CECM6352 Campus-Based Collegiate Ministry
New Orleans Baptist Theological Seminary
Christian Education Division
Workshop, May 22-26, 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 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.
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 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


Optional Texts


Assignments and Evaluation Criteria

1. **Book Summary:** Students will read and report on the White book. 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. The listing should be brought with you to the first day of class.

2. **Interviews:** Students will interview two *campus-based college minister* in person or through FaceTime or Skype and students should spend at least 45 minutes in the interview with the campus minister. The following questions should be included in the interview although additional questions should be added as well.
   - What are the most important characteristics of a successful Baptist Collegiate Minister?
   - What are the three biggest challenges that a collegiate minister faces as a director?
   - What are two of your most effective events?
   - What has been your most effective means of discipleship?
   - How have you found it best to replicate students as disciple-makers and living missionaries?
   - What would be your advice to someone preparing to go into collegiate ministry?

   Student will interview a *State Collegiate Ministry Director*, following the same criteria as above with the following questions:
   - Why are you in the business of investing in the lives of college students and college ministers?
   - What is the best piece of wisdom you would pass along?
   - What do you wish you would have done differently when you first started out ministry?
   - What is the main caution you would pass along?
   - What makes them the most excited about the future of college ministry?

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 (this may coincide with Course Requirement #2). 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 share with the class. Consider items such as the kitchen, grounds keeping, office space, meeting space, campus facilities, community space, etc. **Please choose a different BCM than one you are familiar with.**

4. **Class participation:** in discussions and activities.

5. **Conversation Verbatim:** Students will read *The App Generation* and produce a hypothetical conversation with a person described in this book and *Meet Generation Z.* 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 emailed to the professor by June 9, 2017.
6. **Collegiate Blogs**: Go to the following blogs: [http://arlissdickerson.blogspot.com](http://arlissdickerson.blogspot.com), [http://collegiatecollective.com/](http://collegiatecollective.com/), [http://lifechatwithbeth.wordpress.com/](http://lifechatwithbeth.wordpress.com/), or [http://collegeministry.com](http://collegeministry.com) Select a total of 10 posts to read and respond to. Student reactions should be emailed to the professor by June 9, 2017. For each of the 10 entries, write three statements:
   - “I agree with his point of view because. . .”
   - “I do not agree with this aspect of the article because. . .”
   - “One thing I would add to the article on this topic is. . .”

**Course Policies**

**Evaluation**
- White Bullet Points: 10%
- Interviews: 30%
- Ministry Observation: 10%
- Class Participation: 20%
- Verbatim Dialog: 10%
- Blog Review Assignments: 20%

**Grading Policies**

All assignments are due ten minutes after class begins or they will be considered late. Late work will be accepted for up to one week with 10 point penalty. If an emergency arises, please talk with Dr. Masters before the assignment is due to make other arrangements.

**Grading Scale**

Grades will be assigned on the basis of the NOBTS grading scale:

- A - 93-100
- B - 85-92
- C - 77-84
- D - 70-76
- F - 0-69

**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 in Turabian with a blank page between the cover page and content.
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 $\frac{1}{2}$ 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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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.

Course Schedule

I. Syllabus and introductions
II. Preliminaries
   Unit 1: History of Collegiate Ministry
   Unit 2: Philosophy of Collegiate Ministry
III. Being a Collegiate Minister on Campus
   Unit 3: Work of the Campus Minister
   Unit 4: Emerging Adulthood
   Unit 5: Models of Campus-Based Ministry
   Unit 6: Funding
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: Affinity Groups

VII. Administration
   Unit 10: Administration of a Facility
   Unit 11: Leading a Staff
   Leadership Development

D. Transitions
   Unit 12: Wrap Up

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<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<td>Intros, Syllabus, and Overview</td>
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<td>2/4</td>
<td>History and Philosophy</td>
<td>Samford</td>
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<td>2/11</td>
<td>Work of the Campus</td>
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<td>2/18</td>
<td>Emerging Adulthood</td>
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<td>Models of Campus-Based Ministry</td>
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<td>3/4</td>
<td>Funding</td>
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<td>3/11</td>
<td>Ministry Relationships</td>
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<td>Spring Break</td>
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<td>The Meaning of Missions</td>
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<td>Gardner and Davis</td>
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<td>Wrap Up</td>
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Selected Bibliography


