



**U-HT 450 CLD TEMP The Church: Template Syllabus**  
 Contextualized Leadership Development (CLD)  
 Heartland Church Network, Omaha, NE  
 3 Credit Hours  
 Spring 2024

**I. Class Information**

The approximate course load for this class will equal approximately 135 hours (class times will account for reasonable breaks, approximately 10 minutes per hour) in the following format:

Track One <input checked="" type="checkbox"/>	Hrs	Track Two <input type="checkbox"/>	Hrs	Track Three <input type="checkbox"/>	Hrs
Class Time	45	Class Time	20	Class Time	60
Required Reading	30	Required Reading	30	Required Reading	30
Core Assignments	30	Core Assignments	30	Core Assignments	30
Flex Assignments	25-35	Flex Assignments	50-60	Flex Assignments	10-20
<b>Total Course Load</b>	~135	<b>Total Course Load</b>	~135	<b>Total Course Load</b>	~135
<b>Total Points Available</b>	1250	<b>Total Points Available</b>	Calculate total points here.	<b>Total Points Available</b>	Calculate total points here.

Logistics:

Start and End Dates: Thursdays, January 18 - May 2, with one week from Spring Break, March 14.

Class Times: 6:00-9:00pm

Class Location: Heartland Church Network, 2100 S. 51st St, Omaha, NE & Zoom

Contact Information:

Instructor Name, Title, and Credentials: Aaron Householder, DMin, Associational Mission Strategist

Instructor Contact Info: 402-770-7291, aaron@heartlandchurchnetwork.org

Additional Contact Info:

## II. Course Description

A survey of the development of the Baptist identity and polity, with special reference to the essence, purpose, and governance of the New Testament church. Attention is given to the history and structure of the Southern Baptist Convention.

## III. Course Objectives

Students who complete this course will be able to:

1. Evaluate ecclesiological positions and practices in light of evangelical Baptist convictions
2. Explain the historical developments and contemporary expressions of Baptist identity
3. Employ historical and theological understanding to apply evangelical Baptist convictions to ministry
4. Equip believers to participate in the local church and its cooperative efforts

All instruction, activities, and assessments in this class will relate to one or more of these course objectives.

## IV. Textbooks and Required Reading

### Textbook Options:

*Instructors will require one book from each category for the entire class:*

### **Ecclesiology and Baptist Distinctives (choose one):**

Dever, Mark. *The Church: The Gospel Made Visible*. 9Marks. Nashville: B&H Academic, 2012. 208 pages.

### **Baptist History and/or Cooperation (choose one):**

Allen, Jason K., ed. *The SBC and the 21<sup>st</sup> Century: Reflection, Renewal, and Recommitment*. Revised Edition. B&H Academic, 2019. 266 pages.

*Note: Each of these book options is also available in Appendix 1. Instructors who wish to assign more than one book from each category may assign additional books as reading reflections (see Flex Assignments).*

### **Approximate Course Load: 30 Hours**

### Additional Resources (Not Required):

*Midwestern Style Manual*. Fourth Edition. Available in [hard copy](#) or [digital download](#) from The Sword & Trowel Bookstore. (816) 414-3808. \$10.00 for a digital download or \$20.00 for a hard copy. For reference only.

## V. Assignments

*Instructor will provide details concerning rubrics, formatting, submission, and due dates.*

### **Core Assignments (Required):**

#### 1. Reading Summaries (30 points each, 450 points total – Objectives 1, 2, 3, 4)

Description: Students will reflect upon the textbook and course instruction, practice the techniques of interpretation, and utilize the tools of interpretation.

Requirements: Instructors will assign the equivalent of 15 relevant exercises of 250-400 words or approximately 1 hour each.

Submission: Email to instructor by 9:00pm Sunday evening prior to each class meeting.

### **Approximate Course Load: 15 Hours Total**

#### 2. Applied Ecclesiology Paper (300 points – Objectives 1, 2, 3)

Description: Students will apply the biblical, historical, and doctrinal instruction in this course to a contemporary ministry question from their current or anticipated future ministry role. Guidance by and prior approval of the topic will be given by the instructor. Potential topics listed below.

Requirements: This paper will be 2,400-3,600 words (8-12 pages if formatting according to the *Midwestern Style Manual*) and will include the following sections: 1. Introduction and Thesis (100-150 words), 2. Biblical Foundations (550-825 words), 3. Historical Development (550-825 words), 4. Theological Principles (550-825 words), 5. Contemporary Application (550-825 words), and 6. Conclusion (100-150 words). Instructors will inform students of any more detailed requirements (e.g., sub-sections or specific questions to be answered). At least 7 academic sources are required (e.g., commentaries, class textbooks, appropriate journal articles, Bible/theological dictionary entries, etc.).

Assignment Options:

- A ministry question related to the course, assigned by the instructor
- A ministry question related to the course, chosen by the student
- What kind of multi-site church, if any, is biblically sound and consistent with Baptist distinctives?
- What constitutes a true church biblically?
- Should churches be autonomous or ruled by an outside body (e.g., bishops, synods, presbyteries, etc.)? If an outside body, which one?
- Should a local church be governed by the congregation or some kind of board (e.g., elders, staff, deacons)?
- Has the Church replaced Israel?
- Who should be made a member of a local church?
- How should church discipline (up to and including excommunication) be practiced?
- Should worship be governed by the “regulative principle” or the “normative principle”?
- May women serve as pastors?

- May women serve as deacons?
- What are the responsibilities, privileges, functions, and qualifications of a pastor?
- What are the responsibilities, privileges, functions, and qualifications of a deacon?
- Should churches have one pastor or multiple pastors/elders?
- Is the office of 'senior pastor' biblical?
- To whom should the Lord's Supper be given (anyone including unbelievers, anyone professing faith in Christ, only those baptized by immersion, or only members of the congregation in good standing) and in what setting(s) (private and unofficial gatherings of Christians outside the local church [small groups, privately at home, etc.], the official gathering of a local congregation, joint gatherings of multiple congregations, para-church ministry events, etc.)?
- What is the relationship between Christ's presence and the Lord's Supper (transubstantiation, consubstantiation, "real spiritual presence," or memorial view)?
- What is the gift of 'tongues' in the NT and how does it affect (or not affect) believers today?
- What is the gift of 'prophecy' in the NT and how does it affect (or not affect) believers today?
- Should the infant children of believers be baptized (immersed or sprinkled)?
- Under what conditions should a young child (interpreted loosely) be baptized?
- How should churches cooperate with one another in church planting, missions, mercy ministry, and/or theological training?

Submission/Presentation: Instructors will provide details on formatting, submission, and due date. Additionally, Instructors may require students to present their papers to the class.

**Approximate Course Load: 15 Hours**

**Approximate Course Load from Core Assignments: 30 Hours**

### **Flex Assignments**

#### **2. Mid-Term and Final Exam (300 points – Objectives, 1, 2, 3, 4)**

Description: Students will demonstrate their comprehension and competence of course content through a mid-term exam and a final exam.

Requirements: Students will answer a variety of questions (true-false, multiple choice, short answer, paragraph, or essay, as assigned by the instructor) relating to the required reading, assignments, and instruction. The mid-term exam should take place in roughly the middle of the term and cover only the instruction up to that point (100 points, roughly 1-2 hours test time). The final exam should take place at the end of the term and cover all instruction up to that point (including materials covered on the mid-term; 200 points, roughly 2-4 hours test time). The instructor should make students appropriately aware of what they will be expected to know for exams.

Submission: In-class, closed-book exams .

**Course Load: 25 Hours**

#### **4. Ministry Portfolio (20 points each hour – Objective 3)**

Description: Students will participate in a minimum of 5 hour of some form of ministry that *directly* relates to one or more of the objectives of this course. Instructors should have an intimate understanding of the student's responsibilities and workload.

Requirements: Students will submit sufficient evidence of this field work in the form of a portfolio, including at least 1,500 words of explanation and reflection (formatting and exact requirements to be determined by the instructor). Portfolios might include elements such as lesson plans, video links, sermon manuscripts, meeting agendas, etc.

Assignment Options: Appropriate field work for this course will include activities similar to the following:

- Teaching classes or preaching sermons on the nature and structure of the local church
- Teaching classes on Baptist history and/or distinctives
- Serving on a church team or committee related to bylaws, polity, organization, governance, etc.
- Serving as a church messenger or delegate at a meeting of a local association, state convention, national convention, etc. of cooperative churches.
- Other activities related to this course: Provide information about other field work activities or enter a space to leave blank.

Submission/Presentation: Instructors will provide details on formatting, submission, and due date. Additionally, Instructors may require students to present their portfolios to the class.

Grading: Instructors will complete an overall evaluation of the student's portfolio, found in Appendix 2.

**Course Load: Ministry hours assigned PLUS approximately 5 hours** for reflection and compilation.

## VI. Grading Scale

<b>A</b>	93-100	<b>C</b>	73-77
<b>A-</b>	90-92	<b>C-</b>	70-72
<b>B+</b>	88-89	<b>D+</b>	68-69
<b>B</b>	83-87	<b>D</b>	63-67
<b>B-</b>	80-82	<b>D-</b>	60-62
<b>C+</b>	78-79	<b>F</b>	59 or less

## VII. Class Schedule

The instructor will provide students a class schedule with due dates for all assignments before instruction, reading, assignments, or activities begin. The Church Partnerships office will provide a template for this schedule, or the instructor may create one from scratch.

## VIII. General Information

1. Questions regarding this syllabus, class schedule, or class policies should be addressed to the instructor. The instructor of this class reserves the right to reasonably amend the details of this syllabus as needed. It will be the responsibility of the instructor to communicate any changes to all students with appropriate notice. It will be the responsibility of the student to inquire about apparent discrepancies or request further detail.
2. Plagiarism is a serious ethical and legal matter, and instances of plagiarism will result in an “F” for an assignment and possibly an “F” for the course. Students are to read and abide by the section entitled “Integrity in Theological Studies” in [the Spurgeon College Academic Catalog](#).
3. Spurgeon College is committed to facilitating students with disabilities. Students seeking effective auxiliary aids for a current documented disability—including exams, classroom participation, or assignments—should contact the instructor at the beginning of the semester or term in order for special arrangements to be considered. Students should conform with institutional policies and procedures as listed in the Midwestern Students with Disabilities Information Brochure, available at <http://www.mbts.edu/consumer-information>.
4. Class Attendance: Attendance is considered a necessary factor in the learning process. **Absences, for any reason, should not exceed 25% of the total class time.** Withdrawal from the course is required after a student is absent from more than 25% of the class sessions, except in cases of confining illnesses or serious circumstance.
5. In Christian higher education institutions, it can be assumed that each believer-learner is at a different place of personal maturity and educational preparedness. For these reasons, it is requested and expected that each student exhibits mutual respect, even when divergent viewpoints are expressed in the classroom. Students should refrain from behaviors that negatively affect the teaching environment. Students should conduct themselves as ministerial professionals who give, and are worthy of, a high level of respect.

## Appendix 1: Reading Reflection Options

### Level One: 10 Hours

9Marks Building Healthy Churches Series. Wheaton, IL: Crossway. Approximately 127 pages each.

### Level Two: 15 Hours

Benge, Dustin. *The Loveliest Place: The Beauty and Glory of the Church*. Wheaton, IL: Crossway, 2022. Read pages 13-184.

DeYoung, Kevin. *Men and Women in the Church: A Short, Biblical, Practical Introduction*. Wheaton, IL: Crossway, 2021. Pages 11–152. \$19.99. 142 pages.

Johnson, Jr., T. Dale. *The Church as a Culture of Care*. Greensboro, NC: New Growth Press, 2021. Read pages 1-157.

Leeman, Jonathan. *One Assembly: Rethinking the Multisite and Multiservice Church Models*. 9Marks. Wheaton, IL: Crossway, 2020. 176 pages.

Matz, Robert J. and John M. Yeats. *Better Together: You, Your Church, and the Cooperative Program*. Rainer Publishing, 2019. 130 pages.

Ortlund, Gavin. *Finding the Right Hills to Die On: The Case for Theological Triage*. Wheaton, IL: Crossway, 2020. 176 pages.

Renihan, James. *The 1689 Baptist Confession of Faith & the Baptist Catechism*. Solid Ground Christian Books, 2018. 144 pages.

Wilkin, Jen. *Women of the Word: How to Study the Bible with Both Our Hearts and Our Minds*. Second Edition. Wheaton, IL: Crossway, 2019. 176 pages.

### Level Three: 20 Hours

Blount, Douglas K. and Joseph D. Wooddell, eds. *The Baptist Faith and Message 2000: Critical Issues in America's Largest Protestant Denomination*. Rowman & Littlefield Publishers, 2007. 260 pages.

Chang, Geoffrey. *Spurgeon the Pastor: Recovering a Biblical & Theological Vision for Ministry*. Nashville: B&H, 2022.

Dever, Mark. *The Church: The Gospel Made Visible*. 9Marks. Nashville: B&H Academic, 2012. 208 pages.

Dever, Mark, and Paul Alexander. *How to Build a Healthy Church: A Practical Guide for Deliberate Leadership*. Wheaton, IL: Crossway, 2021. Read pages 15-266.

Duesing, Jason G., Thomas White, and Malcolm B. Yarnell III, eds. *Upon This Rock: The Baptist Understanding of the Church*. Nashville: B&H Academic, 2010. 256 pages.

- Jamieson, Bobby. *Going Public: Why Baptism is Required for Church Membership*. 9Marks. Nashville: B&H Academic, 2015. 256 pages.
- Jones, Kevin and Jarvis J. Williams. *Removing the Stain of Racism from the Southern Baptist Convention*. Nashville: B&H Academic, 2017. 240 pages.
- Leeman, Jonathan. *Don't Fire Your Church Members: The Case for Congregationalism*. Nashville: B&H Academic, 2016. 208 pages.
- Mullins, E. Y. *The Axioms of Religion: A New Interpretation of the Baptist Faith*. Philadelphia: Griffith & Rowland Press, 1908. 230 pages.
- Norman, R. Stanton. *The Baptist Way: Distinctives of a Baptist Church*. Nashville: B&H Academic, 2005. 224 pages.
- Norman, R. Stanton. *More Than Just a Name: Preserving Our Baptist Identity*. Nashville: B&H Academic, 2001. 208 pages.
- Ortlund, Gavin. *Theological Retrieval for Evangelicals: Why We Need Our Past to Have a Future*. Wheaton, IL: Crossway, 2019. 224 pages.
- Walker, Andrew T. *Liberty for All: Defending Everyone's Religious Freedom in a Pluralistic Age*. Brazos Press, 2021. 272 pages.
- White, Thomas, Jason G. Duesing, and Malcolm B. Yarnell III. *Restoring Integrity in Baptist Churches*. Kregel, 2007. 272 pages.
- White, Thomas and John M. Yeats. *Franchising McChurch: Feeding Our Obsession with Easy Christianity*. Colorado Springs: David C Cook, 2009. 240 pages.
- Williams, Jarvis J. *One New Man: The Cross and Racial Reconciliation in Pauline Theology*. Nashville: B&H Academic, 2010. 208 pages.

Level Four: 25 Hours

- Allen, Jason K., ed. *The SBC and the 21<sup>st</sup> Century: Reflection, Renewal, and Recommitment*. B&H Academic, 2016. 288 pages.
- Dever, Mark. *Nine Marks of a Healthy Church*. Third Edition. 9Marks. Wheaton, IL: Crossway, 2013. \$17.99. 304 pages.
- DeYoung, Kevin and Greg Gilbert. *What is the Mission of the Church?: Making Sense of Social Justice, Shalom, and the Great Commission*. Wheaton, IL: Crossway, 2011. 288 pages.
- Dockery, David S., ed. *Southern Baptist Identity: An Evangelical Denomination Faces the Future*. Crossway, 2009. 304 pages.
- Duesing, Jason G., Thomas White, and Malcolm B. Yarnell III. *First Freedom: The Beginning and End of Religious Liberty*. B&H Academic, 2016. 288 pages.



Kidd, Thomas S. and Barry Hankins. *Baptists in America: A History*. Oxford University Press, 2018. 348 pages.

Putman, Rhyne R. *When Doctrine Divides the People of God: An Evangelical Approach to Theological Diversity*. Wheaton, IL: Crossway, 2020. 320 pages.

#### Level Five: 30 Hours

Allison, Gregg R. *Sojourners and Strangers: The Doctrine of the Church*. Foundations of Evangelical Theology. John S. Feinberg, Series Editor. Wheaton, IL: Crossway, 2012. 444 pages.

Bush, L. Russ and Tom J. Nettles. *Baptists and the Bible*. Revised and Expanded Edition. B&H Academic, 1999. 464 pages.

Chute, Anthony L., Nathan A. Finn, and Michael A. G. Haykin. *The Baptist Story: From English Sect to Global Movement*. Nashville: B&H Academic, 2015. 368 pages.

Dever, Mark. *Polity: Biblical Arguments on How to Conduct Church Life (A Collection of Historic Baptist Documents)*. Center for Church Reform, 2001. 586 pages.

Dever, Mark and Jonathan Leeman. *Baptist Foundations: Church Government for an Anti-Institutional Age*. Nashville: B&H Academic, 2015. 380 pages.

Emerson, Matthew Y., Christopher W. Morgan, and R. Lucas Stamps. *Baptists and the Christian Tradition: Toward an Evangelical Baptist Catholicity*. Nashville: B&H Academic, 2020. 400 pages.

George, Timothy and David S. Dockery. *Theologians of the Baptist Tradition*. Revised Edition. B&H Academic, 2001. 432 pages.

Hammett, John S. *Biblical Foundations for Baptist Churches: A Contemporary Ecclesiology*. Second Edition. Grand Rapids, MI: Kregel Academic, 2019. 376 pages.

Köstenberger, Andreas J. and Thomas R. Schreiner, eds. *Women in the Church: An Interpretation and Application of 1 Timothy 2:9-15*. Third Edition. Wheaton, IL: Crossway, 2016. 416 pages.

Leeman, Jonathan. *Political Church: The Local Assembly as Embassy of Christ's Rule*. Studies in Christian Doctrine and Scripture. Downers Grove, IL: IVP Academic, 2016. 448 pages.

Lumpkin, William L. *Baptist Confessions of Faith*. Second Edition. Valley Forge, PA: Judson Press, 2011. 548 pages.

Massey, John, Mike Morris, and W. Madison Grace III, eds. *Make Disciples of All Nations: A History of Southern Baptist International Missions*. Kregel Academic, 2021. 400 pages.

McBeth, H. Leon. *A Sourcebook for Baptist Heritage*. Nashville: Broadman Press, 1990. 544 pages.

Schreiner, Thomas and Matthew Crawford. *The Lord's Supper: Remembering and Proclaiming Christ*

**Commented [1]:**  
350-450 pages high comprehension OR 451-600 pages medium comprehension

*Until He Comes*. NAC Studies in Bible & Theology. E. Ray Clendenen, Series Editor. Nashville: B&H Academic, 2011. 432 pages.

Schreiner, Thomas and Shawn D. Wright, eds. *Believer's Baptism: Sign of the New Covenant in Christ*. NAC Studies in Bible & Theology. Nashville: B&H Academic, 2007. 384 pages.

## Appendix 2: Ministry Portfolio Evaluation

Instructors will evaluate student ministry portfolios using the following rubric.

Student Name: \_\_\_\_\_ Hours Assigned: \_\_\_\_\_

Instructor Name: \_\_\_\_\_ Evaluation Grade: \_\_\_\_\_ Points Earned: \_\_\_\_\_

1. Through what church(es) or organization(s) did the student complete his or her field work?
2. What is the nature of the student's ministry role at this church/organization?
3. What percentage of the required hours did the student complete? \_\_\_\_\_ %  
*This will be the maximum possible grade for this assignment.*
4. How was the student's field work relevant to the objectives of this course? \_\_\_\_\_/15%
5. How thorough, complete, and clear is the student's ministry portfolio? \_\_\_\_\_/15%
6. How does this portfolio demonstrate competence concerning the course? \_\_\_\_\_/70%
7. How might the student improve his or her competence concerning the course objectives?