



## PT 6000 Online Money & Ministry

### SYLLABUS

2017 Summer Term

2-3 Credit Hours

Adjunct Professor: Mary Lederleitner, Ph.D.

Office Hours: By Appointment

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#### **COURSE DESCRIPTION:**

This course helps students, ministry staff and pastors grow in sensitivity and knowledge about how to navigate financial challenges common in a variety of ministry settings. The course is designed to be flexible and developmental in nature, since each participant will come to the course with varying levels of financial knowledge, experience, and competency. The goal is to build upon the different foundations each participant will be bringing to the course, and tailor assignments in a variety of ways to help each participant grow in understanding and wisdom. (2 or 3 credit hours)

#### **COURSE FORMAT:**

This course will integrate a variety of teaching methodologies such as brief lectures, reading requirements, case study analysis, investigation of church practices, and reflection exercises. Also, thought provoking videos are woven throughout the course as a means to foster additional critical thinking and to share resources that you can later use in your ministries. Students taking the course for 3 credit hours will complete a final project relevant to their unique ministry contexts and goals.

#### **COURSE OBJECTIVES:**

The objectives are that by the end of this course:

- Each participant will have expanded his or her understanding of how to bring Scripture to bear in determining a response to a variety of financial issues in ministry.
- Each participant will grow in awareness about how to access trusted resources in the future when challenging money and ministry issues arise.
- Each participant will grow in awareness regarding how his or her cultural background, family background and personality are influencing and affecting responses when financial issues arise in ministry.
- Each participant will explore specific financial challenges facing ministers that are relevant to where that person is currently serving or preparing to serve after graduation.

#### **COURSE TEXTS**

##### **The Following Texts Are Required:**

Each participant taking the Money & Ministry Course for credit is expected to read the following four texts for the course at the level that will allow you to interact with the major themes in class discussion forums and other required participation assignments. *(However, there is one important caveat. If a course participant has already read one or more of the required texts listed below, he or she must pick one or more additional books from the ones suggested at the end of this syllabus for every one of these that has already been read. If participants would prefer to substitute books not listed at the end of this syllabus, he or she can contact the professor and make alternative arrangements. However, approval is required by the end of the first week of class to substitute a book that is not on this list.)*

- Blomberg, Craig L. 1999. *Neither Poverty Nor Riches: A Biblical Theology of Possessions*. Downers Grove, IL: InterVarsity Press.
- Foster, Richard J. 2005. *Freedom of Simplicity: Finding Harmony in a Complex World. Revised and Updated*. New York: Harper Collins.
- Johnson, Luke Timothy. 2011. *Sharing Possessions: What Faith Demands*. Grand Rapids, MI: William B. Eerdmans.
- Malphurs, Aubrey and Steve Stroope. 2007. *Money Matters in Church: A Practical Guide for Leaders*. Grand Rapids, MI: Baker Books.

**The Following Text Will Be Helpful:**

- Busby, Dan, J. Michael Martin and John Van Drunen. *Minister's Tax & Financial Guide*. (Since tax laws and requirements are always changing it is always important to have the most current version). Grand Rapids, MI: Zondervan.

**COURSE EXPECTATIONS AND REQUIREMENTS**

**Required Technology**

This course is offered through Distance Education in a fully online mode. While students do not gather at the same time or in the same place, you are taking this course as a part of the Trinity learning community. Students taking this course will be required to have at least weekly access to the Internet to upload and download lessons and assignments and participate in online discussions with others. You will also be required to submit papers through Trinity's Moodle system and use Voice Thread technology. Your instructor will contact you at your Trinity email account (yourname@tiu.edu) for communication regarding this course. You are encouraged to check both the Moodle course and your Trinity email regularly.

**Course Format**

This course will integrate a variety of teaching methodologies such as brief lectures, reading requirements, posting personal reflections about reading and responding to other participants' posts, dialoguing with other course participants about a variety of exercises and case studies, viewing and occasionally commenting on videos and websites, and preparing a final project relevant to the individual's ministry context and goals.

**Course Activities And Expectations**

It is assumed that all participants will be involved in a church (a.k.a. – a faith community, parish, congregation). Many discussion questions and investigation threads will require reflecting upon your current ministry context as a lay participant, intern, staff member or minister. Assignments are due by the dates outlined by the professor. The schedule for most weeks includes posting church investigation exercises by Tuesday evening, posting at least one substantive contribution to your forum's case study analysis by Friday evening, finishing reading and responding to the posts of forum peers by Sunday evening, and reflecting upon the week by Sunday evening.

Participation in this course will be evaluated based upon the quality of your engagement in discussion forums. Quality engagement will be assessed based upon the level of integration of responses with course materials and also the degree to which students follow the guidelines provided by the professor.

- The forums are a place of conversation and inquiry.
- Participate actively in the discussion referencing readings, relevant Scriptural passages, class lectures, personal reflections, videos, church experiences, etc.
- Feel free to disagree with ideas, but refrain from personal attacks.

- Maintain a learning posture and be willing to be challenged on your own ideas.
- Make a personal commitment to understanding and supporting your peers, asking clarifying questions when needed.

Each student is also required to complete a reflection paper towards the end of the course. Students taking the course for three credit hours will also be required to complete a final project relevant to his or her ministry context or future goals.

Timeliness is an important aspect of the course and is a factor in grading each segment. It is assumed that each course participant is incredibly busy, so this is done to be fair to fellow course participants who are also juggling many responsibilities. *This approach regarding the assessment of timeliness is also being taken because delays in money and ministry areas will often reflect quite poorly on a pastor or ministry worker, and might even be the reason he or she is terminated from a ministry position.* Life is busy and intense in ministry. Learning how to juggle many responsibilities now is an important aspect of the ministerial formation process.

### Grading Rubric:

<b>Reading Assignments:</b>		<b>Total Credit</b>
Completed On Time	100% credit	200 points
<i>(Partial credit will be given for partial timely reading.)</i>		
<b>Investigation Threads:</b>		
Timely & Meaningful Posts	100% credit	100 points
<i>(Up to ten points will be given each week in this area of the course. Two points will be deducted for each day this weekly post is late. Grades for the lowest two weeks will be dropped. See the course documents folder for more information.)</i>		
<b>Integration Threads / Case Study Analyses:</b>		
Timely & Meaningful Posts	100% credit	80 points
<i>(Partial credit will be given for partial timely posts.)</i>		
Written Case Study Analysis (Week Four)	100% credit	60 points
Written Case Study Analysis (Week Eight)	100% credit	<u>60 points</u>
Total Credit Available		200 points
<i>(See the course documents folder for more information.)</i>		
<b>Reflection Paper:</b>		
Timely Completion	100% credit	100 points
<i>(No partial credit will be given for reflection assignments. However, only ten weeks will be counted so two weeks of grace are built into the scoring.)</i>		
Reflection Paper	100% credit	100 points
<i>(Ten points will be deducted for every day the reflection paper is late. See the course documents folder for more information.)</i>		

### Final Project:

This project is worth up to 300 points. An explanation of what is required to earn full or partial value will be supplied in dialogue with the professor. Because of space constraints what follows is only a very small sample of the types of projects that would fit within the scope of this course.

- Develop a sermon strategy about a key theme or series of biblical texts that have captured your attention and heart as a result of going through the course. Design a strategy for facilitating deep levels of learning about these themes in a congregation.

- Examine a theme that falls in the area of money and ministry from a specific section of Scripture or through the lens of a biblical writer such as Jesus, Paul, David, Solomon, etc.
- Interview a few pastors in the area of ministry where you desire to serve. Learn which money issues are most challenging for them, and how they are seeking to address them. Get their advice about how to best prepare for these challenges, and reflect upon what you uncover in light of what you have learned through the course.
- Develop a well-crafted strategy for how you are going to fund your personal ministry dreams in a way that is logical and viable in light of what you have learned throughout the course.
- Examine a money and ministry counseling issue in depth that you are likely to encounter in your ministry context.
- Examine a specific money and ministry theme listed in the extended bibliography.
- Interview pastors to learn more about the ministerial call process and how to best navigate and negotiate salary issues in a ministry setting where you are likely to serve.

Final projects will be shared with the full class during the 14th week of the course. For that reason it is important that they are completed on time so others in the course can learn from what you have gleaned, and help you to sharpen your thinking as well. *Fifteen points will be deducted for every day the project is turned in late.*

#### **Extra Credit:**

It might be possible to earn extra credit. If you believe you will need this speak to the professor and she will discuss what options might be available.

#### **Grading Scale:**

100-94 = A	93-90 = A-	
89 – 87 = B+	86 – 84 = B	80 – 83 = B-
77 – 79 = C+	74 – 76 = C	70 – 73 = C-
67 – 69 = D+	64 – 66 = D	60 – 63 = D-
		0 – 59 = F

(Percentages for students taking the course for 2 credit hours will be points earned divided by a total of 700 possible points. Percentages for students taking the course for 3 credit hours will be points earned divided by a total of 1,000 possible points.)

## **POLICIES**

### **Students with Disabilities**

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity Evangelical Divinity School to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should contact Jana Holiday, Associate Dean of Students, at the earliest possible time with supporting documentation. If you believe you might have a disability that negatively impacts your educational performance, but have never been diagnosed, you are encouraged to meet with Jana Holiday to discuss your needs. You can contact her at [jrholiday@tiu.edu](mailto:jrholiday@tiu.edu) or 847-317-4063.

### **Academic Integrity**

The community of Trinity International University promotes a commitment to integrity in all areas of life. In the case of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean / Associate Dean of Students. Students should be advised

that normally in cases of academic dishonesty or plagiarism the penalty shall be a "0" for the assignment and an "F" for the course. For the full policy, please see *TEDS/TGS Student Guide*.

## **ABOUT THE PROFESSOR**

Dr. Lederleitner has worked in the area of money and ministry for 20 years. She has served in a variety of roles with the Wycliffe Global Alliance, working in many countries and contexts. She is author of the book *Cross-Cultural Partnerships: Navigating the Complexities of Money and Mission* (2010; InterVarsity Press), and she has contributed articles to a variety of books and journals. Over the years she has provided consulting services to a wide range of ministry leaders serving in congregations, denominations, church planting ministries, relief and development ministries, and campus ministries. As such she will bring a global perspective to the dialogue that will expand and enrich the course. She recently transitioned out of Wycliffe to work with Faith & Learning International so she could devote more time to research and writing. Since 2014 she has also been serving at TEDS as the Lilly Researcher on the Economic Challenges Facing Future Ministers Initiative. Before serving in full-time ministry she was a CPA and worked as a tax examiner for the IRS and the City of Cincinnati.

## **COURSE OUTLINE**

### **Week One: Introduction & Self-Awareness**

#### **Prepare**

- Why Take The Money & Ministry Course? (Addressing the motivation question.)

#### **Understand**

- Reading Assignment Due (Blomberg pp. 9- 110).
- Rules Of Dialogue (What is it? Why does it matter? Why are pseudonyms required? Why it is an important skill to have when money is involved. Etc.)
- Unpacking Cultural Assumptions – Why Do Christians Land On Different Passages? (Building self-awareness about cultural lenses so participants in the course better understand their own convictions and to also foster better communication in the course so participants are not talking past one another.)

#### **Investigate**

- What Have You Seen? (Share a significant money and ministry issue you see or have seen in your congregation.)

#### **Integrate**

- Getting To Know One Another (Share one or two stories to build greater context and awareness regarding similarities and diversity in families experiences and beliefs about money.)

#### **Reflect**

- How Does My Family Handle Money & How That Is Impacting Me? (Building self-awareness and understanding of personal behaviors and knee-jerk responses to better inform and guide actions in the future.)

### **Week Two: Introducing Theological Themes**

#### **Prepare**

- TED Talk: Researching The Theme "Does Money Make You Mean?"(Examining implications of this research for leading discipleship initiatives in participants' current or future ministry settings.)

#### **Understand**

- Reading Assignment Due (Blomberg 111-253).
- Understanding The Spectrum Of Beliefs About Money (Growing in understanding regarding the broad perspectives about money present in a variety of Christian congregations and denominations.)

- Insights About Money From Church History
- Broadening The Definition Of Success (Two Stories)

#### **Investigate**

- What Is Your Congregation's Stance On Materialism? (What is your congregation's stance regarding materialism and the American Dream? Share some of the subtle messages you see embedded in the faith community.)

#### **Integrate**

- Case Study Exercise: But It's Our Wedding Day? (Applying principles from course reading and Scripture to a common ministry scenario.)

#### **Reflect**

- What Is The Influence Of Materialism On My Heart? (What role does it play in my own self-image and in the types of ministry work I will consider?)

### **Week Three: Theological Themes (Continued)**

#### **Prepare**

- The Impact Of Mentoring One Person & Redefining The American Dream (Two more examples of how lay peoples' lives can change drastically and impact many when they understand the purpose for wealth.)

#### **Understand**

- Reading Assignment Due (Johnson vi-107).
- Understanding The Spectrum Of Beliefs About Money (Growing in understanding regarding the broad perspectives about money present in a variety of Christian congregations and denominations.)

#### **Investigate**

- How Comfortably Do Congregants Talk About Money? (As you think about the congregation where you were raised and/or the one you attend now, do people talk openly about money issues? Share what is permissible and socially acceptable to discuss and what is not.)

#### **Integrate**

- Case Study: How Will You Advise Jake And Jenna? (Applying principles from course reading and Scripture to a common ministry scenario.)

#### **Reflect**

- Am I Comfortable Addressing Materialism In Ministry? (What are my thoughts and feelings about addressing the influence of money and materialism in the lives of people I lead? What are the implications if this becomes a part of how I lead in ministry and if it does not become part of my ministry?)

### **Week Four: Making Sense Of Provision & Lack**

#### **Prepare**

- What Is Poverty (Examining perceptions about people who lack resources.)

#### **Understand**

- Reading Assignment Due (Foster ix-60; The Book of James).
- The Role Of Spiritual Leadership In Fostering Fellowship And Community In A Church Or Ministry Across Socio-Economic Lines (Is it possible to create a church where everyone participates and belongs?)
- Addressing Stereotypes - Three Stories (Breaking some misconceptions about need.)

#### **Investigate**

- Who Gets To Be A Trustee Or Elder In Your Congregation? (What role does wealth play in deciding who is qualified to be a leader?)

### **Integrate**

- Case Study Exercise: What Do I Say To Paul? (Applying principles from course reading and Scripture to a common ministry scenario.)

### **Reflect**

- How Do I View People Who Have Different Levels Of Wealth? (What has it been like for me when I have encountered people with greater levels of wealth and people with scarce financial resources? What thoughts and feelings arise in me during these human encounters? What might this mean for me in ministry?)

## **Week Five: Leading / Preaching / Teaching Others About Giving**

### **Prepare**

- Leading By Example: Modeling Videos About John Wesley & Francis Chan (Examining the power of leading and modeling as a minister.)

### **Understand**

- Reading Assignments Due (Malphurs & Stroope pp. 21-42; 2 Corinthians 8 & 9).
- Understanding Giving Trends (Learning from research and the more recent experiences of pastors.)
- Surveying The Landscape Of Funding Models (Becoming aware of why donor fatigue might be an issue for your congregants.)

### **Investigate**

- What Does Your Church Teach About Giving And Tithing?

### **Integrate**

- Preaching About Giving & Learning From Others

### **Reflect**

- What Are My Giving Patterns? (What do I think and/or feel about my own financial giving patterns? What do I think will be the impact of my own modeling upon the giving patterns of those I am leading?)

## **Week Six: Sharing Generosity In Mission And Across Socio-Economic Lines**

### **Prepare**

- Learning From Jessica Jackly's Story

### **Understand**

- No Reading Assignments Due.
- Developing Discernment Regarding Paternalism, Unhealthy Dependency And Sustainability (Moving from demeaning giving to honoring human dignity.)
- Having A Mind For The Poor (Moving past simplistic answers.)
- Examining A Different Approach To Poverty (Creating vision for a more helpful congregational response.)

### **Investigate**

- What Benevolence Ministries Are You Seeing? (Getting a taste of the types of benevolence strategies congregations are employing.)

### **Integrate**

- Preparing To Preach On Luke 16

### **Reflect**

- How Do I Tend To Respond When I Encounter Significant Need? (What are my knee-jerk reactions when I encounter someone with significant financial needs? How does this relate to what I have been learning in this course? What are the implications of this for me if I seek to honor God and the dignity of others in ministry?)

## **Week Seven: Different Beliefs And Practices About Budgeting**

### **Prepare**

- Seeing Budgeting As A Way To Tell Your Story (Seeing beyond the numbers.)

### **Understand**

- Reading Assignment Due (Malphurs & Stroepe pp. 51-90).
- How Biblical Is Budgeting As A Principle And Process? (Addressing a common misconception.)
- Financial Leadership Within The Congregation (Learning from seasoned pastors about what they experience leading congregations in the financial and budgeting arenas.)
- Brief Overview Of Different Types Of Budgets, Statements & Software (Developing growing competencies to navigate diverse ministry settings.)

### **Investigate**

- What Budgeting Process Does Your Church Follow? (Share one thing that you found interesting.)

### **Integrate**

- Case Study: Who Calls The Shots Around Here? (Applying principles from course reading and Scripture to a common ministry scenario.)

### **Reflection**

- How Do I Respond To Budgets? (What are your knee-jerk reactions to budgets? Do you like them, are you neutral about them or do you dislike them? Do you follow them carefully or not so carefully? How do you think or feel about people who hold an opposite view of budgeting? How might this level of self-awareness help you in ministry in the years ahead?)

## **Week Eight: Strategies For Financing Larger Ministry Needs**

### **Prepare**

- Learning From History About The Life Of One Large Donor & Developing Discernment With Large Gifts (Building sensitivity about the positive and negative impacts large gifts can have in ministries.)

### **Understand**

- Reading Assignments Due (Malphurs & Stroepe pp. 43-50; 97-119; 143-185).
- A Capital Campaign Story From The Global Mission Context (Creating sensitivity to the impact of making casual statements about future gifts.)
- Stories And Important Lessons About Capital Funds (Growing in understanding about diverse strategies and their implications.)
- Critical Things To Remember When Working With High Net Worth Donors And Foundations (Avoiding common mistakes that hinder these collaborative opportunities.)
- Brief Overview Of Foundations That Give To Christian Ministries (Examining a sample.)
- Videos And Information About Legacy Giving (Growing in understanding of these tools.)

### **Investigate**

- Learn About Your Church's Fundraising Experiences Regarding Capital Campaigns, Legacy Giving and/or Scholarships. (What have they learned that they can teach you?)

### **Integrate**

- Forming An Initial Strategy For Funding A Large Financial Need (Figuring out your own next steps for funding a ministry dream.)

### **Reflect**

- What Are My Thoughts And Feelings About Large Funding Initiatives? (What do I think and feel about the topics raised this week and what I have been seeing and hearing? What do I sense God is telling me as a future leader?)



## **Week Nine: Navigating The Tension Of Trust & Accountability**

### **Prepare**

- Exploring Money In The Lives And Ministries Of Judas & Barnabas (Why following Jesus and leading in ministry does not negate financial impropriety.)

### **Understand**

- Reading Assignments Due (Malphurs & Stroope pp. 91-96; 2 Corinthians 8-9).
- Financial Controls And Your Role As A Leader (Deepening understanding regarding your responsibilities as a ministry leader.)
- Developing Financial Processes That Have Integrity (Understanding what a comprehensive system of internal controls looks like.)
- What Is An Audit Like (Looking through the types of questions and issues you will be responsible to address in an audit.)
- Leading In Times Of Fraud – Three Stories (Examining the complexities of knowing how to respond to fraud when serving as a ministry leader.)

### **Investigate**

- What Types of Financial Controls Does Your Church Implement? (Add to the list any that you discovered have not already been mentioned.)

### **Integrate**

- Case Study: How Do We Get Our Team To Respond Differently? (Implementing change for better financial accountability.)

### **Reflection**

- How Do I Respond In Times Of Conflict? (What are my knee-jerk responses? What is the impact of those? What do I need to pay attention to now so I can lead more effectively in the future?)

## **Week Ten: Pastoral Counseling Issues Regarding Money**

### **Prepare**

- Navigating Financial Discussions In Marriage (Viewing sample of couples' curriculum for churches.)

### **Understand**

- No Reading Assignments Due.
- Developing Pastoral Empathy (Learning how to convey a message of support through how you talk and listen.)
- All Things Addiction: Spending, Gambling, Pornography, Shopping, Pawning, Etc. (Navigating the fall out that comes with destructive addictive patterns.)
- Counseling When Other Money & Family Issues Arise (Navigating other common tensions that arise because of conflict about money in families.)

### **Investigate**

- What Types Of Money-Related Counseling Issues Are Pastors In Your Church Facing? (What are the most common money and ministry counseling issues you are likely to face?)

### **Integrate**

- Case Study Exercise: How Do I Help The Bennet's? (Applying principles from course reading and Scripture to a common ministry scenario.)

### **Reflect**

- Personal Reflection: What Are My Triggers? (Which issues raised this week trigger the deepest sense of emotion? Why might this be the case? What are the implications of this for my ministry context?)

## **Week Eleven: Ministerial Finances**

### **Prepare**

- Findings & Reflections From Research With TEDS' Alumni Pastors (Understanding the experiences of those who have gone before you.)

### **Understand**

- Reading Assignments Due (Skim Busby, Martin and Van Drunen text; Read the Book of Philippians).
- Understanding Ministerial Taxes And Social Security Issues (Accessing knowledge and information to live a life of fiscal integrity.)
- Understanding Compensation Trends (Learning from recent research done for the National Association of Evangelicals.)
- Thinking Through Calling & Placement Issues (Preparing for life after graduation.)
- Negotiating Salaries And Raises (Negotiating money issues in different ministry settings.)

### **Investigate**

- What Personal Financial Challenges Does Your Pastor Navigate And What Can He Or She Teach You In Light Of What They Are Learning? (Share one or two of these insights.)

### **Integrate**

- What Is Your Strategy For Facing A Personal Financial Challenge? (What next steps will you take in light of what you have been learning?)

### **Reflect**

- How Much Am I Willing To Sacrifice? (How do I think and feel about the topics discussed this week? What are my truest and deepest beliefs about lack and the role it plays regarding suffering in ministry? Is there a level of lack I am unwilling to cross? If so, what is that level and what can I learn from that realization?)

## **Week Twelve: Alternative Support Models**

### **Prepare**

- Are These Other Ministry Paths Less Worthy? (Examining honor and shame dynamics surrounding alternative funding models.)

### **Understanding**

- No Reading Assignments Due This Week.
- Learning About Bi-Vocational Ministry (Examining it through many lenses.)
- Why Personal Support Is Not Just For Wealthy Caucasians (Understanding how it is done in diverse cultures around the globe.)
- Business-As-Mission Models (Understanding the benefits and drawbacks of the various approaches.)

### **Investigate**

- Talk To Someone Who Is Funding Ministry In A Different Or Unique Way (Learning from a person who has walked a path you are considering.)

### **Integrate**

- What Are The Pros And Cons Of Alternative Funding Models For Your Context? (Facilitating critical thinking about these alternative models and their implications.)

### **Reflect**

- Am I Open To God's Leading If He Calls In This Area? (How do I think and feel about entering ministry through these different pathways? What is God teaching me about these pathways?)

### **Week Thirteen: Margin To Finish Reflection Papers & Final Projects**

There will be no lectures, dialogue threads, readings, or additional exercises.

This week is intentionally left without new assignments so course participants can finish their reflection papers and projects. **Reflection Papers & Final Projects are due on Monday, August 14th.**

### **Week Fourteen: Posting Work & Getting Feedback & Closing Thoughts**

The focus of this week will be reviewing participants' projects, asking questions, probing, and learning together based upon what people uncovered. It will also be an opportunity to share your reflections with others and think about next steps for continued growth in various money and ministry areas.

### **ADDITIONAL BIBLIOGRAPHY**

These are additional texts course participants can choose from if they have already read the books on the require list. This additional bibliography is also provided to spur interest in reading and learning more about money and ministry topics. They have been grouped in various categories so it makes it easier for course participants to select texts that will be most helpful in light of their calling and ministry contexts. While more options could be included in each category, the number of options shared at this time is limited so the choices will not seem overwhelming. You can choose other texts if you clear your choice with the professor by the end of the first week of the course.

#### **Growing In Theological Reflection About Money In Ministry**

Alcorn, Randy. 1989. *Money, Possessions and Eternity*. Wheaton, IL: Tyndale.

Blomberg, Craig L. 2013. *Christians in an Age of Wealth: Biblical Theology for Life: A Biblical Theology of Stewardship*. Grand Rapids, MI: Zondervan.

Rodin, R. Scott. 2000. *Stewards in the Kingdom: A Theology of Life in All Its Fullness*. Downers Grove, IL: InterVarsity Press.

Wariboko, Nimi. 2008. *God and Money: A theology of Money in a Globalizing World*. United Kingdom: Lexington Books.

#### **Growing In Understanding About Cultural Influences Surrounding Money And Ministry**

Bonk, Jonathan. 2006. *Missions and Money*. Maryknoll, NY: Orbis.

Lederleitner, Mary. 2010. *Cross-Cultural Partnerships: Navigating the Complexities of Money and Mission*. Downers Grove, IL: InterVarsity Press.

Maranz, David. 2001. *African Friends and Money Matters*. Dallas, TX: SIL International and the International Museum of Cultures.

Rodin, R. Scott. Ed. 2015. *Christ-Centered Generosity: Global Perspectives on the Biblical Call to a Generous Life*. Colbert, WA: The Global Generosity Network and Kingdom Life Publishing.

#### **Growing In Understanding About Economic Disparities And The Power Of Money**

Ellul, Jacques. 1984. *Money & Power*. Downers Grove, IL: InterVarsity Press.

Sider, Ronald J. 2005. *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity. New Edition*. Nashville, TN: Thomas Nelson.

Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. New York: Oxford University Press.

#### **Growing In Understanding About How To Share Financial Generosity With Dignity**

Corbett, Steve and Brian Fikkert. 2009. *When Helping Hurts*. Chicago, IL: Moody Publishers.

Reese, Robert. 2010. *Roots & Remedies of the Dependency Syndrome in World Missions*. Pasadena, CA: William Carey Library.

Rowell, John. 2006. *To Give or Not to Give: Rethinking Dependence, Restoring Generosity and Redefining Sustainability*. Atlanta, GA: Authentic Publishing.

### **Growing In Understanding Of Ministry Administration And Board Governance**

- Board Source. 2012. *Nonprofit Board Answer Book: A Practical Guide for Board Members and Chief Executives. Third Edition.* San Francisco, CA: Jossey-Bass.
- Busby, Dan, J. Michael Martin and John Van Drunen. *Church and Nonprofit Tax & Financial Guide.* (Since tax laws and requirements are always changing be sure to buy the most current version). Grand Rapids, MI: Zondervan.
- Carver, John. 2006. *Boards that Make a Difference.* San Francisco, CA: Wiley.
- Jamieson, Janet T. and Philip D. Jamieson. 2009. *Ministry and Money: A Practical Guide for Pastors.* Louisville, KY: Westminster John Knox Press.
- Willard, Chris and Jim Sheppard. 2012. *Creating a Culture of Giving in Your Church.* Grand Rapids, MI: Zondervan.
- Winstein, Stanley. 2009. *The Complete Guide to Fundraising Management. Third Edition.* Hoboken, NJ: John Wiley & Sons, Inc.

### **Growing In Understanding About Generosity**

- Nouwen, Henri J. M. 2010. *The Spirituality of Fundraising.* Nashville, TN: Upper Room Books.
- Alcorn, Randy. 2003. *Money, Possessions, and Eternity.* Carol Stream, IL: Tyndale House Publishing, Inc.
- R. Scott Rodin, Ed. 2015. *Christ-Centered Generosity: Global Perspectives on the Biblical Call to a Generous Life.* Colbert, WA: The Global Generosity Network and Kingdom Life Publishers.
- R. Scott Rodin and Gary G. Hoag. 2010. *The Sower: Redefining the Ministry of Raising Kingdom Resources.* Winchester, VA: EFCA Press.

### **Growing In Awareness About Curriculum For Churches Regarding Money Management**

- Burkett, Larry. *Journey to Financial Freedom Curriculum.* Gainesville, GA: Crown Financial Ministries. (Curriculum tool that can be taught in small groups. Is widely acceptable and respected in most Evangelical Circles; however, requirements to teach and use the curriculum are a bit stringent.)
- Dayton, Howard. 2010. *Money and Marriage God's Way.* Longwood, FL: Compass (Curriculum tool taught in small groups and designed specifically to help couples learn how to talk about and manage money in ways that both encourage and strengthen their marriages. The author is one of the founders of Crown Financial Ministries but he is now with a different ministry. Requirements to learn how to teach and use the curriculum can easily be accomplished.)
- Ramsey, David. *Financial Peace University.* Brentwood, TN. (Curriculum tool focuses primarily on helping people to get out of debt. Founder's "shock-jock" persona occasionally comes through and is not always appropriate. But, the curriculum is undergoing revision as they look for a more pastoral face for the tool which is popular in many evangelical circles.)
- Towner, Dick. 2015. *Freed-Up Coaches Training Workshop: Equipping You to Help Others Transform Their Finances and Lives.* Crystal Lake, IL: Good \$ense Movement. (Curriculum tool to equip a pastor and his or her team of lay people to coaching individuals and couples through the process of financial stewardship so they are "freed-up" to do whatever they sense God is calling them to do in life.)
- Willmer, Wesley K. 2002. *God & Your Stuff.* Colorado Springs, CO: NavPress. (Curriculum tool is a very inexpensive book study designed to be used in small group ministries.)

### **Growing In Understanding About Alternate Forms Of Funding Ministry**

- Eldred, Ken. 2009. *God is at Work: Transforming People and Nations through Business.* Montrose, CO: Manna.

- Johnson, C. Neal. 2009. *Business as Mission: A Comprehensive Guide to Theory and Practice*. Downers Grove, IL: IVP Academic.
- Rundle, Steve and Tom Steffen. 2003. *Great Commission Companies: The Emerging Role of Business in Mission*. Downers Grove, IL: InterVarsity Press.
- Seebeck, Doug and Timothy Stoner. 2009. *My Business: My Mission*. Grand Rapids, MI: Partners Worldwide.
- Wilson, Myles. 2011. *Funding the Family Business: A Handbook for Raising Personal Support*. United Kingdom: Stewardship. (Available at a reasonable cost through the online store of TransWorld Radio.)
- Wong, Kenman L. and Scott B. Rae. 2011. *Business for the Common Good*. Downers Grove, IL: IVP Academic.

### **Growing In Understanding About Additional Job Related Issues That Might Be Impacting Churches & Congregants In The Years Ahead**

- Clifton, Jim. 2011. *The Coming Jobs War*. New York: Gallup Press.
- Feld, Brad. 2012. *Startup Communities: Building an Entrepreneurial Ecosystem in Your City*. Hoboken, NJ: John Wiley & Sons, Inc.

### **Helpful Websites:**

A variety of helpful websites will also be shared throughout the course. They are not included in the syllabus in order to eliminate confusion regarding reading requirements for the course.