ICS590—Online
Contextual Education: Financial Partnership in Mission
Summer 2014

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
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Catalog Description
This one hour course will help students navigate the growing dynamic of bi-vocational ministry as well as urban and global ministry in which funding one’s ministry will either be a major obstacle which prevents people from living into their calling or a means to open opportunities for ministry in areas that cannot support a minister.

Course Narrative & Rationale
A growing aspect of missions and urban ministry is the need for ministers to raise their own support. This course is designed to address that need. Beyond that, this course is also designed to approach finances and funding through theological and missiological lenses which views fund
raising as part of ministry to those who partner with them as well as their ministry to their field of ministry.

This course is designed as a practical application of funding ministry through partnerships with specific donors. A major part of this course is developing and implementing a strategy for this type of ministry. Only students who are currently in a mission assignment or urban ministry or students who anticipate entering this type of ministry within a year through 365m or a similar ministry should take this course.

This course is part (one credit hour) of a signature course for 365m which has three parts in total. The signature course is a total of three credit hours and establishes the foundational aspects of 365m as a contextual learning experience. The signature course explicitly responds to the following objective of the Diploma in Cross-Cultural Ministry which is in the 365m program handbook:

To empower students for sustained cross-cultural ministry engagement by providing fiscal, intellectual and affective self-understanding.
   a. Students will demonstrate fiscal stewardship for sustained cross cultural engagement of Christian ministry.
   b. Students will demonstrate self-understanding and self-care within the environment of cross-cultural Christian ministry.
   c. Students will demonstrate intellectual tools for learning cross culturally.

The primary outcome of this course is that students will develop a financial plan conducive for living and ministering in the majority world and will also provide a basis for funding ministry. Beyond raising funds, this course is about developing social resources through active engagement of a network of partners in ministry. For 365m students, the plan will include a basis to reach their objectives for funding a year in 365m. Each student will have a financial coach to whom they will account for their financial plan and who will be available for consultation during the year. This course will be taught as a one hour summer online course. For 365m students, this course is one section of three sections of a signature course.

**Degree Objectives**

1) This course is a one credit hour course which establishes the foundational aspects of the Diploma in Cross-Cultural Ministry. This course explicitly responds to the following objective of the Diploma 365m program which is in the program handbook:

To empower students for sustained cross-cultural ministry engagement by providing fiscal, intellectual and affective self-understanding.

   Students will demonstrate fiscal stewardship for sustained cross cultural engagement of Christian ministry
2) This course addresses the following objective of the MA/ICS degree: Application of missiological tools to assist the Church in engaging its missional context as it fulfills its missional calling.

Course Outcomes

a. Students will Identify and Developing financial partnerships for ministry. (assignments 1,3,4 and outline a)
b. Students will cultivate resources needed to initiate ministry. (assignments 2,3,4, 6 and outline b)
c. Students will develop a plan for maintaining partnership relationships (assignments 3,4,5,6 and outline c)

Required Texts & Course Materials


Course Outline

a. Identifying/Developing partnerships.
b. Cultivating resources
c. Maintaining partnership relationships

Course Assignments & Requirements

1. Each student will need to develop a list of 50 potential ministry investors. A guide will be provided to direct students in this assignment. (outcome a)

2. Each Student will write a sample letter that they will use to introduce themselves and seek financial partnership. (outcome b)

3. Students will actively participate in online classes. Note that since this is such a compact class, missing any classes will result in not passing the course. The on-line section of this course will include a required monthly, one hour conference call. (outcomes a,b,c)

4. Students will be required to write a case statement related to their proposed area of ministry. A separate template guide sheet for this assignment will be posted on Moodle. (outcomes a,b,c)
5. Each student will develop a written plan that will demonstrate ways that they will minister to their donors/partners. (outcome c)

6. For students in 365m, a final portfolio (presented at the end of 365m) included in section 3 of the signature courses titled *Contextual Education: Learning and Context* will require an accounting of funds and a demonstration of partnership development throughout the process. (outcomes a,b,c)

Students are reminded of the following *minimum* requirements for online participation:
- Students are encouraged to read posts nearly every day of the on-line portion of this course.
- Students are required to write a quality post or complete class activities at least three days each week.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. List of potential donors</td>
<td>July 15</td>
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<tr>
<td>2. Sample Letter</td>
<td>July 15</td>
</tr>
<tr>
<td>4. Case statement</td>
<td>July 22</td>
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<tr>
<td>5. Plan for donors</td>
<td>July 29</td>
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</table>

- 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.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>hours</th>
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<tbody>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>10</td>
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<tr>
<td>Reading</td>
<td>11</td>
</tr>
<tr>
<td>Writing</td>
<td>19</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>4</td>
</tr>
<tr>
<td>Exams &amp; Quizzes (portfolio)</td>
<td>5</td>
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<tr>
<td>TOTAL</td>
<td>49</td>
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Method for Submitting Assignments
All assignments for online courses will be submitted using the corresponding location within the Moodle course. Assignments should not be submitted by hardcopy, fax or email.

Form and Style Expectations
All assignments should reflect care and professionalism in grammar, style and presentation. A guide for each assignment will be provided on Moodle.

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
Do to the interactive and time sensitive nature of this course, late assignments outside of extreme emergencies will not be accepted.

Course Grading
This course will be graded as Pass/Fail. Passing this course will require:
1) Faithful and active participation in all classes.
2) On-time and satisfactory quality submission of assignments.
3) A satisfactory level of completion of assignments. Note that the course instructors will provide feedback; if an assignment is submitted but not satisfactory, the student may be given a reasonable new due date to re-submit any assignment.

A “fail” grade for this course will be determined for:
1) Failure to actively participate in all online course activities.
2) Failure to submit assignments.
3) Failure to complete assignments at a satisfactory quality level assessed by the course instructor.

*note: the final grade for this course will be assessed in August. The final assignment which is due after the time of this course will be assessed within the parameters of 365m or appropriate contextual education framework.

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 that have been beneficial for the student in the past.

Class Attendance
If a student does not meet class participation standards in an online environment, the professor may automatically fail the student.

Audio and Video Recordings
In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Course Calendar
(note that some minor changes may be made to this calendar up to the first day of class)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Week</th>
<th>Assignment</th>
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<tr>
<td><strong>Begin July 7</strong></td>
<td>1</td>
<td>Introduction to Class&lt;br&gt;<strong>Forum:</strong> Each student must post a personal introduction by June 4th and respond to at least three other students by June 6th. In the personal introduction provide basic information about yourself, a description of your current ministry involvement, and an example of your involvement (if any) in cross cultural ministry.</td>
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<tr>
<td><strong>Identifying/Developing partnerships.</strong></td>
<td>2</td>
<td>Read/listen to lecture on moodle&lt;br&gt;Assignment: Read the introduction and part one of Growing Givers’ Hearts: Treating Fundraising as a Ministry. &lt;br&gt;Assignment: List of potential donors due &lt;br&gt;Assignment: Sample Letter due &lt;br&gt;Respond to the statements/questions at the end of the lecture on Moodle. (post your insights of 150-200 words by Tuesday. Post responses of 50 words or less to two or three other students by Thursday)</td>
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<tr>
<td><strong>Cultivating resources</strong></td>
<td>3</td>
<td>Read/listen to lecture on moodle&lt;br&gt;Assignment: Read part two (six essential characteristics of fundraising as a ministry) of Growing Givers’ Hearts: Treating Fundraising as a Ministry. &lt;br&gt;Assignment: Case statement due</td>
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<td>Day</td>
<td>Assignment</td>
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| 4   | **Maintaining partnership relationships**  
Read/listen to lecture on moodle  
Assignment: Read part three (the fundraiser’s ministry) of *Growing Givers’ Hearts: Treating Fundraising as a Ministry*.  
Assignment: Plan for ministering to donors due  
Respond to the statements/questions at the end of the lecture on Moodle.  
(post your insights of 150-200 words by Tuesday. Post responses of 50 words or less to two or three other students by Thursday) |
| 5   | Conference Call with instructor  
Assignment: Read Henri Nowen's book and respond to the statements/questions on Moodle.  
(post your insights of 150-200 words by Tuesday. Post responses of 50 words or less to two or three other students by Thursday) |