



Southeastern
Baptist Theological Seminary

*Love God.
Love Truth.
Love the Church.
Love the World.*

COURSE####, Section #: (International/NA) Missions in (Location)

Semester: [###], Year: [####]

Instructor Information

Professor: Your Name Here
Office and Hours: Room # Building | Enter Office Hours here
Contact Info: [Include information for your preferred method of contact here]
Admin Assistant: Name (email@sebts.edu)
Grader: Name (email@sebts.edu)

Course Description

Your course description goes here.

This class is a Mission Trip. This course is with a mission trip to (insert location here) and will involve informative lectures/discussions and practical application of the material covered. The focus of the trip will involve (insert focus of trip here). Anyone who does not attend the duration of the mission trip **will be withdrawn** from the class.

SEBTS Core Competencies

1. **Spiritual Formation:** demonstrate the knowledge and skills necessary to pursue an authentically Christian way of life, manifested by trust in God, obedience to Christ's commands, love of God and neighbor, and commitment to the global mission.
2. **Biblical Exposition:** demonstrate the ability to properly and effectively interpret, apply, and communicate the Scriptures.
3. **Theological Integration:** demonstrate the ability to understand and apply the doctrines of Christianity to life and ministry.
4. **Ministry Preparation:** demonstrate the knowledge, skills, and Christian disposition necessary for ministry and leadership in the church and among the nations.
5. **Critical Thinking and Communication:** demonstrate the ability to think critically, argue persuasively, and communicate clearly.

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by equipping students to serve the Church and fulfill the Great Commission.*

Student Learning Outcomes

This course is designed so that students might achieve the following:

1. *The student will* articulate a biblical, theological basis for international missions. (Biblical Exposition/Theological Integration)
2. *The student will* survey missiological literature related to international missions and assess helpful methodologies for missions and evangelism. (Theological Integration/Critical Thinking and Communication)
3. *The student will* engage in cross-cultural missions, practicing evangelism and discipleship in this context. (Ministry Preparation/Spiritual Formation)
4. *The student will* differentiate between various cross-cultural contexts in a unique setting and employ appropriate ministry practices. (Ministry Preparation/ Critical Thinking and Communication)
5. *The student will* reflect on their experience in cross-cultural engagement and formulate a personal and corporate plan for incorporating this into future ministry. (Ministry Preparation/Spiritual Formation)

Required Textbooks

- Your required textbooks go here. (500–800 pages since students spend 2,400–3,600 minutes engaging in cross-cultural competency on the trip)

Here is a sample reading list for a Hindu context:

- GoMethod IMB Application (see course page for link).
- Elmer, Duane. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, IVP Academic, 1993. 189 pages.
- Thirumalai, Madasamy. *Sharing Your Faith with a Hindu*. Minneapolis, Minn.: Bethany House, 2002. 160 pages.
- Allen, Roland. *The Spontaneous Expansion of The Church*. Eugene, OR: Wipf and Stock Pub., 1962. 188 pages.
- For men:
 - Bennett, Matthew and Joshua Bowman. *Before You Go: Wisdom from 10 Men on Serving Internationally*. Brentwood: B&H Publishing Group, 2024. 192 pages.
- For women:
 - Bennett, Emily. *Before You Go: Wisdom from 10 Women Who Served Internationally*. Brentwood: B&H Publishing Group, 2023. 192 pages.
- Watch “The History of Hindu India, From Ancient Times” (YouTube video).
- 100 pages related to the ministry context. Students can source these pages from a variety of resources, including tour books, websites, news articles, mission strategy documents, and online resources such as Google and Wikipedia. Students will read this in

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preparation for ministering in this context during the trip and will incorporate insights from this reading into their written assignments as well.

Here is a sample reading list for a post-Christian Western European context (London):

- Daniel Strange, *Making Faith Magnetic: 5 Hidden Themes Our Culture Can't Stop Talking About, And How to Connect Them to Christ* (The Good Book Company, 2021).
- J.D. Payne, *Apostolic Imagination: Recovering the Vision for the Church's Mission Today* (Baker Academic: 2022)
- 100 pages related to London, England
- These pages can come from a mixture of resources, including tour books, websites, mission strategy documents, Google, Wikipedia, News outlets, and other sources. Students will keep a reading journal, which will include the number of pages read and insights about the city.
- Hildreth & McKinion, *Sharing Jesus Without Freaking Out*, 2nd edition. (Note, there is a first edition of this text as well, but there have been significant changes, so you should read the 2nd edition.) [or] Sam Chan, *Evangelism In a Skeptical World: How to Make the Unbelievable News about Jesus More Believable* (Zondervan, 2018).

Here is a sample reading list for an East Asian Muslim context:

- GoMethod IMB Application (see course page for link).
- Shipman, Mike. *Any 3: Anyone, Anywhere, Any Time: Lead Muslims To Christ Now!* WIGTake, 2013. 152 pages.
- Elmer, Duane. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, IVP Academic, 1993. 189 pages.
- Bennett, Matthew. *40 Questions About Islam*. Kregel Academic, 2020. 304 pages.
- 100 pages related to the ministry context. Students can source these pages from a variety of resources, including tour books, websites, news articles, mission strategy documents, and online resources such as Google and Wikipedia. Students will read this in preparation for ministering in this context during the trip and will incorporate insights from this reading into their written assignments as well.

Course Requirements:

- **Some descriptions are already filled out for you, while others require updates. Please thoroughly read these and note the changes you need to make. Assignments in red are optional, and you may add others as needed.**

Before the Trip:

Reading Assignments: List the expectations for reading assignments here, specifying when they are due. You may decide to have the books read before going on the trip. You can also have them sign a statement confirming they have completed all the reading before the trip, if you prefer.

Trip Orientation and Documentation: Some trips require specific orientation or documentation. You can include this in the course requirements. Depending on the location and trip, if the student fails to complete these requirements, they may not be able to participate in the trip (e.g., Failure to complete the orientation and application materials on time will result in the student not being able to attend the trip and will also result in a failure in the course).

(Optional) Introductory Research Paper and Presentation: This assignment may be a brief two- to four-page paper on the target audience they will be reaching during the trip. The paper could include religious beliefs, history, description of Christian work or history in the area, current events, etiquette, barriers, or inroads to the gospel. Research can include required textbooks, journal articles, websites (e.g., imb.org, joshuaproject.net, operationworld.org), travel guides, and current news about the area from reputable sources (e.g., BBC News, Al Jazeera, The Times of India, etc.). Students will then present their report to the rest of the class either in person during a pre-trip meeting or by posting a video on the CampusNet course page.

During the Trip:

Daily Journal: The best way to process the trip is by keeping an ongoing journal, including a witnessing log. Additionally, record significant events, insights, and other relevant details as you prepare for the trip. The intent is not to ‘grade’ the journal entries but to form the practice of expectation, thanksgiving, and prayer in your lives. Students are expected to keep a daily journal during the trip and submit it through CampusNet after the completion of the trip.

Participation and Trip Interaction: Students must participate while on the trip, and you can clarify the trip expectations here. Feel free to include any other expectations you have of participation here.

After the Trip:

Written Donor Letter: Without the financial support of extremely gracious donors, mission trips like this would not be possible. We have incredible donors who share a vision of sending SEBTS students to the ends of the Earth while also making it more affordable for students to do so. This trip is no exception. To show appreciation for their generosity, each student will write a handwritten letter sharing their experiences and giving thanks for their generosity. SEBTS stationery is available for students to write these letters at the CGCS.

Reflection Paper: Have some sort of reflection paper requirement for students participating in the mission trip. Focus on integrating reading with time on the trip, as well as how students can apply their experience to their own ministry preparation. Some questions to ask include the following:

- *What was the most significant thing I learned on this trip?*
- *What would you say to someone preparing to go to the same place?*
- *How will I communicate this experience to others (family, friends, Christians, non-Christians, etc.)?*

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- *How did my participation in this trip contribute to the advancement of the gospel for someone?*
- *How could this trip be improved in the future? These improvements can include the strengths and weaknesses of the trip.*
- *What, if any, bearing does this trip have on my understanding of God's call on my life?*
- *How can I apply this experience to my own ministry preparation*

Evangelism Report: Having an assignment that enables students to reflect specifically on evangelism and how they can grow in these areas is a great idea. You can include pieces such as insights learned from reading, lessons learned while on the trip, or witnessing reports from the student's time on the trip. The witnessing reports are a great way to enable students to log and reflect on their activity here.

Post-Trip Summary Quiz: Students will complete a brief survey for the CGCS, offering feedback on the trip. Students will then take the quiz, indicating that they have completed this form.

Please note:

This section is for any additional notes you would like to provide the student regarding course expectations.

1. Schedule during the trip
2. Moodle issues
3. Cheating/Plagiarism
4. Places to go for questions
5. Any other general notes for students.

Course Grading

Grading for the course will follow the guidelines in the Southeastern faculty handbook for a pass/fail course.

- Typically, trips are pass/fail classes. Feel free to say here what you would like to communicate to students about the grading status.

Course Grading Assignment Weight

Since the Mission Trip class will be pass/fail, there will be no weight given to assignments. **Feel free to remove this section if you prefer to do so.**

Cheating & Plagiarism Policy

Students are not allowed to use their textbooks or notes while taking quizzes or exams unless the professor has communicated an exception to the class. Cheating or plagiarism of any kind will result in an immediate failing grade on the assignment with no chance for resubmission. The professor does have the option either to allow the student to remain in and complete the course

or to dismiss the student from the course completely. Regardless of the professor's ruling, all cases of cheating or plagiarism will be reported to the Dean of Students' Office and the appropriate Academic Dean(s), where further disciplinary action will be considered. At the very least, a permanent record of the infraction will be kept in the student's file. For further information regarding this policy, please refer to the "Plagiarism & Cheating" section of the Student Handbook.

NOTE: Southeastern Seminary policy states, "In no case may a student merely copy and paste any material from one paper to another without the prior written permission of the instructor. In the rare case when a student is given permission to use his/her own scholarly work in subsequent research, the student must still cite his/her previous coursework as an unpublished paper. Failure to follow these guidelines constitutes plagiarism, and all appropriate penalties will apply."

Course Load Expectations

Students are expected to satisfactorily fulfill all the requirements listed above. Since this is a three-hour course, the professor expects the students to complete 2250 minutes of work in class and 4500 minutes of work outside of class. Reading and writing assignments for this course have been calculated with these requirements in mind.

Course Content

Materials used in connection with this course may be subject to copyright protection. Course materials may include, but are not limited to documents, slides, images, audio, and video. Materials in this course are only for the use of students enrolled in this course, for purposes associated with this course. Unauthorized duplication, distribution, or modification of copyrighted materials is strictly prohibited by law.

Disability Statement

Southeastern Baptist Theological Seminary and The College at Southeastern complies with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodation must make their requests and submit documentation to the Dean of Students Office.

Weekly Class Schedule (Optional)

[Insert weekly or course schedule, etc. Sample given below]

Date	Theme/Topic	Learning Outcomes Addressed	Assignments Due

Syllabus Disclaimer – FOR INSTRUCTOR

This syllabus is intended to reflect accurately the course description, course objectives, general content, grading criteria, course requirements, attendance requirements, and other information necessary for students to appraise the course. However, the professor reserves the right to modify any portion of this syllabus as may appear necessary because of events and circumstances that change during the term.