

PT 5225 Missions

RTS Charlotte

Dates: March 16-20, 2026

Meeting Times: M 1:00-4:30 PM, T-Th 9:00-4:30, F 9:00 -12:00

Professor: Rev. Justin Brickey, MDiv, ThM

Course Catalog Description:

This course examines issues in the world mission enterprise in light of today's challenges, opportunities, and obligations. The call to mission service is examined, the theological mandate for missions is clarified, the historical advance of the Church through missions is reviewed, strategies for effective contemporary missions are considered.

Course Overview:

This course is designed to inform and prepare students who may serve as missionaries or serve in churches who send and support missionaries. The course is generally divided into three main components: theological foundations of missions, the history of missions, practical issues relating to missionaries and sending churches.

Course Goals:

1. To enable the student to articulate the biblical theology of missions and evaluate current trends in world missions in light of it.
2. To enable the student to understand the role of the local church in the task of world missions.
3. To enable the student to understand the history and methodology used by the Church in its effort to fulfill the Great Commission.
4. To introduce the student to the challenges related to philosophy of ministry that missionaries and missionary sending boards and agencies must consider.
5. To examine the practical challenges that missionaries face related to their overseas service and consider appropriate pastoral care for missionaries.
6. To examine the opportunities and strategies for continued missionary activity in the coming decades.
7. To equip the students to develop and enhance engagement with world missions within their own local church.

Required Textbooks:

- Bavinck, J.H. *An Introduction to the Science of Missions*, 1993, P&R Publishing, 309 pp. ISBN: 978-0-87552-124-4
- Hesselgrave, David J.; Eitel, Keith E., editor. *Paradigms in Conflict: 15 Key Questions in Christian Missions Today*, 2018, Kregel Academic, 365pp. ISBN: 978-0825444777
- Pirolo, Neal. *Serving as Senders Today*, 2012, Emmaus Road Intl. 223pp. ISBN: 978-1-880185-24-7 (A digital version of the book is available on Amazon's Kindle platform: <https://www.amazon.com/dp/B00SAEF6P2>)
- Tucker, Ruth A. *From Jerusalem to Irian Jaya*, 2004, Zondervan Academic, 528 pp. ISBN: 978-0310239376

Course Assignments:

1. Required Reading: **Students must report the percentage of reading completed for each book by 11:59 pm on Friday, April 24, 2026.**

- a. Read part one, pages 1-217, and part two, pages 274-309, of *An Introduction to the Science of Missions* by J.H. Bavinck. This book provides a biblical and theological foundation for the work of missions as well as a framework for considering the history of missions.
- b. Read *Paradigms in Conflict: 15 Key Questions in Christian Missions Today* by David J. Hesselgrave and Keith E. Eitel. This book explores fundamental questions that missionaries, mission agencies, and Christians must consider as they seek to engage in the ministry of World Missions.

It is recommended that chapters 4, 7, 9, and 13 be read prior to the week of class. This will aid in the discussion of the topics in class.

- c. Read *From Jerusalem to Irian Jaya*. This book is “a biographical history of Christian missions.” The 105 brief biographies provide honest insight into the lives of missionaries throughout the centuries along with their ministry successes and challenges.
- d. Read *Serving as Senders Today*. This book addresses the role of the local church and individuals in the selection, support, and care of missionaries. A digital version of the book is available on Amazon’s Kindle platform:
<https://www.amazon.com/dp/B00SAEF6P2>

** As this is a one-week intensive course, it will be most beneficial to begin the reading assignments before the first day of class.

2. Write an essay based upon one of the chapters of Hesselgrave’s *Paradigms In Conflict*. The student will summarize the conflicting paradigms in the given chapter and argue their own position on the subject. A minimum of four sources must be used to support the student’s position. Two of the four sources must be articles taken from an academic journal. The essay should be between 2,000 and 3,000 words (~7-10 pages) and include a cover page and bibliography. **The essay must be submitted by 11:59 pm on Friday, April 24, 2026.**
3. Complete a final exam which will consist of short answer and essay questions. The exam will be based upon the assigned reading and the in-class lectures. The exam must be completed using the lockdown browser. Be sure and start the exam at least 3 hours before the deadline (you will be kicked out of the system at the deadline time). **The final examination must be completed by 11:59 pm on Friday, May 15, 2025.**
4. Participate in discussions in class and online.

Extensions Policy for Assignments: In extenuating circumstances, a deadline extension of **up to one week** may be granted at the discretion of the professor. Requests for extensions of **more than one week** must be submitted to the Registrar for consideration by the Academic Dean in consultation with the professor. Extensions are granted only for significant emergencies or unforeseen circumstances, and a grade penalty may be applied. *All extension requests must be made prior to the assignment deadline.* No retrospective extensions will be granted.

Grading

The final course grade will be assigned according to the distribution indicated below, and in conjunction with the RTS grading scale.

Breakdown of Semester Grade:

Class Attendance and Participation: 10%

Completion of Reading Assignments: 30%

Essay from *Paradigms In Conflict*: 30%

Final Examination: 30%

Contacting the Instructor

Please contact the instructor by email at justbrickey@gmail.com with "RTS missions course" in the subject line.

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.

RTS Charlotte

Student Instructions for Exams with LockDown Browser

1. Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link:
<https://download.respondus.com/lockdown/download.php?id=998253613>
 - a. This link is ONLY for RTS students and covers Mac and Windows applications.
 - b. Be sure that you are able to log in to your Canvas account from the LockDown Browser before the day of the exam.
 - c. If you use internet filtering software (for example, Covenant Eyes) you may need to disable it before beginning an exam with LockDown Browser. Some types of filtering software can block your computer's connection to Canvas. Also, please be sure to add an exception for our Canvas URL: <https://rts.instructure.com>
2. The exam proctor should not be a current RTS student (current = taken a class within the past year but not yet graduated) or a member of the library staff.
3. The proctor must observe the student taking the exam and ensure that there are no devices or resources available other than the computer being used for the exam.
4. Access the exam during the date window specified for that exam.
 - a. Sign in with the proctor.
 - b. Start the LockDown Browser application using a wired or known reliable Wi-Fi connection. We do not recommend using restaurant or coffee shop Wi-Fi to take exams.
 - c. Have your student ID number and proctor details available to input into the exam.
 - d. Log in to your Canvas account.
 - e. Navigate to the exam. You will not be able to access the exam with a standard web browser. For additional details on using LockDown Browser, review this [Student Quick Start Guide \(PDF\)](#).
 - f. The time clock will begin once you open the exam.
 - g. The exam must be completed in one sitting. You may not exit and return to the exam later.
 - h. The exam will contain questions regarding an honor pledge, and certification that your proctor was present during the entire exam period.
 - i. Sign out with the proctor.
5. Proctors may be contacted to verify information regarding exam administration.
6. In the rare case of a technical issue (for example, if power goes out during exam) the proctor will document the date and time when the issue was reported. Once you open the exam using the LockDown Browser, you will not be able to access other programs on your computer.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: PT 5225 Missions
 Professor: Rev. Justin Brickey, MDiv, ThM
 Campus: Charlotte
 Date: March 16-20, 2026

MDiv* Student Learning Outcomes		Rubric	Mini-Justification
<p>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.</p> <p>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</p>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Articulation (oral & written)	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.	Strong	<ol style="list-style-type: none"> 1. Essay related to conflicting missions paradigms. 2. Significant in class discussion. 3. Final exam tests knowledge and ability to integrate course concepts and topics
Scripture	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.)	Strong	<ol style="list-style-type: none"> 1. Traces missiological themes throughout the entirety of scripture and explores biblical teaching on missions 2. Examines the biblical basis and methods of missions, including the analysis and evaluation of trends in modern missions in light of Biblical teaching.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	<ol style="list-style-type: none"> 1. Emphasizes Reformed, Trinitarian theology as the beginning place of Biblical missiology 2. Presents a Reformed approach to evangelism, missions and church planting 3. Highlights Covenant theology as a lens for understanding the Biblical Theology of missions
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	<ol style="list-style-type: none"> 1. Explores the Trinitarian foundation of missions and emphasizes our dependence on God in all

			<p>facets of missions engagement.</p> <p>2. Emphasizes that the ultimate purpose of missions is the glory of God</p>
Worldview	<p>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.</p>	Strong	<p>1. Reformed methodology of missions presented</p> <p>2. Presentation of the view that missions should permeate any Biblical worldview.</p> <p>3. Christian worldview shown to be thoroughly missiological, and missions to be thoroughly Biblical.</p>
Winsomely Reformed	<p>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.)</p>	Strong	<p>1. Reading assignments from Reformed and non-Reformed missiologists and theologians presenting missions and missions theory and practice</p> <p>2. Emphasis on engaging winsomely these alternate missiologies, taking into account their contributions as well as limitations.</p>
Pastoral Ministry	<p>Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.</p>	Strong	<p>1. Equipping pastors to understand the various opportunities in missions for them and their congregations to use their gifts both locally and overseas.</p> <p>2. Emphasis on the importance of establishing local churches throughout the world with trained, godly leadership.</p> <p>3. Significant discussion related to the selecting, sending, supporting individual missionaries through the various phases of their ministry.</p>