



**CO5200 Methods of Biblical Change
2 Credit Hours**

Summer 2026
July 13-16, M-Th 9:00-4:30
Reformed Theological Seminary: Charlotte

Professor Information

Keith A. Evans, PhD
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TA/Assistant

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COURSE DESCRIPTION

This course explores the processes by which individuals grow in sanctification through the Word of God and ministry of the Holy Spirit. This course seeks to equip students by providing overarching principles of change that can then be applied to particular counseling situations. Emphasis will be placed upon models of human transformation, impediments to sanctification, and the application of Scripture to effect this change.

COURSE OBJECTIVES

By studying the materials presented in this course, listening to the lectures, and completing the assignments and assigned projects, the student will be able to:

- A. Articulate a theological anthropology, in particular a theology of human experience
- B. Articulate a doctrine of sanctification that recognizes the universal and the particular aspects of the change process
- C. Apply this theory by describing techniques for counseling

COURSE MATERIALS

Reading:

Deeper: Real Change for Real Sinners by Dane Ortlund, 192 pgs. ISBN: 1433573997
The Dynamic Heart in Daily Life by Jeremy Pierre, 272 pgs. ISBN: 1942572670
Embodied: Living as Whole People in a Fractured World by Gregg Allison, 260 pgs.
ISBN: 1540900053
You're Only Human: How Your Limits Reflect God's Design and Why That's Good News by Kelly Kopic, 261 pgs. ISBN: 1587435101

The expectation is that students will read every word of these books to receive full reading credit. Students will be graded based on their self-reporting in the reading summaries described below.

ASSIGNMENTS AND ASSESSMENTS

This course is entirely electronic for the submission of assignments. Each assignment will be uploaded to Canvas in the appropriate portal. If you are unfamiliar with this process, make sure you schedule a time in advance with the professor to learn how to use Canvas.

1. Reading Summary and Report

Students are to turn in a two page-double spaced paper, for each book read. State the percentage read of each book according to the following guide: 1. Percentage of the book read, word-for-word; 2. Percentage of the book skimmed. Then for the paper itself, page one will consist of a summary of the salient points of the book. Capture the thesis as well as the main points of the author's argument. Write it in such a way that if the author of the book read your summary, he could agree you understood what he was saying. Page two will be your personal interaction with the book—how was it useful to you, is it applicable in your ministry, were there things you found helpful or troubling, etc. These 2-page reports will be due at the end of the course, uploaded to Canvas.

2. Synthesis Application Paper

Throughout the course we will be discussing counseling and the care of embodied souls / ensouled bodies. Choose a topic that relates to this overarching principle of the course and then “do synthesis.” Bring the various readings to bear and the course lecture/discussion material to bear on the paper as well. You will have to do additional research on your topic beyond the course reading and course content, but it is expected you will draw upon the course reading/material itself in this paper. Thus, it is not strictly a research paper, per se, but instead is an effort in bringing together the material you've learned in the course to produce a concluding application paper. The paper topic is of your choosing, so choose a counseling topic of interest or relevance to your life and ministry. Since this is a counseling application paper and you are relating the Methods of Biblical Change to that topic, you will have to select a counseling topic that could be explored from the lens of sanctification, embodied care, the dynamics of the inner person/heart, human finitude, or other elements discussed in the course. **Please approve the paper topic with your professor, via email or verbally, no later than July 27.** Papers not receiving pre-approval from the professor will result in a 10% reduction in your final paper grade. Papers should aim to be 10-12 pages in length. Due on **August 31.**

3. Class Attendance and Participation

Please attend each class and be prepared to participate in class discussion. Class participation factors into your final grade. Come to the course prepared to interact about each of the books, though the interaction papers will not be due until the end of the summer semester. Interacting about the book contents during the class factors significantly into your final participation grade.

Late Assignments

Assignments are due as indicated on Canvas under the assignments. Assignments not submitted on time are considered late and are penalized 3% for the first day late, and 1% for each day late thereafter.

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.

COURSE GRADING

Reading / Interaction Papers, due Aug 31	40%
Synthesis Application Paper. approval by July 27th, due Aug 31	50%
Class Participation	10%

Grading Scale:

Standard RTS Grading Scale

Additional Details:

Special Needs

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., recordings, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the professor at the beginning of the course to make appropriate arrangements.

Disclaimer

During the course of the semester the professor reserves the right to modify any portion of this syllabus as deemed necessary to the professor because of events and circumstances that occur during the term.

Classroom Policies

1. All classroom policies at RTS Charlotte are expected to be followed.
2. Guidelines for papers (including reflections and exams) submitted in this course can be found as a separate document on Canvas. **Reading this document and following its instructions is essential for you to pass this course.**
3. Students are required to cite all sources consulted for a written assignment. Students who plagiarize or cheat in any other manner are guilty of academic misconduct and will be reported to the Dean of Students. This will result in disciplinary action up to and including failure of the course and academic dismissal.
4. Laptops are welcome in class for note taking only. Only word processing programs may be open during class; no browsers, email programs, social media feeds, or any other program is to be used. Please silence cell phones and do not text, Instagram, X/Twitter, or whatever else desperately beckons for your attention during class.

Please also adhere to the following RTS internet usage protocol:

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.

REFORMED  THEOLOGICAL SEMINARY
SYSTEM

Course Objectives Related to MACC Student Learning Outcomes

Course: Methods of Biblical Change
 Professor: Dr. Keith A. Evans
 Campus: Charlotte
 Date: Summer 2026

<p style="text-align: center;"><u>MACC Student Learning Outcomes</u></p> <p><i>In order to measure the success of the MACC 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 MAC outcomes.</i></p>	<p style="text-align: center;"><u>Rubric</u></p> <ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	<p style="text-align: center;"><u>Mini-Justification</u></p>
<p><u>COUNSELING KNOWLEDGE</u> Demonstrate knowledge of counseling theories and modern anthropology.</p>	Strong	Course heavily interacts with a reformed anthropology and the means of effective counseling. Counseling theories and anthropology are integral.
<p><u>COUNSELING SKILL</u> Ability to apply biblical truths and common-grace insights in a variety of counseling settings.</p>	Strong	Students are instructed in a reformed system of counseling methodology as it applies to helping people change. Scripture and common grace insights undergird the entire course.
<p><u>SCRIPTURE</u> Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances.</p>	Strong	Scripture is consistently presented as <i>the</i> tool of the Holy Spirit by which heart change is brought about in the human person.
<p><u>REFORMED THEOLOGY</u> Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances.</p>	Moderate	A reformed understanding of theology results in a reformed practice of counseling. Thus, significant effort is made to ensure our counsel is reformed in practice and outlook.
<p><u>SANCTIFICATION</u> Demonstrates a love for the Triune God that aids the student's sanctification.</p>	Strong	This course deals with sanctification throughout. Special attention is given to the growth of an individual's understanding of the Triune God, and the person of Christ specifically.
<p><u>WINSOMELY REFORMED</u> Embraces a winsomely Reformed ethos.</p>	Moderate	The course addresses a reformed understanding of the human person in a winsome manner.

