PT732
DISCIPLESHIP
AND CAMPUS MINISTRY
SYLLABUS

REFORMED THEOLOGICAL
SEMINARY
CHARLOTTE

FALL 2015

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COURSE DESCRIPTION

This course addresses the need for developing a philosophy of ministry that focuses on building followers of Christ among college students in particular. Attention is given to the concept of disciple-making in general, as well as to plans and strategies for creating a disciple-building environment that can be used in a campus ministry and/or in conjunction with a local church located near a college or university campus. A Reformed theological and philosophical perspective will undergird the content of the course.

COURSE OBJECTIVES

COGNITIVE (KNOW/UNDERSTAND)
1. The student will learn various philosophies of ministry which influence methods of discipleship, particularly in a campus environment.
2. The student will learn various areas of discipleship training and how to discern the needs of others who are growing as disciples.
3. The student will learn how to recognize the qualities of a maturing and growing disciple of Jesus Christ and avenues to enhance such.
4. The student will learn some of the various disciplines of the Christian life which enable one to walk daily with Christ for a lifetime.
5. The student will consider various philosophies of ministry and learn how to write his/her own personal philosophy of campus ministry statement.

AFFECTIVE (FEEL/MOTIVATION)
1. The student will gain a greater conviction for personal and corporate discipleship in a campus ministry setting.
2. The student will grow in his or her motivation to make disciples and to recognize potential leaders and to train future campus/church ministry leaders.
3. The student will grow in his or her desire to be involved in the lives of other believers and to build relationships with them which will foster their growth in faith.
4. The student will deepen his or her passion for personal sanctification.
5. The student will grow as a disciple himself or herself and in concern for his/her personal walk with the Lord and the practice of the disciplines that foster such growth.

VOLITIONAL (DO/COMPETENCIES)
1. The student will write a personal philosophy of ministry statement which could be used in a campus or a church-related campus ministry.
2. The student will write a plan for discipling a new believer in Christ.
3. The student will have the option of actually engaging in the initial one-on-one discipleship process with a college or university student.
### MDiv* Student Learning Outcomes

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

<table>
<thead>
<tr>
<th>Articulation (oral &amp; written)</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>None</td>
<td>The topic of hermeneutics is covered, with a focus on application to Bible study and leading in modified inductive small group Bible study.</td>
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<thead>
<tr>
<th>Scripture</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Minimal</td>
<td>Focus is on growing one’s walk with the Lord and how to help others do the same.</td>
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<table>
<thead>
<tr>
<th>Reformed Theology</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>None</td>
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<thead>
<tr>
<th>Sanctification</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
<td>Growing as a disciple of Christ is all areas of life is a focus of the course.</td>
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<thead>
<tr>
<th>Desire for Worldview</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Minimal</td>
<td>Growing as a disciple of Christ is all areas of life is a focus of the course.</td>
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<tr>
<th>Winsomely Reformed</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Minimal</td>
<td>Relational abilities and sharing the love of Christ with others is considered.</td>
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<tr>
<th>Preach</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>None</td>
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<tr>
<th>Worship</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>None</td>
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<tr>
<th>Shepherd</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Moderate</td>
<td>Pastoring others and skills for discipling others is a primary focus.</td>
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<tr>
<th>Church/World</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>None</td>
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### REQUIRED TEXTBOOKS

   An excellent treatment of Jesus’ plan to evangelize the world through his disciples. A classic.

   An insightful philosophical approach to ministry that encourages maintaining an approach to ministry based upon people and their needs in a setting in which structure counts.

   A tremendous diagnosis of the present generation that is emerging into the maturity of adulthood. Valuable as a recent text that studies college age individuals.

4. **In addition to the Required Reading list above, the student is required to read 400 pages from any of the “Recommended Textbooks” or “Books for Discipleship Topics” below.**

### RECOMMENDED TEXTBOOKS  
(Highly Recommended)

6. Culbertson, Rod. *Christ Changing Live: Principles of Disciple Investing*. (PDF), approximately 300 pp. (Contact Dr. Culbertson for access to this book)
9. Hull, Bill. *Disciple-Making Church, The*
A philosophy of disciple making based on a thorough examination of Jesus' disciple building, as exhibited in the Gospel accounts.


16. McCallum, Dennis and Lowery, Jessica *Organic Disciplemaking: Mentoring Others Into Spiritual Maturity And Leadership*. (Paperback - Jun 1, 2006)


### BOOKS FOR DISCIPLESHIP TOPICS


**SUGGESTED READING**

19. Macchia, Stephen A. *Becoming a Healthy Disciple*.


28. Senter, Mark. *Four Views of Youth Ministry and the Church*.


### REQUIREMENTS AND EVALUATION

**I. CLASS ATTENDANCE AND INVOLVEMENT**

You will be expected to attend class and to participate in the class discussion, especially as we interact with the textbooks and assigned reading, as well as the required papers. Excessive absences will jeopardize your grade.

**II. READING OF TEXTBOOKS (15% of course grade)**

Textbook reading will be graded based on discussions and an honor system assessment on the final exam, in which the student will be asked the actual amount of reading he or she has done.

**III. PAPERS: Two papers are required for the course**

A. **PHILOSOPHY OF DISCIPLE-MAKING STATEMENT (25% of course grade)**

Write out an entire personal philosophy of ministry statement for a campus ministry, based upon the concepts and guidelines discussed in class.

Length: At least 6 pages.

Due: October 14.
B. AREAS OF DISCIPLE-MAKING PAPER (40% of course grade)

Develop a plan for discipling a new believer in Christ. Choose at least ten topics, one passage of Scripture (at least 5 verses in context) which will cover the topic and at least ten (10) questions per passage which will walk the student through the text in an interactive manner.

Length: Whatever it takes.

Due: November 18.

C. OPTIONAL: INTEGRATION EXPERIENCE PAPER (20%)

In lieu of the final exam, the seminary student can choose the following option: Ask a local college or university student (of the same sex) to meet with him or her for six (6) one-hour meetings to be “discipled” throughout the course of the semester. Write a 4 page summary of the meetings and what was accomplished. Answer these or similar questions: “What was discussed in the meetings?” “What was learned?” “What was studied?” “What problems or challenges arose in the relational context?” “What are your reactions to the process?” “Where do you need help in a ministry approach of this type?” Be certain to maintain appropriate confidentiality in the paper as to the student’s identity and other personal issues.

NOTE: The student must inform the professor regarding his or her choice of this option by the drop date in order for this choice to become a substitute for a paper or the final exam. No exceptions.

Length: 4 pages

Due: Exam Week: December 3-8, 2015.

VI. FINAL EXAM (20%)

You will be responsible for the material covered in all of the lectures as well as the basic content of Robert Coleman’s Master Plan of Evangelism.

ACADEMIC POLICIES

POLICY ON CHEATING AND PLAGIARISM: Cheating is the use of another person’s work on behalf of your own work, with the assumption being that it is your work. The MLA Handbook for Writers of Research Papers says, “To plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else.” Plagiarism is the use of ideas, information and content from a particular source without giving credit to that source by footnoting the source or accounting for it in a bibliography. Cheating will result in an automatic zero (0) grade for the assignment, paper or exam involved. Plagiarism, whether intentional or unintentional, is considered academic theft. The RTS academic consequences of plagiarism are as follows: 1) First offense: The student must rewrite the paper and receive no better than a passing “D” grade for it. 2) Second offense: The student fails the entire course.

POLICY ON LATE WORK: Any work turned in late and without either a written excuse or previous permission granted by the professor will be docked one point/day for that assignment.
Excuses for late work will be accepted for dire medical needs or reasons or other extreme emergencies.

**POLICY ON GRAMMAR AND SPELL CHECK:** Any work turned in which appears to lack “proofing” or displays poor grammar will receive a small penalty affecting the grade.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>08/19</td>
<td>Introduction to the Concept of Disciple-Investing</td>
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<tr>
<td>2</td>
<td>08/26</td>
<td>Introduction (Continued); The Nature and Development of the Student; The Campus Demographic</td>
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<tr>
<td>3</td>
<td>09/02</td>
<td>Balanced Discipleship: The Three Domains</td>
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<td>4</td>
<td>09/09</td>
<td>Developing a Philosophy of Ministry (Coleman)</td>
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<td>5</td>
<td>09/16</td>
<td>Campus POMs; The Three Avenues of Ministry</td>
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<tr>
<td>6</td>
<td>09/23</td>
<td>Methods and Models of Discipleship</td>
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<tr>
<td>7</td>
<td>09/30</td>
<td>How the Campus Worker/Minister Comes; How the Student Comes</td>
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<tr>
<td>8</td>
<td>10/07</td>
<td>FALL READING WEEK</td>
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<tr>
<td>9</td>
<td>10/14</td>
<td>Diagnosis and Counseling</td>
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<tr>
<td>10</td>
<td>10/21</td>
<td>Areas of Discipleship</td>
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<tr>
<td>11</td>
<td>10/28</td>
<td>Guest Speaker: Hal Farnsworth</td>
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<tr>
<td>12</td>
<td>11/04</td>
<td>Modified Inductive Bible Study: The Method and the Small Group Dynamic</td>
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<tr>
<td>13</td>
<td>11/11</td>
<td>Modified Inductive Bible Study: The Use of Questions</td>
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<tr>
<td>14</td>
<td>11/18</td>
<td>Modified Inductive Bible Study: Implementation</td>
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<td></td>
<td></td>
<td>&gt;Areas of Discipleship Paper Due</td>
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<tr>
<td></td>
<td></td>
<td>&gt;Areas of Discipleship Paper Due</td>
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<tr>
<td>15</td>
<td>12/03-08</td>
<td>Final Exams (Take Home/Short Essay) or Integrative Experience Paper</td>
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RTS Charlotte Classroom Internet Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and to access other important information.

However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student’s own seminary education, but it distracts other students who can see their computer screens. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS.

So, how can these challenges be addressed? One option is to turn off the internet entirely. But, we recognize that this creates problems for students who use it for legitimate reasons. Thus, we prefer to address this problem by appealing to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We are asking each student to take personal responsibility for their behavior in this area and to encourage others around them to do the same.

In order to encourage this accountability, and to change the culture of the campus as it pertains to the internet, we are asking each student to sign the pledge below at the beginning of each term. As a pledge, we ask you to sign with integrity and with an honest desire to keep it.

“On my honor as a student at Reformed Theological Seminary, and as a one preparing for the gospel ministry, I pledge that I will use the internet in the classroom only for appropriate class-related activities.”

Signed: ____________________________________________________________

Date: ______________________________________________________________