PT6275
DISCIPLESHIP
AND CAMPUS MINISTRY
SYLLABUS

REFORMED THEOLOGICAL
SEMINARY
CHARLOTTE

FALL 2019

Rod Culbertson, Jr.
Associate Professor of Practical Theology

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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.
<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Articulation</strong> (oral &amp; written)</td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes 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>
<td><strong>Scripture</strong></td>
<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>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>None</td>
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<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
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<tr>
<td><strong>Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Minimal</td>
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<tr>
<td><strong>Winsomely Reformed</strong></td>
<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>
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<tr>
<td><strong>Pastoral Ministry</strong></td>
<td>Ability to minister the Word of God to hearts and lives of both churched and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.</td>
<td>Moderate</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.

5. **In addition to the Required Reading list above, the student is required to read 250 pages from any of the “Recommended Textbooks” or “Books for Discipleship Topics” below.**

## RECOMMENDED TEXTBOOKS

(Highly Recommended)

23. Malik, Charles. *A Christian Critique of the University*.
30. Smallman, Stephen. *What is Discipleship?* (pamphlet)
31. Spader, Dann. *4 Chair Discipling: Growing a Movement of Disciple-Makers* 
   160 pages, Moody Publishers; New edition (August 1, 2014)
   basic hermeneutics; helpful for leading modified inductive Bible studies
33. Turner, John G. *Bill Bright and Campus Crusade for Christ: The Renewal of 
   Evangelicalism in Postwar America.* (Paperback - Mar 6, 2008) An analytical and 
   critical history of Campus Crusade for Christ (CRU)
34. Wald, Oletta. *The New Joy of Discovery in Bible Study.* by Oletta Wald 
   (Paperback - Jan. 4, 2002)
35. Wald, Oletta. *The New Joy Of Teaching Discovery Bible Study (New Joy of 
   Discovery).* by Oletta Wald (Paperback - May 30, 2002)
36. Wilson, Carl. *With Christ in the School of Disciple Building a Study of Christ’s 
   Method of Building Disciples.* (Paperback - 1978)
37. Whitney, Donald S. *Spiritual Disciplines within the Church: Participating Fully 

**BOOKS FOR DISCIPLESHIP TOPICS**

1. Boice, James Montgomery. *Christ's Call to Discipleship.* (Paperback - Aug 14, 
2. Ferguson, Sinclair B. *Taking the Christian Life Seriously: Biblical Teaching on 
   Christian Maturity.* (Paperback - 1981)
3. Grudem, Wayne and Grudem, Elliot *Christian Beliefs: Twenty Basics Every 
   Christian Should Know.* (Paperback - Nov 1, 2005)
   (Paperback - Oct 2005)

**SUGGESTED READING**

1. Adsit, Christopher *Personal Disciplemaking* [https://www.amazon.com/Personal-Disciplemaking-Step-Step-Christian/dp/1579020224/ref=sr_1_1?ie=UTF8&qid=1515879761&sr=8-1&keywords=Adsit%2C+Christopher+Personal+Disciplemaking](https://www.amazon.com/Personal-Disciplemaking-Step-Step-Christian/dp/1579020224/ref=sr_1_1?ie=UTF8&qid=1515879761&sr=8-1&keywords=Adsit%2C+Christopher+Personal+Disciplemaking)
2. Barna, George. *Growing True Disciples: New Strategies for Genuine Followers of 
   Christ.* (Hardcover - Oct 16, 2001)
7. Breen, Michael. *Building a Discipleship Culture*.
20. Macchia, Stephen A. *Becoming a Healthy Disciple*.
29. 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 and activities, 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 (25% 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.

Papers must… (Please note: you can lose points here):

- Be double-spaced
- Be numbered
- Be written with 12 point/Times Roman typeset and standard margins.
- SUBMITTED by the time of class on the assigned due date.

Any questions: follow the Chicago style.

A. PHILOSOPHY OF DISCIPLE-MAKING STATEMENT (20% 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 22.

B. AREAS OF DISCIPLE-MAKING PAPER (35% 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 26.

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 four-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 fifth class meeting (September 24) in order for this choice to become a substitute for a paper or the final exam. No exceptions.

Length: 4 pages

Due: Exam Week.

VI. FINAL EXAM (15%)

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.

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PT6275 Discipleship and Campus Ministry
Reformed Theological Seminary
Fall 2019 Schedule
Dr. Rod Culbertson, Jr.
Associate Professor of Practical Theology

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>08/27</td>
<td>Introduction to the Concept of Disciple-Investing</td>
</tr>
<tr>
<td>2</td>
<td>09/03</td>
<td>Introduction (Cont.); The Nature and Development of the Student; The Campus Demographic</td>
</tr>
<tr>
<td>3</td>
<td>09/10</td>
<td>Balanced Discipleship: The Three Domains</td>
</tr>
<tr>
<td>4</td>
<td>09/17</td>
<td>Developing a Philosophy of Ministry (Coleman)</td>
</tr>
<tr>
<td>5</td>
<td>09/24</td>
<td>Campus POMs</td>
</tr>
<tr>
<td>6</td>
<td>10/01</td>
<td>Methods and Models of Discipleship</td>
</tr>
</tbody>
</table>
10/08  FALL READING WEEK

7  10/15  How the Campus Worker/Minister Comes; How the Student Comes

8  10/22  Diagnosis and Counseling
>Philosophy of Ministry Statement Due

9  10/29  Areas of Discipleship

10  11/05  Areas of Discipleship

11  11/12  Modified Inductive Bible Study: The Method and the Small Group Dynamic

12  11/19  Modified Inductive Bible Study: The Use of Questions

13  11/26  Modified Inductive Bible Study: Implementation
>Areas of Discipleship Paper Due

Finals (Take Home/Short Essay) or Integrative Experience Paper

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 three points/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.
RTS Charlotte Classroom Technology 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 locate 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 easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.