



**Bachelor of Ministry, Bachelor of Theology, Master of Divinity,
Master of Ministry and Related Programs.**

PC407/607D

Leading the Small Church

Semester 2, 2017

**Note: This Unit Guide is Indicative only. Please
download the final Unit Guide from the Moodle in the
First Week of Semester.**

Malyon College
is an approved institution of the
Australian College of Theology

PC407/607D is offered by Malyon College as part of the Bachelor of Ministry, Bachelor of Theology and Related Programs and Master of Divinity, Master of Ministry and Related Programs.

This unit is an accredited award of the Australian College of Theology (ACT) and is authorized for distance and contact delivery by Malyon College.

MALYON COLLEGE

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24-hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

- (1) the Anglican Primate of Australian and the Dean of the ACT,
- (2) the principals of 10 Anglican Theological Colleges,
- (3) 21 persons elected by the House of Bishops of the General Synod,
- (4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
- (5) 5 graduates holding an ACT research degree,
- (6) 5 graduates holding any other degree of the ACT.

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UNIT DETAILS

Unit Description

Although the vast majority of churches in Australia are “small” (less than 75 people in regular attendance) most of the literature related to church leadership focuses on large churches or at least the process to make them so. The purpose of this unit is to introduce students to the basic distinctives and contexts of small churches and to provide them with the tools to lead them effectively.

The unit aims to provide students with the theological, sociological and strategic tools to effectively lead small churches. This will be achieved through the provision of learning content, the facilitation of students gaining their own resources and thoughtful application to their specific context.

The unit is designed primarily for delivery as a distance unit. Resources will be made available to the students through the College Moodle. Students will be required to engage with the provided resources and the resources in their local context in formulating forum responses and assignments. Voluntary participation in webinars will also be a feature of this unit.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None

Exclusions

None

Unit Content

400 Level

A Theology of the Small Church

- The congruence of the small church with evangelical ecclesiology (e.g. worship, evangelism, edification and fellowship)
- The early house churches as a model for small church

The Characteristics of the Small Church

- Distinctives
- The findings of the NCLS
- Types of small churches
- Trends affecting the small church

The Context of the Small Church

- Societal trends affecting the small church
- The rural context
- The urban context

Strategies for the Small Church

- Authenticity
- Deprogramming
- Inter-generational worship
- Bi-vocational ministry
- Evangelism

600 Level

A Theology of the Small Church

- The congruence of the small church with evangelical ecclesiology (e.g. worship, evangelism, edification and fellowship)
- The early house churches as a model for small church

The Characteristics of the Small Church

- Distinctives
- The findings of the NCLS
- Types of small churches
- Trends affecting the small church
- Organisational distinctives of small churches

The Context of the Small Church

- Societal trends affecting the small church
- The rural context
- The urban context

Strategies for the Small Church

- Authenticity
- Deprogramming
- Inter-generational worship
- Bi-vocational ministry
- Evangelism
- Changing the Scorecard of the Church

Unit Outcomes

400 Level:

At the end of this unit students should be able to:

Knowledge (know and understand):

- a) A basic theological perspective on small churches
- b) The distinctive context and characteristics of small churches at a functional level
- c) The societal trends affecting small churches
- d) Basic strategies for leading small churches

Skills (be able to):

- e) Apply theological principles in the leadership of a small church
- f) Analyse the distinctive characteristics and context of a small church at a functional level
- g) Develop basic strategies for leading a small church

Application (and be in a position to):

- h) Lead a small church in a theologically informed way
- i) Utilise the distinctive characteristics and context of a small church in a basic way
- j) Apply strategies to lead a small church at a functional level

600 Level:

At the end of this unit students should be able to:

Knowledge (know and understand):

- a) A theological perspective on small churches
- b) The distinctive context and characteristics of small churches
- c) The societal trends affecting small churches
- d) Strategies for leading small churches

Skills (be able to):

- e) Apply theological principles in the leadership of a small church
- f) Analyse the distinctive characteristics and context of a small church
- g) Develop strategies for leading a small church

Application (and be in a position to):

- h) Lead a small church in a theologically informed way
- i) Utilise the distinctive characteristics and context of a small church
- j) Apply strategies to lead a small church

Workload Requirement

A unit will generally require about 10 hours per week for home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

- a) Learning Guides and readings - 39 hours (3 hours per week);
- b) Assignments – 65 hours (5 hours per week);
- c) Forums & reflection – 26 hours (2 hours per week).

Learning Guides

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

Assessment Requirements

400 Level

1. Forum Posts and Engagement (requiring engagement with, and application of, resources.)
1500 words (nominal)

20% of assessment

Learning Outcomes: a-j

2. Interview

Interview an experienced small church leader about their experience of ministry in a small church, identifying both the advantages and disadvantages of this type of church.

500 words

10% of assessment

Learning Outcomes: b, d, f,

3. Research Essay

Discuss the unique features of small churches and the societal trends that could affect their future. How should these factors influence the ministry of these churches?

2000 words

35% of assessment

Learning Outcomes: b, c, f, i

4. Practical essay

Develop a strategy for a small church that you are aware of. Demonstrate interaction with Scripture and a range of scholarship in developing this plan.

2000 words

35% of assessment

Learning Outcomes: a, d, e, f, g, h, j

600 Level

1. Forum Posts and Engagement (requiring engagement with, and application of, resources.)

1500 words (nominal)

20% of assessment

Learning Outcomes: a-j

2. Interview

Interview an experienced small church leader about their experience of ministry in a small church, identifying both the advantages and disadvantages of this type of church.

500 words

10% of assessment

Learning Outcomes: b, d, f,

3. Research Essay

Compare and contrast the “small” church with the “large” church. How are changing societal trends affecting smaller churches?

2500 words

35% of assessment

Learning Outcomes: b, c, f, i

4. Practical essay

Develop a strategy for a small church that you are aware of. Demonstrate engagement with Scripture and critical interaction with a range of scholarship in developing this plan.

2500 words

35% of assessment

Learning Outcomes: a, d, e, f, g, h, j

Required Resources

In order to complete the unit, the student will be required to have access to the following resource/s:

- Willis, Steve. 2012. *Imagining the Small Church: Celebrating a simpler path*. Herndon: Alban Institute.
<https://www.amazon.com.au/Imagining-Small-Church-Celebrating-Simpler-ebook/dp/B00JNLQX6W/>

This resource is available as an e-Book through the Malyon College library.

- Vaters, Karl. 2012. *The Grasshopper Myth: Big churches, small churches and the small thinking that divides us*. Fountain Valley: New Small Church.
<https://www.amazon.com.au/Grasshopper-Myth-Churches-Thinking-Divides-ebook/dp/B00AW56FI4>

Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

Unit Schedule

Mod	Week Beginning	Topics
1	17 Jul	Introduction. Read "Imagining the Small Church"
2	24 Jul	Types of Small Church
		Webinar 1 – Tuesday 25 th July 7:30pm
3	31 Jul	A Theology of Small Church
4	7 Aug	The Early House Churches
		Assessment Task 2 – Interview due 13 August
5	14 Aug	The Characteristics of Small Churches
6	21 Aug	Congregational Size Transitions
7	28 Aug	The Statistics on Small Churches
8	4 Sep	Trends Affecting the Small Church
9	11 Sep	Small Church Contexts
	18 Sep	<i>Study Week</i>
	25 Sep	<i>Study Week</i>
		Assessment Task 3 – Research Essay due 24 September
10	2 Oct	The Grasshopper Myth Read "The Grasshopper Myth"
11	9 Oct	Strategies for the Small Church
		Webinar 2 – Wednesday 11 th October 7:30pm
12	16 Oct	Worship in the Small Church
13	23 Oct	Bi-Vocational Ministry
	30 Oct	<i>Study Week</i>
		Assessment Task 4 – Practical Essay due 9 November

UNIT LECTURERS AND PREPARERS

Lecturer



Rev Dr Ian Hussey is married to Lynette who is the Principal of a school for disengaged youth. They have two daughters. Between 1993 and 2010 Ian was solo/Senior Pastor of Nundah/North-East Baptist church during which time the church grew from 35 to 500 people. He has served on the Board of Queensland Baptists, the Administrative Services Group and the QB Consultancy team. Ian attends Windsor Road Baptist Church, a smaller international church in the inner west of Brisbane. He has lectured at Malyon and BCQ in communication, preaching and leadership. Ian has degrees in science, education, theology and management and a PhD on the topic: "The engagement of newcomers in church attendance: a theological and social scientific examination of churches with high levels of converts." He is an ordained Minister of Queensland Baptists. Prior to pastoral ministry he was a school teacher in NSW and Queensland. His interests include music and swimming.

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UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.
2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100-word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.
4. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
 - a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
 - b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.
5. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
 - a. Body of assignment:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%
 - b. List of References and referencing:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%

Grade Criteria

Bachelor's students at the advanced undergraduate degree 400-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed at depth; and the critical and evaluative faculties of the students are developed in dialogue of scholarly literature.

Pass

- ✓ Demonstrates an engagement with primary sources.
- ✓ Has begun to grasp the foundational features of the discipline.
- ✓ Is beginning to engage with a range of scholarly viewpoints.

Credit

- ✓ Demonstrates ability in engaging primary sources.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Distinction

- ✓ Demonstrates a pronounced ability to engage primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

High Distinction

- ✓ Demonstrates a pronounced ability in the analysis of primary sources and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

Graduate Diploma and Master's students at the advanced graduate degree 600-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed in depth; and the critical and evaluative faculties of the students are developed in dialogue with scholarly literature.

Pass

- ✓ Demonstrates ability in engaging the primary sources, is beginning to understand their setting and historical context.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Credit

- ✓ Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

Distinction

- ✓ Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

High Distinction

- ✓ Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.

ASSESSMENT REQUIREMENTS

400 Level

Requirement 1: Forum Posts

Forum Posts (requiring engagement with, and application of, resources) as described in the Unit Learning Guides. You will also be expected to interact with other students through the forums. Make at least three comments or questions on other student's posts.

The **key assessment criteria** for this requirement are as follows:

1. An engagement with the content presented in the Learning Guides and readings.
2. A synthesis of the content into a usable concept.
3. Application of the learning to themselves and their context.
4. Quality of interaction with other student's forum posts.

Length: Nominally 1500 words / 13 hours

References: As indicated in the Learning Guides

Due: As indicated in the Learning Guides by electronic submission on Moodle

Mark allocation: 20%

Requirement 2: Interview

Interview an experienced small church leader about their experience of ministry in a small church, identifying both the advantages and disadvantages of this type of church.

The **key assessment criteria** for this requirement are as follows:

1. Evidence of engagement with a pastor with small church experience.
2. Identification of some advantages and disadvantages of small churches.
3. Thoughtful analysis of the interview.

Length: 500 words / 6 hours

References: Nil

Due: 13th August at 11:55pm by electronic submission on Moodle

Mark allocation: 10%

Requirement 3: Research Essay

Discuss the unique features of small churches and the societal trends that could affect their future. How should these factors influence the ministry of these churches?

The **key assessment criteria** for this requirement are as follows:

1. Evidence of engagement with scholarship related to small churches (Learning Guides, textbooks, readings and other resources).
2. Informed discussion of some unique features of small churches.
3. Informed discussion of some societal trends affecting small churches.
4. Identification of how these trends influence the ministry of small churches.
5. The ability to synthesise diverse ideas into a coherent argument.
6. The ability to draw motivated and reasonable conclusions.
7. The ability to *express ideas* concisely and clearly.

Length: 2000 words / 23 hours

References: At least 6 references

Due: 24th September at 11:55pm by electronic submission on Moodle

Mark allocation: 35%

Requirement 4: Practical Essay

Develop a strategy for a small church that you are aware of. Demonstrate interaction with Scripture and a range of scholarship in developing this plan.

The **key assessment criteria** for this requirement are as follows:

1. Evidence of engagement with scholarship and Scripture related to small churches (Learning Guides, textbooks, readings and other resources).
2. Adequate description of the small church in question.
3. Informed discussion of some options available to small churches.
4. Development of a strategy for a small church.
5. The ability to synthesise diverse ideas into a coherent argument.
6. The ability to draw motivated and reasonable conclusions.
7. The ability to *express ideas* concisely and clearly.

Length: 2000 words / 23 hours

References: At least 6 references

Due: 9th November at 11:55pm by electronic submission on Moodle

Mark allocation: 35%

Requirement 1: Forum Posts

Forum Posts (requiring engagement with, and application of, resources) as described in the Unit Learning Guides. You will also be expected to interact with other students through the forums. Make at least three comments or questions on other student's posts.

The **key assessment criteria** for this requirement are as follows:

1. An engagement with the content presented in the Learning Guides and readings.
2. A synthesis of the content into a usable concept.
3. Application of the learning to themselves and their context.
4. Quality of interaction with other student's forum posts.

Length: Nominally 1500 words / 13 hours

References: As indicated in the Learning Guides

Due: As indicated in the Learning Guides by electronic submission on Moodle

Mark allocation: 20%

Requirement 2: Interview

Interview an experienced small church leader about their experience of ministry in a small church, identifying both the advantages and disadvantages of this type of church.

The **key assessment criteria** for this requirement are as follows:

1. Evidence of engagement with a pastor with small church experience.
2. Identification of some advantages and disadvantages of small churches.
3. Thoughtful analysis of the interview.

Length: 500 words / 6 hours

References: Nil

Due: 13th August at 11:55pm by electronic submission on Moodle

Mark allocation: 10%

Requirement 3: Research Essay

Compare and contrast the “small” church with the “large” church. How are changing societal trends affecting smaller churches?

The **key assessment criteria** for this requirement are as follows:

1. Evidence of *critical* engagement with scholarship related to small and large churches (Learning Guides, textbooks, readings and other resources).
2. Informed discussion of some unique features of small and large churches.
3. Informed discussion of some societal trends affecting small churches.
4. Identification of how these trends influence the ministry of small churches.
5. The ability to synthesise diverse ideas into a coherent argument.
6. The ability to draw motivated and reasonable conclusions.
7. The ability to express ideas concisely and clearly.

Length: 2500 words / 23 hours

References: At least 6 references

Due: 24th September at 11:55pm by electronic submission on Moodle

Mark allocation: 35%

Requirement 4: Practical Essay

Develop a strategy for a small church that you are aware of. Demonstrate engagement with Scripture and critical interaction with a range of scholarship in developing this plan.

The **key assessment criteria** for this requirement are as follows:

1. Evidence of *critical* engagement with scholarship and Scripture related to small churches (Learning Guides, textbooks, readings and other resources).
2. Adequate description of the small church in question.
3. Informed discussion of some options available to small churches.
4. Development of a strategy for a small church.
5. The ability to synthesise diverse ideas into a coherent argument.
6. The ability to draw motivated and reasonable conclusions.
7. The ability to express ideas concisely and clearly.

Length: 2500 words / 23 hours

References: At least 6 references

Due: 9th November at 11:55pm by electronic submission on Moodle

Mark allocation: 35%

UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Developing Christians of Influence

“Then I will give you shepherds after my own heart,
who will lead you with knowledge and understanding.”
(Jeremiah 3:15)

	1.	2.	3.	4.
Graduate Attribute 1: Personal Formation – ‘Shepherds with God’s heart’				
a. Is secure in God, living in the truth and freedom of the gospel	✓			
b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines	✓			
c. Intentionally plans for growth, being aware of personal strengths and weaknesses	✓			
d. Grows spiritual, personal and relational health, especially through accountability	✓			
e. Is committed to influencing and serving others in the church and the world	✓			
Graduate Attribute 2: Theological Formation – ‘Knowledge and understanding of God’s heart’				
a. Understands the ‘big story’ of the Bible and the gospel	✓			
b. Is personally able to interpret and apply the Bible	✓			
c. Is formulating a biblical, historical and contemporary theology	✓			
d. Reflects biblically and theologically on life and practice	✓			
d. Is committed to communicating and demonstrating the gospel	✓			
Graduate Attribute 3: Ministry Formation – ‘Knowledgeable and wise shepherds’				
a. Has a godly influence on others	✓			
b. Possesses the knowledge and skills needed for chosen ministry path	✓			
c. Ministers and communicates the gospel with clarity in a range of contexts	✓			
d. Works well in a team and intentionally does so	✓			
e. Is committed to servant leadership and the mentoring of others	✓			
1. A major thrust of this unit	2. A contribution that this unit should make			
3. A possible function of this unit, but not targeted	4. An unlikely product of this unit			

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.

RECOMMENDED READINGS

- Barth, Al. 2010. Inside the City Limits: Distinctives of Urban Center Church Planting. www.christianitytoday.com/assets/10195.doc.
- Bickers, Dennis W. 2009. Intentional Ministry in a Not-so-mega Church: Becoming a Missional Community. *Kansas City: Nazarene Publishing House*.
- Bush, Peter, and Christine O'Reilly. 2006. Where 20 or 30 Are Gathered : Leading Worship in the Small Church, Vital Worship Healthy Congregations. *Lanham: Rowman & Littlefield Publishers*.
- Byassee, Jason. 2010. The Gifts of the Small Church. Nashville: Abingdon Press.
- Clark, Paul. 1998. Evangelism and the Small Church: A Personal Reflection on One Church's Desire to Share Jesus. *Leaven* 6 (4): Article 11, <http://digitalcommons.pepperdine.edu/leaven/vol6/iss4/11>.
- Daman, Glenn C. 2007. Shepherding the Small Church: A Leadership Guide for the Majority of Today's Churches: *Kregel Academic*.
- Dudley, Carl S. 2003. Effective Small Churches in the Twenty-first Century. *Nashville: Abingdon Press*.
- Eleanor Scott Meyers (ed.). 1992. Envisioning the New City: A reader on urban ministry. Louisville: Westminster/John Knox Press.
- Epperly, Bruce Gordon, and Daryl Hollinger. 2010. From a Mustard Seed : Enlivening Worship and Music in the Small Church. Herndon: Rowman & Littlefield Publishers.
- McRay, Rob. 1998. Theology of the Small Church. *Leaven* 6 (4): Article 9, <http://digitalcommons.pepperdine.edu/leaven/vol6/iss4/9>.
- Norcross, Stephen. 2002. "The Bivocational Option." In *Inside the Small Church*, edited by Anthony Pappas, 65-72. Bethesda: Rowman & Littlefield Publishers.
- O'Brien, Brandon J. 2010. The Strategically Small Church: Intimate, nimble, authentic, effective. *Minneapolis: Bethany House*.
- Osborne, David. 2004. The Country Vicar: Reshaping rural ministry. London: Darton Longman & Todd.
- Pappas, Anthony. 2002a. "Four Myths About Bivocational Pastoring." In *Inside the Small Church*, edited by Anthony Pappas, 73-77. Bethesda: Rowman & Littlefield Publishers.
- Pappas, Anthony (ed.). 2002b. *Inside the Small Church*. Bethesda: Rowman & Littlefield Publishers.
- Pepper, M., S. Sterland, and R. Powell. 2015. Relationships between church size and church vitality for Baptist churches (NCLS Commissioned Report). Sydney: NCLS Research, Australian Catholic University.
- Phillip Hughes, Ruth Powell, and Sam Sterland. 2007. The Christian Faith in Rural Australia. Vol. NCLS Occasional Paper 9: Christian Research Association and NCLS Research.

- Powell, Ruth, Michael Brady, Michael Pippett, and Sam Sterland. 2010. Rural Churches: A snapshot. <http://www.ncls.org.au/default.aspx?sitemapid=6561>.
- Ray, David R. 1992. The Big Small Church Book. Cleveland: Pilgrim Press.
- Schaller, Lyle E. 1982. The Small Church is Different!: Abingdon.
- Speidel, Royal. 2007. Evangelism in the Small Membership Church. Nashville: Abingdon Press

ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publicly available in the following handbooks, through links on ACT's home page (www.acttheology.edu.au):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the ACT website.