



COLMN 4543
Collegiate Disciple Making
Winter 2025-26
December 8-12, 2025, 9:00am – 5:15pm
Price Hall, Room TBA

Professor Information

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1. Course Description

Students will engage with Scriptural principles for collegiate disciple making in a variety of contexts and will formulate specific strategies for developing disciple-making movements among college-aged adults.

2. Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Articulate a holistic and biblical understanding of Christian discipleship.
2. Express a philosophy of Christian disciple-making in the context of ministry to college students.
3. Personally lead college students through the stages of spiritual growth from not-yet-Christian to a mature Believer who can make disciples of others.
4. Compare and contrast various approaches to collegiate disciple making.
5. Evaluate and adopt discipleship resources that are effective and reproducible.
6. Implement a student leadership structure that mobilizes students for ministry and develops them as Christ followers.
7. Align the various elements of college ministry—such as large group meetings, small groups, mission trips, retreats, and one-on-one meetings—to better contribute to disciple-making.
8. Design a program of spiritual formation and ministry training around the annual cycle of a college ministry.

3. Learning Activities and Assessments

1. Pre-Course Introduction Essay (Learning Outcomes 2,7,8)

Write a **1 page maximum single-spaced** introduction essay. The purpose of this essay is to help the instructor get to know you, your collegiate ministry background, and what you hope to gain from the course. Briefly describe the current or most recent college ministry context in which you participated. Describe the type of college campus and/or student demographic, and weekly activities sponsored by the college ministry. Then, briefly evaluate the discipleship strategy of the ministry. On a scale of 1 to 10, how high of a priority was/is placed on disciple-making? Provide a rationale for this number. How does the ministry equip new believers? Growing believers? Leaders? What are the strengths and weaknesses of this approach? Finally, share the 2-3 things they hope to learn from this course. If possible, complete this essay before the course begins and email it to the professor (then submit it on Canvas after the course begins.)

This assignment is due on Monday, December 8, 2025 at 11:59pm.

2. Required Reading and Reports (Learning Outcomes 1-8)

Read each of the following four books:

- Coleman, Robert. *The Master Plan of Evangelism*. Grand Rapids, MI: Revell, 1993.
- Spader, Dann. *4 Chair Discipling: What Jesus Calls Us to Do*. Chicago, IL: Moody, 2019.
- Ferguson, Dave, and Warren Bird. *Hero Maker: Five Essential Practices for Leaders to Multiply Leaders*. Grand Rapids, MI: Zondervan, 2018.
- McNabb, Bob. *Spiritual Multiplication in the Real World: Why Some Disciple-Makers Reproduce When Others Fail*. Multiplication Press, 2013.

For each of the four books, submit a **one-page, single spaced** reading report. Include a properly formatted bibliographic citation at the top of the page. Then indicate the percentage of the book completed, with the sentence, “I completed ___% of the assigned pages from this book.” First, describe the prominent theme or “big idea” of this book item in 5-7 sentences. Then, produce at least six bullet points summarizing highlights or main takeaways of each book. Each bullet point should be 2-4 sentences. Next, include a paragraph describing how the book challenged or confronted your existing paradigm for ministry. Finally, conclude with a paragraph detailing the most critical application(s) for collegiate ministry.

Though not required, it is beneficial to complete as much of the required reading as possible before the in-person classes begin. as concepts from these books will be discussed during class time. However, the required reading and reports are not due until after the in-person meetings to allow sufficient time for those registering near the start date.

Additionally, please bring a physical copy of the Bible to all class meetings.

Also, bring a physical copy of the workbook, *Growing in Christ: A Thirteen-Week Course for New and Growing Christians*. Colorado Springs, CO: NavPress, 2007. This workbook will be used for morning devotional and scripture memory exercises.

This assignment is due on Friday, January 16, 2026 at 11:59pm.

3. Scripture Memory (Learning Outcomes 3,4,5,8)

During the week of in-person class meetings, students will select and memorize three Bible verses from the scripture memory cards at the end of Growing in Christ. Each student will choose a Scripture accountability partner from among their fellow class members to whom they can recite their verses. Please choose three verses from your preferred translation that you have not already memorized. Options include 1 John 5:11-12, John 16:24, 1 Corinthians 10:13, 1 John 1:9, Proverbs 3:5-6, Matthew 6:33, Philippians 4:13, Psalm 119:9,11, John 13:34-35, 2 Corinthians 9:7, Psalm 122:1, Ephesians 2:10, and Mark 5:19. **By the conclusion of in-class meetings,** recite each of your verses to your partner. Afterward, simply submit a note in Canvas saying, “I memorized 0/3, 1/3, 2/3, or 3/3 verses.” Students submitting verification **up to the final due date for assignments** can still receive partial credit for the assignment.

This assignment is due on Friday, December 12, 2025 at 11:59pm.

4. Philosophy of Disciple Making Paper (Learning Outcomes 1,2,4,6,7,8)

Describe the biblical foundation and philosophy of your collegiate ministry strategy. This section should reference key scriptures throughout that inform your ministry philosophy and detail how each scripture passage informs your philosophy and practice of college ministry. This paper should pull insights from in-class lectures, class readings, and your additional research. This paper should be **1500-2000 words** and follow the latest version of Turabian formatting.

This paper should answer the following questions:

- Why is making disciples among college students strategic?
- What is a disciple of Jesus, and what is the goal of the Christian life?
- How does someone grow as a disciple of Jesus?
- How can we measure someone's progress in discipleship?
- What are the relative roles of one-on-one meetings, small groups, service and mission opportunities, corporate worship, and preaching in discipleship?

This assignment is due on Friday, January 16, 2026 at 11:59pm.

5. Collegiate Disciple Making Action Plan Paper (Learning Outcomes 1-8)

Design a one-year plan for the spiritual formation of students in a college ministry in the context of your choosing. This can be your current college ministry context, a previous college ministry in which you participated, or a hypothetical future context. If you currently serve in a college ministry, you may frame this paper as an "improvement plan" for your existing ministry. This paper should be **1500-2000 words** and follow the latest version of Turabian formatting.

SECTION 1: Describe the current ministry context, including location, type of ministry (campus-based, church-based, collegiate church), student demographics (2-year or 4-year school, commuter or residential, summary of campus culture, etc.), current weekly activities, and current discipleship strategy. (If you choose a hypothetical future ministry, describe your anticipated ministry assignment at the point at which you assume leadership.)

SECTION 2: Reflect and evaluate the current disciple-making effectiveness of your chosen ministry. Based on the content of this course, describe the ministry's strengths and weaknesses. This evaluation should include large group meetings, small groups, one-on-one meetings—both formal and informal, student leadership structures, and special events like conferences, retreats, and mission trips. How does each element positively contribute to disciple-making? What is the weakness of each element? What is missing from your current strategy?

SECTION 3: Describe an improved program of spiritual formation and ministry training around the annual cycle of a college ministry. This plan should include large group meetings, small groups, one-on-one meetings—both formal and informal, student leadership structures, and special events like conferences, retreats, and mission trips. The plan should include a rationale explaining why you're making each change. This plan should align the various elements of college ministry to better contribute to disciple-making.

This assignment is due on Friday, January 16, 2026 at 11:59pm.

4. Required Textbooks

- Coleman, Robert. *The Master Plan of Evangelism*. Grand Rapids, MI: Revell, 1993.
- Spader, Dann. *4 Chair Discipling: What Jesus Calls Us to Do*. Chicago, IL: Moody, 2019.
- Ferguson, Dave, and Warren Bird. *Hero Maker: Five Essential Practices for Leaders to Multiply Leaders*. Grand Rapids, MI: Zondervan, 2018.
- McNabb, Bob. *Spiritual Multiplication in the Real World: Why Some Disciple-Makers Reproduce When Others Fail*. Multiplication Press, 2013.
- *Growing in Christ: A Thirteen-Week Course for New and Growing Christians*. Colorado Springs, CO: NavPress, 2007.
- Bring a physical copy of the Bible to all class meetings.

Additional Reading (Not Required)

- Boa, Kenneth. *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation*. Grand Rapids, MI: Zondervan, 2001.
- Bridges, Jerry. *The Pursuit of Holiness*. Colorado Springs, CO: NavPress, 1978.
- Dodge, Jeff. *Gospel 101: Learning, Living, and Sharing the Gospel*. Greensboro, NC: New Growth Press, 2014.
- Eims, LeRoy. *The Lost Art of Disciple Making*. Grand Rapids, MI: Zondervan, 1978.
- Foster, Richard J. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco: Harper & Row, 1978.
- Gallaty, Robby. *Growing Up: How to Be a Disciple Who Makes Disciples*. Nashville: B&H Publishing Group, 2013.
- NavPress. *The 2:7 Series: Book 1 – Growing Strong in God’s Family*. Colorado Springs, CO: NavPress, 1980.
- Smith, James K. A. *You Are What You Love: The Spiritual Power of Habit*. Grand Rapids, MI: Brazos Press, 2016.
- Willard, Dallas. *The Spirit of the Disciplines: Understanding How God Changes Lives*. San Francisco: Harper & Row, 1988.

5. Grading

Students are expected to attend all meetings of all classes in which they are enrolled. A student's grade may be penalized for absences. Because of the condensed nature of the course, students absent from more than 10% of the class sessions may not receive credit for the course except for unforeseen extenuating circumstances. This means that a student missing more than ½ of one day of classes should consult with the professor immediately to see if any makeup assignments may be offered.

In-Class Participation & Assignments	30%
Required Reading & Reports	25%
Philosophy of Disciple Making Paper	20%
Collegiate Disciple Making Action Plan Paper	20%
Scripture Memory	2.5%
Pre-Course Introduction Essay	2.5%

Total	100%
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6. Grade Scale

A+	98–100	B+	88–89	C+	78–79	D+	68–69
A	93–97	B	83–87	C	73–77	D	63–67
A-	90–92	B-	80–82	C-	70–72	D-	60–62
F	0–59						
W	Withdrawal						
I	Incomplete— defaults to “F” after 8 weeks of incompletion.						

7. Course Policies

Acceptable Document Formats: Upload documents as either PDF or Word Doc (.doc or .docx) only. All assignments must be stylistically conformed to the latest edition of Turabian, unless otherwise noted by the professor.

Class Attendance: Students enrolled in residential course sections are expected to attend all class sessions. It is understandable that events may arise that prevent the student from attending a session during the semester. Please see the academic catalog for details regarding class attendance, which will guide the course grading. Ongoing health-related class attendance exceptions must be previously approved and authorized through the Student Success Office Disabilities Coordinator.

Class Work: All class work is due on the date set by the professor. Late work might be accepted, depending on specific circumstances, depending on the prior approval of the professor. Late submission should be requested before the assignment due date.

Respect for Divergent Viewpoints: Students and faculty are to show appropriate respect for each other even when divergent viewpoints are expressed through class assignments and discussion boards. Such respect does not require agreement with or acceptance of divergent viewpoints.

Center for Writing and Rhetoric: The CW&R provides support for all students free of charge by helping at any stage of the writing process. Students can make appoints in person as well as online. For more information the current students tab on the Southwestern Website.

Southwestern Libraries: Southwestern's libraries support students in their academic research. Librarians are available to guide students to find the appropriate electronic and print resources for their course of study. For more information see the library page in the current students tab on the Southwestern website.

Student Success Office: The Student Success Office provides support to all students, free of charge through tutoring, academic intervention, and support services. Tutoring appointments can be made through the Student Success Office scheduling portal found on the "Students" portal on the main SWBTS website.

Technology Assistance: Students may receive technological assistance by contacting Campus Technology at 817-921-8555, emailing CampusTechnology@swbts.edu or by visiting the campus technology webpage via the current students tab on the Southwestern website.

Disability Services and Special Needs: In an effort to emphasize the student-focused aspect of the core values, Southwestern Seminary offers students who require academic accommodations the ability to continue their education by working alongside the Student Success Office and the Dean of Students Office. Offering accommodation services is to assist students in and outside of the classroom, enabling spiritual development, academic growth, and aiding in fulfilling the calling God has placed on them. Southwestern Seminary desires to provide all students with the necessary skills and resources to complete their degrees on time and flourish throughout their educational experience. To request accommodations or temporary aid, students should submit all requests through the ADA portal on the Student Success website.

Plagiarism and Cheating: Southwestern Seminary is an educational institution committed to the highest standards of academic integrity at the undergraduate, graduate, and postgraduate levels. As such, any student who submits work as part of the requirement of a course thereby affirms that the student personally has completed the work in question, and it has not been submitted for credit in any other course without permission. Unless sources are correctly cited, the student is affirming that the words, thoughts, and/or ideas are the student's own original work. Falling short of these standards is academic dishonesty. Plagiarism is

submitting work as one's own prepared material in whole or in part while failing to give proper credit on papers for sources used. All cases of plagiarism and cheating will be reported to the Dean of Students and will be kept on file indefinitely. The institution recognizes a professor's authority to undertake disciplinary actions concerning any of their students in the context of their classroom. See the seminary code of conduct and academic catalog for further detail.

Artificial Intelligence: Southwestern Seminary acknowledges the presence of Artificial Intelligence (AI) as it pertains to academics and research. Students may use AI software for initial research purposes with the prior approval of a professor. Professors have the authority to adjust AI use expectations in the context of their classrooms. If AI software is permitted in the classroom prior to the start of a specific assignment, the student is required to properly cite the source within the research as it aligns with the plagiarism policy. The use of AI software cannot replace the student's research and learning processes. Any extended use beyond the AI software policy within the context of initial research does not align with this policy and will result in disciplinary action. The primary purpose of Southwestern Seminary is to provide theological education for individuals, and a student's abuse of AI software does not uphold the institution's stance on academic integrity.

Grievances and Grade Disputes: If a student has a concern about a grade that he or she received, the student is expected to request clarification from the professor. If the student still has significant concern, he or she may contact the school dean of the course. Please see the Academic Catalog for the full grievance process.

Withdrawal Policy: Students may withdraw during the first half of any course and receive a grade of "W." Students who opt to withdraw in the second half of any course will receive a grade of "F".

Courseware

This course syllabus and the accompanying course protocols are intended to reflect accurately all aspects of the course learning experience. However, the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the term.

No part of this course, including the syllabus, handouts, web pages, and presentation software files, may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the professor, except when used for instructional purposes during which the professor is acknowledged as the source of the material.

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