vision: express in one sentence what your ministry will do.
iv. Calendar: a programming calendar. Describe what you will do each month (August to May) and explain seasonal or special emphases.
v. Budget: propose a budget for your plans.
vi. Relationships: explain your ministry’s relationship to the BSU (BCM) and Campus Crusade.
vii. Document the rationale of your ministry plan with research from journals, newspapers, books, or magazines that describe the needs of commuter students or possible programs that would benefit them. Papers should be minimum of 10 pages, double-spaced, Times New Roman, 12 pt. font. Please note your sources with parenthetical notations or footnotes.

Course Policies

• 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).
• Since exams are given via Blackboard, students will have a 24 hour window in which to take the exam. 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.
• Email submissions are not accepted, except for the resume and unless directed by the professor.

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

• All assignments are to be typed, double-spaced with a 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated.
• Be sure to include your name, date of submission and the assignment title on the cover page.
• Be sure to staple all assignment pages together before submission.
**Attendance**
Students are expected to attend class sessions. 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.

**Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Enthusiastic Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Talking points: Everts</td>
<td>15%</td>
</tr>
<tr>
<td>Chapter evaluation</td>
<td>25%</td>
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<tr>
<td>Ministry Plan</td>
<td>30%</td>
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<tr>
<td>Interview</td>
<td>20%</td>
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</table>

**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.

**Course Schedule**
A schedule of class meetings and topics to be addressed at each meeting. Unless otherwise noted, assume that Dr. Jackson and the appointed assistant will lead the class. If a guest is noted, responsibility to assist is still in place.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 23</td>
<td><strong>Dr. Jackson</strong>&lt;br&gt;Syllabus and introductions&lt;br&gt;Developmental considerations, faith development&lt;br&gt;Construct interviews</td>
<td>Enthusiastic Participation</td>
</tr>
<tr>
<td>January 30</td>
<td><strong>Dr. Jackson</strong>: A Postmodern Path to Sharing the Jesus Story</td>
<td>Talking Points from Evert</td>
</tr>
<tr>
<td>February 6</td>
<td><strong>Weaver McCracken</strong></td>
<td>Interviews Due</td>
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<td>February 13</td>
<td>WHY CARE ABOUT COLLEGE STUDENTS? <em>Loving</em></td>
<td><em>Unframed, Ch. 1</em></td>
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<tr>
<td>February 20</td>
<td>No Class - Lundi Gras</td>
<td></td>
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<tr>
<td>February 27</td>
<td><strong>John Moore and assistant</strong>&lt;br&gt;WHAT IS GOD UP TO? <em>Moving</em></td>
<td><em>Unframed, Ch. 2</em></td>
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<td>March 5</td>
<td>WHO ARE COLLEGIATES? <em>Knowing</em></td>
<td><em>Unframed, Ch. 3</em></td>
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<tr>
<td>March 12</td>
<td>No Class - Spring Break</td>
<td>Rest uncontrollably and work on assignments for other classes</td>
</tr>
<tr>
<td>March 19</td>
<td>HOW IS THE CHURCH DOING COLLEGE MINISTRY? <em>Serving</em></td>
<td><em>Unframed, Ch. 4</em></td>
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<td>March 26</td>
<td>WHAT CAN WE DO ON CAMPUS? <em>Partnering</em></td>
<td><em>Unframed, Ch. 5</em></td>
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<td>April 2</td>
<td>WHERE ARE THE STUDENTS? <em>Reaching</em></td>
<td><em>Unframed, Ch. 6</em></td>
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<td>April 9</td>
<td>HOW DO WE HELP COLLEGIATES GROW IN FAITH? <em>Teaching</em></td>
<td><em>Unframed, Ch. 7</em></td>
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<td>April 16</td>
<td>WHERE DO WE GET LEADERSHIP? <em>Developing</em></td>
<td><em>Unframed, Ch. 8</em></td>
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<tr>
<td>April 23</td>
<td>HOW DO WE USE TECHNOLOGY? <em>Touching</em></td>
<td><em>Unframed, Ch. 9</em></td>
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<tr>
<td>April 30</td>
<td>PAY IT FORWARD <em>Dreaming</em></td>
<td><em>Unframed, Ch. 10</em></td>
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</table>
Selected Bibliography

For more extensive Collegiate Ministry bibliography, see www.youthministryinstitute.org.