

Summit Christian College
Spring 2022

Unleashing a Generation 3: Developing Student Leadership
Thursday February 17th – Saturday February 19th

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Meet the Professor

I'm 43, married to my wife Megan for 21 years, and we have two sons, Colby (14) and Caleb (12). I have a B.A. in Youth Ministry from Nebraska Christian College and an M.A. in ministry with an emphasis in Christian Education from Lincoln Christian University. I've been in ministry for 23 years and have been in College ministry for the past 14 years. I am a huge book nerd, love anything sports, and enjoy smoking meat and hanging out with my family on our backyard deck.

Course Description

This class will help students form a philosophy of developing student leaders in the context of college-age ministry. It will also focus on how to utilize student leadership in college-age ministry.

Textbooks

“Lead” by Paul David Tripp

“Discipleship By Design” by Harvey Herman

Program Objectives

This course is designed so that students who successfully complete the Course Requirements will partially fulfill the following Program Objectives:

ME 1: Demonstrate dependence on the Word of God and the Holy Spirit in ministry.

ME 3: Demonstrate a knowledge and ability to develop student leadership.

ME 4: Facilitate Christian growth and transformation through ministry.

ME 5a: Perform practical aspects of ministry with professional competence.

Course Learning Objectives

1. Cognitive:

- a. By the end of the semester students will be able to describe different models of student leadership and articulate the benefits and draw backs of each. (ME 3)
- b. By the end of the semester students will be able to describe the specific issues that one faces in regards to student leadership development that are unique to working with college-age students. (ME 3 and ME 4)
- c. By the end of the semester students will be able to outline a student leadership development strategy based on God's Word. (ME 1)

2. Affective:

- a. By the end of the semester, students will be able to formulate and present a student leadership development plan for college ministry in the local church. (ME 5a and ME 3)
- b. By the end of the semester students will be able to describe and lay out a process for selecting, training, and utilizing student leaders. (ME 2)
- c. By the end of the semester students will be able to explain a biblical model of leadership and how it relates specifically to college-age students. (ME 1 and ME 4)
- d. By the end of the semester students will be able to define student leadership and facilitate the growth of students in a leadership setting (ME 5)

Course Outline

Unit 1: The Importance of Student Leadership

- a. The value of student leadership in college ministry
- b. The impact student leadership has on students

Unit 2: The Make Up of Student Leadership

- a. What to look for in student leaders
- b. Expectations and requirements of student leaders
- c. Non-negotiables for student leadership
- d. Red flags to look out for with potential student leaders
- e. Different models of recruitment and selection of student leaders

Unit 3: Student Leadership Defined

- a. Different philosophies of student leadership
- b. How to onboard new student leaders
- c. The importance of fit in student leadership
- d. Student leadership meetings and development
- e. Student leader care

Unit 4: Nuts and Bolts of Student Leadership

- a. Problems in student leadership
- b. Creative student leadership development ideas
- c. Multiplying student leaders

Course Requirements

Learning Assignments/Activities

1. Assigned Reading: (Program Objectives ME 1 and ME 4)
 - a. Reading will be assessed through in person discussions during the class, as well as online discussions following the class.
 - b. Assigned Reading will account for 20% of the final grade.
2. Group Discussion Participation: (Program Objectives ME 1, ME 3, ME 4, and ME 5a)
 - a. Students will be expected to respond to in person discussion during the class.
 - b. Students will be expected to respond to discussion questions online following the intensive weekend.
 - c. Group Discussion Participation will account for 30% of final grade.
3. LEAD summary: (Program Objectives ME 3 and ME 5a)

- a. Students will each be assigned a chapter (or two depending on amount in class) from the book “Lead” by Paul David Tripp. They will then give a 15 minute (max) summary of what they learned from their assigned chapter in class.
 - b. Outreach Plan will account for 25% of final grade.
4. Case Study Reflection Paper (Program Objectives ME 3 and ME 5a)
- a. Students will each be given a case study relating to issues regarding student leadership and potential problems. They will present in class how they would handle each situation.
 - b. Case Study Reflection Paper will account for 25% of final grade.

Class Session Participation: Attendance is expected for every in person class session of the intensive weekend. Students are also expected to participate in all post intensive weekend online discussions.

Assignment Due Dates

Assigned Reading (20% of final grade)

- Lead by Paul David Tripp
 - o Will be read in class.
- Discipleship by Design by Harvey Herman
 - o Needs to be read by February 28th

Group Discussion Participation (30% of final grade)

- There will be discussion during the intensive class.
- There will be discussion questions online following the intensive weekend. Each student must respond to all questions by February 28th.

Lead Summary will be done in class (25% of final grade)

Case Study Reflection Paper will be done in class (25% of final grade)

Level of Difficulty

Late Work

Late work will not be accepted. Late work is any assignment that is not turned in by the specified due date in the syllabus. Any special circumstances for late work will need to be communicated to the professor, and the penalty for late work will be discussed at that time.

Learning Disabilities

If the student has a documented learning/physical disability that will hinder his/her learning, then it is the responsibility of the student to talk with the professor about this disability on the very first day of classes. The professor, along with the student, will discover creative ways to meet the requirements of the course.

Academic Integrity

Summit Christian College places a high priority on honesty, integrity, and biblical commitment to truth. For purposes of this course, cheating, lying, plagiarism, and other forms of academic

dishonesty will be treated as a violation of the moral code of Summit Christian College and the Scriptures.

Examples of plagiarism include the following:

- Submitting someone else's work as your own,
- Failing to use quotation marks or block quotes when quoting the work of another,
- Failing to include all cited sources in a list of works cited,
- Including the ideas from a source without citing the source,
- Paraphrasing (restarting the work of the original source) without citing the source,
- Giving false information about a source,
- Including so much of a source's words or ideas that the work is no longer your own (even if you cite the source),
- Using the outline, main headings, or structure of another author without citing the source.

Students participating in such activities will receive a reprimand and may receive a zero (0) for the assignment. Summit Christian College may take the following steps for any student that continues to violate this policy: dismiss the student from a course with a failing grade, place the student on character probation, and/or dismiss the student from Summit Christian College.

Grading

Grades are not given by the professor. Grades are a reflection of the work accomplished by the student relative to the requirements of the course. Therefore, grades are earned by the student. The professor will never "fail" a student. The student, however, may "fail" to meet the requirements of the course. Failing an academic course does not make the student a failure. Failing an academic course, or receiving a low grade, is not a reflection of intelligence or potential for learning. It only says that the student has failed to meet the requirements of this academic course.

100 – 98%	A+	
97 – 93	A	Superior
92 – 90	A-	
89 – 88	B+	
87 – 83%	B	High Pass
82 – 80	B-	
79 – 78	C+	
77 – 73	C	Pass
72 – 70	C-	
69 – 68	D+	
67 – 63	D	Low Pass
62 – 60	D-	
Below 60%	F	Failure

Classroom Decorum

As brothers and sisters in Christ, the professor and students must treat each other as brothers and sisters in Christ. Students must comply with the Student Handbook.

Computers

Any student disrupting the class or the studies of other students with non-class related computer usage may be dismissed from the class and receive an unexcused absence for the day.

Cell Phones

Unless a student is required to have a cell phone or is expecting an emergency call, students may not use cell phones in class.

Food and Drinks

All drinks must be in spill proof containers.

Bibliography

BOOKS:

- Barton, Ruth Haley, *“Strengthening the Soul of Your Leadership”*.
- Bomar, Chuck, *“College Ministry From Scratch”*.
- Dickerson, Arliss, *“Almost Everything You Need to Know About College Ministry”*.
- Herman, Harvey, *“Discipleship by Design”*
- Lutz, Stephen, *“College Ministry in a Post Christian Culture”*.
- McNabb, Bob, *“Spiritual Multiplication in the Real World”*.
- Osborne, Larry, *“Lead Like a Shepherd”*.
- Osborne, Larry, *“Sticky Leaders”*.
- Osborne, Larry, *“Sticky Teams”*.
- Putman, Jim, *“Church Is A Team Sport”*.
- Sanders, J. Oswald, *“Spiritual Leadership”*.
- Shadrach, Steve, *“The Fuel and the Flame”*.
- Spader, Dann, *“4 Chair Discipling”*.
- Stowell, Joseph, *“Redefining Leadership”*.
- Tripp, Paul David, *“Lead”*.
- Vanderbloemen, William, *“Culture Wins”*.

PODCASTS:

- Campus Ministry Leadership Podcast
- CMT Podcast with Shad and Paul
- Making Disciples with Robby Gallaty
- NCL Podcast
- Saturate Podcast

Professor’s Pledge

I, Justin Raulston, fully realize that the purpose of this institution is to educate people for Christian service. I also realize that you, the student, have entrusted yourself to the College to receive an education that will prepare you for Christian service. Therefore, I, Justin Raulston, using wisdom and good judgment that comes through the power of the Word and the leading of the Spirit, pledge to you, the student, to fulfill my responsibility as a professor, Christian mentor and role model, and brother in Christ to labor to the best of my ability so that you will be prepared for Christian service.