

PT6200-C1 - Planting And Growing A Campus Ministry
Summer 2026, Reformed Theological Seminary (RTS), Charlotte, NC
 Syllabus

Instructor: Rev. Keith Berger

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July 20-24, M: 1-4:30pm, Tu-Th: 9am-4:30pm, F: 9am-noon


Course Description

In order to create and sustain faithful and effective campus ministries and ministers, this course will apply biblical and Reformed wisdom considerations for developing a campus ministry philosophy and appropriate methodologies. We will explore underlying presuppositions as a manner of approaching campus, staff and student dynamics, demographic realities, models of group development and avenues for starting and growing campus groups, fundraising strategies, cultural engagement variables, and connections to the church. We will then develop an articulated model of ministry that is transferable.

Required Texts

Packer, J. I., *Quest For Godliness: The Puritan Vision of the Christian Life*, Crossway Books: 1994. (Chapters 1-10, 17) (177 total pages)

Tice, Rico and Laferton, Carl, *Honest Evangelism: How to Talk About Jesus Even when it's Tough*, The Goodbook Company: 2015. (112 pages)

 Gen Z Revival at Auburn: 6,000 Gathered—350 Baptized in One Night

Paas, Stefan, *Pilgrims and Priests: Christian Mission in a Post-Christian Society*, SCM Press: 2019. (384 total pages)

Keller, Timothy, *Loving The City, Doing Balanced, Gospel-Centered Ministry in Your City (Section Two of Center Church)*, Zondervan: 2016. <https://a.co/d/OfeiVBal> (Series Introduction and Part 1) (101 pages).

<https://byfaithonline.com/resisting-the-lure-of-catholicism-and-orthodoxy/>

Evaluation

Class Participation: 20%

There will be Q&A time each day in class and thoughtful interaction with the material will be considered as a portion of participation. Tuesday-Thursday, the class will conduct case study exercises in separate groups, where you will work together, present to the class and provide constructive feedback to other presenting groups. 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.)

Reading Questions: 30%

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. (Reading Responses are due NLT **Friday August 7th - 12 pm EST**) (See Appendix A)

Final Paper: 50%

A 9 -12 page (not including bibliography), properly formatted paper, will be written by each student on how they would approach and prepare a ministry plan as a first year campus minister at ONE of the following campuses:

Columbia University
 James Madison University
 North Carolina Central University
 Samford University
 Florida Gulf Coast University
 Vanderbilt University
 University of Illinois
 Rhodes College
 University of Texas - Austin
 United States Air Force Academy
 University of California - Berkeley

Research for this paper should be gathered from online sources (academic calendars, course catalogs, marketing highlights), present campus minister/ministry staff interviews (with any campus minister presently staffed at that school), and traditional library sources including demographic data for that school. (Papers are due NLT **Friday August 28th - 5 pm EST** and turned in on Canvas.)

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.

CLASS SCHEDULE

Monday July 20 - (1-4:30 pm)

- Why Campus Ministry
- Models for Campus Ministry and the Connection with the Church
- The Connection b/w Theology and Methodology /Why you need a Self-Conscious Approach
 - The Necessity of Wisdom

Tuesday July 21 - (9:00 am - 4:30 pm)

- Dynamics of Ministry and Contextualization
- The Nature and Practice of Meta-thinking
- The Effects of Reactionism
 - Motives, Insecurities, past experience, personality, mentors
 - Rocket
- Lunch
- Elements of Ministry - Purpose, Motor, Manner, Goals, Avenues, Review
 - Principle Driven vs. Method Driven - A commitment to a Reformed theology of change
 - Tree
- Toward a Comprehensive Model - Pentagon
- Case Study (Ministry Triage and Opportunities)

Wednesday July 22 - (9:00 am - 4:30 pm)

- What is a Healthy Student Group
 - Numbers vs. Spiritual movement/growth
 - To Students Through Students
 - Reaching the Demographics

- Stages of Group Development
 - Spheres and Fishing Pools
- Lunch
- Evangelism
- Campus Demographics and Approach
- Case Study (Demographics)

Thursday July 23 - (9:00 am - 4:30 pm)

- Student Leadership Development and Teams
 - Leadership Ops - TDOEE and IRDRAOEC
- Campus Ministry Work Flow/Year Start up
- Lunch
- Purpose and Intentionality of One to Ones
 - Gospel formation
 - Where are you going
 - Their issues and equipping together
- Purpose and Intentionality of Small Groups
 - New front door
 - Context and form
 - "Heresy's benefit"
- Purpose and Intentionality of Large Groups
 - Social vs Teaching
 - Preaching in current cultural moment
 - Event vs Ministry
- Case Study (Leadership)

Friday - (9:00 am - 12:00 pm)

- The Pace of Cultural Change - Student and Cultural Engagement Issues
- Review and Wrapup

Appendix A - Reading Questions

There are question prompts for each book, article or digital media source along with specific directions for the type and length of response requested. Answer questions in relation to the source content and campus ministry considerations. Responses should be written in 12 point font, and double spaced. You can answer questions with reference solely to the specific content source, but you can also interact with other sources. Other sources should be referenced in endnotes according to MLA standards and are separate from required response length.

Packer, J. I., *Quest For Godliness: The Puritan Vision of the Christian Life*, Crossway Books: 1994. (Chapters 1-10, 17) (177 total pages)

1. At the top of this response page write what % of the assigned portion of the book you read in terms of pages read/total assigned pages in the book. (177 total pages)
2. Chapter 8 articulates a primacy of the efficacy of the death and resurrection of Christ applied to sinners to bring about new life and changed lives. How does this commitment reflect what you know about campus ministries you have been a part of or experienced, and how would this commitment help you to direct your ministry approach with students and programs? IOW, what and how do campus ministries expect spiritual change to come about in students and why does it matter?
3. Summarize Packer's argument from Owen in Chapter 5 about Communication from God and apply to the current state of biblical familiarity/literacy on college campuses. What do you need to consider in "doing the bible" with students in 2026?
4. Take chapters 10 and 17 on preaching and compare the connection between exegetical accuracy and effective preaching. Reflect on how this compares to what you have heard in campus ministry situations, and your own opportunities to teach/preach in the university context. What things will you need to work at to be effective in this context?

(This response should be 2-3 pages)

Tice, Rico and Laferton, Carl, *Honest Evangelism: How to Talk About Jesus Even when it's Tough*. (112 pages)

AND

 Gen Z Revival at Auburn: 6,000 Gathered—350 Baptized in One Night

1. At the top of this response page write what % of this book you read in terms of pages read/total pages in the book. (112 pages)
2. Summarize Tice's phrase of "crossing the pain line" in evangelism and compare it to your experience in evangelistic conversations in the last 12-24 months. In an American college context where identity, belonging, and reputation are central, how does fear of social loss shape Christian students' evangelistic engagement? How should ministry training address heart-level fears rather than just technique?
3. Tice argues the offense lies in the cross itself. In a pluralistic U.S. university setting, how can we maintain gospel exclusivity without collapsing into either combative postures or theological compromise? IOW - What does it look like for the offense to be Christ—not tone, politics, or tribalism?

4. Then compare the approach of Tice's method with the Auburn Gathering (video) and consider what you see as valuable in each, how context plays into methodology, and provide a reasonable view of what (or if) you would critique from either approach.

(This response should be 2-3 pages)

Paas, Stefan, *Pilgrims and Priests: Christian Mission in a Post-Christian Society*, SCM Press: 2019. (384 total pages)

1. At the top of this response page write what % of this book you read in terms of pages read/total pages in the book. (384 total pages)
2. Is the premise that Christians in a post Christian setting are assumed to be the minority something you agree with and why? Compare his picture of a Christian minority with the seeming rise of interest in Christianity in the US and on college campuses in 2026? What might account for this disparity?
3. Interact with Paas' critique of church movements in Chapter 3. What do you agree with and what do you disagree with and why? How does the college campus as "moving toward post-christian" shape how you would approach developing a model of campus ministry?
4. Apply his remedy of Christians as exiles and priests to college ministry and how you would train students to live in the unique setting of the university campus? Interact specifically with his section 7.4 Mission and his concept of acting as a priestly community on behalf of the community. Do you agree or disagree theologically? Give examples of what might be helpful in a college ministry context from this section.

(This response should be 2-3 pages)

Keller, Timothy, *Loving The City, Doing Balanced, Gospel-Centered Ministry in Your City (Section Two of Center Church)*, Zondervan: 2016. <https://a.co/d/0feiVBal> (Series Introduction and all of Part 1) (101 pages).

1. At the top of this response page write what % of the assigned portion of the book you read in terms of pages read/total assigned pages in the book. (101 pages kindle version)
2. How does Keller's description of models apply to methods for campus ministry in different university contexts? (Series Introduction)
3. Following is a quote from Chapter 1 on Intentional Contextualization. Answer the question posed after the quote.
 - *In his book Christianity and Liberalism, Machen states that liberal Christianity was trying to solve a problem: What is the relation between Christianity and modern culture; may Christianity be maintained in a scientific age? It is this problem which modern liberalism attempts to solve. Admitting that scientific objections may arise against the particularities of the Christian religion — against the Christian doctrines of the person of Christ, and of redemption through His death and resurrection — the liberal theologian seeks to rescue certain of the general principles of religion, of which these particularities are thought to be mere temporary symbols, and these general principles he regards as constituting "the essence of Christianity." As a matter of fact . . . what the liberal theologian has retained after abandoning to the enemy one Christian doctrine after another is*

*not Christianity at all, but a religion which is so entirely different from Christianity as to belong in a distinct category.*¹² Machen, speaking from the early twentieth century, declared that his culture had become “naturalistic” — it had completely rejected any account of supernatural intervention by God. Everything, in this view, must have a natural, scientific explanation. The problem with the liberal Christianity of Machen’s day is that it granted this cultural belief, even though it clearly contradicted Scripture. Liberal Christianity adapted to the culture when it should have been confronting it. Keller, Timothy. *Loving the City: Doing Balanced, Gospel-Centered Ministry in Your City (Center Church) (pp. 30-31). (Function). Kindle Edition.*

- Question - If empiricism or “the scientific age” was the contextual tension point for 20th century Christianity, describe your understanding of the current (21st century) cultural and contextual commitments and assumptions that need to be commended and critiqued in ministry practice. Include references to college campus life.

(This Response should be 1-2 pages)

APPENDIX B- Final Paper Guidelines

1. The paper should be 9 -12 pages. This does not include endnotes and bibliography.
2. The paper should include the following information:
 - a. Identification of chosen university as well as a brief history of the school, and its impact/reputation/influence of graduates.
 - b. Relevant demographical data including gender, race, population, location, proximity to major urban centers, physical size and layout of the campus, on and off campus housing, international student population, student organization profiles, Greek life (if any), religious organizations, churches with significant on campus presences, etc. Significant demographics should be identified and explained as to why they are significant.
 - c. From this data, conclusions about campus life should be drawn. The paper should spend some space answering the questions, "What student comes here and why do they choose this school over another? Are there any unifying cultural narratives that are shared by students at this school and why does that matter for ministry?"
 - d. Finally, a sketch of a strategy should be drawn up including the following: location and response to initial contacts, plans for the first few weeks of the fall semester outreach, interaction with other ministries, traffic patterns of students, initial studies in small groups or large groups, involvement of student leaders, and financial resources for development. The paper should also include what you think your priorities should be in this first year as the campus minister - ie what you think you need to learn, who you will spend time with, and where you will spend your time on campus. The paper should assume EITHER that you are taking over the ministry of another predecessor OR you are starting a brand new work...the choice is yours.
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. Feel free to use online resources and consider online resource reliability. You can use Wikipedia but it should be cited rarely and used more as a tool to lead you to primary sources.
5. The paper should be word-processed, not hand written.
 - a. 12 point font/double spaced.
 - 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 August, 28th** and should be submitted on Canvas.

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: PT6200

Professor: Rev. Keith Berger

Campus: RTS-Charlotte

Date: Jul 20-24, 2026

MDiv* Student Learning Outcomes		Rubric	Mini-Justification
<p><i>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.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></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	In class projects and final paper will require application of all classroom concepts
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.)	Moderate	Students will need to base arguments and conclusions from Scripture.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	The expression of ministry philosophy will be articulated through a Reformed grid.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Central to this project is a growing self-awareness as students shape their reactions and ministry decisions to biblical maturity.
Worldview	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.	Strong	Students will apply wise practice to the university context, student and current cultural trends/issues.
Winsomely Reformed	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.)	Strong	Students gain confidence in Reformed assumptions and wisdom for timing and expression on campus.

Pastoral Ministry	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.	Strong	This course seeks to build non-reactive, healthy biblical pastoring instincts and skills in students.
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