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CM 740 Tutorial in Campus Ministry

Chris Kiesling

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ASBURY THEOLOGICAL SEMINARY
Department of Christian Education
Course Prospectus

CM - 740 Tutorial in Campus Ministry

This experience is designed for students with a specialized interest in campus ministry. It attempts to address issues beyond those covered by the foundations class (YM/CM) and provides a means of interacting with practitioners currently invested in domains related to campus ministry.

Instructor:

| | |
|----------------|---|
| Chris Kiesling | B.G.St., M.Div., Ph. D.(candidate) |
| Meeting Room: | 9:00-9:50p.m. TTH, AD303 |
| Office: | FM108 (the womb of the bookstore) |
| Phone: | 858-2382 (If I am unavailable you may access my voice mail at this number or contact the faculty secretary) |
| E-Mail: | c_kiesling@asburyseminary.edu |
| Office Hours: | Tuesdays 10:00-12:00 p.m.or by appointment |

Course Objectives

To some degree the objectives for this course are not predetermined. The intent is to form the class according the needs represented by those enrolled. However, completion of the assignments and active participation in the class should result in a student:

- Gaining self-understanding in the kind of power they possess as leaders, how their use of power tends to function within an organization, and how to develop and broaden their influence.
- Deepening perspective on the formative developmental stages a young adult may pass through during the college years, the implicit dangers that may result, and how to disciple in ways that recognize and direct these patterns of growth toward mature evangelical faith.
- Being equipped to function effectively in recruiting, developing, and leading a board of directors.
- Having a theological basis for fund-raising and practical means for creating and encouraging a network of supporters.
- Recognizing the potential for discipleship via a Wesleyan model of small accountability groups.
- Finding categories to think about the posturing of a campus ministry relative to the cultures that will be encountered.
- Identifying key leaders in the field of campus ministry and supportive contexts and the consultative input they contribute to equipping the campus minister.
- Having had an experience in a collaborative project focused on campus ministry issues.

Textbooks

Hagberg, Janet O. *Real Power: Stages of Personal Power in Organizations*. Salem: Sheffield Publishing, 1994.

Holland, Thomas P. & Hester, David C. (Eds.). *Faith and Governance: Building Effective Boards for Religious Organizations*. San Francisco: Jossey-Bass, 2000.

Parks, Sharon. *The Critical Years: The Young Adult Search for a Faith to Live By*. San Francisco: Harper & Row, 1986. (Only available in a reading packet form).

Watson, David Lowes. *Covenant Discipleship*. Nashville: Discipleship Resources, 1991.

Course Requirements

As a tutorial, the classroom sessions will function much like a workshop. On occasion we will be inviting guest speakers to class, other times we will be teleconferencing with leading practitioners in campus ministry, and at regular class sessions we will focus on a discussion of outside readings. Thus, attendance is imperative and coming prepared to class having read the anticipated reading is expected. Although there is no real way to "make-up" a missed interview or guest speaker, additional assignments will be required when a student fails to come to class.

Written Work

Four papers are required for the class, each one a response to one of the texts for the course, and each one representing 20% of the final grade. The minimum requirement for each page is three typed, double-spaced pages. However, the intent is for you to make these assignments as immediately useful as possible. So you are free to format them in whatever manner you desire and include as much as you find helpful. They can be chapters in a notebook, summaries you might provide to students, agendas for staff or board training, etc.

1. Sharon Parks suggests that the primary developmental task for the young adult years is one of meaning-making. First, provide a summary of the changes that Parks believes occurs across the young adult years. Then offer a critique of this paradigm using such questions as: from an evangelical perspective is she liberalizing the concepts of the faith? Is the "telos" or end one that matches a Biblical framework? Does the expansion of these concepts broaden the task of ministry? What implications does this model of faith development have for you in campus ministry?
2. Using the Hagberg book as a reference guide, identify how you perceive yourself to function in respect to personal power. Tell why you believe this is so, the strengths and weaknesses it predicts in your functioning as a campus minister, what it suggests about how the people you recruit to work with you, and what steps you can take to grow as a leader. Be sure to address the issue of gender in leadership (Cf. the apropos chapter) and also what it means to "lead from your soul".

3. From the Holland and Hester book create a document that provides guidelines for your future work with Boards. In other words, describe such things as: key images or phrases that define for you how you view the function of a campus ministry board; what strategies you will use to recruit, develop, and sustain an effectively functioning board; what you perceive your role to be in relation to the board; and anything else you want to remind yourself of in working with a board.
4. In almost every model for effective discipleship we hear of the importance of small groups. Using the Watson book, develop an outline for use in training covenantal group leaders. Address issues of the theological basis and Wesleyan parallels for covenants and how to use them; accountability; how these groups function in relation to the rest of what you envision for programming; strategies for multiplication and/or outreach; and potential threats that could ruin the effectiveness of implementing this as a primary tool for discipling college students.

Course project

During the first session the class will determine one or possibly two projects to work on as a class. What we do outside of class may largely be determined by what we decide in this regard. 20% of the final grade will be determined by participation in this project and may depend upon peer evaluation of your involvement in the project.

| Week of | Topic | Reading Required |
|--|----------------------------|--|
| Feb 8 | Introductions/Syllabus | Parks 1-4 |
| Feb 15 | Developmental issues | Parks 1-8 |
| Feb 22 | Cultivation (Speaker?) | (Parks paper due) |
| Feb 29 | Personal Power | Hagberg 1-6 |
| Mar 6 | Leadership | Hagberg 7-12 |
| Mar 13 | Conference calls? | (Hagberg paper due) |
| Mar 20 | Discipling | Watson (first half) |
| Mar 27 | Development of Boards | Watson (second half) (Watson paper due) |
| April 3 | READING WEEK | |
| April 10 | Understanding Boards | Holland 1-4 |
| April 17 | Developing Boards | Holland 5-7 |
| April 24 | Fund-raising (Conference?) | Holland 9-10 (Paper due) |
| May 1 | Other topics | Handout? |
| May 8 | Conference?/Class project | |
| Final Meeting Date if needed is May 17 th at 9:00a.m. | | |