Course Description
Campus Ministry is the tasked with building tomorrow’s church. Too often, outreach to students is muddled by pragmatism, reactionism, and thoughtlessness. In this class, we will consider the fundament assumptions that ought to guide a distinctively Reformed outreach to campus ministry. We will look at the purpose, the goals, the principles, and the presuppositions of college ministry so that what we believe about God, people and the Gospel is not undermined by the methods we employ to reach them.

Required Texts


Keller, Timothy, Center Church, Zondervan: 2012.


Evaluation
Reading Questions: 35%
Each required text has a page of discussion questions that will be provided to the student and must be satisfactorily completed for this portion of the course. (See Appendix A)

Final Paper: 50%
A no-less-than 7 page (not including bibliography), properly formatted paper (see Appendix B) will be written by each student detailing their research and evaluation of the explicit or implicit philosophy of ministry employed by a ministry context in which they have exposure. For instance:
- Church in which you grew up
- Church in which you’re presently attending or serving
- Campus ministry in which you were involved in college
- Youth ministry in which you were involved in high school
- Former staff position you held at a church

The paper should include the theological commitments of the ministry, the stated goals of the ministry, the core values staff commits to when ministering, and an evaluation of how well that ministry executes their POM in light of Reformation truths.
Research for this paper should be gathered from online sources (ministry websites, posted papers, ministry manuals), present staff interviews (with any staff with whom you have natural contact), and relational contacts who had exposure to the methods employed by the ministry.

**Class Participation: 15%**
Most days, the class will be asked to divide into small groups (2-3) in order to work through case studies. The conclusions reached from these groups must be presented to the rest of the class during class time in a thoughtful way. Since there are only five days to complete class time, attendance is mandatory at all sessions unless “providentially hindered.” (These must be approved by the instructor to qualify for full credit for this portion of the course.)
Monday, January 11

Why Is A Philosophy of Ministry Important?

- Necessity and Practice of Wisdom
- Necessity of Biblical Self-Reflection

Tuesday, January 12

What Do We Mean By A “Philosophy of Ministry?”

- Acknowledgement of Contextualization

What Are The Building Blocks Of A Philosophy of Ministry?

Lunch Break

- Focus On Mission
- Focus On Core Values

Case Study- Identification of Organizational Values

Wednesday, January 13

- Focus On Ministry Modes
- Focus On Ministry Models

Lunch Break

Identification of Ministry Dynamics

- Ministry In Contemporary Youth Culture

Case Study- Identification of Ministry Models

Thursday, January 14
• Applied Wisdom In Campus Setting
• Nature And Development of Trust/Confidence Relationships

*Lunch Break*

Introduction To Ministry Planning

• Avenues of Ministry

Case Study- Identification of Ministry Planning

Friday, January 15

• Stages of Group Development
• Enforced Self-Reflection
• Campus Calendar Phases
APPENDIX A- Reading Questions

Below you will find a handful of questions to assist you in your reading assignment. Each question should be answered fully with no less than two (2) well-developed and well-reasoned paragraphs. The paragraph should make every attempt not only to answer the question, but relate the subject matter to the topic of campus ministry in general. The format for the questions should follow the same layout as the paper in Appendix B.


1. Compare your own experience of campus ministries when you were in college (either from within or without) to the “evangelicalism today” that Packer describes in Chapter 8, “‘Saved By His Precious Blood’: An Introduction to the *Death of Death in the Death of Christ.*” Is his evaluation fair? How would a campus ministry that shared his convictions about the “Biblical Gospel” look different from another that shared other convictions? (3 pts)

2. Evaluate the first paragraph of Chapter 10, “The Puritan View of Preaching the Gospel,” especially the last sentence of the first paragraph, “Modes of action which imply another doctrine cannot be approved.” What does Packer mean by this? How does this inform our practice of campus ministry? (3 pts)


4. In Section 3 of Chapter 18, “Puritan Evangelism,” Packer discusses the Puritans’ “programme as evangelists” as distinct to that era. What implications does this statement have for the strategizing of the college campus for Gospel ministry? (3 pts)

Murray, Iain, *Revival and Revivalism.*

1. Describe the attributes of the Second Great Awakening from Chapter 5 in Murray’s terms regarding the *genuineness* of the spiritual awakening occurring at that time. (2 pts)

2. Identify the early marks of “revivalism” from Chapter 7. (3 pts)

3. Evaluate the origins and development of the “altar call” system form Chapter 7. What does this practice tell you about the connection between theology and methodology? (3 pts)
4. Comment on Chapter 11 and the “spirit of the age” in early 1800’s American Evangelicalism. Compare these trends with what you know of the current state of American Evangelicalism. (2 pts.)

Keller, Timothy, *Center Church.*

1. What does Keller mean by the “mixed nature of culture” and how does this duality affect his view of cultural change, from Chapter 9. (2 pts)

2. Compare and contrast Keller’s description of the “Kuyperian” and “Religious Right” cultural movements during the last few decades, from Chapter 15. (3 pts)

3. Consider Keller’s description of “The Spheres and Roles of the Church” for how a church, rightly or wrongly, *limits* its activity in its community, in Chapter 22. (2 pts)

Lovelace, Richard F., *Dynamics of Spiritual Life.*

1. Evaluate the following statement from Chapter 2, A Model of Continuous Revival: (2 pts)

   Redemption is participatory, not imitative. It is grounded on grace appropriated through faith, not merely on obedience. Spiritual life flows out of union with Christ, not merely imitation of Christ. When the full dimensions of God’s gracious provision in Christ are not clearly articulated in the church, faith cannot apprehend them and the life of the church will suffer distortion and attenuation.

2. List and describe the 4 elements of continuous renewal given by Lovelace in Chapter 3. (2 pts)

3. What specifically do revivals need to get right about justification and sanctification before they can serve in a renewal of spiritual life? (3 pts)
APPENDIX B- Final Paper Guidelines

1. The paper should be no less than 7 pages, no more than 15. This does not include endnotes and bibliography.

2. The paper should include the following information:
   
   a. Identification of your selected ministry and your personal history with the organization.
   
   b. Relevant demographical data regarding the ministry including the date it began, the circumstances under which the organization began, the leadership that have served there, the advancement or decline of its ministry impact over the years, etc. An attempt to connect some of these data regarding origins and philosophy of ministry should be made.
   
   c. From this data, conclusions about ministry effectiveness should be drawn. First, an identification of the apparent verses stated goals of the ministry should be identified. Second, the identification of the received core values of the institution (ie, what do they “harp on.”)
   
   d. Finally, an analysis of the ministry effectiveness of this institution including suggestions for how clarity and categories from the class can be deployed to improve ministry effectiveness.

3. The paper will be graded on the following criteria: clarity, structure, sound reasoning, research skill, and good clear writing style (grammar, style, and punctuation).

4. Citing of sources should include any online references as well as interviews with present campus ministry staff at your school. Wikipedia is…well, Wikipedia. Use it to point to good sources, but don’t cite it alone.

5. The paper should be word-processed, not hand written.
   
   a. 12 point font should be used.
   
   b. Section headings should be used to assist in readability.
   
   c. Endnotes should be used rather than footnotes.
   
   d. MLA documentation should be used.

6. The paper is due Friday, March 4th and should be turned in to appropriate office personnel.