Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information

Professor: D. Martin, Butler, PhD  
Email: dmbutler@nts.edu

Office:
Office Hours:

Catalog Description

A study of Christian financial management from three perspectives. First, the course focuses on all aspects of local ministry finance including budgeting, financial record keeping, receiving and disbursing funds, developing accounting systems, and planning for building projects. Second, the course helps ministers-in-training develop sound personal financial processes including personal budgeting, tax-wise ministerial compensation planning, and retirement planning. Finally, students are exposed to tools that can be used in promoting stewardship among congregants.

Course Narrative & Rationale

This course postulates that all ministry ventures require adequate funding and necessitate the proper management of the same. No matter how noble our cause, we cannot meet the needs of those to whom we are called to minister if the utilities are discontinued because we failed to pay the bill or the staff members are unable to support families because pay checks are not forthcoming. This course investigates proper financial
management principles for both the ministry and the minister. Through lectures, case studies, projects, and readings students will be exposed to practical and theoretical issues regarding this important matter.

Degree Objectives

The Master of Divinity Degree objectives as outlined in the catalog are as follows:

1. Mature knowledge of God and self, attained through practices of Christian formation and personal discipline.
2. Articulation of the knowledge of this God through prayerful, scholarly study and a deepening understanding of the Christian Scripture of the Old and New Testaments.
3. Development of wisdom and discernment through engagement with the literature of the Christian faith through critical, scholarly study of the history and theology of Christianity and the application of that heritage to personal and corporate Christian life.
4. Cultivation of gifts, practical skills, and vocational identity as a minister of the Gospel of Jesus Christ through engagement in and reflection of the pastoral arts.
5. Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God.

Course Outcomes

At the conclusion of the course, the disciplined, serious student will be able to:

1. Articulate Biblical and theological foundations of money management principles. (M.Div. Objectives 2 and 3 and Course Assignments 1,2,4,5,6,8) Achieved through readings, comprehension of the lectures, classroom dialogue, class projects and examination.

2. Grapple with the history of money and the People of God. (M.Div. Objectives 2, 3, 4 and 5 and Course Assignments 1,2,4,5,6,8) Achieved through readings, comprehension of the lectures, classroom dialogue, class projects and examination.

3. Understand the role of the Church in establishing principles for handling money at church, work, and home. (M. Div. Objectives 3, 4 and 5 and Course Assignments 1,2,4,5,6,8) Achieved through readings, comprehension of the lectures, classroom dialogue, class projects and examination.

4. Elucidate the reasons why proper budgeting is essential to the health of a church. (M. Div. Objectives 4 and 5 and Course Assignments 1,2,4,5,6,8) Achieved through readings, comprehension of the lectures, classroom dialogue, finance committee analysis, class projects and examination.

5. Identify in detail the process of developing a church budget. (M. Div. Objectives 4 and 5 and Course Assignments 1,2,4,5,6,8) Achieved through readings, comprehension of the lectures, classroom dialogue, finance committee analysis, class projects and examination.

6. Demonstrate understanding of the need for record-keeping in order to make accurate reports to appropriate church leaders. (M. Div. Objectives 4 and 5 and Course Assignments 1,2,4,5,6,8) Achieved
through readings, comprehension of the lectures, classroom dialogue, finance committee analysis, class projects and examination.

7. Master the basics of church accounting including cash receipts, cash disbursements, and individual ledgers. (M. Div. Objective 4 and Course Assignments 1,2,4,5,6,8) Achieved through readings, comprehension of the lectures, classroom dialogue, finance committee analysis, class projects and examination.

8. Comprehend the types of reports required by the Federal Government, the *Manual* of the Church of the Nazarene, and Denominations. (M. Div. Objectives 4 and 5 and Course Assignments 1,2,4,5,6,8) Achieved through readings, comprehension of the lectures, classroom dialogue, finance committee analysis, class projects and examination.

9. Describe and assess creative means of raising money in the church. (M. Div. Objectives 4 and 5 and Course Assignments 1,2,4,5,6,8) Achieved through readings, comprehension of the lectures, classroom dialogue, class projects and examination.

10. Grasp the importance of proper ministerial compensation planning. (M. Div. Objective 4 and Course Assignments 1,2,4,6,7,8) Achieved through readings, comprehension of the lectures, classroom dialogue, class projects and examination.

11. Develop skills in training constituents in stewardship matters. (M. Div. Objectives 2, 3, 4 and 5 and Course Assignments 1,2,4,5,6,8) Achieved through readings, comprehension of the lectures, classroom dialogue, class projects and examination.

12. Incorporate personal financial management into your life now so as to better minister in the days ahead. (M. Div. Objectives 1, 2, 3, 4, and 5 and Course Assignments 1,2,4,6,7,8) Achieved through readings, comprehension of the lectures, classroom dialogue, class projects and examination.

**Church of the Nazarene COSAC Competencies**

The Church of the Nazarene has established competencies that must be met for Ordination within the denomination. The competencies that relate to this class are listed below. Other denominations and theological traditions will have similar objectives for ministerial preparation. Students from other denominations and theological traditions that require additional competencies are encouraged to discuss the need to address these requirements with the professor.

1. Ability to identify the directives of the *Manual* of the Church of the Nazarene that pertain to the organization and ministry of the local church and to the responsibilities of the pastor at local and district levels. (CN-29)
2. Ability to provide oversight of one’s ministry using management skills including servant leadership, conflict resolution, and administration. (CP-5)

3. Ability to manage ministry resources of one’s ministry (time, human, financial, etc.) in a way consistent with a church’s size and characteristics. (CP-6)

4. Ability to appropriately lead congregations in developing principles for biblical stewardship of life resources. (CP-9)

5. Ability to develop and utilize existing ministry forms (such as facilities management and safety assessment, personnel development, basic recordkeeping, maintaining church policies, etc.) by which individuals, families, and congregations may be formed into Christlikeness. (CP-35)

6. Ability to assess and implement emerging approaches to administration in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives. (CP-36)

**Required Texts & Course Materials**


**COURSE OUTLINE**

1. **Week One**
   - Introduction to the Course and the Topic

2. **Week Two**
   - Money in the Old Testament
   - Money in the New Testament
   - The History of Money in the Church

3. **Week Three**
   - Money and the American Society
   - Toward a Theology of Faith and Money
DUE: Hotchkiss Reading Report

4. Week Four
   Budgeting

5. Week Five
   Budgeting Continued

6. Week Six
   Receiving the Funds
   Spending the Funds
   DUE: Malphurs Reading Report

7. Week Seven
   Reading and Research Week

8. Week Eight
   Church Accounting
   Finance Reports
   DUE: Hanna Reading Report

9. Week Nine
   Church’s Responsibility to Donors
   Church’s Responsibility to the Government
   DUE: Ministry Finance Project

10. Week Ten
    Protecting the Church’s Resources

11. Week Eleven
    Building Programs
12. Week Twelve

Personal Finances

DUE: Finance Committee Meeting Analysis

13. Week Thirteen

Personal Finances Continued

14. Week Fourteen

Stewardship
Stewardship Education

DUE: Personal Finance Project
DUE: Final Examination

Course Assignments & Requirements

Students are reminded of the following minimum requirements for online participation:

- Students are encouraged to read posts nearly every day.
- Students are required to write a quality post at least three days each week.
- A quality post is one that begins a new topic, critical reflection on another person’s post, or one that moves the discussion in a new direction.
- Unless otherwise assigned, posts in a Forum should be at least 75 words for a new topic and at least 50 words for a response to another’s topic.
- An assignment posted in a Discussion Forum may be considered a quality post at the discretion of the instructor.
- Correct grammar and accurate spelling are expected.

Assignments Due Every Week

1. Class Dialogue and Attendance:
   - Students are encouraged to read posts nearly every day.
   - Students are required to write a quality post at least three days each week. A quality post is one that begins a new topic, is a critical reflection on another person’s post, or one that moves the discussion in a new direction. Submission of assignments other than weekly discussion question answers does not count as dialogue posts. (That is, students are required to submit quality posts at least three days per week and the only assignment that counts as part of the three quality posts is the discussion question answer.) (Course Outcomes 1-12 and COSAC Competencies 1-6)
   - Posts should be at least 75 words in length for a new topic and at least 50 words for a response to another’s topic. (Discussion question posts have their own word count requirement. See below.)
   - Correct grammar and accurate spelling are expected.
2. **Discussion Questions:**
   - I will provide discussion questions each week. Students are to select two of the questions and answer them no later than **WEDNESDAY of each week**. Responses should reflect insights gained in the readings and life experiences. Responses should be roughly 300 words in length, per question. The submission of your discussion question answers count toward the dialogue requirement listed above. In addition to submitting your own discussion question answers, students are expected to respond to at least one of the answers of your colleagues by posting a note under the appropriate discussion thread. Responses to your fellow students count for the dialogue points mentioned in number one above. (Course Outcomes 1-12 and COSAC Competencies 1-6)

**ASSIGNMENTS DUE ON ASSIGNED DATES THROUGHOUT THE TERM**

3. **Autobiography:** Students are required during **WEEK ONE** to submit a brief autobiography to enable us all to get acquainted. Submit it to the appropriate week one forum. Tell us a little about your personal, professional, and educational life as well as about your ministry calling. In the closing paragraph tell the class about your previous experience in church finance. Respond, as appropriate, to the autobiographies of your colleagues.

4. **Reading Reports:**
   Students are required to read three texts and report on them by the assigned dates. The due dates for these reports will always be on **MONDAY** of the week in which they are due. Submit the report to the appropriate forum for the week in which it is due. Use the format displayed in the book report guideline sheet attached. Respond, as appropriate, to the submissions of your colleagues. (Course Outcomes 1-12 and COSAC Competencies 1-6)

5. **Ministry Finance Project:**
   Each student will complete a ministry finance project to be submitted both to the appropriate assignment link and as an attachment in the Ministry Finance Project Forum by **THURSDAY of WEEK 9**. Students are encouraged to use their imagination and to design a project built around interests and skills. Two members of the class may work together as a group on a project. Suggestions for possible projects are listed below. (Course Outcomes 1-9,11 and COSAC Competencies 1-6)

   A. Develop a comprehensive operating budget for a small church or other ministry raising $125,000 per year. Include rationale for revenue and expenses and how the budget relates the church’s core values.
   B. Role-play a budget planning meeting.
   C. Read 500 pages of collateral reading regarding ministry finance and submit a five to seven page report on insights gained.
   D. Write and deliver a stewardship sermon.
   E. Compile a list of 52 offering prayers and stewardship texts that could be used during the offerings to be received at your church. The offering prayers must be of your own composition and the full Scripture text is to be included (reference the version)
   F. Research software options for ministry financial recordkeeping. Write a five to seven page report.
   G. Write a five to seven page research paper on biblical and theological issues regarding financial matters in the ministry.
   H. Write a five to seven page paper on generational differences in motivating people to give.
   I. Develop a humorous video/dvd of wrong ways to run the finances of a ministry.
   J. Present a detailed outline and calendar for a major gift campaign for a church or ministry.
K. Interview three to five people and ask them to tell a story of stewardship celebration. Report your findings in a five to seven page paper.

L. Be creative. Think of something that interests you and bring the concept to me for approval.

6. Finance Committee Analysis: Attend a Finance Committee meeting at your local church or other ministry. Write a reflection paper on the experience and submit the report to both the appropriate assignment link and as an attachment in the Finance Committee Analysis Forum by THURSDAY of WEEK 12. The report is to be six to eight typewritten pages in length. It should use a standard research paper title page and begin with a paragraph describing the meeting particulars – when, where, who, how long the meeting lasted, etc. Please use titles for participants rather than personal names. Following this opening paragraph, the paper should have six clearly defined sections as indicated below. (Course Outcomes 1-9 and COSAC Competencies 1-6)

A. Information for decision making – analyze the agenda, report from the treasurer, reports from other entities, etc., for clarity, usability, and integrity. Did the treasurer’s report communicate to you as an “outsider?” How was the treasurer’s report structured? Did the report clearly delineate the budget and indicate the extent to which the budget was followed? Attach a copy of the treasurer’s report (if you were given a copy).

B. Structures – describe, analyze, and assess how the group organized itself to do its work. That is, did the group follow formal structure, proper parliamentary procedures, etc., or was the group more informal in its processes?

C. Relationships – assess interactions between the committee chair, ministerial staff members (if any were in attendance), and group members. Did everyone have opportunity to speak or did a few dominate the process?

D. Effectiveness – analyze the productivity or outcomes of the meeting in light of the agenda and other stated goals for the meeting. Was it apparent that processes and policies were already in place for how funds were to be administered or did the committee wrestle with which bills to pay this month?

E. Theological Reflection – evaluate the process and outcomes of the meeting in light of your Biblical and theological understandings of ecclesiology, spiritual leadership, Biblical and theological constructs given in the class lecture, uses of power, etc.

F. Recommendations – suggest ways the meeting could be improved in light of the five areas of analysis listed above.

7. Personal Finance Project: Each student will complete a personal finance project to be submitted both to the appropriate assignment link and as an attachment in the Personal Finance Project Forum by THURSDAY of WEEK 14. Students are encouraged to use their imagination and to design a project built around interests and skills. Two members of the class may work together as a group on a project. Below are suggestions for possible projects. (Course Outcomes 10,12 and COSAC Competency 4)

A. Read 500 pages of collateral reading on personal finances and submit a five to seven page report on insights gained from the reading. (If you chose a reading assignment for the church finance project, you cannot do a second reading project.)

B. Produce a ten minute video/dvd on how to design a tax-wise ministerial compensation package.

C. Research the “stewardship industry” to discover tools available for pastors to use to train laity. Write a five to seven page report and provide samples, if possible.
D. Research software options for personal financial recordkeeping. Write a five to seven page report. (If you chose a software review assignment for the church finance project, you cannot do a second software review project.)

E. Write a five to seven page research paper on biblical and theological issues regarding personal financial matters. (If you chose a research paper assignment for the church finance project, you cannot do a second research project.)

F. Develop a humorous video/dvd of wrong ways to run one’s personal finances. (If you chose a humorous video assignment for the church finance project, you cannot do a second humorous video project.)

G. Write a five to seven page personal autobiography about faith and money. Include a personal theological reflection on the role of faith and money in your own life.

H. Develop a personal budget for you and your family for the next twelve months.

I. Be creative. Think of something that interests you and bring the concept to me for approval.

8. **Final Exam:**
The final exam will be a combination of multiple choice, short answer, and essay. It will be based solely on class lectures and should be submitted to the appropriate assignment link no later than SATURDAY of WEEK 14. (Course Outcomes 1-12 and COSAC Competencies 1-6)

**NOTE:** My goal is to grade assignments within seven days of receiving them.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>0</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>39</td>
</tr>
<tr>
<td>Reading</td>
<td>23</td>
</tr>
<tr>
<td>Writing</td>
<td>6</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>65</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>138</strong></td>
</tr>
</tbody>
</table>

**Form and Style Expectations**

This course does not require a specific form and style to be utilized for the submission of assignments.

**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to
avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**

No credit will be given for late assignments unless arrangements have been made with me IN ADVANCE.

**Course Grading**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Points (10 points per week X 13 weeks)</td>
<td>130 points</td>
</tr>
<tr>
<td>Discussion Questions (25 points per week X 12 weeks)</td>
<td>300 points</td>
</tr>
<tr>
<td>Three Book Reports (40 points each)</td>
<td>120 points</td>
</tr>
<tr>
<td>Ministry Finance Project</td>
<td>120 points</td>
</tr>
<tr>
<td>Reflection Paper on Board Meeting</td>
<td>110 points</td>
</tr>
<tr>
<td>Personal Finance Project</td>
<td>120 points</td>
</tr>
<tr>
<td>Examination</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000 points</strong></td>
</tr>
</tbody>
</table>

- 900 - 1000 points = A
- 800 - 899 points = B
- 700 - 799 points = C
- 600 - 699 points = D
- Below 600 points = F
### Posting Rubric

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Initiative Shown</td>
<td>Rarely participates in discussion; does not make an effort to participate; seems indifferent</td>
<td>Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group</td>
<td>Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group</td>
<td>Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
</tr>
<tr>
<td>Relevance of Posts</td>
<td>Posts responses which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Occasionally posts off topic; most responses are short in length and offer no further insight into the topic</td>
<td>Frequently posts responses that are related to discussion content; prompts further discussion of topic</td>
<td>Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion</td>
</tr>
<tr>
<td>Clarity of opinions/ideas; connection to topic</td>
<td>Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors</td>
<td>Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned</td>
</tr>
</tbody>
</table>

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

**Class Attendance**

Consistent attendance and participation are essential elements of online education. Students are expected to be in the classroom regularly and to submit two substantive posts (see the assignment section of this syllabus for explanation of a substantive post) at least three days per week.
If a student does not meet class participation standards in an online environment for four or more weeks, the professor may automatically fail the student.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/4</td>
<td>1</td>
<td>Autobiography</td>
</tr>
<tr>
<td>2/12</td>
<td>2</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>2/17</td>
<td>3</td>
<td>Hotchkiss Reading Report</td>
</tr>
<tr>
<td>2/19</td>
<td>3</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>2/26</td>
<td>4</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>3/5</td>
<td>5</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>3/10</td>
<td>6</td>
<td>Malphurs Reading Report</td>
</tr>
<tr>
<td>3/12</td>
<td>6</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>3/17-23</td>
<td>7</td>
<td>Reading and Research Week. No assignments or dialogue due</td>
</tr>
<tr>
<td>3/24</td>
<td>8</td>
<td>Hannah Reading Report</td>
</tr>
<tr>
<td>3/26</td>
<td>8</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>4/2</td>
<td>9</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>4/3</td>
<td>9</td>
<td>Ministry Finance Project</td>
</tr>
<tr>
<td>4/9</td>
<td>10</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>4/16</td>
<td>11</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>4/23</td>
<td>12</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>4/24</td>
<td>12</td>
<td>Finance Committee Analysis</td>
</tr>
<tr>
<td>4/30</td>
<td>13</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>5/7</td>
<td>14</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>5/8</td>
<td>14</td>
<td>Personal Finance Project</td>
</tr>
<tr>
<td>5/10</td>
<td>14</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Financial Management for Christian Ministry  
Spring, 2014

Book Report

Student ________________________________ Date ____________________

Book Title ________________________________ Author ____________________________

Percentage of Book Read ___________%

Thesis or Purpose: (One Paragraph of not more than 50 words)

Insight #1 Learned: (List)

(One Paragraph on how this will help you in ministry)

Insight #2 Learned: (List)

(One Paragraph on how this will help you in ministry)

Insight #3 Learned: (List)

(One Paragraph on how this will help you in ministry)
Quotes: (Give 5 quotes with page number and a couple of sentences explaining why you thought this quote was important.)