

ADVANCED SMALL GROUPS

(Subject to revision)

PR 514 | 2 Credit Hours | 2015 Fall Semester

Dr. Michael Sproul

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Course Description:

An in-depth study of the scriptural use of small groups in the church for the purpose of fellowship, discipleship, and evangelism.

Additional Comments:

Small Groups is a class designed to help the busy pastor to better fulfill the Great Commission (Matthew 28) with the assumption that God has given pastors the gifts to equip the Body in order that each member supplies the needs of the other members (Ephesians 4). This course is designed to equip the student to understand and implement a proper ministry of small groups in the local church. This course will help the busy pastor better fulfill his primary role of shepherd and equipper of the sheep.

Textbooks:

Required Resources

- Arnold, Jeffrey. (1992). *The Big Book on Small Groups*. Downers Grove, Illinois: InterVarsity Press. [263 pp]
- Icenogle, Gareth Weldon. (1994). *Biblical Foundations for Small Group Ministry: An Integrational Approach*. Downers Grove, Illinois: InterVarsity Press. [396 pp]
- Stevens, R. Paul. (2000). *Equipper's Guide to Every-member Ministry*. Regent College Publishing. [204 pp]

Students, Please Note: It is your responsibility to order the required textbook(s) prior to the first day of class. Please refer to our Resource Page on our official IBC / IBCS website for all orders <http://astore.amazon.com/httpwwwibconl-20>

Additional required learning materials supplied by the instructor:

- Teaching outlines
- Chorus Book of Tri-City Baptist Church
- Music for Chorus Book
- Examples of Sermons, Sermon Outlines, Leader's Guides, and Care and Share Lessons
- Small Group Leader's Form

Recommended Resources

- Bruce, A. B. (1979). *The Training of the Twelve*. New Canaan, Connecticut: Keats Publishing Company. [539 pp]

- Galloway, Dale. (2001) *The Small Group Book*. Grand Rapids, Michigan: Fleming Revell Company. [157 pp]
- Stedman, Ray C. (rev. ed. 1995). *Body life*. Glendale, California: Regal Books. [272 pp.]

Learning Outcomes and Objectives:

IBCS Mission:

The mission of International Baptist College, in both its undergraduate and graduate programs, as an integral ministry of Tri-City Baptist Church, is to develop graduates and Christian leaders who glorify God and demonstrate their love for God and others by living a biblical lifestyle, by obeying the Great Commission, and by championing the fundamentals of the historic Christian faith as they serve God in their families, their local churches, the West, and the world.

Learning Outcomes and Objectives:

Each Program Learning Outcome (PLO) fulfills a portion of the IBCS Mission. Each Course Learning Objective (CLO) fulfills specific PLOs. Each Student Learning Objective (SLO) and Course Assignment fulfills a specific CLO.

PLO: Communicate biblical truth clearly and effectively	
CLO: Upon completing this course, the successful student will be able to accurately summarize and evaluate from a biblical frame of reference ideas and practices relating to small-group ministries.	SLO: The successful student will complete two reading summaries and evaluations.
	SLO: The successful student will make germane, insightful and biblically based observations and arguments in classroom discussions concerning small-group ministries and related issues.
PLO: Develop relevant answers to current ministry problems and issues	
CLO: Upon completing this course, the successful student will be able to identify and respond biblically to problems and issues that arise in the development and implementation of small group ministries.	SLO: In class assignments and on examinations, the successful student will be able accurately to analyze small-group ministry structures and situations, identifying potential issues and problems and suggesting biblical and practical solutions.
	SLO: During class discussions, the successful student will explain and defend these applications of various biblical principles as well as evaluate the applications of other students.
CLO: Upon completing this course, the successful student will be able to integrate the key principles and practices for an effective small-group ministry.	SLO: The successful student, individually or in collaboration with other students, will develop a small group ministry manual that meets the needs of a particular ministry setting.
PLO: Manage and lead personnel and congregations with fiscal, sociological, and spiritual adeptness	
CLO: Upon completing this course, the successful student will understand the internal and inter-group dynamics of small group ministries, and the organizational prerequisites and challenges relating to those ministries.	SLO: On examinations, the successful student will respond to questions that require identification and analysis of the practical, fiscal, sociological and spiritual issues related to the development and management of a small-group ministry.
	SLO: The successful student, individually or in collaboration with other students, will develop a small group ministry manual that demonstrates competence in dealing with the organizational aspects of small group ministries.

Course Evaluation:

The approved institutional grading scale is listed below. All courses will be graded according to this standard.

Letter Grade	Numeric Grade	Quality Points / Credit Hour
A	95-100	4.00
A-	91-94	3.66
B+	88-90	3.33

B	84-87	3.00
B-	81-83	2.66
C+	78-80	2.33
C	74-77	2.00
C-	71-73	1.66
D+	68-70	1.33
D	64-67	1.00
D-	61-63	0.66
F	0-60	0.00

Course Requirements:

Masters Level

Assignment	Specific Requirement	%
Reading and Summaries	Required reading from the required textbooks and outside reading and three required reading summaries and analyses.	30%
Mid-Term Exam	Mid-term exam as scheduled	20%
Final Exam	Final exam according to the IBC examination schedule	20%
Small Group Ministry Project	The students will individually and collaboratively develop aspects of a small group ministry manual.	20%
Class Participation	Each student will participate in class discussion.	10%

Students, Please Note: IBCS has obtained permission to use the following electronic guides furnished by the Purdue Online Writing Lab. Unless specifically directed to do otherwise by your individual instructor, please use these resources when writing all papers. Both of the links below are the Purdue University Online Writing Lab (OWL).

Graduate: **Chicago Manual of Style 16th Edition**
<http://owl.english.purdue.edu/owl/resource/717/01/>

Course Pre- and Co-Requisites

None

Academic Expectations

This is a two-credit-hour, graduate level course; therefore, over the course of the semester, each student may expect to receive a minimum of 1500 minutes of direct instruction from the professor. The student may expect to complete/contribute a *minimum* of 30-60 hours of homework for the professor.

The course will be taught in a lecture style but will utilize individual tasks (daily assignments, textbook reading, chapter summaries, and a ministry project). The course will also employ group discussions, collaborative learning, and group interactions. Students are expected to participate in all collaborative and individual assignments. Each student should come prepared to take notes, to interact, to be prepared for scheduled tests, and to think through the various discussions of the day.

Bibliography

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- Dibbert, Michael T. & Wichern, Frank B. (1985). *Growth Groups: A key to Christian Fellowship and Spiritual Maturity in the Church*. Grand Rapids, Michigan: Ministry Resources Library.
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- Kersey, Rick. (1982). "Fellowship Group: Foundations for a Loving and Serving Church". Western Conservative Baptist Seminary, Portland, Oregon.
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Late Work

Late work: Habitually being late is a sign of poor character. It is the desire of IBC to teach character as well as academic content. Thus, late work will be severely punished. One letter grade will be subtracted for each day that an assignment is late.

Tardiness and Absences

Three tardies equal one absence. Missing more than 25% of the class time for any reason will result in the loss of credit for the class.

Incompletes

If the student has not completed all the course requirements at the end of the term, he/she will receive an "I" on his/her grade report. If the requirements have not been completed within twenty-one days of the last day of class, the student's final grade will be an "F". Any exceptions to this policy will have to be approved by the instructor and the registrar.

Distance Education Option

In order to facilitate students whose physical travel to campus would be onerous or impractical, students may have the option to take this course electronically by distance education. In order to assure that students who choose the distance-education option have regular and substantive interaction with the teacher, we will use the following procedures. Distance education students who believe that their participation or success in the class is in some way adversely affected by deficiencies in the distance-education system should to talk with their teacher, their advisor or the IBCS administration right away.

Video conferencing

The distance-education aspect of this class will be by means of live, two-way video conferencing. Distance education students will participate live in all class sessions and activities the same as students physically present in the classroom. IBCS currently has two systems available for use (Polycom and Fuze) that allow distance education students to connect through personal computers or mobile devices. One of these programs will be used for this course. If there are any distance-education students in the class, all regular class sessions and any optional help or discussion session will be video-conference enabled. The video conferencing system will allow for all of the following in real time:

1. Distance education students will be able to see and hear the instructor and vice versa.
2. Distance education students will be able to hear be heard by other class members.
3. Distance education students will be able clearly to see and hear in real time any audio or visual aids used in the classroom, either via the classroom camera and microphone or via viewing facsimiles made available in advance or during the class session.

Email and chat support

If deemed helpful by the instructor, communication during class sessions may be supplemented via chat and/or email. Some video conferencing software, such as Fuze, provide for chat sessions within the program. As an alternative, the instructor may designate a chat service (such as Skype) for use in the class.

Option to attend sessions in person

Distance-education students enrolled in the class have the option to attend any class session in person, and are encouraged to do so to the extent practical for them.

Options for interaction with the instructor outside of class

After-class interaction

Where the class schedule allows it, the instructor will be available immediately after class to talk with students. Distance-education students may remain online in order to participate in these discussions or, talk with the instructor one-on-one.

Office hours

During the office hours indicated above, the instructor will be available for telephone or video conferencing with distance-education students. Distance-education students may communicate with the instructor by phone, chat or video conference both during the office hours indicated at the top of the syllabus and via appointment.

Prerequisites for and obligations of distance-education students

Distance from campus

Because the distance education option is for the convenience of students that are far enough from campus to make their physical presence impractical, students will be allowed to pursue the distance-education option only if they are more than thirty-minutes driving time from campus or are under other circumstances that make physical attendance impractical. In addition, only students who are residents of Arizona and Colorado are eligible to participate.

Academic Approval

All students taking the course by distance education must receive advanced approval from the teacher and from their respective academic advisors. In deciding to grant or withhold approval, the instructor and advisor will consider factors that bear on the suitability of the student for distance education in this course. Such factors include English proficiency, past educational performance, past experience in distance-education environments, and the nature of the course. An adverse decision may be appealed to the academic committee.

Technological capability

Distance-education students must have regular and reliable access to the internet and to compatible hardware sufficient to transmit the voice and data required for the distance educational system. Students who have not taken a

distance class with IBCS in the previous two years, who have experienced unresolved technical problems with distance education in the past, or who have had a change of equipment or circumstances, should check with IBCS IT support and/or the IBCS registrar before the class begins.

Advance login

Distance-education students should login and be ready to participate between five and ten minutes before the scheduled start time for the class. The instructor will also login five to ten minutes in advance. This allows the distance-education students to test their equipment for the day and make sure that they have received any documents or other data necessary for the class.

Technical difficulties

Online students that experience technical difficulty should contact IBCS IT immediately to resolve the issue. Students that miss a substantial portion of a class period due to technical difficulties will be able to make up for the lost class time by (at the instructor's discretion) having additional time one on one with the instructor, viewing or listening to a recording of the missed session(s), or both.

Classroom attendance and participation

Not being in the physical classroom may present the temptation to distance education students to be less than fully engaged in the class; however, these students are deemed present in the class, and they have the same obligations as students in the physical classroom. Therefore, distance-education students have the same attendance and classroom-participation requirements as students physically present, and they should be prepared to be called on by the instructor to the same extent as students physically present. They are also under the same prohibitions against engaging in extraneous activities (such as internet surfing, texting, etc.), and they are under the same obligations about classroom deportment, such as being appropriately dressed, not leaving class without permission, not eating and drinking in class without permission, etc. Distance education students are required to find a location that is free from distractions to them and to the class.

Compliance

Distance-education students that persistently disregard their classroom obligations or whose hardware, software or connectivity problems substantially hinder their learning or that of their classmates may have their distance-education privileges revoked, may be asked to withdraw from the class, or may have other remedial measures mandated by the instructor.

Course Schedule

TBA

Chapter 13 Small Group Communication. When you think of small groups, you probably think of the much dreaded "group assignment" that you've endured in high school and college. You are less likely to think of the numerous other groups to which you belong that bring more positive experiences, such as your family and friendship groups or shared-interest groups. For Academy Small Groups that already rely on the Liquid Tool from Blaser Swisslube, offer is valid for a 50% discount on a Blaser Minimix. * Offer valid for Academy Small Group Hosts in North and South America via local participating Blaser Distributors. Order form. I would like to benefit from the exclusive Liquid Tool Starter & Maintenance kit for TITANS of CNC : Academy Small Groups. * I'm not a Blaser customer yet. Offer includes