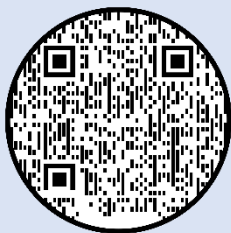
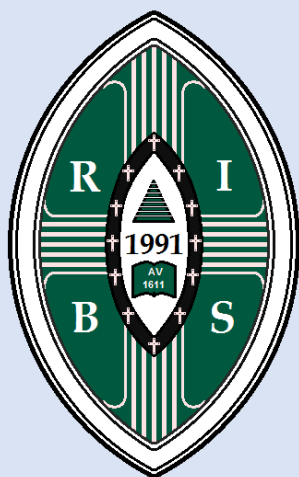


BAPTIST INTERNATIONAL

School of the Scriptures

Curricula of Teaching Offered by
Rhode Island Baptist Seminary



Baptist International School of the Scriptures
and Rhode Island Baptist Seminary
are Ministries under the Authority of
Historic Baptist Church
Wickford, Rhode Island 02852
www.HistoricBaptist.org

Class Number

200

Class Title

S. O. S. COMPENDIUM

Prepared by

N. Sebastian Desent, Ph.D., Th.D., D.D.

Date

August 22, 2020; Revised September 6, 2022; 11/12/22

Credits

0

Level

Associates Level through Doctorate Level

This Syllabus is Approved for
Baptist International School of the Scriptures

N. S. Desent, Ph.D., Th.D., D.D.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

This Syllabus is a *Compendium* of the entire *S. O. S. Program*. It provides a *Synopsis* of each class in the Curricula. It summarizes the entire *Baptist International School of the Scriptures* Curricula so that a teacher or prospective student understands the requirements and objectives. Teachers and Students can benefit from a review of its contents as it gives an Overall View of the Program and the topics to be taught in each class. This Syllabus can also be translated and used to initiate, guide, and provide Curricula for S. O. S. Schools in other Languages.

The descriptions of the classes contained herein reflect a brief listing of *the Lessons* found in the individual and separate syllabi, which are recommended to be used when teaching each class.

This Syllabus should be used in conjunction with other Class Syllabi, which have more detailed Teaching.

NOT FOR SALE

All Materials Offered by *Baptist International* are Free of Charge.

Baptist International is a church-authorized international University dedicated to world evangelism, worldwide scripture distribution, and preparing faithful men of God for the work of the ministry.

Since its commission in 1970, Baptist International has employed scriptural teaching methods and subjects based on the Commandment Doctrine of our Lord Jesus Christ.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

CLASS 200 S. O. S. COMPENDIUM ASSOCIATE THROUGH DOCTORATE LEVELS COMPENDIUM SHOWING A SYNOPSIS OF EACH CLASS, TOPICAL LESSONS, AND OTHER REQUIREMENTS

A Teaching Syllabus Suitable for Baptist International School of the Scriptures

N. Sebastian Desent, Ph.D., Th.D., D.D.; Pastor, Historic Baptist Church, Wickford, Rhode Island 02852

August 22, 2020

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Matthew 28

18 And Jesus came and spake unto them, saying, All power is given unto me in heaven and in earth.

19 Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost:

20 Teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you alway, even unto the end of the world. Amen.

Luke 1

1 Forasmuch as many have taken in hand to set forth in order a declaration of those things which are most surely believed among us,

2 Even as they delivered them unto us, which from the beginning were eyewitnesses, and ministers of the word;

3 It seemed good to me also, having had perfect understanding of all things from the very first, to write unto thee in order, most excellent Theophilus,

4 That thou mightest know the certainty of those things, wherein thou hast been instructed.

Philippians 4

8 Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure,

whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

9 Those things, which ye have both learned, and received, and heard, and seen in me, do: and the God of peace shall be with you.

2 Timothy 2:2

And the things that thou hast heard of me among many witnesses, the same commit thou to faithful men, who shall be able to teach others also.

1 Timothy 1

4 Neither give heed to fables and endless genealogies, which minister questions, rather than godly edifying which is in faith: so do.

5 Now the end of the commandment is charity out of a pure heart, and of a good conscience, and of faith unfeigned:

Acts 1

1 The former treatise have I made, O Theophilus, of all that Jesus began both to do and teach,

2 Until the day in which he was taken up, after that he through the Holy Ghost had given commandments unto the apostles whom he had chosen:

Isaiah 28

9 Whom shall he teach knowledge? and whom shall he make to understand doctrine? them that are weaned from the milk, and drawn from the breasts.

10 For precept must be upon precept, precept upon precept; line upon line, line upon line; here a little, and there a little:

11 For with stammering lips and another tongue will he speak to this people.

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CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Introduction

Baptist International University School of the Scriptures offers accredited Associate through Doctorate curricula for men desiring to be better ministers of the Lord Jesus Christ.

The Associate Level curriculum contains 29 classes with practicum. The Graduate level has 9 classes, a review of the *201 Orientation*, a one-paper writing assignment, and practicum. In the levels following (Bachelor, Masters, and Doctorate) the work is all self-directed objective-based work with accomplishments, including writing requirements and practicum. The classes should be taught in the order given. At the two lower levels the students should complete each class before starting the following class. At the higher levels, the student can work multiple objectives concurrently. Additionally, as a student works each level, he will find he is also accomplishing objectives required at the higher levels.

There are 66 classes/objectives in the core Associates through Doctorate curricula. With the addition of the Master of Divinity (M. Div.) program, the number increases to 80 classes/objectives.

Below is an overall view of the classes and their related information:

BAPTIST INTERNATIONAL S. O. S. CLASS TOTALS			
LEVEL	CLASS NUMBERS	NUMBER OF CLASSES / OBJECTIVES	CREDITS / UNITS
<i>BI MANUAL</i>	000	0	0*
<i>NEW BELIEVER'S GUIDE</i>	101	1	0*
<i>SOS COMPENDIUM</i>	200	1	0*
ASSOCIATE LEVEL	201-229	29	64
GRADUATE LEVEL	201, 301-310	11	96
BACHELOR LEVEL	201, 401-409	10	124
MASTERS LEVEL	201, 501-505	6	36
<i>MASTER OF DIVINITY **</i>	521 - 534	14	38
DOCTORATE LEVEL	601-608	8	60
POST-DOCTORATE WORK	N/A	OBJECTIVE IS TO LEAD IN LOVE	N/A
TOTALS		80	418
NOTE: * THE FIRST THREE ITEMS ARE NON-CREDITED BUT USEFUL TO UNDERSTAND THE PROGRAM			
NOTE: ** THE MASTER OF DIVINITY LEVEL IS OPTIONAL AND NOT PART OF THE CORE S. O. S. CURRICULA			

To accomplish 1 credit hour, the student must assimilate a minimum of 18 hours of teaching or study material (which we call *Lessons*). So, a class worth 1 credit has a minimum of 18 lessons, and each lesson contains approximately one hour of teaching material.

As an estimate, if a student applies 6 hours of class a week, he finishes a class in approximately 3 weeks. Keep in mind the 18 hours applies to the quantity of teaching material, not actual time in class. Students who have quick understanding or have previous knowledge can assimilate the teaching in a shorter time. Some students may need more time, depending on their experience and their capacity to learn. Teachers with ministerial experience can assimilate the material in a few hours. Regardless of the time involved, we expect each student to assimilate the class material.

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We expect teachers of the doctrine to have the word of God hid in their hearts (more on this later). They should be able to teach the classes simply by the giving of a subject or topic. Because some classes are not easily understood as to what should be taught by simply reading the title, this syllabus lists the topics that should be covered in each class.

In this *Compendium* of the B. I. Curricula, we have listed the lessons included in each class (i.e., *the Lesson Plan*), as applicable. Most of the topical information is taken from the existing syllabi. There are no detailed outlines for each lesson in this *Compendium* (the detailed outlines are found in each syllabus). We do include some *Helps* and *Notes* for some classes in addition to the Lesson Plan. Also, a student must read the *201 Orientation* and the individual class syllabi to better understand the *Practicum* requirements. The teacher can access the detailed outlines for teaching, as they are available for each class individually and separately, under their class number. The teacher can also develop his own lessons using the topics provided for each class. We strongly recommend using the existing syllabi, but in cases of foreign language schools, the teacher may have to develop his own lesson outlines in that particular language anyway.

Keep in mind the lessons and outlines are flexible and can be developed and taught as the teacher sees fit. We do not manage or dictate *how* the classes are taught. We only require that the classes be taught in the order given, covering the lesson topics, and that the classes be taught for the required time. These things must be done if the student is to fulfill the requirements for a diploma. Teachers must also fulfill the program they teach.

In respect to foreign language schools, if the teacher can understand English well enough, he can teach using the English syllabi and interpret (and/or translate) as he teaches. His students, then, would be the ones creating the syllabi in their language. We also offer a translation service in any of 100+ languages for each document we supply. This is offered free of charge.

Teachers should know that there are no *Divine Lesson Plans* – because we have a *Divine Book* that is the basis for our study. But we recommend that teachers of the B. I. curricula should, whenever possible, use the existing class syllabi as already developed. The syllabi can be used for both personal study and to teach the classes. The syllabi are (with very few exceptions) Bible study outlines that are intended to be used in conjunction with the Bible, with the Bible as the *main focus* for doctrine. Teachers have the liberty to teach the classes as led by the Holy Ghost, and they can add to or take away from the topics in the class as needed and as directed by God, depending on their students' aptitude for learning. Teachers will find that students ask questions that require the teacher to deviate from the plan and *chase the rabbit*. This is good and profitable and should be encouraged.

Because the syllabi are in English, a teacher using a different language will have to translate anyway, so he is developing his own syllabi using the topics included in this syllabus. He should document this work digitally so it can be used by other teachers and students in the future.

Terms Used in *Baptist International*

In respect to terms used in the school, we reiterate some important references and their meaning:

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- **Baptist International** – also referred to as *B. I.* This is the university that offers the *School of the Scripture* teaching program. The name of the University when started was named Baptist Christian University International (B. C. U. I.), but we updated the name for accreditation reasons.
- **School of the Scriptures** – also referred to as *S. O. S.*, this is the teaching program that consists of Associate through Ph.D. curricula. The curricula were developed by Don M. Fraser of Bearing Precious Seed, and turned over to N. Sebastian Desent in 1989, president of *Baptist Christian University International*, a ministry of Baptist Tabernacle in Shreveport, LA until 1991.
- **Curricula** – the courses of study. It is the plural form of *curriculum*. The *S. O. S.* offers a curriculum for each of the five core levels – Associate, Graduate, Bachelor, Masters, and Ph.D.
- **Associate Curriculum** – contains 29 classes (201-229) and practicum.
- **Graduate Curriculum** – contains 10 new classes (301-310) and practicum, and a review of the *201 Orientation*.
- **Bachelor curriculum** – objective-based work for credit, no required class but class is optional at the teacher's discretion. There are 9 objectives (401-409) and a review of the *201 Orientation*.
- **Masters Curriculum** – objective-based work for credit. There are 6 objectives (501-505) at this level.
- **Master of Divinity** – this level is optional and not shown on the Teaching Pyramid. This level is for students desiring a diploma for use in professional applications. There are 14 objectives at this level (521-534). The M. Div. was not initially part of the core B.I. curricula.
- **Ph.D. Curriculum** – objective-based work for credit. There are 8 objectives at this level (601-608).
- **Post Ph.D.** – every student who fulfills the Ph.D. level should be involved in world evangelism, the scripture work, and *Baptist International*, as God leads.
- **Class** – a class in the Associate and Graduate levels will be worth either 1, 2 or 3 credit hours. A 1-credit hour class will have in its syllabus at least 18 lessons in its lesson plan. A 2-credit hour class will have in its syllabus at least 36 lessons in its lesson plan. A 3-credit class will have in its syllabus at least 54 lessons in its lesson plan.
- **Class Syllabus** – the complete written program for a single class. It contains the *Lesson Plan*, but also contains the Scripture Reference List, an Introduction, the Table of Contents, and the Title Page. The syllabus may also contain addendums, illustrations, tables, and other helpful teaching materials. A 1-credit class should have at least 18 one-hour lessons in its *Lesson Plan*.
- **Syllabi** – the plural form of *syllabus*. Since there are 29 classes in the Associate level curriculum, we would have a *syllabus* for each of the 29 classes, or 29 *syllabi*.
- **Lesson Plan** – the group of lessons written for a class. This plan is part of a syllabus.
- **Lesson** – a teaching outline that contains approximately one hour of teaching material. 18 lessons are worth approximately one credit hour.
- **Outline** – ordered topics of scriptural study that are related to the lesson topic, usually arranged in major points and sub-points. Each lesson usually has several teaching outlines related to the lesson topic. See example at the end of this *Introduction*.
- **Introduction** – the beginning information provided by an author to inform the student about the class. The *Introduction* provides a description and scope of the class, main thoughts and reasons for the class, and a connection to *Love Commandment Doctrine*.
- **Scripture Reference List** – a list of scriptures related to the class that a student reads after the *Contents* Page and before the *Introduction* and before Lesson 1 begins. These can be in a biblical

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order (Genesis – Revelation) or in a topical order aligned with the lesson plan. Important: the scripture references should be written out, not just supplied as a scripture reference

- **Table of Contents** – a page given at the beginning of the class syllabus that shows titles and page location for all sections in the syllabus – Introduction, Scripture Reference List, Lessons, etc.
- **Title Page** – the first page of a syllabus showing pertinent information in respect to the class, such as number, name, level, credits, author, and date. The title page also shows approval for use in the school.
- **201 Orientation** – this is Class 201 and is the first class in the program. It is designed to be taught as written. This class is not to be developed by teachers. A review of the *201 Orientation* is conducted when starting each of the levels, except for the Ph.D. Level.

Teaching Requirements

For teachers and students to gain credit for teaching through *Baptist International*, there are several requirements they should be made aware of and practice faithfully. Our University is operated with integrity and with a servant's heart, and we expect the same for all alumni.

We have put in writing the main requirements. A teacher should contact the school if he has any questions.

The Doctrine Must be in the Heart of the Teacher

This point cannot be over-stressed. The University offers written syllabi and practicum so that the legal requirements of an approved and accredited university are met. However, from a Scriptural point of view, a teacher should have the teaching doctrine in his heart and be able to easily teach the required subjects for the required time. He should have the word of God hidden in his heart.

Notice the doctrine of our Savior in Luke 6:45: *"A good man out of the good treasure of his heart bringeth forth that which is good; and an evil man out of the evil treasure of his heart bringeth forth that which is evil: for of the abundance of the heart his mouth speaketh."*

We believe with the heart (Romans 10:10). We have the Spirit sealed in our hearts (2 Corinthians 1:22; Galatians 4:6). Christ dwells in our hearts (Ephesians 3:17). Our hearts are purified by faith (Acts 15:9). We understand with the heart (Acts 28:27). We obey from the heart (Romans 6:17). We do the will of God from the heart (Ephesians 6:6). We love God from our hearts (Matthew 22:37). We bring fruit from the heart (Luke 8:15). We purpose with the heart (Acts 11:23; 2 Corinthians 9:7). The Lord directs our hearts into the love of God (2 Thessalonians 3:5). God writes his laws in our hearts (Hebrews 8:10; 10:16). And the end of the commandment is charity out of a pure heart (1 Timothy 1:5).

The teaching must be in the heart of teachers before they convey the truth to their students. They must *Do* and *Teach* (Acts 1:1).

If a teacher struggles with this, he needs to seek God for enlightenment and wisdom, and further dedicate himself to the studies contained herein. Without God enlightening the heart and mind, the outlines are but

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tedious words. The manner of the dull transfer of facts is neither the intent nor the experience with *Baptist International*

Dr. D. M. Fraser taught that we learn the word of God and pray for enlightenment of the Holy Ghost. When this enlightenment comes, we know it. Bro. Fraser said it was as *the day star arising in your heart*.

2 Peter 1:19 says: “*We have also a more sure word of prophecy; whereunto ye do well that ye take heed, as unto a light that shineth in a dark place, until the day dawn, and the day star arise in your hearts....*”

The light of God shines in our hearts to give the light of the knowledge of the glory of God (2 Corinthians 4:6).

This preacher, after more than thirty years teaching the program, and by God’s grace, has been able to easily teach from his heart *more* than the minimum hours required for each class. This is not said for boasting purposes – for every teacher should be able to do this once the doctrine is understood, applied, and experienced. He says this only to show he knows whereof he speaks.

And in cases where the teacher may need assistance, the written syllabi are for a teacher’s personal use also. We shall speak more of this later.

Is the B. I. Teaching Optional or Necessary?

We believe that for ministers of the gospel the B. I. curricula are not optional specialized programs that one can add to his base of knowledge if he just happens to have a particular side-interest. The curricula have been developed to offer to a man a program of training so he can faithfully fulfill the Great Commission in general and be obedient to Christ in particular. In fact, as a minister learns the New Testament and does what he is commanded to do therein, he will find himself fully aligned with teaching of *Baptist International*.

A Christian can learn the doctrine of the Lord many ways: but learn it he should. Our system is an approved system that facilitates and rewards men as they learn this doctrine.

There are some preachers who think they already know all they need to know. We ask them these few questions: How many tons of scripture have you produced and distributed according to God’s commandment in Romans 16:26? How many trips internationally have you made in order to fulfill Matthew 28:19? How many men have you trained to do the same according to Matthew 28:20? How many churches have been started in your ministry? Have you been faithful to Acts 1:8? Can you provide me with over 900 commandments of Jesus Christ found in the Gospels as commanded in Matthew 28:20? Have you lived and taught these commandments to others? Have you at least learned a second language in which you can preach the word of God according to Mark 16:50?

We find in modern-day “Christianity” that there are some “*ministers*” who claim to do God’s work who are either hypocrites, novices, or they lack good doctrine. We wholeheartedly reject this form of “*Christianity*.” An untrained person who received a diploma simply because he paid his tuition and got passing grades at Bible College does not mean he is fit for the ministry. The New Testament makes this

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clear (1 Timothy 3:6; Titus 2:7). Men should **be proved** before they are awarded with the recognition of diplomas and positions, which thing we practice (Romans 12:2; 2 Corinthians 8:22; Galatians 6:4; 1 Timothy 3:10).

Furthermore, the University allows for the Holy Ghost to lead in liberty as to *how* a teacher trains his students. This is one reason why we require practicum – so the students become *doers of the word, and not hearers only* (James 1:22). The best person to teach a man is his pastor and the best place to teach him is in his local church. We honor this office. If a young man is *called* in a church, he should *continue* in that church for training, he should *conform* to the church's teaching, and be *commissioned* by (i.e., sent from) that church when is ready.

Some say that Bible Colleges corrupt good manners. They say students there learn more “bad things than good.” They say that a man taught (as he says) directly by God is the best method. We agree some Bible Colleges do corrupt and in general we do not recommend them. But a man being trained on his own without a teacher is not scriptural. The scriptural manner of teaching and the scriptural manner of learning is by men being followers of those who follow Christ (1 Corinthians 11:1). We all should follow Jesus' method of “*do and teach*” (Acts 1:1), just as he taught his disciples. We teach men by “*teaching them to observe all things whatsoever*” Christ commanded (Matthew 28:20). We teach them by doing the work first.

A person may contend that Paul was taught by no man. To this we answer the following:

1. Men today are not Paul.
2. Men today are not apostles
3. Men today are not taught directly by revelation from Jesus Christ but by his written word, his faithful men, and his Holy Ghost.
4. Paul was still instructed; he was not a self-teacher.
5. As a pharisee, Paul had many previous years of being instructed by men before his calling.
6. It is Paul who said to Timothy in 2 Timothy 2:2: “And the things that thou hast heard of me among many witnesses, the same commit thou to faithful men, who shall be able to teach others also.”
7. Jesus and Paul encouraged experienced men teaching others (Matthew 28:18-20; Hebrews 5:12).

The University combines the scriptural teaching with the scriptural method.

The Wisdom of having a Plan of Study

One can say, “I can learn what I need without a program” – and that is true – but there is wisdom in having a plan of study for men under training. A man can easily think he needs no program when he himself is the only one wanting to learn. But if he is a leader, how would he feel about those men whom he leads thinking this same way?

What would he say if a man called under his ministry says, “Pastor, I am called to preach, but I am going to train myself – so you need not bother yourself”?

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What if the pastor had some advice for the man, but the man says, “Pastor, I already made my own program of teaching that I plan to follow, and I can figure out things on my own,” and he never submitted to the pastor’s wisdom?

What if the pastor had a good program that would benefit the man, but he says, “Pastor, I am going to allow God to teach me instead of you”? What would the pastor think?

My first thought is that he got his thinking from someone – maybe from the pastor.

We have found there are a few pastors who think they are excluded from God’s laws – like the representatives in Washington who exclude themselves from their own legislation – but this is hypocrisy (do as I say, not as I do). But “*What is good for the goose is also good for the gander.*” One will die by the sword by which he lives (Matthew 26:52). One will reproduce what he is (Genesis 1:25).

We do not advocate sending young men off to Bible Colleges or Seminaries – for that is not scriptural. Instead, we say every church should train their own ministers – *have their own seminaries* – and we recognize each church’s authority, independence, and autonomy to do so.

Some pastors and teachers hesitate at the idea of training their own men because they say they have no well-developed program. *Baptist International* removes this reason. There are other programs besides *Baptist International*, but here are a few questions one should ask:

- How scriptural are they?
- Are they truly Baptist, or do they want their curricula to appeal to other denominations?
- Are they under the authority of an *Independent* and *Fundamental* Baptist Church (1 Timothy 3:15)?
- Do they honor the King James Version and stand for its inspiration and perfection?
- What is the financial charge for the program? Is the program free?
- Will students have to buy a lot of man-written books or just use the Bible?
- Are these textbooks available in other languages? Can the program be used internationally?
- Has the program been proved?
- Will the program teach a student to be a better disciple of Jesus Christ or just supply information and knowledge?
- Does the program follow God’s method and order of teaching?
- Is the content of the teaching proved by the Bible, as directed by the Bible; or is the teaching content a bunch of random subjects thought of by a man?
- Do they confer diplomas up to Ph.D.?
- Are the curricula accredited by a credible institution?
- Will the program work in any culture?
- Do they require *practicum*?
- Are the teachers *doers* of the word? Do they speak from experience?
- Will the program fully prepare a man for the ministry?
- Is the program sufficiently comprehensive and complete?
- Was the program developed with servant-like humility or pride-based knowledge (1 Corinthians 8:1)?
- Does the program honor Jesus Christ and his commandments?

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- It the Great Commission being honored?
- Does the program separate the hypocrites as chaff from the wheat?
- Does the program allow Holy Ghost liberty in teaching?
- Can a student or teacher duplicate and freely distribute the material?
- Does the program stand on its own or does it need a personality to support it?
- Is the entire program developed as a whole from a top-down, holistic effort or was it made *piecemeal* (like Frankenstein's monster)?
- What is the proof of the pudding? (See the paper entitled *The Proof of the Pudding* at the end of this syllabus)

For this preacher, if there were a better program, he would use it and promote it. If there were a better method, he would follow it. However, after more than thirty years of practicing what he preaches in respect to *Baptist International*, he values the program more and more as time progresses.

A Reproducible University with a World Vision

The vision of *Baptist International* from its roots until now has been to provide the best *Biblically-based* curricula for training men for the ministry and to supply the right scriptures to people everywhere. The school has no charge, is freely reproducible and distributed, and intended for world-wide use. Many sister churches around the world benefit greatly from its teaching.

An Example of Leveraging the Work of Others

We have limited time on this earth to serve God. We must make the best use of the time we have. One way is to leverage the efforts and works of other men to position us further along in our work. *Old men have dreams and young men have visions* (Joel 2:28). Every generation should build upon the previous generation – in family, in culture, in disciplines, and in the work of the Lord.

As an example, when our church started the academy to teach students K-12, we had options as to how to establish the courses for the students. We investigated a variety of programs. We settled on the ACE program, which uses paces and score keys. The ACE program, although not under the authority of a Baptist church, was used under the authority of our Baptist church in our academy. It is a good program. We did not “reinvent the wheel.” It was used in liberty and the students progressed at their own pace. It worked well. We sent teachers to be trained, fulfilled the necessary requirement, and *paid the necessary costs*. We understood the value of a proven program for teaching K-12 students.

Would it have been wise to try and develop our own program and generate all the necessary material? We could of, but why do it if there is a program that works, and that has been proved and has accreditation? We would have delayed the start of the school by months or years, and we would have had to debug the system as we went along. There was wisdom in using a proved system.

Baptist International School of the Scriptures works. We have almost 60 years of proof. We base the teaching on the Doctrine of Christ, which has provided over 2,000 years of perfection. And we do not

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charge for tuition or material (or anything else), because we cannot teach doctrine rightly if we violate it – Proverbs 23:23; Matthew 10:8.

Furthermore, the program is designed, organized, developed, and written considering the whole; with the single focus of fulfilling the Doctrine of Christ. The B. I. curricula is *not* an accumulation of piecemeal parts from here and there. We do not rely upon the books of human authors for our study, hoping they complement each other. We rely on *The Book* – the Holy Bible. And although in a few places we do reference some human works when it can be of help (i.e., publishing standards, argument designations, music reading, and some language study) it is not a critical component of the teaching. These helps can be ignored and still not affect the program's integrity. We rely upon the Author and Finisher of our faith for our teaching and upon the Holy Ghost for understanding and power.

In comparison to other universities, they rarely develop their entire curricula as a complete *homogenous* program (Associates through Ph.D.) while at the same time proving it works. Other universities tend to choose a *mishmash* of classes per level (many of the universities copying one another), and then they choose man-made books for the teaching material for each class. Not only does this provide the opportunity for an *inconsistency of doctrine or the possibility of error*, but books can be expensive and fallible. Furthermore, the program is now limited to the places and people who have those books available in their language, and to people who can buy them.

Note: Before entering the B. I. program, this preacher studied in a Baptist seminary and later earned a Bachelor of Arts in Theology from this good, fundamental, church-operated Seminary (Louisiana Baptist Seminary). These were decent programs, and he is happy for the experience. However, he had to purchase manmade books for several classes. The books posed no problem, but the classes were structured following the contents of these books. This teaching system would not work in other languages where the books are not available.

Baptist International by far outperforms other programs when analyzing the curricula, the sheer volume of Scriptural content, the focused purpose, the proven product, the applications, and the cost.

Baptist International follows Biblical Models

From the curricula's formation in the 1970's the vision and objective for the University were for it to be as Biblical as possible; and at the same time follow the highest standards of integrity and accreditation.

Consequently, we elaborate these Biblical areas as follows:

1. B.I. is Biblical in its *Purpose*:

The purpose of the program is to fulfill *the Great Commission*. The three commanded activities of the Commission are a) teach all nations (which we call world evangelism), b) Baptizing converts (which is starting churches and supporting missions), and 3) teaching all the commandments of Jesus Christ (which we refer to as commandment doctrine). See Matthew 28:18-20.

2. B.I. is Biblical in its *Organization*:

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This means the schools, the teaching material, and the oversight of the programs are all *under the authority* of New Testament Baptist churches. These churches have the sole authority to teach all nations. See 1 Timothy 3:15.

3. B.I. is Biblical in its ***Motive:***

There is one overriding reason for the creation and operation of the University, and that is to *serve others in Love*. See Galatians 5:13-14.

4. B.I. is Biblical in its ***Content:***

The University only requires one textbook, and that is *the Holy Bible*, with the emphasis on the New Testament. Using the Bible as the Textbook means the teaching program is organized rightly. See Hebrews 12:2.

5. B.I. is Biblical in its ***Order of Teaching:***

God has a process for teaching knowledge in Isaiah 28:9-11 that we follow. First, a student must be weaned from milk, or, in other words, be ready for teaching. Secondly, the University majors on the *precepts* (i.e., the commandments of Jesus Christ with *Practicum* requirements). Thirdly, we study the whole Bible *line upon line*. Then fourthly, we move to topical studies and various objectives (*here a little, and there a little*). Fifthly, we have *language studies*.

6. B.I. is Biblical in its ***Method of Teaching:***

The University follows Christ's method of "*do and teach*." The school requires *Practicum* for partial credit. See Acts 1:8; Matthew 5:19; James 1:22; etc.

7. B.I. is Biblical in its ***Purity in Training:***

The University requires men who teach others *by example*. Although connected closely with the point above, it is noted separately because of its importance. Our school rejects hypocrisy, requiring men to be patterns for others to follow. Men who will not *do*, will not *teach* the program. See Philippians 4:9; 2 Timothy 2:2; 1 Peter 5:3.

8. B.I. is Biblical in its ***Priority:***

The priority of the University is to teach men the importance of *Commandment Doctrine*. Commandment Doctrine was the focus of D.M. Fraser's efforts which led to the scripture work as commanded in Romans 16:26. Teaching Commandment Doctrine involves teaching men to observe *all the commandments* of our Savior, the basis for these being Love. See Matthew 28:20; John 14:15.

9. B.I. is Biblical in its ***Operations:***

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The University operates without charge, tuition, or financial gain. Truth should not be sold. Because we seek no financial remuneration, our teachers operate in love and truth. See Proverbs 23:23; Matthew 10:8; John 2:16; 2 Peter 2:3.

10. B.I. is Biblical in its ***Authority***:

Similar to point 2 above, the University recognizes, respects, and requires that the teaching be done under the authority of independent autonomous Baptist churches. Each church teaches the program in the manner they choose. The University only requires that the subjects, the order, and the objectives of the classes be met in accordance with the program.

11. B.I. is Biblical in its ***Proof***:

Many schools offer many different programs, but how does one know if the school is good? Our curricula have been taught for over fifty years, in many churches, and millions of tons of scripture have been produced and distributed because of the program. This is the best proof – getting the word of God to the world in obedience to the commandments of Jesus Christ. This is the best measurement as it follows our Savior's pattern in Matthew 13:3-9.

12. B.I. is Biblical in its ***Principle***:

The principal work is *world evangelism* by getting the scriptures to all nations in obedience to Romans 16:26. The sower sows the seed according to Mark 4:14. This is the work of world evangelism: Seed, Sowers, and Senders. See John 20:21; Matthew 28:18-20; Romans 16:26.

13. B.I. is Biblical in its ***Process***:

The University is taught in many countries and in many churches. Teachers and students are expected to follow the Holy Ghost in liberty when teaching the material, fulfilling objectives, and determining the details of the *Practicum*. See Galatians 5:13; 2 Corinthians 3:17.

14. B.I. is Biblical in its ***Potential***:

The University is designed to operate and succeed in any language or culture. Because it is translatable and uses only the Bible, any church can teach the program. Furthermore, in areas where the people have no Bible, the program instructs the teachers and students how to acquire the word of God.

The Wisdom of the Levels

In the Class 201 *Orientation* is the explanation of the teaching pyramid and detailed explanations of the levels. There is wisdom in the levels that one can understand if he considers the following:

The first level is an Associate program, which teaches a man how to be a good *co-worker* and *helper* to others. He is an *associate*, and one must first follow before he can lead (Matthew 4:19).

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The Bachelor program teaches a man how to be a *leader* and fulfill the requirements of the ministry on his own as a sent man. He does not have to rely on another man (just God) to do the work of the Lord. He is a “*bachelor*” in the sense that he is single in his abilities and training. This man now concentrates on building *experience* on his knowledge.

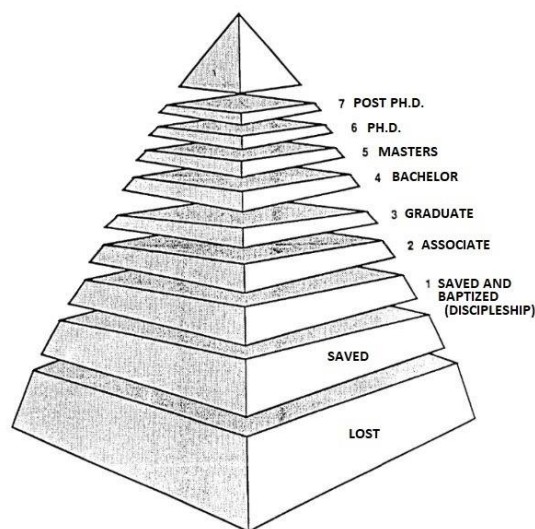
Between these two levels we have the Graduate program. This level is the transition from a helper to a leader, from a novice to an elder, from an apprentice to a journeyman.

In each level the teaching is designed to bring the man to leadership level. Every class has some overlap and prepares the student for the next class. As a man continues in the program, he will accomplish more and more of the higher-level requirements.

At the Master level the man has shown to have mastered the subjects of the course. He can teach all things in the program and has proved himself accordingly. He has thoroughly understood and practiced the teachings of Christ. He is experienced and able to help men at all lower levels. He is a pattern to follow.

The Doctorate level means the man has excelled to the point of being able to take the teaching of the B. I. curricula anywhere and he has a vision that few have. He has a high vision, a long vision, and a world vision. He can contribute to the program in many ways.

The B. I. Pyramid has been used for over forty years to illustrate the levels. As the levels ascend, there are fewer people at that level:



The Wisdom of Using Bible Outlines and the Holy Ghost

We include teaching outlines in each class in each syllabus, which are available freely to students and teachers. But mainly, the teacher must be led by the Holy Ghost. Teaching outlines have an advantage over book-like chapters and paragraphs.

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The advantages of using Bible outlines are many:

- Outlines require that the teacher and student go to the Bible, and hence learn the Bible better and better.
- As students read the Bible, they receive all the benefits of reading the Bible.
- The Holy Ghost has a lot of room to move in class to direct the teaching when reading the Bible.
- Outlines allow the teacher to quickly understand *the thought being taught*, and he can pass over things he believes the students already understand well. In contrast, reading paragraphs for long periods is tiring.
- Outlines facilitate translation because they are mainly simple headings and scripture references.
- Outlines allow the teacher to add scripture references or additional outlines that come to his mind when teaching.
- It programs the teacher and students to think in outline form, which is beneficial now and in the future for study, teaching, and preaching.
- Outlining a passage or a subject is the best way to rightly divide the word of God. The writer separates (i.e., divides) the many thoughts into bite-sized easily-consumed portions for easy assimilation by the student.
- Outlines generally take up less space and less paper.
- Outlines get right to the point of the lesson without a lot of extra information or commentary.
- Outlines are efficient by nature.
- Many outlines are simple breakdowns of scripture passages that show the passage in outline form. This also trains the student to see scriptural outlines for preaching and teaching, which we believe are the best when one must *preach the word* (2 Timothy 4:2).

We encourage the use of outlines when developing the syllabi. We do have in the syllabi portions of writing and illustrations when they can be helpful, but for the most part they are outlines.

Order and Class Topics

It is required that the teacher teach the classes in the order they are given. He should follow the topics as much as possible. We understand that some deviation will occur due to questions by students or current events. However, credit is given for completed teaching on the class subject.

Alignment of the School's Teaching

Baptist International is under the authority of Historic Baptist Church in Wickford, Rhode Island. The seminary there – *Rhode Island Baptist Seminary* – has used the *B. I.* curricula for over 30 years. The President of the school has been responsible for keeping and teaching the *B. I.* curricula since 1989 when he received it personally from both Don M. Fraser and Pastor J. G. Tharpe.

Our school and curricula is freely offered to all churches (and all can benefit from it), but it can only be taught rightly by Bible-believing *Baptists*. Accordingly, because of the variety of different beliefs among

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churches, including Baptists, we require that the teaching be aligned with true Bible doctrine, which is openly declared by the school's publications.

Some of the more obvious positions the school stands for are these:

1. The infallibility of the scriptures. The King James Version (AV 1611) being the inspired, complete, and infallible word of God in the English language (2 Timothy 3:16).
2. The high regard of reliable foreign translations based on the Hebrew Masoretic Text and the Greek Textus Receptus. These are the translations we recommend for study, teaching, and preaching.
3. The scriptural teaching that *whosoever* can be saved (John 3:16). We reject Calvinism.
4. That salvation is by grace through faith, not of works (Ephesians 2:8-10).
5. That salvation is secure once obtained (once saved, always saved – John 10:28).
6. That the church has been given the Great Commission to evangelize the world (Matthew 28:18-20).
7. That we accomplish world evangelism through the means of missions and the printed scriptures (Romans 16:26; Acts 1:8).
8. That the church is a local body of baptized believers who have covenanted themselves together to carry out the commandments of Jesus Christ (Matthew 28:18-20; 2 Corinthians 11:2; Colossians 1:18; Ephesians 5:23).
9. That the New Testament church, specifically a scriptural *Baptist* church, has the sole authority to teach and preach the word of God (Matthew 28:18-20; 1 Timothy 3:15).
10. That God is no respecter of man, and neither are we (Romans 2:11; James 2:9).
11. That performance comes before recognition (2 Corinthians 5:10; Mark 10:40).
12. That God's people are to buy the truth and sell it not (Proverbs 23:23).

Although we allow liberty as to how the subjects and the content of the New Testament are taught, we require that false teaching be eliminated completely. We reject wholeheartedly the false doctrines of Calvinism, modernism, and ecumenicism.

We understand there will be slight differences of opinion and teaching on certain applications, and we allow for the liberty of a teacher or pastor to lead his flock, but we reject major doctrinal false teaching that does not support the following:

- The Deity of Christ
- The True Gospel
- Salvation by Grace through Faith, not of works
- The Security of Salvation – once saved always saved
- Whosoever can be saved – there is no predestined select group chosen to be saved
- The Bible is infallible and preserved for all generations (faithful translations from the TR and MT)
- The physical Second Coming of Christ is future (not allegorical or fulfilled already)

This requirement leads us to the next thought:

Churches and Seminaries

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In respect to churches that desire to start the program, we have a few recommendations and policies. We respect the independence of each church, but we also must answer to God.

1. We encourage churches to start the program as soon as feasible. Even if a church does not have men who are called to the ministry, by offering the classes a church will attract the type of men who are interested and who can benefit from the curricula.

The training work is like the supporting of missions – a church should not wait to start the work. Historic Baptist Church started Rhode Island Baptist Seminary shortly after organizing (within weeks) in 1991, just as we started supporting missions. God sees the effort and he now has a place to send men. God blesses the work when we step out in faith.

2. We recommend each church start their own seminary under the authority of their church. We suggest using the name of the place and the name Baptist. For example, *Rhode Island Baptist Seminary*.
3. We encourage the pastor to teach the program and that he first read and be familiar with the classes before he teaches them.
4. We will confer diplomas from R. I. B. S. upon students who accomplish the levels. From that point on, those men can issue diplomas to their own students as they fulfill the levels. The requirement is that a man can issue a degree equal to and below what he has earned in that same discipline. We confer degrees upon men in each church who *blazed the trail* for that church, and from then on, they lead.
5. We will not confer degrees on men of churches who are not aligned with the major doctrines aligned with the school. These major doctrines are listed above.

The reason for this is that we cannot allow men with erroneous doctrine to be purveyors of our curricula. We first keep it pure. Quality is required over quantity. If our school has free-will Baptists or Calvinistic churches in the mix, it will soon pollute the teaching and the program's good name.

Therefore, any church not aligned with the fundamental doctrines should seek their teaching program elsewhere. We cannot bid them God speed.

Credit Hour Integrity

For every class credit hour earned, we expect at least 18 hours of overall class instruction. Some students can assimilate the material more quickly than can others, so this requirement does not mean a student has to be in class for the 18 hours. But he must learn the minimum 18 hours of material. Many students already have a good understanding of the New Testament, so the teaching will progress faster for these students.

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What is required is that the lessons amount to a minimum of 18 class hours of normal teaching per class credit. Most classes are worth 1 credit hour. Some are worth 2 or 3 credits each, which means there should be 36 or 54 hours of teaching material, respectively.

We have listed more topics than are needed if each topic were an hour lesson. However, some lessons can be shorter than an hour and taught in combination with other lessons. That is to say, depending on the teacher and the students, a teacher may be able to teach 5 or 6 lessons at one sitting. Therefore, it is profitable when developing the lessons to create as many as possible, even if they may take less than an hour to teach. They can always be combined with others. A good variety of long and short lessons is acceptable and helps to break up the monotony. Since we can only estimate the time to teach a lesson, it is better to have too many than to have too few.

And, especially for accreditation purposes, the proof of our curricula is available to all for review.

In respect to *Practicum* credit, the work done in the ministry will vary in value. The teacher can determine the value of the work depending on the student. Because every man has different strengths and weaknesses, the teacher should use wisdom in assigning practical work for credit that will train the man rightly. If the teacher assigns credit to work already done, he can determine the worth afterwards. We expect many students will already be active in the ministry, and that practical work can be counted for credit.


We accept the teachers' estimations based on a system of honesty and integrity. If we are informed by the teacher that a student has done the necessary work or class time, we accept it.

Class Assessments (Class 101)

Class 001 is the *Class Assessment* that is used by registered students following the self-directed study. Some students enter our program but are not students in their own church's seminary. The reasons vary, but usually the reason is that there is no seminary offered. For these students, we ask that they register with R. I. B. S., and we track their progress and maintain a student transcript. As they read each syllabus, they should fill out and email a class assessment to the Seminary office. This assessment is a simple form that we keep on file showing the student read the syllabus. This record is needed for accreditation integrity.

Below is an example of the Class Assessment form.

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	BAPTIST INTERNATIONAL SCHOOL OF THE SCRIPTURES Rhode Island Baptist Seminary, A Ministry of Historic Baptist Church, Wickford, Rhode Island 02852		
	CLASS 001 -- CLASS SUMMATIVE AND EVALUATIVE ASSESSMENT		
	Students should fill out this assessment for each class completed, and submit the completed assessment to the Administrative Office for credit and grading.		
	STUDENT NAME _____ I.D. NUMBER _____ DATE COMPLETED _____	CLASS NAME _____ CLASS NUMBER _____ CREDITS _____	CLASS GRADE _____
STUDENT TO FILL OUT ALL SHADED AREAS ONLY			FOR ADMINISTRATION USE

1	Write a short survey of the class, making mention of the major thoughts and applications.	POINTS (0-4)	0
2	What are 5 verses you would reference to show this class doctrine?	POINTS (0-4)	0
3	How would you apply this class doctrine practically to your ministerial work?	POINTS (0-4)	0
4	What <i>Practicum</i> have you done showing this doctrine?	POINTS (0-4)	0
5	How can the proper <i>doing</i> of the class doctrine change lives?	POINTS (0-4)	0
6	What has the Holy Ghost taught you in respect to this class?	POINTS (0-4)	0
7	How did Jesus exemplify this class doctrine in his personal life?	POINTS (0-4)	0
8	Why does Jesus consider this class doctrine important?	POINTS (0-4)	0
9	How do you connect the subject of this class to Love Commandment Doctrine?	POINTS (0-4)	0
10	What other lessons would you add to this class that apply to the class subject?	POINTS (0-4)	0

Use separate sheets if more space is needed for answers.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">TOTAL POINTS</td> <td style="width: 30%;">0</td> <td style="width: 40%;">GRADE POINT</td> <td style="width: 10%;">0</td> </tr> <tr> <td>DATE GRADED</td> <td></td> <td></td> <td></td> </tr> <tr> <td>EVALUATOR</td> <td></td> <td></td> <td></td> </tr> </table>	TOTAL POINTS	0	GRADE POINT	0	DATE GRADED				EVALUATOR			
TOTAL POINTS	0	GRADE POINT	0										
DATE GRADED													
EVALUATOR													

Students Pass or Fail

Baptist International maintains a grading system for registered students, as required by the accreditation standards. Students who receive the teaching as shown by their testimony in the *Class Assessment*, will receive an “A” for that class.

We understand that a grading system is not scriptural, so we offer an A for obedience, and an F for disobedience. (Can you imagine the impact if the Savior handed our grades to his apostles? What pride and what discouragement would result.)

For independent church seminaries, we require that a student pass, based on the testimony of the teacher. To pass the class, a student receives the teaching in the syllabus. By receiving, we mean he has been *taught* the information and he shows learning *by doing* what he has been taught.

If a student fails to receive the teaching – shown by *disobedience* – he does not receive credit for the class.

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The Doctrine of Christ

When developing one's own lesson outlines, the teacher must understand that *Baptist International* emphasizes doing and teaching "*all things whatsoever*" Christ commanded (Matthew 28:18-20). This is Christ's Doctrine – all things that *he* did and taught (Acts 1:8).

If the Old Testament is used in the lessons, it should be used sparingly and show a principle that is commanded or fulfilled in the New Testament. We know that the law is a schoolmaster to bring us to Christ (Galatians 3:24-25), and after faith in Christ comes, we are no longer under the law, but under Christ. Teachers should continually emphasize the commandments (i.e., *doctrine*) of Christ and the New Testament. Jesus is the Author and Finisher of our faith.

There are places and assignments that involve the Old Testament. We do our *due diligence* in this area. However, studying the Old Testament is not expedient without first knowing the *Person* of Jesus Christ and the *Precepts* of the New Testament.

Further to this issue, the lesson plans should minimize any human philosophy, teaching, or commentary. If there is value in a short example or illustration, that is acceptable. However, our lesson plans are not to be human-authored books with long paragraphs of quotations and man-made reasonings and commentaries. We do include some human authors in our lessons. Some topics outside the curricula (for example, *Class 505B – Example of Master Thesis: Church Lessons on the KJV*) do include much human-authored information, but that would be necessary based on the subject. More than 95% of the curricula is comprised of Bible outlines.

We expect the lesson plans to be simple outlines that one would use with a Bible to teach a class. Simple statements can be used with the corresponding scripture references. However, quoting a short portion of the scripture as the statement is best.

See the example of a lesson at the end of this *Introduction* below.

The Use of Existing Written Syllabi

There are existing written syllabi available to the teacher for all classes. We strongly recommend the teacher use these. There are several reasons why:

- The syllabi were developed with many decades of experience and knowledge.
- The syllabi were developed with the proper understanding of what the class should teach.
- The *heavy lifting* of organizing the studies is already done so the teacher can concentrate on developing his students.
- There is no need to reinvent the wheel.
- Using the existing work will allow tremendous time savings on the part of the teacher.
- The teacher when developing new studies from scratch will likely miss some important information.
- All the syllabi are consistent in doctrine and style – they eliminate potential error, confusion, or contradiction.

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- All the syllabi work together as parts of the whole. Like *pieces of a puzzle* each syllabus correctly fits as it is supposed to. Like overlapping roof tiles, the lessons and classes work together to have the right amount of new and review material. Also, each level prepares for the level to follow.
- For use in translation, we have listed in this syllabus the contents of each class.

In cases where the teacher must translate a class teaching, it is still wise to refer to the available syllabus for details. We have listed the lesson topics of each class to facilitate translation should a teacher find the translation of a complete syllabus too hard.

All this being said, we do allow for a teacher to teach the class as he is led by the Holy Ghost. If he believes he can better teach the class without the syllabi, he may do so. We recognize there are men who can better teach the subjects required. However, the credit hour integrity must be maintained for each class.

Translation

One of the main purposes for issuing this *S. O. S. Compendium* is to provide help to translators creating their own syllabi. Listing the lesson topics simply for each Class will aid to foreign workers who may have trouble translating the existing syllabi, mainly due to their size and other general information.

By listing certain topics, these are translated easily (only a few words) and the teacher can develop his own syllabi accordingly.

The Connection to Love Commandment Doctrine Required

Because all that we teach is based on the commandment of love – “If you love me, keep my commandments” (John 14:15), every class should show its connection to Love Commandment Doctrine. This requirement will help the teacher to stay focused and calibrated in his study and teaching. Credit will also be given at Class 405 *Associate Level Curriculum Survey*.

Love Commandment Doctrine – which is the precept upon which all New and Old Testament doctrine hangs (Matthew 22:40) – is not only commanded by Christ, but it is exemplified in his passion. All levels, classes, lessons, teaching, and practicum should be connected to this precept, or they have no value (1 Corinthians 13:1-3).

Avoiding Hypocrisy is Required

Since *Christ's Doctrine* requires the principle of *Do and Teach*, we expect all teachers and students to avoid hypocrisy. If a man is not yet doing what Christ commanded, he should be transparent and honest enough to show the correct doctrine – because it is needed – and with the teaching explain how he is still working on this part of the doctrine himself. We understand no man is perfect and we all are learning. But a man should *do* before he *teaches*, so that he speaks with authority having experience, and so that he can be a pattern to follow. In some cases, the man will need to adjust his behavior in order to follow the doctrine he

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is to teach. He should do both – adjust while he teaches. He should learn to do *before* he teaches. He is obliged to teach what he has learned and done, especially as to how he has grown.

The progression below has been used many times to show the path of the just:

- Look
- Listen
- Learn
- Live
- Love
- Labor
- Lead
- *Language*
- Leave

A man must learn Christ's doctrine, live what he learns, and love what he lives before he labors and leads others. As he gets closer to his end, he should set people and things in order before he leaves this earth.

Think of our Savior, how that before he left this earth, he prepared all things for us to continue his work: the *Comforter*, his *Commandments*, his *Charge*, his *Church*, his *Leaders* (apostles), his *Vision*, his *Ensample*, and the *Promise* of his return.

Class 201 Orientation Required

Originally called SP-108, the *Orientation* syllabus is developed and intended to be taught as written. This class should not be modified or rewritten, and it should be translated accurately when needed. The teacher and student should be very familiar with its contents. The *Orientation* is necessary to show the details in respect to the curricula. Furthermore, we require the *Orientation* to be reviewed at the start of the first four levels, so the information is thoroughly assimilated.

All Teachers are Writers

To say, "All teachers are writers" is not an understatement. If a man is not writing, he may have nothing worth writing about. But when God shows a man something, he should document what God has showed him – at least for his own use in the future. It is also possible that the work will be used to help others.

As a practice, we encourage men to write in a notebook, the good and worthy thoughts as they come to his mind. If he fails to do so, they will for sure be forgotten. There is a window of time when God reveals something to a man, and when this happens the understanding, the thoughts, the study, the words, and the wisdom flow easily, gracefully, and with God's speed. This is the time to write. If a man delays in writing, he will have to put forth much more effort to complete the task, as he tries to remember (if he can) – and the end result will likely not be as inspired as if it were written promptly.

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Even when a teacher uses the written syllabi, there are still many requirements in the curricula for writing. The teacher may want to teach something special to the class, supplying it in written form. The students who are writing their notes from the classes will likely have thoughts worth developing in writing. Both the teacher and the student will have opportunities to write. A teacher may prefer to use his own studies and outlines to teach part of the required classes and lessons. Since the teacher is not limited to the topics in each class, he can teach as the Lord leads. We have provided *thought joggers* to aid in the generation of personal study. These are listed in the ***Helps*** section below.

Scripture References Required

It is necessary that every class have the related scripture references written out. A student should read the scriptures before starting the class. By reading the passages he will program and calibrate his mind, so it is ready for the teaching. Not only is this an excellent discipline to develop, but it has many practical uses. Especially when understanding or developing the lesson plan, the topically related scriptures will basically define the lessons.

Introductions Required

Every class lesson plan should have a thorough *Introduction* to the class wherein the author takes the time to write in paragraph form the purpose and scope of the class, along with his introductory remarks as to the importance, application, background, etc., of his study.

Introductions should be carefully read by every student. Much of the detailed information in the lesson plan will be discussed generally in the *Introduction*. A student will get a good understanding of where the class is going and what is the importance of the class. The student will get a *bird's eye* view of the class.

In many cases, the time taken to read the *Introduction* to the class will pay off as it makes teaching the lesson plans logical and easy to follow.

Helps

When developing the minimum 18 lessons per class credit for a particular class (which we call *the Lesson Plan*), the teacher/student should work out first the lesson titles and arrange them in logical order. Once he has the lessons chosen, he can then work to build teaching outlines for each class. Identifying applicable scriptures first will guide in the selection of the lesson titles and in the development of the details.

As a general practice, we list minimum 18 lesson titles per class and then arrange them logically. We do not stop at 18 lessons. We try to list as many necessary lessons as appropriate for the class to make the study as complete and thorough as possible. Even if some classes are short, the teacher can combine two or three to fill the class time.

When writing out the lesson topics, the teacher should ask these questions (those that apply):

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- What is the doctrine?
- What are the direct New Testament commandments in respect to this doctrine?
- Who supplied the doctrine and what evidence is found that they obeyed the doctrine?
- What does the New Testament teach on this subject (be exhaustive as possible)?
- What Old Testament references support the New Testament doctrine that would help in understanding the New Testament doctrine?
- How did Jesus exemplify this doctrine?
- How did the apostles exemplify the doctrine?
- How can we exemplify the doctrine?
- Who should obey the doctrine?
- Who should teach the doctrine?
- What are examples in the Bible that show this doctrine (good or bad)?
- When and where is the doctrine illustrated in the Bible?
- Where did Jesus command this doctrine?
- Where did the disciples command this doctrine?
- Why did Jesus Christ teach this doctrine?
- How does the New Testament say we are to obey the doctrine?
- To what extent is the doctrine applied and obeyed?
- What are the benefits of obeying the doctrine?
- What modern-day applications can be made?
- What else do we learn from these passages?
- How does human tradition make void the doctrine?
- What is the difference between an *example* (the application of the teaching) and an *ensample* (being a pattern to follow) of this doctrine?
- What are the first and last mentions of this doctrine in the Bible?
- Is there a progression shown in the Bible that shows how this doctrine comes about or how it develops?
- What is the origin of this doctrine (in cases of man-made examples or false doctrine)?
- What is the end of this doctrine?
- What Bible types do we have for this doctrine?
- What illustrations do we have for this doctrine?
- How can this doctrine be broken down in a logical manner?
- How does this doctrine connect to Love Commandment Doctrine?

Depending on the class, the writer may find more topics than the above that should be included. With prayer, study, and the help of the Holy Ghost; the teacher should be able to teach as required.

Writing Requirements and Standards

The B. I. curricula contain various writing assignments. The writing requirements increase as the student progresses. *Teachers should be writers and reproducers write.* B. I.'s curricula reproduce reproducers and teach men to be teachers.

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B. I.'s writing assignments are Bible-based and are studies or syllabi that will be used in future B. I. lessons. They must be biblically accurate, teach truth from the word of God, and be written according to the following requirements:

1. No papers are to be copyrighted, and they will be offered without charge. B. I. or any other church or school must have liberty to use and reproduce the material. Furthermore, all scriptures quoted in English must be from the King James Version, which can be used without permission. Works in other languages should use non-copyrighted versions of the Bible, and those based on the Masoretic Text (MT) and the Textus Receptus (TR). In Spanish, writers should use the *BPS New Testament* and the *Antigua Version* for the Old Testament.
2. Papers should be submitted in digital format, preferably in formats of Microsoft® Word® or PDF. Format of the pages should be printable on 8.5" X 11" size in portrait orientation, with normal margins. Foreign students can use their comparable paper size.
3. Papers should be *free-standing* as much as possible, that is, not reliant upon other men's writings. Papers can quote with attribution other writers, but this should be limited unless needed for the subject. For most subjects, we are looking for "*thus saith the Lord.*"
4. All papers should have a *Title Page* showing author, address, date, title, and class designation for submission. Papers should also include *Table of Contents*, *Scripture References*, and *Introduction*. All pages should be numbered.
5. Either double-spaced or single-spaced sheets are allowed, but the format should be easily readable and easy to teach from. We have in this *Class 200 S. O. S. Compendium* shown the preferred style.
6. All papers should be prepared per the standard writing manual:

A Manual for Writers by Kate L. Turabian
The University of Chicago Press, Chicago IL 60637

7. All papers should be prepared and submitted with the understanding that they may be used as a teaching tool. They should be outlined logically, using scripture references wherever possible.
8. The curricula will define what the subject of the paper is and what are the minimum number of pages. Subjects for the Master's Thesis and the Ph.D. Dissertation should be approved by B. I. the Master's Thesis should be 80 pages minimum, and the Ph.D. Dissertation should be 160 pages minimum, unless otherwise necessary and approved.
9. Papers are likely to be continually revised, updated, and expanded over time. This is good and acceptable. Revisions should be tracked by date and revision number for best document control.
10. In the lesson summaries that follow, descriptions of the individual writing requirements are given under the class number.

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Example of a Lesson Plan

For the teacher's reference, we have supplied an example of a short lesson that would take approximately an hour to teach. For 1 credit hour class, the teacher would develop minimum 18 lessons in his lesson plan to fulfill the credit requirement. The teacher should also refer to the many already-developed lesson plans available for the various classes. This is *Lesson 2* from Class 215 *Principles of Christian Liberty*:

Lesson 2: N. T. Law – Life and Grace – Jesus sets at liberty (Luke 4:18)

I. Jesus Makes Us Free from Sin

- A. John 8:34 – Jesus answered them, Verily, verily, I say unto you, Whosoever committeth sin is the servant of sin.
35 And the servant abideth not in the house for ever: but the Son abideth ever.
36 If the Son therefore shall make you free, ye shall be free indeed.
- B. Galatians 3:13 – Christ hath redeemed us from the curse of the law, being made a curse for us: for it is written, Cursed is every one that hangeth on a tree:

II. Jesus Makes Us Free from Sin through the Truth

- A. John 8:32 – And ye shall know the truth, and the truth shall make you free.

III. The Truth Sanctifies from Sin

- A. John 17:17 – Sanctify them through thy truth: thy word is truth.

IV. Jesus is the Truth

- A. John 14:6 – Jesus saith unto him, I am the way, the truth, and the life: no man cometh unto the Father, but by me.

V. The Word of God is Truth

- A. John 17:17 – Sanctify them through thy truth: thy word is truth.
- B. Jesus is the Word – John 1:1

VI. Jesus Brought Grace and Truth – the Grace of God

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- A. John 1:14 – And the Word was made flesh, and dwelt among us, (and we beheld his glory, the glory as of the only begotten of the Father,) full of grace and truth.
- B. Galatians 3:13 – Christ hath redeemed us from the curse of the law, being made a curse for us: for it is written, Cursed is every one that hangeth on a tree:
- C. Romans 5:13 – (For until the law sin was in the world: but sin is not imputed when there is no law.
20 Moreover the law entered, that the offence might abound. But where sin abounded, grace did much more abound:
- D. Romans 6:14 – For sin shall not have dominion over you: for ye are not under the law, but under grace.
15 What then? shall we sin, because we are not under the law, but under grace? God forbid.
- E. Romans 8:2 – For the law of the Spirit of life in Christ Jesus hath made me free from the law of sin and death.
3 For what the law could not do, in that it was weak through the flesh, God sending his own Son in the likeness of sinful flesh, and for sin, condemned sin in the flesh:
4 That the righteousness of the law might be fulfilled in us, who walk not after the flesh, but after the Spirit.

VII. The Grace of Jesus Christ Makes Us Free from the Law

- A. Romans 10:4 – For Christ is the end of the law for righteousness to every one that believeth.
- B. Romans 13:8 – Owe no man any thing, but to love one another: for he that loveth another hath fulfilled the law.
10 Love worketh no ill to his neighbour: therefore love is the fulfilling of the law.
- C. Romans 10:4 – For Christ is the end of the law for righteousness to every one that believeth.
- D. Romans 13:10 – Love worketh no ill to his neighbour: therefore love is the fulfilling of the law.
- E. Galatians 2:21 – I do not frustrate the grace of God: for if righteousness come by the law, then Christ is dead in vain.

For a pattern of formatting the class outlines and lesson plans, the teacher should refer to the classes already developed.

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Post-Doctoral Work

Once a man has completed the requirements of the entire curricula he is now expected to continue in the *post-doctoral* work. A man at this level understands that he is an ambassador for Christ and that he is an ensample of Christ's Doctrine.

Men who have fulfilled the doctorate level curriculum should continue to be involved in the teaching and scripture work. Men who have reached this level will understand their responsibility and know what they ought to be doing.

The post-doctoral areas of service are defined below. Men at this level should consider adding to the body of material that is part of *Baptist International*.

Men at the Ph.D. level can be used to facilitate the creation of schools, work on the translation of scripture and other works, and edify churches (Ephesians 4).

The Post-Ph.D. level of service includes but is not limited to the following high-level areas in the work of Christ:

- Preaching and Teaching
- Being an ensample of love, service, and humility.
- Local and World Evangelism using the Scriptures
- World Evangelism and Mission work
- Writing
- Generating Scriptural Studies
- Generating other New Studies for *Baptist International*
- Interpreting and translation
- Syllabi Generation, Revision, and Translation
- Support of the *Baptist International* S. O. S. Vision
- All areas of Inter-church Service
- Help with Financial Corrections and Redemption Ministry
- Reproduction of faithful men
- Involvement in the Scripture Work
- Being an ensample of a servant
- Being an ensample of charity ("by love serve one another")
- Language and Translation Studies
- Publishing books and other works (offered free of charge)
- Involvement in the Support and Facilitation of new and existing B. I. schools
- Helping with scripture production, distribution, and support
- Translation of Scripture

Men at this level are not limited to the above areas. Under Holy Ghost leadership they will with an attitude of "by love serve one another" accomplish many different things in the work of the Lord.

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Practicum

Practicum ensures the students are *doing* as well as learning. Students are also *learning by doing*. Students who are already ministers of the gospel and who are in full-time service will accomplish much of the requirements automatically as they faithfully fulfill their calling. Students training for the ministry are likely to fulfill the practicum requirements as they do the things required by their church. In reality, all teachers should be learning, and all students should teach.

Each level of the *School of the Scriptures* requires practicum. The upper levels are all practicums. A description of the practicums is supplied below.

Work Journals

Because all church or ministry-related work has value and should be counted toward credit, each student should keep a work journal recording his work in the ministry.

Teachers should make sure each student is keeping record of their ministry-related work. Furthermore, teachers should conduct regular reviews with each student to determine in what areas they need to gain experience and help them to serve and grow by assigning work opportunities.

Class 211 *Preparation and Application for Service* lists over 60 areas of ministry in which students and teachers should have experience. The list is not exhaustive and should be added to as the time, place, and need require. Here is the list from Class 211 for reference:

- | | |
|---|----------------------------------|
| 1. Bible Study | 19. University Level Teaching |
| 2. Leading Bible Studies | 20. Preaching |
| 3. Message Preparation | 21. Teaching |
| 4. Prayer | 22. Baptism |
| 5. Leading Prayer Meetings | 23. Lord's Supper Administration |
| 6. Evangelism – preaching the gospel | 24. Marriage and Weddings |
| 7. Door-to-door Visitation | 25. Funerals and Memorials |
| 8. Soul-winning | 26. Scripture Research |
| 9. Visiting the Sick | 27. Scripture Publishing |
| 10. Jail Ministry | 28. Scripture Distribution |
| 11. Hospital Visitation | 29. Inter-church Service |
| 12. Nursing Home Ministry | 30. Leading Revival Meetings |
| 13. Children's Ministry | 31. Leading Missions Conferences |
| 14. Nursery Administration | 32. Mission Trips |
| 15. Building Maintenance and Cleaning | 33. Tent Meetings |
| 16. Building Construction or Repair | 34. Children's Programs or VBS |
| 17. Sunday School Administration and Teaching | 35. Teen and Elderly Programs |
| 18. Christian School Administration | 36. Evangelistic Campaigns |
| | 37. Church Finances |

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- 38. Church Planting and Organization
- 39. Missionary Work
- 40. Mission Trips
- 41. Mission Surveys
- 42. Street Preaching
- 43. Ordinations
- 44. Operating one's own Business
- 45. Working a Secular Job
- 46. Christian Counseling
- 47. Children's Homes and Orphanages
- 48. Children's Church
- 49. Bus Ministry

- 50. Field Trips
- 51. Widows' Administration and Visitation
- 52. Sound Systems or other A/V Set-up
- 53. Online or other Public Broadcasting
- 54. Music Ministry
- 55. Song-leading
- 56. Promotional Fund-raising
- 57. Home-schooling
- 58. Government Interaction
- 59. Scripture Publishing – print shop
- 60. Tract Writing
- 61. Digital or Other Presentations

Teaching Practicum Required

All levels require practical work to earn credit. At the three lower levels, the practicum is shown as separate entries. For the higher levels, the practical work is included in the objectives, which is self-directed work. The teacher and student should review together how the practicums are broken down.

The Associate level has 32 credit hours of practicum. The Graduate level and Bachelor level each have 12 credit hours of practicum. The Masters and Doctorate levels are basically all practicum and self-directed work.

Notice the summary of practicum for each level in the chart below:

LEVEL	CLASS CREDIT	PRACTICUM CREDIT	TOTAL
ASSOCIATE	32	32	64
GRADUATE	20	12	32
BACHELOR	22	12	34
MASTERS	36		
M. DIVINITY	38		
DOCTORATE	60		

For students not in full-time service, one can think of the two lower levels' practicum as *internship*. The teacher should align with the student and his pastor to have the student be involved in various facets of the ministry, as his pastor sees fit. One can think of the Bachelor level's practicum as refining the man's experience and filling in what is needed, so that he is ready for separated service. At the Bachelor level the class portion can be either actual class time or self-directed study, depending on what the church's leadership wants for its students. The upper levels are all self-directed work.

Throughout all levels, effort should be made to have the student work in the following general areas:

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- *Scripture Ministry*, which includes scripture production and distribution, study, writing, and working in the church ministry.
- *To Every Creature* work, which includes evangelism, soul-winning, house-to-house visitation, etc. The student should follow the methods and programs of his church.
- *Preaching and Teaching*, which involves class teaching, nursing home, jail ministries, etc., as the church leadership sees fit.
- *Church-Related Work*, which includes areas of ministries or needs a church leader must be able to do.
- *By Love Serving One Another*, which entails all other aspects of the ministry, and as directed by the church leadership. Inter-church service should expand outwardly as the leaderships sees fit.

For the Bachelor level, the practicum requires not only a repeat of the above, but also adds the *Ministerial Work* expected of church leadership. Considering that the man who completes this level is expected to function in the ministry as a sent man, he should have good experience of performing the necessary things as the church sees fit, such as baptisms, marriages, funerals, the Lord's Supper, etc. (see Class 201 *Orientation* and Class 215 *Preparation and Application for Service* for details). The church should authorize (i.e., approve) the man for the work as needed.

For the three upper levels, the practicum is defined in the objectives.

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Associate of Arts Scripture Ministries

Class 201 School of the Scriptures Orientation (1 credit, complete – use as is)

As already mentioned in the *Introduction*, the *Class 201 Orientation* is complete. It is required to be taught as it is written. The *Orientation* is intended to be a high view of the B. I. program teachings and is the product of over 50 years of teaching experience. Teachers should use Class syllabi 201A and 201B. This class is also translated into Spanish. We can translate into other languages upon request.

Each of the first three levels of the curricula requires a review of the *Orientation*. If taught thoroughly at the beginning, future reviews should go quickly. We must remember that *repetition is the mother of learning*.

 <p>BAPTIST INTERNATIONAL School of the Scriptures</p> <p>A Curricula of Teaching Offered by Rhode Island Baptist Seminary</p> <p>Baptist International School of the Scriptures and Rhode Island Baptist Seminary are Ministries under the Authority of Baptist Church Worcester, Rhode Island 02812 www.Baptist.org</p>	<p>Class Number 201A</p> <p>Class Title ORIENTATION (Previously SP-108)</p> <p>Prepared by N. Sebastian Desent, Ph.D.</p> <p>Date October 10, 2019</p> <p>Credits 1</p> <p>Level Associate Level</p> <p>This Syllabus is Approved for Baptist International School of the Scriptures <i>N.S.</i> N. S. Desent, Ph.D., Th.D., D.D.</p>
 <p>BAPTIST INTERNATIONAL School of the Scriptures</p> <p>A Curricula of Teaching Offered by Rhode Island Baptist Seminary</p> <p>Baptist International School of the Scriptures and Rhode Island Baptist Seminary are Ministries under the Authority of Baptist Church Worcester, Rhode Island 02812 www.Baptist.org</p>	<p>Class Number 201B</p> <p>Class Title ORIENTATION APPENDIX 1 – NATION POPULATIONS AND LANGUAGES</p> <p>Prepared by N. Sebastian Desent, Ph.D.</p> <p>Date October 10, 2019</p> <p>Credits 1 (Appendix to Class 201)</p> <p>Level Associate Level</p> <p>This Syllabus is Approved for Baptist International School of the Scriptures <i>N.S.</i> N. S. Desent, Ph.D., Th.D., D.D.</p>

The student will also benefit from having a copy of this *Class 200 S. O. S. Compendium* so he can understand the whole program and what is involved.

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Class 202 Introduction to Doctrine (1 credit)

Here in this class, we define what *Doctrine* is and describe the various doctrines (both good and bad) that we find in the New Testament. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: What is Doctrine?
- Lesson 2: How do Men Define Doctrine?
- Lesson 3: How does the Bible Define Doctrine?
- Lesson 4: What are the Sources of Doctrine?
- Lesson 5: What Things Change Bible Doctrine?
- Lesson 6: What are the Results of Bad Doctrine in the Churches?
- Lesson 7: What are the Results of Good Doctrine in the Churches?
- Lesson 8: What is the Difference Between Church Doctrine and a Man's Doctrine?
- Lesson 9: What is the Doctrine of God?
- Lesson 10: How does God Teach Doctrine?
- Lesson 11: How does a Person Know if the Doctrine is of God?
- Lesson 12: What Doctrine (or whose Doctrine) do we Use?
- Lesson 13: Where do we Find this Good Doctrine?
- Lesson 14: What do we Do with the Doctrine of Christ?
- Lesson 15: How do we Respond to People who do Not Follow the Doctrine of Christ?
- Lesson 16: What are the First Principles of the Doctrine of Christ?
- Lesson 17: How do we Preach the Doctrine of Christ?

Research and develop details on each of these doctrines:

- Lesson 18: The Doctrine of Christ
- Lesson 19: The Doctrine of Moses
- Lesson 20: The Doctrine of John Baptist
- Lesson 21: The Doctrine of the Apostles
- Lesson 22: The Doctrines of Men
- Lesson 23: The Doctrines of Tradition
- Lesson 24: The Doctrine of the Pharisees
- Lesson 25: The Doctrine of the Sadducees
- Lesson 26: The Doctrine of the Scribes
- Lesson 27: The Doctrine of the Herodians
- Lesson 28: The Doctrine of Herod
- Lesson 29: The Doctrines of Devils
- Lesson 30: The Doctrine of the Nicolaitans

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Lesson 31: The Doctrine of Jezebel
Lesson 32: The Doctrine of Balaam
Lesson 33: The Doctrine of the Epicureans
Lesson 34: The Doctrine of the Stoics
Lesson 35: The Doctrine of Vanities
Lesson 36: The Doctrine of Cain
Lesson 37: The Doctrine of Core
Lesson 38: The Doctrine of Satan
Lesson 39: Divers and Strange Doctrines
Lesson 40: The Doctrine of Jannes and Jambres
Lesson 41: Adorning the Sound Doctrine of Christ
Lesson 42: The Doctrine of Baptisms
Lesson 43: The Doctrine of the Lord's Supper
Lesson 44: The Doctrine of Laying on of Hands
Lesson 45: The Great Importance of Love Commandment Doctrine

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Class 203 Commandment Doctrine of Christ (1 credit)

Develop at least 18 lessons elaborating on the Commandment Doctrine of Christ. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: What is the Commandment Doctrine of Christ?
- Lesson 2: What is Love Commandment Doctrine?
- Lesson 3: Jesus is the Author and Finisher of our Faith
- Lesson 4: Jesus Fulfills the Old Testament Law and Prophets
- Lesson 5: Comparing the Old and the New Testaments
- Lesson 6: What are the Precepts?
- Lesson 7: The Introduction of our Savior in the New Testament
- Lesson 8: The Great Commission
- Lesson 9: The Gospel
- Lesson 10: Scriptural Baptism
- Lesson 11: Teaching to Observe All Things Commanded by Christ

Study of the of the Five Discourses in Matthew and Chapter 23

- Lesson 12: The Sermon on the Mount Discourse – Chapters 5 – 7
- Lesson 13: The Missionary Discourse – Chapter 10
- Lesson 14: The Parabolic Discourse – Chapter 13
- Lesson 15: The Church Discourse – Chapter 18
- Lesson 16: The End Times Discourse – Chapters 24 – 25
- Lesson 17: The Woes Discourse – Chapter 23
- Lesson 18: The Work and Ministry of the Comforter
- Lesson 19: Overcoming Temptation
- Lesson 20: Following Men who Follow Christ, Being a Leader for Christ
- Lesson 21: Preaching and Teaching
- Lesson 22: Signs, Miracles, Healing, Tongues, Etc.
- Lesson 23: Jesus Builds his Church
- Lesson 24: Jesus Teaches on the Kingdoms
- Lesson 25: Jesus Teaches on Prayer
- Lesson 26: Jesus Teaches on Forgiveness
- Lesson 27: Jesus Teaches on Being a Servant
- Lesson 28: Jesus Teaches on Judgment
- Lesson 29: Jesus Teaches on Sanctification
- Lesson 30: Jesus Teaches on the Spiritual Battle
- Lesson 31: Jesus Teaches on the Family

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Lesson 32: Jesus Teaching on the Sabbath
Lesson 33: The Doctrine of the Lord's Supper
Lesson 34: Jesus Teaches on the Resurrection
Lesson 35: The Kingdom of Heaven vs. the Kingdom of God
Lesson 36: Occupying and Earning Rewards
Lesson 37: The Apostles' Doctrine
Lesson 38: End Times
Lesson 39: The Scriptures Manifest Christ
Lesson 40: Various Passages on Doctrine

Items for Review from Class 202 Introduction to Doctrine in Respect to the Doctrine of Christ

Lesson 41: What are the Sources of Doctrine?
Lesson 42: How does God Teach Doctrine
Lesson 43: What Doctrine (or whose Doctrine) do we Use?
Lesson 44: What are the First Principles of the Doctrine of Christ?
Lesson 45: How do we Preach the Doctrine of Christ?
Lesson 46: The Doctrine of Christ
Lesson 47: The Great Importance of Love Commandment Doctrine

Class 203 Commandment Doctrine of Christ has three portions:

Class 203A – Commandment Doctrine of Christ
Class 203B – Commandment Doctrine of Christ – Appendix 1
Class 203C – Commandment Doctrine of Christ – Appendix 2

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Class 204 Christian Principles of Finance (1 credit)

Develop at least 18 lessons elaborating on the Christian Principles of Finance. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Greatest Gift
- Lesson 2: What Does it Profit to Gain World and Lose Soul?
- Lesson 3: Where Your Heart is, there Your Treasures are Also
- Lesson 4: Seek Ye First the Kingdom of God
- Lesson 5: Ye Cannot Serve God and Mammon
- Lesson 6: Faithful in Least, Faithful in Much
- Lesson 7: The Love of Money is the Root of all Evil
- Lesson 8: Buy the Truth and Sell it Not
- Lesson 9: Beware of Covetousness
- Lesson 10: Lay Up Treasures in Heaven
- Lesson 11: Render unto Caesar the things that are his
- Lesson 12: Give and it Shall be Given unto you
- Lesson 13: Counting the Cost
- Lesson 14: Born Naked, and Leave Naked
- Lesson 15: Hard for a Rich Man to Enter Kingdom
- Lesson 16: The Deceitfulness of Riches
- Lesson 17: Leave Houses and Lands
- Lesson 18: Wasted Goods
- Lesson 19: Do Not Sound a Trumpet
- Lesson 20: Sell All You Have and Follow Me
- Lesson 21: Real Riches – Rich Toward God
- Lesson 22: The Blessings and Dangers of Riches
- Lesson 23: To him that Hath to him Shall be Given
- Lesson 24: More Blessed to Give than Receive
- Lesson 25: Operate in Abundance, not Necessity
- Lesson 26: Learning to Abound and to Suffer Need
- Lesson 27: In all Labor there is Profit
- Lesson 28: The Curse of Debt and Power of Redemption
- Lesson 29: Usury and Unjust Gain
- Lesson 30: Labor Not to Be Rich
- Lesson 31: Bible Prosperity
- Lesson 32: Rich and Poor Meet Together
- Lesson 33: Covetousness is Idolatry
- Lesson 34: Gold is Good

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Lesson 35: Know the State of Your Flocks
Lesson 35: Men to Oversee Finances
Lesson 36: Causes of Poverty
Lesson 37: Laying Up in Store
Lesson 38: Not Being Chargeable
Lesson 39: Working Priorities
Lesson 40: Keeping Ministries out of Debt
Lesson 41: Basic Church Finances
Lesson 42: Giving Wisely
Lesson 43: Church not expressly Built to Support a Pastor
Lesson 44: Church to Give to Pastor and Students to Give to Teachers
Lesson 45: Do Not Muzzle the Treading Ox
Lesson 46: Joseph's Seven-Year Plan
Lesson 47: Nash's Seven-Year Principle
Lesson 48: David's and Solomon's Building Program
Lesson 49: Nash's Big Four
Lesson 50: Wisdom of Insurance and Investments
Lesson 51: Wisdom of Budgeting (Counting the Cost)
Lesson 52: Portioned Giving
Lesson 53: The Rule of 72
Lesson 54: The Power of Interest more Powerful than The Power Principle
Lesson 55: Being the Pattern to Follow
Addendum – Wisdom from Proverbs

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 205 Christian Principles of Service and Leadership (1 credit)

Develop at least 18 lessons elaborating on the Christian Principles of Service and Leadership. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: Jesus is the Great Servant
- Lesson 2: Why is Jesus the Great Servant?
- Lesson 3: Why Should We Follow Jesus as the Great Servant?
- Lesson 4: No Man Can Serve Two Masters
- Lesson 5: The Servant is Not Greater than his Master
- Lesson 6: A Servant can be as His Master
- Lesson 7: Why Service Motivated by Love
- Lesson 8: What is the Right Heart to Have in Christian Service?
- Lesson 9: Having Humility
- Lesson 10: Taking the Lower Seat
- Lesson 11: Serving in Liberty
- Lesson 12: Doing All Things Heartily as unto the Lord
- Lesson 13: Being Meek for the Master's Use
- Lesson 14: Striving Lawfully
- Lesson 15: Profitable and Unprofitable Servants
- Lesson 16: The Apostles' Examples as Servants
- Lesson 17: Occupying Until Jesus Returns
- Lesson 18: Servants Must Not Strive
- Lesson 19: Having the Right Attitude in Service
- Lesson 20: The Commandment and Use of Hospitality
- Lesson 21: Compassion and the Good Samaritan
- Lesson 22: Not Having Respect of Persons
- Lesson 23: Stewards Must be Faithful
- Lesson 24: Seeking the Kingdom of God First
- Lesson 25: Being Faithful in the Least
- Lesson 26: Be Not Many Masters
- Lesson 27: Lordship Doctrine
- Lesson 28: Nicolaitan Doctrine
- Lesson 29: Do Not Judge Another Man's Servant
- Lesson 30: Interchurch Service vs. Separated Service
- Lesson 31: The Greatest Leader
- Lesson 32: The Commandments of Leadership
- Lesson 33: What Makes a Man Great
- Lesson 34: The Meaning of Servant-Leadership

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Lesson 35: Jesus Chose Twelve
Lesson 36: God Uses Working Men
Lesson 37: Jesus Ordained and Sent Out
Lesson 38: Jesus Built His Church
Lesson 39: Jesus Set Officers in the Church, First Apostles
Lesson 40: Jesus Gave Commandments to his Apostles
Lesson 41: Jesus Gave Gifts unto Men
Lesson 42: Counting the Cost
Lesson 43: No One Looking Back is Fit
Lesson 44: Matthias Chosen and Ordained
Lesson 45: Deacons Chosen and Ordained
Lesson 46: Deacon Stephen
Lesson 47: Evangelist Philip
Lesson 48: Paul Chosen and Ordained
Lesson 49: Qualifications of a Bishop
Lesson 50: Qualification of a Deacon
Lesson 51: Peter's Exhortation to Elders
Lesson 52: Paul's Exhortation to Elders
Lesson 53: Paul's Exhortation to Timothy
Lesson 54: Paul's Exhortation to Titus
Lesson 55: The Laborer is Worthy
Lesson 56: Being the Ensample
Lesson 57: Know the State of Your Flocks
Lesson 58: Not Being Chargeable
Lesson 59 Working Priorities
Lesson 60: Keeping Ministries out of Debt
Lesson 61: Being the Pattern to Follow

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Class 206 Introduction to Scripture Publishing (1 credit)

Develop at least 18 lessons elaborating on an Introduction to Scripture Publishing. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: What is Publishing?
- Lesson 2: Publishing the Word of God
- Lesson 3: Romans 16:26 – The Commandment
- Lesson 4: Every Perfect Copy of the Scriptures is a Divine Original
- Lesson 5: The Importance of Scripture Publishing
- Lesson 6: Great is the Company that Publishes God's word
- Lesson 7: Old Testament Publishing Methods
- Lesson 8: New Testament Publishing Methods
- Lesson 9: There was No Smith Found in Israel
- Lesson 10: Identifying the Correct Scriptures to Publish
- Lesson 11: Whom God Wants to Publish His Word
- Lesson 12: New Testament Kings and Priests
- Lesson 13: Hebrews 4:12
- Lesson 14: Do Not Add to or Take Away from God's word
- Lesson 15: The Seed is the Word of God
- Lesson 16: The Sower Soweth the Word
- Lesson 17: Church's Duty to Spread the Good News
- Lesson 18: Counting the Cost
- Lesson 19: Jesus' Way of Publishing
- Lesson 20: Publishing (Printing) Details
- Lesson 21: Assembly, Binding and Trimming
- Lesson 22: Distribution
- Lesson 23: Teaching the Work
- Lesson 24: Preservation of God's Word through Multiplication
- Lesson 25: Identification and Correction of Human Errors
- Lesson 26: The Importance of Translating the Scriptures
- Lesson 27: God's Word does Not Return Void
- Lesson 28: Jesus Sent out Two by Two
- Lesson 29: John, J/R's, NT, Bibles
- Lesson 30: The Perfect Missionary
- Lesson 31: Church Support of the Scriptures
- Lesson 32: Typography and Glossary of Typographic Terms
- Lesson 33: Appendix 1: Binding Types and Paper Sizes
- Lesson 34: Appendix 2: Book Printing Formats and Folds

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 207 Introduction to Teaching (1 credit)

Develop at least 18 lessons elaborating on an Introduction to Teaching. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Great Commission
- Lesson 2: God's Method of Teaching
- Lesson 3: The Greatest Teacher
- Lesson 4: Techniques of the Greatest Teacher
- Lesson 5: Techniques Used by the Apostles
- Lesson 6: Jesus' Do and Teach Method Elaborated
- Lesson 7: Avoiding Hypocrisy, Error, and Humanism
- Lesson 8: Good and Bad Traditions
- Lesson 9: Why did Jesus Use Parables?
- Lesson 10: Parables and the Interpretation of Parables
- Lesson 11: Jesus' use of Illustrations
- Lesson 12: Examples of Whom Jesus Taught and What He Taught Them
- Lesson 13: Teaching the Disciples to Pray
- Lesson 14: Teaching with Authority
- Lesson 15: The Need for the Holy Ghost in Teaching
- Lesson 16: Teaching with the Audience in Mind
- Lesson 17: Why Teach?
- Lesson 18: Who Teaches?
- Lesson 19: Who is to be Taught?
- Lesson 20: What is to be Taught?
- Lesson 21: How Do We Teach?
- Lesson 22: Teaching in a Church Setting
- Lesson 23: Teaching at Home
- Lesson 24: Teaching at Work
- Lesson 25: Teaching at Play
- Lesson 26: All Teachers are Writers
- Lesson 27: Men Teach Men
- Lesson 28: Women Teach Women
- Lesson 29: Avoid False Teaching
- Lesson 30: Teaching All Nations
- Lesson 31: Teaching Using Organized Material
- Lesson 32: Using Teaching Aids
- Lesson 33: Teaching Per Level and Teaching Pyramid
- Lesson 34: The Trivium Applied to the Gospel

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Lesson 35: Teaching Faithful Men

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Class 208 World Evangelism – World Perspective (1 credit)

Develop at least 18 lessons elaborating on the subject of World Evangelism from a world perspective. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material. The teacher can also refer to Class 310, which is an example of a paper written on World Evangelism.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: God's Perspectives
- Lesson 2: God's Love for the World
- Lesson 3: God's Propitiation for the World
- Lesson 4: The Commandment to Go
- Lesson 5: The Powers of God
- Lesson 6: To Whom Should We Go?
- Lesson 7: Who Should Go?
- Lesson 8: The Gospel Defined
- Lesson 9: Being an Able Gospel Minister
- Lesson 10: The Difference Between Evangelism and Church-Authorized Commission Work
- Lesson 11: The Motivation for World Evangelism – the Love of Christ
- Lesson 12: The Motivation for World Evangelism – the Fear of the Lord
- Lesson 13: The Doctrine of "Whosoever Will"
- Lesson 14: Some Common-Sense Arguments
- Lesson 15: The Doctrine of Whosoever and Scriptural Election
- Lesson 16: Rewards of Evangelism – Gold, Silver, Precious Stones
- Lesson 17: The Need for Learning Languages
- Lesson 18: The Need for Scriptures
- Lesson 19: The World was Reached in the First Century
- Lesson 20: World Evangelism is Always a "Moving Target"
- Lesson 21: The Goal is the Redemption of Mankind
- Lesson 22: The Men God Gave and Gives
- Lesson 23: Various Heresies and being "Drawn by God to Jesus"
- Lesson 24: Being an Ensample to Follow
- Lesson 25: The Power of World Evangelism
- Lesson 26: The Plan for World Evangelism
- Lesson 27: The People of World Evangelism – Ethnology
- Lesson 28: The Places of World Evangelism
- Lesson 29: The Person of World Evangelism
- Lesson 30: The Persecution Expected in World Evangelism
- Lesson 31: God's Program for Giving to World Evangelism
- Lesson 32: Jesus is Our Pattern for World Evangelism

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Lesson 33: Paul's World Vision

Lesson 34: Ordaining Elders in Every City

Lesson 35: Establishing Churches Worldwide Through Missions

Lesson 36: Using National Pastors and Missionaries

Lesson 37: The Power of Mission Conferences

Lesson 38: Supporting Missions with a Plan

Added Study Topics:

1. God as the First Missionary
2. Jesus as the Greatest Missionary
3. What is world evangelism
4. The Importance of World Evangelism
5. Analyzing the Great Commission (Matthew 28:18-20)
6. The commandments for world evangelism
7. The Commandment to *GO*
8. All the world
9. To Every Creature
10. Sent men – training, preparing, authorizing, supporting, and sending
11. Having a burden for world evangelism
12. Following the pattern in Acts 1:8 – why Jesus' methods work
13. Holy Ghost power
14. Jerusalem
15. Judea
16. Samaria
17. Uttermost
18. Jesus' ensample of world evangelism (he followed Acts 1:8)
19. Whosoever can be saved
20. The Need for Scriptures in World Evangelism
21. Paul's missionary journeys (detailed analysis)
22. World reached for Christ in First Century
23. Having a high vision, a long vision, and a world vision
24. Leaving the 99 for 1
25. Preaching where Christ has not been named
26. Sowers and Co-laborers
27. The three-fold use of Seed
28. The Great Importance of Supporting Missions
29. Not a Baptist if not supporting Missions
30. The Principle of Equality
31. Occupying until the Lord Returns

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Class 209 World Evangelism – Jerusalem (1 credit)

Develop at least 18 lessons elaborating on the subject of World Evangelism from a Jerusalem perspective. The Jerusalem Perspective is our community. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material. The teacher can also refer to Class 310, which is an example of a paper written on World Evangelism.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: God's Order
- Lesson 2: The Gospel Defined
- Lesson 3: Our Jerusalem – Being Faithful in the Least
- Lesson 4: Why You Should Go
- Lesson 5: The Doctrine of Two-by-Two
- Lesson 6: Having No Respect of Persons
- Lesson 7: Ye Shall be Witnesses unto Me
- Lesson 8: To the Jew First
- Lesson 9: And Also to the Greek
- Lesson 10: The Support of World Missions
- Lesson 11: The Doctrine of Hospitality
- Lesson 12: Parents Teaching Families before Teaching Cities
- Lesson 13: Failure of Lot in Sodom
- Lesson 14: Jesus in Jerusalem
- Lesson 15: The Apostles Filled Jerusalem with their Doctrine
- Lesson 16: Your World Divisions – Jerusalem to the Uttermost
- Lesson 17: Jesus Preached in all Four Divisions
- Lesson 18: Galilee is a Type of Uttermost
- Lesson 19: The Jerusalem Church Followed the Program for Churches
- Lesson 20: Jerusalem is the "Epi-center" of Christianity
- Lesson 21: The Church in Your Jerusalem is the "Epi-center" of all Activity
- Lesson 22: Always Start Evangelism with Prayer
- Lesson 23: Evangelism Work – First Century Example
- Lesson 24: Be Wise as Serpents, and Harmless as Doves
- Lesson 25: Evangelism Work Today
- Lesson 26: Being an Ensample to Follow – Individually and as a Church
- Lesson 27: The Modern Missionary
- Lesson 28: Being a Watchman
- Lesson 29: Working Preachers
- Lesson 30: Jesus' Gadarene Mission
- Lesson 31: The Apostles in Jerusalem
- Lesson 32: Jonah in Nineveh

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Lesson 33: The First Cities

Lesson 34: Abraham and Jacob in Beth-El – the House of God

Lesson 35: Elijah in Samaria

Lesson 36: Going Where Christ is Not Preached

Added Study Topics:

1. *The Jerusalem Perspective*
2. Our responsibility to our Jerusalem
3. World vision includes Jerusalem, Judea, and Samaria
4. Learning to be a Soul-Winner
5. Having a burden for souls
6. Love of Christ constrains us to witness
7. The Fear of the Lord causes us to persuade men
8. Church members must evangelize or die
9. Usable methods: Tracts, invites, scriptures, broadcasts, campaigns, revivals, advertising, etc.
10. Our Town, Next Town, Next State (Jerusalem, Judea, Samaria)
11. Mission trips needed to enlighten church members
12. The Jerusalem church had great results
13. Acts 8:2 caused the church to be scattered and people preached
14. Starting local churches
15. Scripture portions (John and Romans)
16. Tracts
17. TV
18. Radio
19. Internet
20. Facebook
21. YouTube
22. Live Stream
23. Bible Camps
24. Bible Summer Programs
25. Billboards
26. Nursing Homes
27. Prisons
28. Schools
29. Businesses
30. Revival Meetings
31. Tent Meetings
32. Preaching
33. Teaching
34. Signs, Miracles, Wonders
35. Temple
36. Synagogues
37. Churches
38. House to house
39. Scriptures

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- 40. Messengers (Epistles)
- 41. Open areas (Mars Hill)

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Class 210 Introduction to Scripture Distribution (1 credit)

Develop at least 18 lessons elaborating on an Introduction to Scripture Distribution, with an emphasis on Judea and Samaria – near states and countries. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material. The teacher can also refer to Class 201 *Orientation*, which has information on this subject in Division II.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: Understanding the Commandments
- Lesson 2: Publishing the Scriptures
- Lesson 3: Assembly of the Scriptures
- Lesson 4: Distribution of the Scriptures
- Lesson 5: Teaching Scripture Distribution
- Lesson 6: The Local Church's Responsibility
- Lesson 7: Using Missionaries for Distribution
- Lesson 8: The Old Way of Distribution
- Lesson 9: A New Way of Distribution
- Lesson 10: Tonnage to Saturation
- Lesson 11: Identification of Errors Through Use of the Scriptures
- Lesson 12: The Need for Language Study
- Lesson 13: The Need for Scripture in All Languages
- Lesson 14: The Need for Translation
- Lesson 15: Scriptures Should Have Free Distribution
- Lesson 16: Every Good Copy is a Divine Original
- Lesson 17: Jesus' World Vision
- Lesson 18: Jesus' Travels
- Lesson 19: Jesus is the Word Distributed
- Lesson 20: Paul's Epistles to the Gentile Churches
- Lesson 21: Paul's Missionary Journeys
- Lesson 22: Jesus' Message to the Seven Gentile Churches in Revelation
- Lesson 23: By Love Serve One another
- Lesson 24: Principle of Distribution Illustrated in Esther
- Lesson 25: Added Material Showing the Use of the Scriptures

Added Study Topics:

1. The Scriptures in Respect to the Great Commission (Romans 10:11)
2. Romans 16:25-26
3. For salvation – John 5:39; 1 Corinthians 15:1-4; 2 Timothy 3:15)
4. Sower goes forth to sow

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5. O. T. Oracles committed to the Jews – Romans 3:1-2
6. N. T. Scriptures committed unto the churches (2 Peter 3:15-16)
7. Revelation chapters 2-3 – Multiplicity of Testimony in one area (Asia)
8. Example of Jesus (John 4; etc.)
9. Example of Peter and John (Acts 8:14, 25)
10. Example of Philip (Acts 8:32-35)
11. Example of Paul (Acts 17:2)
12. Example of the Bereans (Acts 17:11)
13. Example of Apollos (Acts 18:24-28)
14. Example of Titus (Titus 1:5)
15. The Macedonian Call (Acts 16:9-12)
16. The necessity of the Scripture Work
17. Distribution is the first step in the Scripture Work – then assemble, production, and teaching (reproduction).
18. Working together
19. Reaching people of unknown language by the scriptures in their language
20. Raising Funds and Raising Sowers
21. Seed, Sowers, Senders – the work of a church
22. Levels of Scripture
23. Lost – John and Romans
24. Saved – New Testaments
25. Saved and Baptized – whole Bibles
26. The Perfect Missionary – see Class 206, Lesson 30

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Class 211 Preparation and Application for Service and Term Evaluation (1 credit)

Develop at least 18 hours of ministerial topics for students and discuss such with each student. The teacher should select other topics as may be particular to the student. Review the student's progress in the program.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of subjects and lessons from the available syllabus should the teacher desire to develop his own.

This class is extremely important and necessary for both the student and the teacher to understand each other and the needs and objectives and prepare accordingly. All conversations should be private and both parties should be respectful of privacy. Both student and teacher should work together to prepare the student for service and help supply what abilities, elements, or improvements he is lacking.

- Submitting to Pastoral Authority
- God Directs Faithful Men who are Doing
- Edification, not Destruction
- Judge Righteous Judgment
- The Need for Humility
- Condescending to Men of Low Estate
- Be Not High Minded
- The Ultimate Goal
- The Progression of the Doctrine of Christ in a Minister's Life
- Church Authority
- Ministry Requirements
- The Man Needs to be Clear on Where he is and Where he Needs to Be
- The Need for Vision
- The Glory of Young Men is their Strength
- The Beauty of Old Men is their Grey Head
- We are Instructed to Prove Many Things
- We Must Prove our Own Work
- Faithful in Least, Faithful in Much
- Going the Second Mile
- Being a Servant

Checklists and Discussions with Student:

Lesson 1: The Will of God

Lesson 2: Some Necessary Elements for the Ministry

Lesson 3: Focus

Lesson 4: Need for Holiness

Lesson 5: Ministry Requirements – Gifts of God Manifested

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Lesson 6: Church Authorization

Lesson 7: Ministry Requirements – Qualifications Met

Lesson 8: Ministry Major – Commandments First, then Placement

Lesson 9: Office of a Bishop

Lesson 10: Avoiding Hypocrisy

Lesson 11: Having a Vision

Lesson 12: Optional Subjects and Special Circumstances

Other Miscellaneous Subjects:

Personal

- Name
- Address
- Contact info

Family

- Are you married?
- Name of wife
- How many years married?
- Where were you married?
- Were you saved or lost when married?
- Have you been divorced?
- Has your wife been divorced?
- What are your thoughts on divorce and the ministry?

Children

- What are the names of your children?
- What are their ages?
- Which children are saved?

Parents

- Are they saved?
- Were they raised in a Christian home?

Education

- What is the highest level achieved?
- Did you attend Christian school?
- What diplomas have you earned?
- What are your personal interests?

Work Related

- Do you work?
- What type of work do you do?
- What other skills do you have?
- Do you own a business?

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- Where do you work?
- How long have you worked there?

Criminal

- Have you been in jail?
- Have you been formally accused or convicted of any crimes?

Financial

- What is your financial thermostat (current budget comfort level)?
- What is your position on working?
- Do you tithe, support missions, give offerings, give alms?
- What are your thoughts on debt?
- What is your credit score?
- Do you prepare for the future or big purchases?

Spiritual

- When were you saved?
- Give a testimony of your salvation experience.
- Do you entertain any vices (tobacco, alcohol, pornography, abuse, addictions)?
- Do you struggle with victory over certain things – anger, discouragement, pride, selfishness, self-will, finances, negativity/critical spirit, impatience, anxiety, unforgiveness, etc.?
- How is your personal relationship with God?
- How are your personal relationships with others?
- Are you taking medication or are you under any treatment?

Are you baptized?

- By whom?
- When?
- What ministry were you baptized under?

What churches were you a member of?

- How long were you a member?
- Did you support them with tithes and offerings?
- Do you support missions?
- Why did you separate from previous churches?

Are you ordained or licensed to preach?

- By whom?
- When?
- What ministry?

What is your ministerial experience?

- What are the ministry names?
- What are their locations?

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- Are they still in operation?
- Length of time?

In what areas of the ministry are you experienced?

1. Bible Study
2. Leading Bible Studies
3. Message Preparation
4. Prayer
5. Leading Prayer Meetings
6. Evangelism – preaching the gospel
7. Door-to-door Visitation
8. Soul-winning
9. Visiting the Sick
10. Jail Ministry
11. Hospital Visitation
12. Nursing Home Ministry
13. Children's Ministry
14. Nursery Administration
15. Building Maintenance and Cleaning
16. Building Construction or Repair
17. Sunday School Administration and Teaching
18. Christian School Administration
19. University Level Teaching
20. Preaching
21. Teaching
22. Baptism
23. Lord's Supper Administration
24. Marriage and Weddings
25. Funerals and Memorials
26. Scripture Research
27. Scripture Publishing
28. Scripture Distribution
29. Inter-church Service
30. Leading Revival Meetings
31. Leading Missions Conferences
32. Mission Trips
33. Tent Meetings
34. Children's Programs or VBS
35. Teen and Elderly Programs
36. Evangelistic Campaigns
37. Church Finances
38. Church Planting and Organization
39. Missionary Work
40. Mission Trips
41. Mission Surveys
42. Street Preaching

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43. Ordinations
44. Operating one's own Business
45. Working a Secular Job
46. Christian Counseling
47. Children's Homes and Orphanages
48. Children's Church
49. Bus Ministry
50. Field Trips
51. Widows' Administration and Visitation
52. Sound Systems or other A/V Set-up
53. Online or other Public Broadcasting
54. Music Ministry
55. Song-leading
56. Promotional Fund-raising
57. Home-schooling
58. Government Interaction
59. Scripture Publishing – print shop
60. Tract Writing
61. Digital or Other Presentations

In what areas of the ministry do you need experience or improvement?

- Use above list or describe your own.

Doctrinal

- Can you explain the gospel?
- Can you provide the four requirements in scriptural baptism (mode, candidate, administrator, and action)?
- What Bible do you use?
- Why do you use this version?
- Can you define what the church is?
- Why are you Baptist?
- What is your position in respect to other denominations?
- Do you believe whosoever can be saved?
- Do you believe once saved a person is always saved?

Define your call if you have one

- Desire
- Love
- Call of God
- Burden of the call
- Obedience
- Qualifications
- Gifts
- Church authorization

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Languages

- How advanced are you in your native tongue?
- What other languages do you know?
- What languages do you have a desire to learn?
- Is there someone you know that can help you learn a second language?
- The Doctoral level requires the ability to preach in a second language. The scripture research will involve other translations. Travel to foreign fields is expected (mission trips). Do you have a language preference?

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Class 212 Doctrine of Holiness (1 credit)

Develop at least 18 lessons elaborating on the subject of the Doctrine of Holiness. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

Lesson 1: The Doctrine of Christ Includes the Doctrine of Holiness

Lesson 2: The Commandments in Respect to Holiness

Lesson 3: The Call to Holiness

Lesson 4: What is Holiness?

Lesson 5: Jesus Has True Holiness – No Sin

Lesson 6: Jesus is the Standard for Holiness

Lesson 7: Our Holiness is Not Sinlessness

Lesson 8: How is a Person Made Holy?

Lesson 9: The Difference Between Holiness, Sanctification, Etc.

Lesson 10: Presenting Your Body a Living Sacrifice

Lesson 11: Being Sanctified Wholly

Lesson 12: Lifting Up Holy Hands

Lesson 13: Greeting One Another with a Holy Kiss

Lesson 14: Yielding Your Members as Servants to Righteousness unto Holiness

Lesson 15: The Chastisement of God Causes Us to Follow Holiness

Lesson 16: A Bishop Must be Holy

Lesson 17: A Church Must be Holy

Lesson 18: Aged Women to be Holy

Lesson 19: Young Women to be Holy

Lesson 20: Do Not Defile the Holy Temple of God

Lesson 21: Having Holy Children

Lesson 22: Jesus Works to Present His Churches Holy and Unblameable and Unreprovable in His Sight

Lesson 23: Practical Ways a Believer Can Live a Holy Life

Lesson 24: Things that Can be Considered Unholy?

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Class 213 Scriptural Time Management (1 credit)

Develop at least 18 lessons elaborating on Scriptural Time Management. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of subjects and lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: God Created Time with Us in Mind
- Lesson 2: Following God's Timing
- Lesson 3: Following the Pattern of Jesus
- Lesson 4: Luke 19:10 Priority of Jesus
- Lesson 5: The Importance of Prayer
- Lesson 6: Having Vision and Focus
- Lesson 7: Waiting on God's Timing
- Lesson 8: Sufficient for the Day
- Lesson 9: The Good and Poor Use of Time
- Lesson 10: Redeeming the Time
- Lesson 11: Occupy till I come
- Lesson 12: God's Wisdom
- Lesson 13: Having God's Speed in your Work
- Lesson 14: Tarrying for the Power of the Holy Ghost
- Lesson 15: A Man's Life is a Vapor
- Lesson 16: Being Fruitful
- Lesson 17: Time Wasters
- Lesson 18: Burn Out comes from a Poor Use of Time
- Lesson 19: Priorities of a Day, etc.
- Lesson 20: Martha vs. Mary
- Lesson 21: Come Apart lest ye come apart
- Lesson 22: Delegation and Unity
- Lesson 23: I Do Not Have Time vs. I Will Make Time
- Lesson 24: Preparation
- Lesson 25: The 6 P's
- Lesson 26: Setting Times
- Lesson 27: Signs of the Times
- Lesson 28: The Path of the Just
- Lesson 29: Practical Illustrations and Worldly Advice

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 214 Doctrine of the Scriptures (1 credit)

Develop at least 18 lessons elaborating on the Doctrine of the Scriptures. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

In contrast to *Class 221 New Testament Doctrine*, which emphasizes the Doctrine of Christ as found in the New Testament; this class teaches what the Scriptures teach about themselves.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of subjects and lessons from the available syllabus should the teacher desire to develop his own.

Lesson 1: Jesus is the Divine Original
Lesson 2: Inspiration
Lesson 3: Revelation
Lesson 4: Transmission
Lesson 5: Inscription
Lesson 6: Perfection
Lesson 7: Protection
Lesson 8: Duplication
Lesson 9: Preservation
Lesson 10: Purification
Lesson 11: Declaration of Jesus
Lesson 12: Discrimination
Lesson 13: Salvation
Lesson 14: Sanctification
Lesson 15: Illumination
Lesson 16: Reconciliation
Lesson 17: Exertion
Lesson 18: Magnification
Lesson 19: Persecution
Lesson 20: Publication
Lesson 21: Reproduction
Lesson 22: Multiplication
Lesson 23: Nutrition
Lesson 24: Reception
Lesson 25: Application
Lesson 26: Exhortation
Lesson 27: Edification
Lesson 28: Destruction and Construction
Lesson 29. Interpretation
Lesson 30: Progression

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Lesson 31: Retention
Lesson 32: Vision
Lesson 33: Collection
Lesson 34: Translation
Lesson 35: Distribution
Lesson 36: Liberation
Lesson 37: Corruption and Perversion
Lesson 38: Pollution
Lesson 39: The Church's Responsibility
Lesson 40: Contrasting Thoughts
Lesson 41: The Profit of the Scriptures
Lesson 42: The Use of Translations
Lesson 43: Examples of Corruption
Lesson 44: Jeremiah 23
Lesson 45: The Blessings of the King James Version of 1611

Doctrine of the Scriptures: What the Scriptures *Do and Teach*:

1. Given by Inspiration of God (2 Timothy 3:16)
2. Holy men of old spake as they were moved by the Holy Ghost
3. Breakdown of Psalm 119
4. Preservation of the Scriptures through faithful copying (Psalm 12:5, 6)
5. People, Prince, and Priest were to copy the Old Testament (Deuteronomy 6, 18)
6. Every word of God is Pure (Proverbs 30:5-6)
7. Man does not live by bread alone (Matthew 4:4)
8. We have every word
9. Translations can be inspired (New Testament quoting Old Testament) – inspired paraphrases by inspired writers
10. Aramaic translations in Matthew's Gospel
11. Scriptures testify of Jesus Christ (Old and New Testament – John 5:39)
12. Scriptures show salvation (John 5:39; 2 Timothy 3:15)

All Scripture is given by Inspiration of God and *Profitable* for...

13. Doctrine (the Precepts of Jesus)
14. Reproof (Proving and shedding light)
15. Correction (Punishment and chastisement)
16. Instruction in Righteousness (Purifying)
17. Perfection (Perfecting)
18. Thoroughly furnished unto all good works (Preparation)

Scriptures also *Profitable* for...

19. Knowing *Person* of God and Jesus Christ (Salvation)
20. Learning the *Precepts* of Jesus Christ (see 3 above)
21. Preaching the *Power* of God unto Salvation (the Gospel, Creation, Romans 1:16)

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22. Having the **Prioritization** of Life (Seeking first Kingdom of God)
23. Enjoying the **Provision** of God (Not Bread Only, Meat, Milk, Grow thereby)
24. Understanding the **Principles** of God (Laws of God)
25. Believing the **Promises** of God
26. Obtaining **Prudence** for life (Wisdom, Understanding, Knowledge)
27. The **Perfecting** of the Saints (see 17 above)
28. Heeding the **Precautions** and Warnings of sin and disobedience
29. Effective **Prayers** (Knowing how to Pray)
30. Having the **Peace** of God (Love thy Law)
31. **Purifying** the Believer (Holiness – see also 6 above; Ephesians 5)
32. Knowing **Path** of Life that one should follow
33. **Provoking** Encouragement and Love (Comfort and Hope of the Scriptures)
34. **Publishing** the Gospel to all Nations (Romans 16:26)
35. **Preaching** the word (Jesus Christ, etc.) washing of water by the word
36. **Positive** Speech and Godly Edifying (building up, Acts 20, Jude)
37. Singing of **Psalms**, Hymns, and Spiritual Songs
38. The **Parables**
39. The **Proverbs**
40. The **Prophecy**
41. Knowing the **Past** History of God's Workings
42. Seeing the character of **People** (some did well, some did evil)
43. Godly **Parenting** (Nurture and Admonition of the Lord)
44. Preventing **Problems** and showing their Solutions
45. Enjoying **Prosperity** (as one Soul Prospers, having Right Wealth, Avoiding Poverty, Labor, etc.)

The class Doctrine of the Scriptures has portions A thorough M for the users' reference:

- Class 214A – Doctrine of the Scriptures
- Class 214B – Doctrine of the Scriptures - Appendix
- Class 214C – The Masoretic Text Hebrew
- Class 214D – The Masoretic Text English Tanakh 1917
- Class 214E – The Greek New Testament Textus Receptus 1550
- Class 214F – A Critical Analysis of the Septuagint
- Class 214G – The Septuagint is a Paraphrase
- Class 214H – The Art of Biblical Poetry
- Class 214I – Where the KJV Departs from Beza
- Class 214J – Where the KJV Departs from Beza and Stephanus
- Class 214K – KJV History and the Translations
- Class 214L – Text-Types Chart
- Class 214M – The Masoretes

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Class 215 Principles of Christian Liberty (1 credit)

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of subjects and lessons from the available syllabus should the teacher desire to develop his own.

Lesson 1: The O. T. Law Brings Bondage and Death
Lesson 2: The N. T. Law Brings Life, Liberty, and Grace
Lesson 3: Jesus Brings True Liberty
Lesson 4: Salvation Liberates from the Old Testament Law
Lesson 5: Jesus' Yoke is Easy, and His Burden is Light
Lesson 6: The Use and Purpose of the Old Testament Law
Lesson 7: Liberty from the Bondage of Sin
Lesson 8: The Glorious Liberty of the Children of God
Lesson 9: Where the Spirit of the Lord is there is Liberty
Lesson 10: Stand Fast in the Liberty
Lesson 11: Beware of All Types of Bondage
Lesson 12: The Beauty of Grace
Lesson 13: Liberty to Serve by Love
Lesson 14: Not Using Liberty for a Cloak of Maliciousness
Lesson 15: Our Conduct is to be Judged by God
Lesson 16: Be Doers of the Word
Lesson 17: Being Blessed in Your Deed
Lesson 18: The Word of God is a Mirror
Lesson 19: Speak, Think, Hear, and Look Rightly
Lesson 20: Not Being a Stumblingblock
Lesson 21: Offences Due to Preaching the Word of God
Lesson 22: Liberty from Traditions and Observances
Lesson 23: Liberty from Error and False Doctrine
Lesson 24: Liberty in Eating
Lesson 25: Liberty in Marriage
Lesson 26: Liberty in Finances
Lesson 27: All Things Should be Done for Edification
Lesson 28: Not Being Lords Over God's Heritage
Addendum 1: The Law and the New Testament
Addendum 2: The Old Verses the New
Addendum 3: Missions with a Plan
Addendum 4: 16 Reasons Why Jews Tend to Prosper Financially
Appendices:
 The Use of "As it is written" in the New Testament
 The Use of "Scripture" in the New Testament

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Class 216 Introduction to Langualogy (1 credit)

Develop at least 18 lessons elaborating on an Introduction to Langualogy. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of subjects and lessons from the available syllabus should the teacher desire to develop his own.

Lesson 1: The Origin of Language
Lesson 2: God's Language is Universal
Lesson 3: God's Pure Language
Lesson 4: God's Commandments for All Nations and Every Creature
Lesson 5: The Scriptures are to be Made Known to All Nations
Lesson 6: The Tower of Babel
Lesson 7: Languages in the Bible
Lesson 8: The Hebrew Tongue
Lesson 9: The Greek Tongue
Lesson 10: The Latin Tongue
Lesson 11: The Aramaic Tongue
Lesson 12: The Chaldean Tongue
Lesson 13: The Egyptian Tongue
Lesson 14: The Syrian Tongue
Lesson 15: The Assyrian Tongue
Lesson 16: Another Tongue
Lesson 17: World Languages Today
Lesson 18: *Shibboleth* versus *Sibboleth*
Lesson 19: The Gift of Tongues
Lesson 20: All Nations and Tongues
Lesson 21: Communication in Various Languages – the Example of Persia
Lesson 22: Translation Work
Lesson 23: The Personal Use of the Tongue
Lesson 24: The Basics of Language
Lesson 25: Introduction to Phonetics
Lesson 26: The Phonetic System and Articulation
Lesson 27: Understanding Vowel Sounds
Addendum 1: Nations of the World (2019)
Addendum 2: Fundamentals of Cognitive Neuroscience, Language

Additional Studies:

Special note in respect to marriage with other tongues. Nehemiah 13 reveals this:

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23 In those days also saw I Jews that had married wives of Ashdod, of Ammon, and of Moab:

24 And their children spake half in the speech of Ashdod, and could not speak in the Jews' language, but according to the language of each people.

25 And I contended with them, and cursed them, and smote certain of them, and plucked off their hair, and made them swear by God, saying, Ye shall not give your daughters unto their sons, nor take their daughters unto your sons, or for yourselves.

26 Did not Solomon king of Israel sin by these things? yet among many nations was there no king like him, who was beloved of his God, and God made him king over all Israel: nevertheless even him did outlandish women cause to sin.

27 Shall we then hearken unto you to do all this great evil, to transgress against our God in marrying strange wives?

Here we learn a few lessons:

1. Marrying people of another tongue can hinder good knowledge of first language.
2. However, the children become multi-lingual
3. The children may also serve the false gods if the people are not saved (2 Corinthians 6:14).
4. Marrying lost people provokes good people to sin

Example of Bro. Saulo Tumbay marrying a woman from the *Shayahuita* tribe.

Evangelism:

- Use of scriptures and tracts
- Sign language
- Images
- Wordless gospel
- Memorizing key verses – John 3:16; Romans Road
- Preaching in a foreign language

Learning a New Language:

- Inundation
- Regular use
- Learn as a child
- Basic sounds
- Imitation
- Nouns – learn right words
- Verbs
- Simple sentences
- Memorizing key verses (John 3:16; Romans Road, etc.)
- Learning to read
- Learning to write

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- B. B. T. I.
- Other Helps:
 - Learn songs
 - Listen to radio
 - Use *Closed Captioning* in that language when watching videos
 - Watch programs in that language
 - Associate with groups that speak
 - Get copy of scriptures and read them.

The Trivium:

- Grammar
- Logic
- Rhetoric
- What
- Why
- How

Helps Available to the Teacher in Separate Syllabus Form:

Class 201B – Orientation Appendix 1 – Nation Populations and Languages

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Class 217 Structure and Order of the Family (1 credit)

Develop at least 18 lessons elaborating on the Structure and Order of the Family. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of subjects and lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Definition of the Family
- Lesson 2: The Divine Father
- Lesson 3: The Distinction of the Family
- Lesson 4: The Design of the Family
- Lesson 5: The Decoration of the Family
- Lesson 6: The Dominion of the Family
- Lesson 7: The Directive of the Family
- Lesson 8: The Downfall of the Family
- Lesson 9: The Disgrace of the Family
- Lesson 10: The Decline of the Family
- Lesson 11: The Deluge and the Family
- Lesson 12: The Dispersion of the Family
- Lesson 13: The Dedication of the Family
- Lesson 14: The Departure of the Family
- Lesson 15: The Deliverance of the Family
- Lesson 16: The Destination of the Family
- Lesson 17: The Descendants of the Family
- Lesson 18: The Deliverance of the Family from Sin
- Lesson 19: The Demonstration of the Family – Jesus and the Bride
- Lesson 20: The Display of the Family
- Lesson 21: The Defrauding in the Family
- Lesson 22: The Divine Order of the Family
- Lesson 23: The Devotion of the Family
- Lesson 24: The Decency of Speech
- Lesson 25: The Destruction of the Family
- Lesson 26: The Duties of the Husband
- Lesson 27: The Duties of the Wife
- Lesson 28: The Duties of the Father
- Lesson 29: The Duties of the Mother
- Lesson 30: The Duties of Children
- Lesson 31: The Discipline of Family
- Lesson 32: The Duties of the Elder Men and Women
- Lesson 33: The Destitute and Dependent of the Family

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Lesson 34: The Dedication of the Church Toward Families

Lesson 35: The Divorce

Lesson 36 The Defilement of the Marriage Bed

Lesson 37: The Direction of the Family

Lesson 38: The Direction of the Marriage Ceremony

Lesson 39: The Dynasty of the Family

Lesson 40: Practical Advice

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Class 218 Prayer and Principles (1 credit)

Develop at least 18 lessons elaborating on the subject of Prayer and its Principles. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of subjects and lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Definition of Prayer
- Lesson 2: Five Components of Prayer
- Lesson 3: The Commandments to Pray
- Lesson 4: The Lord's Teaching on Prayer
- Lesson 5: The Lord's Model Prayer
- Lesson 6: How and When Jesus Prayed
- Lesson 7: The Apostles Praying
- Lesson 8: Praying in the Holy Ghost
- Lesson 9: Prayer and Fasting
- Lesson 10: Praying Always
- Lesson 11: Prayers in the Bible
- Lesson 12: Interesting Prayers in the Old Testament
- Lesson 13: Things to Pray
- Lesson 14: Giving of Thanks
- Lesson 15: Food is Sanctified by Word and Prayer
- Lesson 16: How God Answers Prayer
- Lesson 17: Factors that Affect Prayers Being Answered
- Lesson 18: Jesus' House called a House of Prayer
- Lesson 19: Always Pray and Not to Faint
- Lesson 20: Interceding for Others
- Lesson 21: Coming Boldly to the Throne of Grace
- Lesson 22: Watch and Pray
- Lesson 23: Seek the Giver More than the Gift
- Lesson 24: Overview and Summary of Prayer
- Lesson 25: Being Careful for Nothing
- Lesson 26: The Effectual and Fervent Prayer
- Lesson 27: Praising God in Prayer
- Lesson 28: Miscellaneous Thoughts for Discussion

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Class 219 Word Study System of Scripture Research (1 credit)

Develop at least 18 lessons elaborating on the subject of the Word Study System of Scripture Research. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of subjects and lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: What are Words?
- Lesson 2: The Need for the Holy Ghost in Study
- Lesson 3: How God Teaches Knowledge
- Lesson 4: The Words of the Lord are Pure Words
- Lesson 5: Context, Context, Context
- Lesson 6: Literal, Figurative, and Imagery Words
- Lesson 7: Comparing Scripture with Scripture
- Lesson 8: Proper Biblical Exegesis
- Lesson 9: How to Profit from Scripture
- Lesson 10: Be Ye Doers of the Word
- Lesson 11: General Bible Study Principles
- Lesson 12: God's Word is Pure, Powerful, and Piercing
- Lesson 13: All Truth Aligns with the Doctrine of Christ
- Lesson 14: Word Morphology
- Lesson 15: Word Etymology
- Lesson 16: Latin Greek French Influence in English
- Lesson 17: Advanced Word Mapping
- Lesson 18: The Words in the KJV
- Lesson 19: Concordance Use
- Lesson 20: Dictionary Use
- Lesson 21: Lexicon Use
- Lesson 22: Comparing Translations
- Lesson 23: Types of Words
- Lesson 24: Ecclesiastical Words
- Lesson 25: Order in Study
- Lesson 26: What is Needed to Rightly Divide the Word of God
- Lesson 27: Understanding the Use of Words and Arguing their Meaning
- Lesson 28: How the Man of God Can Profit from the Word of God
- Lesson 29: Helps for Bible Study
- Lesson 30: 135 Spiritual Considerations Regarding Faith
- Lesson 31: Holy Things in the Bible

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Class 220 Introduction to Ecclesiology (1 credit)

Develop at least 18 lessons elaborating on an Introduction to Ecclesiology. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of subjects and lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: Definition of Ecclesiology in Respect to the Church
- Lesson 2: Why study Ecclesiology
- Lesson 3: The Origin of the Word Church
- Lesson 4: The Original Church
- Lesson 5: The Church in Jerusalem – the Church that Jesus Built
- Lesson 6: Founder and Foundation Principles as Found in the Gospels
- Lesson 7: The Great Commission
- Lesson 8: World Evangelism and Missions
- Lesson 9: All Power (Authority)
- Lesson 10: Organizing a Church
- Lesson 11: Church Not Invisible, Always Local
- Lesson 12: Membership of the Church
- Lesson 13: Officers of the Church
- Lesson 14: Ordinances of the Church
- Lesson 15: Duties of the Church
- Lesson 16: Relationship of the Church to the Family
- Lesson 17: Church Programs
- Lesson 18: Financing of the Church
- Lesson 19: Reproduction of the church in Acts
- Lesson 20: List of Churches in the New Testament and What We Know
- Lesson 21: Protection Under the Church
- Lesson 22: Servants in the Church
- Lesson 23: Proper Behavior in the Church
- Lesson 24: The Head of the Church
- Lesson 25: Church Discipline
- Lesson 26: Analysis of the Church Epistles and Problems in the Church
- Lesson 27: Requirements for Apostles
- Lesson 28: Requirements for a Bishop
- Lesson 29: Requirements for a Deacon
- Lesson 30: Lord's Messages to the 7 Angels in Revelation 2-3
- Lesson 31: The Church is the Pillar and Ground of the Truth
- Lesson 32: Safeguarding the Scriptures
- Lesson 33: Church Work of Benevolence

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Lesson 34: Duties to Widows

Lesson 35: 111 verses using “church”

Lesson 36: The Invincibility of the Church

Lesson 37: The Church is a Place of Fellowship and Love

Lesson 38: Baptist Name and History

Lesson 39: Church Members Added to by God

Lesson 40: The Final Authority for the Church

Appendix 1 – The 111 Verses in the Bible Using the Word Church

Appendix 2 – The Largest U. S. Church Denominations (2012)

Appendix 3 – Major Baptist Denominations in the U. S.

Appendix 4 – The Trail of Blood Chart

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 221 New Testament Doctrine (2 credits)

Develop at least 18 lessons elaborating on New Testament Doctrine – or, what the New Testament teaches that we should ***Do and Teach***. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Definition and Necessity of a Testament
- Lesson 2: Jesus Christ in the Old Testament
- Lesson 3: Jesus Christ's Fulfillment of the Old Testament
- Lesson 4: Genealogy of Jesus
- Lesson 5: John the Baptist
- Lesson 6: The Preeminence of Christ
- Lesson 7: The Death of the Testator
- Lesson 8: Necessity of the Blood
- Lesson 9: Doctrine of the Holy Spirit (John 16)
- Lesson 10: Organization and Application of the New Testament
- Lesson 11: Divisions of the New Testament
- Lesson 12: The Gospels
- Lesson 13: The 2 Great Commandments – Doctrine of Love
- Lesson 14: The Acts of the Apostles – History
- Lesson 15: Paul's Church Epistles
- Lesson 16: Salvation through Grace (The "Romans Road")
- Lesson 17: Paul's Pastoral Epistles
- Lesson 18: The Fruit of the Spirit
- Lesson 19: General Epistles
- Lesson 20: Revelation (Churches)
- Lesson 21: The New Testament – Jesus' Doctrine
- Lesson 22: The Authority behind New Testament Doctrine
- Lesson 23: The Apostles Doctrine – Jesus' Doctrine
- Lesson 24: Precepts and Important Doctrines Revealed (Heb. 6:1-2)
- Lesson 25: Doctrine in Parables
- Lesson 26: Evil Doctrines in New Testament Church
- Lesson 27: Jesus Christ – The Head of the Church
- Lesson 28: Local Church Authority (teach, baptize, disciple, etc.)
- Lesson 29: The New Testament Believer (i.e. kings/priests/saints)
- Lesson 30: Ordinances of the New Testament Church
- Lesson 31: New Testament Principles of Service
- Lesson 32: The Will of the Father
- Lesson 33: The Immutability of God's Word

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Lesson 34: The Divine Inspiration of the New Testament
Lesson 35: The Purpose of the New Testament
Lesson 36: The Higher Calling of the New Testament
Lesson 37: Using the New Testament as the Solution
Lesson 38: Reproduction of the New Testament
Lesson 39: New Testament Survey (Outline)
Lesson 40: Jesus is Greater than
Lesson 41: Top Ten Precepts of Jesus' Doctrine
Addendum 1: 351 Old Testament Prophecies Fulfilled in Jesus Christ
Addendum 2: Purpose of the Law

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 222 Identification, Handling, Translation, and Publication of the Scriptures (1 credit)

Develop at least 18 lessons elaborating on the identification, Handling, Translation, and Publication of the Scriptures. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Characteristics of the Word of God
- Lesson 2: The Proper Use of the Word of God
- Lesson 3: The Ministry of the Word of God
- Lesson 4: The Word of God is Entrusted to the People of God
- Lesson 5: The World Corrupts the Word of God
- Lesson 6: God's People Need Discernment Regarding the Word of God
- Lesson 7: We Have Every Jot and Tittle
- Lesson 8: The Good Texts
- Lesson 9: The Corrupt Texts
- Lesson 10: The Good Translations
- Lesson 11: The Corrupt Translations
- Lesson 12: Scripture Comparisons
- Lesson 13: Proper Handling of the Word of God
- Lesson 14: Every Word of God is Pure
- Lesson 15: The Translation of the Scriptures
- Lesson 16: The Scriptures Must be Distributed Free of Charge
- Lesson 17: Every Church Has a Responsibility
- Lesson 18: Scripture Portions

Other Studies:

1. God's word is inspired – treat it as such
2. God's word is preserved in Writing
3. God's word is preserved through copies (multiplication)
4. God's word to be made available to all men
5. Old Testament committed to Israel; New Testament committed to churches
6. Kings and Priests in Old Testament
7. Kings and Priests in New Testament
8. Never change, but Fix all printing errors
9. Church is the Responsible Authority to:
 - Keep
 - Copy
 - Distribute
 - Teach the word of God

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

- Preach the word of God
- 10. Always distributed Free of Charge
- 11. Distribution at Various Levels, Varying involvement
- 12. John, J/R, NT, WB
- 13. Faithful in the Least, Faithful in Much
- 14. Saturation vs. Tonnage
- 15. Self-Publication (digital printing at grass roots)
- 16. Sub-contracting Printing
- 17. A Man who will not read the Gospel of John will not read a New Testament
- 18. Alexandrian vs. Antiochian Texts
- 19. Byzantine Texts
- 20. Codices *Vaticanus*, *Alexandrinus*, and *Sinaiticus*
- 21. Pure Line vs. Corrupt Line
- 22. Majority vs. Minority Texts
- 23. Masoretic Text (MT) versus Septuagint (LXX)
- 24. Principle of the Textus Receptus – not changing, just copying and passing it along to next generation
- 25. Erasmus and his First Printed Greek Text
- 26. Following Printed Greek Editions
- 27. Westcott and Hort Corrupt Text
- 28. Following the Corrupt Texts – Nestles, UBS, Etc.
- 29. *Koine* vs. Classical Greek
- 30. Miniscule vs. Uncial Greek
- 31. Jerome's Latin Vulgate; Jerome vs. Eusebius of Caesarea vs. Eusebius Sophronius
- 32. Verse Comparison and the Multiplicity of Testimony
- 33. Translating Greek to New Language or Hebrew to New Language
- 34. Headwater churches
 - Helping Missionaries and Missions
 - Keeping scriptures
 - Serving by love
 - Church is Pillar and Ground of the Truth

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 223 Introduction to Inter-Church Service (1 credit)

Develop at least 18 lessons elaborating on an Introduction to Inter-Church Service. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Basics of Service
- Lesson 2: No Servant Can Serve Two Masters
- Lesson 3: The Objectives of Service
- Lesson 4: Serve in Love and Liberty
- Lesson 5: The Blessing of Service
- Lesson 6: The Order of Service
- Lesson 7: How to Serve
- Lesson 8: Service Summarized
- Lesson 9: The Priorities of Service
- Lesson 10: Serving in Prayer
- Lesson 11: Ministry of the Word
- Lesson 12: Other Types of Service
- Lesson 13: Jesus as a Servant
- Lesson 14: Paul and the Apostles as Servants
- Lesson 15: The Service of Giving
- Lesson 16: Doctrine in Respect to Fleshly Service
- Lesson 17: Reasonable Service
- Lesson 18: Giving Account as Servants
- Lesson 19: Servants as Soul Winners
- Lesson 20: Faithful and Wise Servants
- Lesson 21: Wicked and Slothful Servants
- Lesson 22: Listing of Fellow-helpers in the New Testament
- Lesson 23: Servants Given Authority
- Lesson 24: Servants to Occupy
- Lesson 25: Inter-church Service – Progression and Variables
- Lesson 26: Dealing with Varying Views
- Lesson 27: Setting Goals and Objectives
- Lesson 28: A Minister's Calling and Responsibility
- Lesson 29: Servants Must Understand Authority
- Lesson 30: Seed, Sowers, Senders, Soil, and the Spirit
- Lesson 31: Pouring Water on the Hands of Those Whom You Serve
- Lesson 32: The Example of a Poor Servant

Other Studies:

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

1. Christ came to serve (Matthew 20:28; Mark 10:25)
2. Christ is the greatest Servant (Matthew 23:11; Luke 22:26)
3. By love serve one another (Galatians 5:13; 1:2 – written to churches)
4. We accomplish the Great Commission working together
5. We give seed to the sower (2 Corinthians 9:10-12)
6. Paul made missionary journeys to preach the gospel and see churches started
7. Paul served and edified the churches
8. The church of Antioch served other churches through Paul (Acts 13:1-3)
9. The church of Jerusalem sent Peter and John to the Samaritans (Acts 8:5) – Also Philip.
10. The church in Ephesus was a base of operations for Paul for three years (Acts 19:10; 26; 20:18-21)
11. Paul preached in all Asia and established the seven churches in Revelation
12. The Macedonian and Achaean churches sent money to help the poor saints in Jerusalem (Romans 15:26)
13. These churches were examples to other churches (2 Corinthians 9:2)
14. The Thessalonian church was an example of faith to other churches (1 Thessalonians 1:5-10)
15. Paul wrote epistles to edify and correct the churches
16. The church in Philippi sent relief to Paul (Philippians 4:16)
17. The church in Jerusalem sent letters to Gentiles to help with their doctrine (Acts 15) – avoid blood, things strangled, idolatry, and fornication.
18. The church in Ephesus informed of many types of servants (Ephesians 4:11-15)
19. The churches of Laodicea and Colossae shared the epistles (teachings) they received (Colossians 4:15).
20. The use of evangelists (Ephesians 4:11-15)
21. Epaphras was concerned with the churches of Colossae and Hierapolis (Colossians 4:13)
22. Titus and others were messengers of the churches (2 Corinthians 8:22)
23. The Philippian church had Epaphroditus who helped Paul as a messenger (Philippians 2:25)
24. Phoebe was a messenger of the Cenchrea church and helped the Roman church, and Paul and others (Romans 16:1)
25. John wrote messages to seven churches (Revelation 1:11)
26. Paul addressed the elders from Ephesus (Acts 20)
27. The use of hospitality with missionaries and other saints (3 John 5:11; 1 Timothy 3:2)
28. James 2:14-18 – helping saints with their needs
29. Missionary conferences
30. Revivals

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 224 English and the Universal Language Structure (3 credits)

Develop at least 54 lessons elaborating on an English and the Universal Language Structure. There are many purposes of this class that the teacher needs to be made aware of. Most of this class is teaching the English language in respect to usage and rules, which for English-speaking students will be easier than it is for foreign language students. However, many of the rules apply or have their own similar usages (parts of speech, etc.) in other languages.

This is a 3-credit class, so students who do not have good English usage should be much better for it. Furthermore, the class should help with the students' speaking and writing ability.

We do offer as reference materials a basic English entitled *English Grammar*, and books entitled *Complete English Grammar Rules*, *Teaching English as a Foreign Language*, *A Dash of Style*, *Grammar by Diagram*, *The Oxford Essential Guide to Writing*, *The Cambridge Guide to English Usage*, and *English Grammar*; which are available to the teacher for the associated portions or as needed (see CLASS 224B through J). The teacher should also understand there is a scriptural application of this class and convey such to the students.

We can list the purposes of this class as follows:

- Understand the power and universality of the English language
- Learn general language structure using English as the example language
- Facilitate learning other languages by learning how language works
- English students review and improve their English understanding and writing ability
- English students improve their speaking and rhetorical abilities
- Foreign students can improve their knowledge of the English language

The teacher should study, select, and copy scripture references, develop teaching outlines for the following lesson topics, and teach as applicable. Each student has different needs and is at a different level. The teacher needs to take each student into consideration when teaching. Each lesson is approximately one hour of teaching material.

- Why English – statistics
- Use of the KJV
- Basic English
- Parts of speech
- Punctuation
- Clauses
- Sentences
- Paragraphs
- Grammar
- Vocabulary
- Outlines
- Writing skills

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- The Seven Liberal Arts and Sciences
- The Trivium
 - Grammar
 - Logic
 - Rhetoric
- The Quadrivium
 - Arithmetic (number)
 - Astronomy (number in space)
 - Music (number in time)
 - Geometry (number in space and time)
- Arguments
- Illustrations
- Parables
- Syllogisms
- Emphasis

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

Lesson 1: The Origin of Language
Lesson 2: The Definition of Language
Lesson 3: Language and Genetics
Lesson 4: Linguistics
Lesson 5: Simple Structures that Unite All Languages
Lesson 6: Language Universals
Lesson 7: Why is English the Universal Language?
Lesson 8: What Makes English Difficult to Learn?
Lesson 9: The Relationships of Languages
Lesson 10: Languages Families
Lesson 11: The Indo-European Family Tree
Lesson 12: The Latin Influence in Language
Lesson 13: Latin Roots and Suffixes
Lesson 14: Latin Verbs
Lesson 15: Latin Nouns
Lesson 16: Latin Noun Declensions
Lesson 17: Greek and Latin Roots in English
Lesson 18: Latin Prefixes and Suffixes – Review
Lesson 19: Types of Speech Within Languages
Lesson 20: Reasons to Study Language Structure and Linguistics
Lesson 21: The Common Structure of Languages
Lesson 22: Language Structures – Major Components (Part 1)

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Lesson 23: Language Structures – Major Components (Part 2)
Lesson 24: Comparative Linguistics
Lesson 25: Comparing the Linguistics of Languages
Lesson 26: Common Articulation Variations Between Comparative Languages
Lesson 27 Speech Development in Comparison Languages
Lesson 28: The Components of Language
Lesson 29: Phonemes
Lesson 30: Diphthongs
Lesson 31: Blends, Digraphs, and Trigraphs
Lesson 32: Morphemes
Lesson 33: 120 Root Words
Lesson 34: Semantics and Pragmatics
Lesson 35: Vocabulary
Lesson 36: Sentences
Lesson 37: Using Sentence Structure to Learn Foreign Languages
Lesson 38: Language Differences Between Languages
Lesson 39: Syntax and Related Words
Lesson 40: The Basics of Syntax
Lesson 41: An Overview of English Syntax
Lesson 42: Language Classifications Based on Grammatical Structure and Word Order
Lesson 43: Grammatical Differences Between Comparative Languages
Lesson 44: Examples of Differences Between Comparison Languages
Lesson 45: Spanish Syntax
Lesson 46: Comparison Languages – Contractions
Lesson 47: Creative Language Use
Lesson 48: English is a Strange Language
Lesson 49: Basic Grammar
Lesson 50: Grammatical Structures
Lesson 51: Rhetoric
Lesson 52: Rhetorical Devices
Lesson 53: The Use of Humor
Lesson 54: The Parts of Speech
Lesson 55: Nouns
Lesson 56: Pronouns
Lesson 57: Verbs
Lesson 58: Adjectives
Lesson 59: Adverbs
Lesson 60: Prepositions
Lesson 61: Conjunctions
Lesson 62: Determiners
Lesson 63: Exclamations and Interjections
Lesson 64: Punctuation
Lesson 65: Accentuation and Diacritics
Lesson 66: Typography
Lesson 67: Writing and Translating
Lesson 68: Writing Skills

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Lesson 69: The Seven Liberal Arts and Sciences
Lesson 70: The Power of the King James Version
Lesson 71: Helps to Learn Foreign Languages
Lesson 72: Miscellaneous Information

Helps Available to the Teacher in Separate Syllabus Form:

Class 224A – English and the Universal Language Structure
Class 224B – English Grammar - Understanding the Basics
Class 224C – Complete English Grammar Rules
Class 224D – Teaching English as a Foreign Language
Class 224E – A Dash of Style
Class 224F – Grammar by Diagram
Class 224G – The Oxford Essential Guide to Writing
Class 224H – The Cambridge Guide to English Usage
Class 224I – English Grammar
Class 224J – English and the Universal Language Structure – Appendix 1

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Class 225 Introduction to Music (1 credit)

Develop at least 18 lessons elaborating on an Introduction to Music. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Commandment to Sing
- Lesson 2: A Study on the Song of Solomon
- Lesson 3: A Study on Psalms
- Lesson 4: Songs in Heaven
- Lesson 5: Music and Learning
- Lesson 6: Song Leading
- Lesson 7: Music and Children
- Lesson 8: Songs in the Bible
- Lesson 9: Music and its Message
- Lesson 10: Godly Music
- Lesson 11: Ungodly Music
- Lesson 12: The Various Uses of Music in the Church
- Lesson 13: Musical Instruments in the Old Testament
- Lesson 14: Bible Verses About Music
- Lesson 15: General Terms
- Lesson 16: The Fundamentals of Music
- Lesson 17: Basic Music Theory Concepts
- Lesson 18: Music Theory
- Lesson 19: The Fundamentals of Music Theory
- Lesson 20: Chords and Chord Extensions
- Lesson 21: An Easy Way to Teach or Learn to Play Music ...

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 226 Survey of the Bible (1 credit)

Develop at least 18 lessons comprising a Survey of the Bible. The teacher should study, select, and copy scripture references, and develop teaching outlines for the whole Bible and each of the 66 books of the Bible. Each lesson is approximately one hour of teaching material. Books can be combined for separated based on the size of the book.

- Introduction to the Old Testament
- Introduction to the New Testament
- Author of each book
- Approximate time each book was written
- Approximate period of time the book covers
- Major themes of each book with a brief description
- Number and breakdown of the chapters
- Important personalities
- Well-known verses in the book
- Important passages
- Important doctrines taught
- How is Jesus Christ manifested (John 5:39) – types of Christ in O. T.?
- Comparison passages in other books
- How is the character of God portrayed?
- What spiritual applications can be made?

Since there are many surveys of the Bible that men can use for this class – some short and some long – we have taken a different approach for this syllabus so as not to duplicate other men's works.

The class information below is designed to be used in addition to a very good survey of the Bible that the teacher can source on his own. (Note: Class 22B has a survey by Montgomery F. Essig that can be used as a teaching aid should the teacher need one.)

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

Lesson 1: The Bible Reveals the Mind of God
Lesson 2: The Bible is All About Jesus
Lesson 3: The Canonization of the Scriptures
Lesson 4: The Two Large Divisions
Lesson 5: Prophecy and Fulfillment
Lesson 6: The Lineage of Christ
Lesson 7: Salvation and the Doctrine of Christ
Lesson 8: The Kingdoms
Lesson 9: Heaven, Hell, and Judgment

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Lesson 10: God's Plan
Lesson 11: Church Doctrine
Lesson 12: The Necessity of Faith
Lesson 13: Poetry
Lesson 14: Wisdom
Lesson 15: Spiritual Growth
Lesson 16: Leadership
Lesson 17: Examples of How God Works
Lesson 18: The Chronology of the Old Testament
Lesson 19: The Chronology of the New Testament
Lesson 20: The Inter-testament Period
Lesson 21: Proof that Paul is the Author of Hebrews

This class has three portions:

Class 226A – Survey of the Bible
Class 226B – Survey of the Bible – Reference
Class 226C – Survey of the Bible – OT Prophecies

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Class 227 Introduction to Ethnology (1 credit)

Develop at least 18 lessons elaborating on an Introduction to Ethnology. This is a study of nations. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Definition of Ethnology
- Lesson 2: Ethnology and the New Testament Commandments
- Lesson 3: General Components of Ethnology
- Lesson 4: God is No Respector of Persons
- Lesson 5: The Tower of Babel
- Lesson 6: The Table of Nations
- Lesson 7: Israel's Possession of the Land of Canaan
- Lesson 8: Israel Compared to Heathen Nations
- Lesson 9: Israel Compared to Other Nations
- Lesson 10: Major Bible Languages
- Lesson 11: Human Nature – Commonalities Among All People
- Lesson 12: The Adamic Race – Illustrated
- Lesson 13: The Various People Described
- Lesson 14: Communication to All People
- Lesson 15: Nations Today
- Lesson 16: God's World Divisions
- Lesson 17: Scriptural Churches Thrive Everywhere
- Lesson 18: Scriptures to All Nations
- Lesson 19: Breakdown of the World
- Lesson 20: Mesopotamia and the Fertile Crescent
- Lesson 21: Groups of People in the New Testament
- Lesson 22: World Powers
- Lesson 23: Believers are Hated by the World
- Lesson 24: New Testament Places and People Described
- Lesson 25: Religions of the World and Populations
- Lesson 26: Other Measurements of Nations
- Lesson 27: Future World System

Other studies:

1. The Commandment to go into the world
2. Preach the gospel to every creature
3. Acts 1:8 Pattern
4. Preach where Christ has not been named (Romans 15:20)

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5. Breakdown of the world by All nations, kindreds, people, and tongues (Revelation 7:9; 5:9)
6. Nations in the Bible
7. We are debtors to Greeks, barbarians, wise, and unwise (Romans 1:14)
8. All a new man in Christ whether Greek, Jew, circumcision, uncircumcision, Barbarian, Scythian, bond, or free (Colossians 3:11).
9. Tracing Jesus' genealogy back to Adam (Matthew and Luke) with countries
10. Study of the families and nations in Genesis 10 and 11
11. Study the generations of the 12 tribes in Genesis 46
12. Generation of Esau in Genesis 36
13. Study on Babel and the confusion of tongues
14. What nations are mentioned in the Bible and what is their current day location?
15. Study of Daniel's writings of Babylon, Medo-Persian, Greek, and Roman empires
16. Study on other major nations:
 - a. Egypt
 - b. Assyria
 - c. Syria
 - d. Philistia
 - e. Moab
 - f. Ammon
 - g. Midian
 - h. Ethiopia
 - i. Etc.
17. Fertile Crescent and Mesopotamia
18. Major Rivers, Seas, and Mountains in the Bible
19. Study on Gog and Magog
20. Ezekiel's prophecies regarding the nations
21. Jeremiah's prophecies in chapters 48 and 49

This class contains two portions that should be used for teaching and reference:

Class 227A – Introduction to Ethnology

Class 227B – Introduction to Ethnology - Bible Atlas

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 228 Dispensational Studies and Eschatology (1 credit)

Develop at least 18 lessons elaborating on Dispensational Studies with an emphasis on eschatology. This is a study of times, end times, and the dispensing of times as revealed by God in his word. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: Covenants
- Lesson 2: Dispensations
- Lesson 3: Thrones and Kingdoms
- Lesson 4: Always, Saved by Grace through Faith
- Lesson 5: Always, Faith without Works is Dead
- Lesson 6: A Study of Resurrections in the Bible
- Lesson 7: Changes in Diets and Food
- Lesson 8: Ezekiel 18 – The Change in the Responsibility of Sin
- Lesson 9: Daniel's 70 Weeks
- Lesson 10: The Second Coming of Christ
- Lesson 11: Watch
- Lesson 12: The Parables
- Lesson 13: People
- Lesson 14: A New Body
- Lesson 15: Being Caught Up
- Lesson 16: Trumpets
- Lesson 17: Gatherings
- Lesson 18: Mysteries
- Lesson 19: The Kingdom of God
- Lesson 20: The Kingdom of Heaven
- Lesson 21: The Millennium
- Lesson 22: The Judgment Seat
- Lesson 23: The Great White Throne
- Lesson 24: Jesus is King from the Davidic Line
- Lesson 25: The Last Days
- Lesson 26: A New Heaven and a New Earth
- Lesson 27: The New Jerusalem
- Lesson 28: The Lake of Fire
- Lesson 29: Cloud and Clouds
- Lesson 30: The First Fruits and Harvest
- Lesson 31: The 144,000 Virgins
- Lesson 32: The Two Witnesses
- Lesson 33: The Beast (no "the Antichrist" in Scripture)

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Lesson 34: The False Prophet

Lesson 35: The Dragon

Lesson 36: The Wrath of God

Lesson 37: Signs, Miracles, and Wonders

Appendices 1 and 2: Calculations from Daniel

Study 1: When was Lucifer Created?

Study 2: When did Lucifer Fall?

Study 3: Why “Replenish the Earth” in Genesis?

Study 4: Who are the Sons of God in Genesis 6?

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Class 229 Doctrine of Scriptural Reproduction (1 credit)

Develop at least 18 lessons on the subject of Scriptural Reproduction. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

The reproduction of good things and the non-reproduction of evil things are important issues in life. A brother or sister must **“be”** what they want to reproduce, because we can only reproduce what we are. We all need to be careful what we say, do, and think; because we are constantly reproducing.

Thank God we have the grace to change, to be right before God, then reproduce. Godly pastors have godly churches, critical pastors have critical members. Godly parents have godly seed. We all reap what we sow. “All they that take the sword shall perish with the sword” (Matthew 26:52).

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Commandments of Reproduction
- Lesson 2: The Purpose of Reproduction
- Lesson 3: The Power of Reproduction
- Lesson 4: The Need for Reproduction
- Lesson 5: The Blessings of Reproduction
- Lesson 6: The Rewards of Reproduction
- Lesson 7: The Laws of Reproduction
- Lesson 8: The Methods of Reproduction
- Lesson 9: Pray the Lord of the Harvest to Send Laborers
- Lesson 10: Evil Reproduction and Corrupt Seed

The Objects of Reproduction

- Lesson 11: Children
- Lesson 12: Souls
- Lesson 13: Scriptures
- Lesson 14: Disciples
- Lesson 15: Preachers
- Lesson 16: Churches
- Lesson 17: Fruit of the Spirit
- Lesson 18: Fruit of Holiness
- Lesson 19: Fruit of Praise
- Lesson 20: Fruit of Righteousness
- Lesson 21: Gospel
- Lesson 22: Material Wealth
- Lesson 23: Grace

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- Lesson 24: Mercy
- Lesson 25: Love
- Lesson 26: Peace
- Lesson 27: Giving
- Lesson 28: Years and Days
- Lesson 29: The Need to Follow
- Lesson 30: The Need to Lead
- Lesson 31: Being the Pattern to Follow
- Lesson 32: Examples of Reproduction in the Bible

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Practical Training with Work Journal – Associate Level

As mentioned in the beginning of this syllabus under *Practicum*, the practical training at this Associate level is worth 32 credits and should include ministerial experience lacking in the student. For full-time ministers it is expected these requirements are already fulfilled. However, we list them for students preparing for the ministry.

• Scripture work – including distribution, fund raising, print shop, Assembly, writing, study, church ministry, etc.	8
• To Every Creature – Jerusalem	8
• To Every Creature – Judea	2
• To Every Creature – Samaria	2
• To Every Creature – Uttermost	4
• Preaching and Teaching	4
• By Love Serve One Another	4
<hr/>	
Total Credits	32

The student should keep a Work Journal wherein he records his practical work. Things to be recorded by dates would be activities such as scripture work, including quantities produced and distributed; church ministry, including teaching, preaching, or other support; evangelistic efforts, such as soul-winning, campaigns, and revival meetings; evangelistic efforts in all places outside the student's Jerusalem; and ministerial accomplishments, such as performing weddings, organizing schools or campaigns, preaching in jails or nursing homes, etc.

The Work Journal will be submitted for credit along with all notes from the classes.

Additional Note: Teachers of seminary students can vouch for the practical work of the students. The level of work will vary for each student, so a teacher's wisdom for assigning and evaluating work is honored by this university.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Graduate of Arts Scripture Ministries

Class 301 Baptist Distinctions I – Theological (2 credits)

Develop at least 36 lessons on the subject of Baptist Distinctions with a focus on theology. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

Because this is a graduate level class, the lesson plans can be much simpler, as students should be at a level to easily understand and apply the scriptures.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: The Bible (Bibliology)
- Lesson 2: The Godhead (Trinity)
- Lesson 3: God the Father (Theology)
- Lesson 4: Holy Spirit (Pneumatology)
- Lesson 5: Jesus Christ (Christology)
- Lesson 6: Salvation (Soteriology)
- Lesson 7: The Gospel (Good News)
- Lesson 8: Repentance
- Lesson 9: Regeneration
- Lesson 10: Justification
- Lesson 11: Sanctification
- Lesson 12: Faith
- Lesson 13: Grace
- Lesson 14: Mercy
- Lesson 15: Forgiveness
- Lesson 16: Sin
- Lesson 17: Death
- Lesson 18: Hell and the Lake of Fire
- Lesson 19: Heaven and New Jerusalem
- Lesson 20: The Angels of God (Angelology)
- Lesson 21: The Devil and His Angels (Demonology)
- Lesson 22: The Precious Blood of Christ
- Lesson 23: The New Testament Apostles
- Lesson 24: Kings, Priests, and Saints
- Lesson 25: Old Testament Law
- Lesson 26: The End Times (Eschatology)
- Lesson 27: Prayer and Fasting
- Lesson 28: The Judgment Seat of Christ

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Lesson 29: The Creation
Lesson 30: The Fall of Man
Lesson 31: The Virgin Birth of Christ
Lesson 32: Atonement for Sin
Lesson 33: Freeness of Salvation
Lesson 34: Perseverance of the Saints
Lesson 35: Separation
Lesson 36: Love

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Class 302 Baptist Distinctions II – Ecclesiastical (2 credits)

Develop at least 36 lessons on the subject of Baptist Distinctions with a focus on ecclesiology. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

Because this is a graduate level class, the lesson plans can be much simpler, as students should be at a level to easily understand and apply the scriptures.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

Lesson 1: The New Testament Church
Lesson 2: Baptism
Lesson 3: The Lord's Supper
Lesson 4: Ordination
Lesson 5: Tithes
Lesson 6: Offerings
Lesson 7: Widows, Parents, and Orphans
Lesson 8: Missions
Lesson 9: Faith Promise
Lesson 10: Debt
Lesson 11: Soul Winning
Lesson 12: Workers in the Ministry
Lesson 13: Tongues
Lesson 14: Prophets and Prophecy
Lesson 15: Church Discipline
Lesson 16: Service and Attendance
Lesson 17: The Autonomy of the Church
Lesson 18: The Authority of the Church
Lesson 19: Church Membership
Lesson 20: Church Functions
Lesson 21: Church Support
Lesson 22: Church Bylaws
Lesson 23: Protestant vs. Baptist
Lesson 24: Church Etiquette
Lesson 25: Organizing a church
Lesson 26: Special Speakers
Lesson 27: Training of Men
Lesson 28: Authority to do the Scripture Work
Lesson 29: Teaching the Babes in Christ
Lesson 30: Holiness of the Church Body
Lesson 31: Our Relationship with Other Churches

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Lesson 32: The Bride of Christ

Lesson 33: Dealing with the Poor

Lesson 34: Current Problems Facing the Church

Lesson 35: Music

Lesson 36: Politics

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Class 303 Baptist Distinctions III – General (2 credits)

Develop at least 36 lessons on the subject of Baptist Distinctions with a focus on general issues of the day. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

Because this is a graduate level class, the lesson plans can be much simpler, as students should be at a level to easily understand and apply the scriptures. Also, the latter portion of the syllabus allows for self-directed study where students and teachers can select their own topics – practically those topics affecting the work of God today.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

Lesson 1: Governments
Lesson 2: War and Military
Lesson 3: Murder
Lesson 4: Self Defense / Arms
Lesson 5: The World
Lesson 6: Music: Good and Bad
Lesson 7: Gambling
Lesson 8: Riches, Wealth, and Poverty
Lesson 9: False Religions
Lesson 10: Treatment of Animals and Possessions
Lesson 11: Government Established Religion
Lesson 12: Innocence and Independence

Lessons for self-directed study:

Lesson 13: Church Finances
Lesson 14: Personal Finances
Lesson 15: Business Finances
Lesson 16: Taxes
Lesson 17: Alms
Lesson 18: Poor
Lesson 19: Benevolence
Lesson 20: Charity
Lesson 21: Marriage
Lesson 22: Divorce
Lesson 23: Adultery
Lesson 24: Fornication
Lesson 25: Celibacy
Lesson 26: Attire

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Lesson 27: Christian Education
Lesson 28: Family
Lesson 29: Husbands
Lesson 30: Wives
Lesson 31: Relationships
Lesson 32: Child Rearing
Lesson 33: Child Discipline
Lesson 34: Work Ethic and Work Leadership
Lesson 35: Speech
Lesson 36: Alcohol, Tobacco, Marijuana, Opiates, Drugs, Vaping, Skoal, etc.
Lesson 37: Healing, Doctors, Medicines, etc.
Lesson 38: Birth control
Lesson 39: Abortion
Lesson 40: Separation and Holiness
Lesson 41: Eating meat or not
Lesson 42: Esteem of men
Lesson 43: Armor of God
Lesson 44: Dating, Courting, and Engagements
Lesson 45: Giving occasion to the flesh – men, women, other, and Accountability
Lesson 46: Christian Testimony and Behavior

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Class 304 Introduction to Greek and the New Testament (2 credits)

Develop at least 36 lessons introducing Greek and the New Testament. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

The lessons should also teach the basics of the Greek language at the beginner's level.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

Lesson 1: Why Study Scriptural Languages

Lesson 2: The Use of the Greek Language in Bible Study

Lesson 3: The Hellenistic Culture

Lesson 4: Background on the Greek Language

Lesson 5: God Uses a Universal Language for His New Testament

Lesson 6: Transliteration verses Translation – Certain Examples

Lesson 7: The Various Greek Texts

Lesson 8: The Textus Receptus

Lesson 9: The Modern Critical Text and Vaticanus

Lesson 10: History of the New Testament

Lesson 11: Greek and Latin Roots

Lesson 12: Number of Greek Words Used in NT

Lesson 13: The Benefits of Using Translations

Lesson 14: The Greek Alphabet (Aleph-Bet)

Lesson 15: Greek versus English

Lesson 16: Greek to English Examples

Lesson 17: Matthew Chapter 1 – Interlinear

Lesson 18: Matthew 1:1 – Using Strong's Numbers

Lesson 19: Using Other Lexicons

Lesson 20: Verb Tenses

Lesson 21: Voices, Etc.

Lesson 22: Adjectives

Lesson 23: Prepositions

Lesson 24: Plurals

Lesson 25: Articles

Lesson 26: Compound words

Lesson 27: Additions and Deletions to God's Word

Helps Available to the Teacher in Separate Syllabus Form:

Class 304A – Introduction to Greek and the New Testament

Class 304B – Study Dangers

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Class 304C – Greek Text Basics

Class 304D – Elementary NT Greek

Class 304E – The Elements of NT Greek

Class 304F – Bagster’s Analytical Greek Lexicon

Class 304G – Graded NT Greek Reading Companion

Class 304H – Greek and Latin Roots in English

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Class 305 Introduction to Hebrew and the Old Testament (2 credits)

Develop at least 36 lessons introducing Hebrew and the Old Testament. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

The lessons should also teach the basics of the Hebrew language at the beginner's level.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Because of the size of the documents, the *Introduction* syllabus is in two parts – A1 and A2.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

Part A1:

- Lesson 1: Why Study Scriptural Languages
- Lesson 2: The Use of the Hebrew Language in Bible Study
- Lesson 3: Background on the Hebrew Language
- Lesson 4: Transliteration versus Translation – Certain Examples
- Lesson 5: The Masoretic Text
- Lesson 6: The Septuagint and Vaticanus
- Lesson 7: History of the Jewish Scriptures
- Lesson 8: The Confusion of the Rabbi's Regarding the Talmud
- Lesson 9: Number of Hebrew Words used in OT
- Lesson 10: The Benefits of Using Translations
- Lesson 11: The Hebrew Alphabet (Aleph-Bet)
- Lesson 12: Hebrew versus English
- Lesson 13: Consonants
- Lesson 14: Commonly Used Hebrew Words in the Old Testament
- Lesson 15: Genesis Chapter 1 – Interlinear
- Lesson 16: Genesis 1:1 – Using Strong's Numbers
- Lesson 17: 500 Hebrew Words
- Lesson 18: Understanding Diacritical Markings
- Lesson 19: Review and the Hebrew Number System

Part A2:

- Lesson 20: Acrostics in the Hebrew Bible
- Lesson 21: Modern Hebrew Grammar Introduction
- Lesson 22: Extant Manuscripts of the Hebrew Bible
- Lesson 23: The Aleppo Codex
- Lesson 24: Biblical Aramaic
- Lesson 25: The Aramaic Text of Ezra

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Helps Available to the Teacher in Separate Syllabus Form:

Class 305A1 -- Introduction to Hebrew and the Old Testament
Class 305A2 -- Introduction to Hebrew and the Old Testament
Class 305B -- Biblical Hebrew Student Grammar
Class 305C -- Strong's Hebrew Dictionary
Class 305D -- Hebrew for Biblical Interpretation
Class 305E -- Notes on the Masoretic Text
Class 305F -- LXX Order vs Hebrew
Class 305G -- Gesenius Hebrew Grammar
Class 305H -- Learning to Read Biblical Hebrew
Class 305I -- Encyclopedia of Hebrew Language and Linguistics
Class 305J -- Old Testament Quotations in the New Testament

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Class 306 Biblical Hermeneutics (2 credits)

Develop at least 36 lessons on the subject of Biblical Hermeneutics. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

The syllabus offered has only 27 classes. The reason is these classes average more than an hour of material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

The student will benefit much from reviewing Class 219 *Word Study System of Scripture Research*, which is closely aligned with this class.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: Sola Scriptura
- Lesson 2: General Comments in Respect to Hermeneutics
- Lesson 3: What is Needed to Rightly Divide?
- Lesson 4: What is Rightly Dividing?
- Lesson 5: How God Teaches Knowledge
- Lesson 6: Key Divisions in the Holy Bible
- Lesson 7: Grouping and Separating by Subject
- Lesson 8: The Necessity of Prayer
- Lesson 9: Read the Passage Carefully
- Lesson 10: A Text Without a Context is a Pretext
- Lesson 11: Allow the Text to Say What it Says
- Lesson 12: A Spiritual Man Can Receive Spiritual Things
- Lesson 13: Identifying Jesus Christ as the Subject of the Bible
- Lesson 14: Seeing Jesus in Scripture
- Lesson 15: Doctrine Understood by Jesus' Commandments
- Lesson 16: Preaching through Jesus Christ
- Lesson 17: Textual vs. Topical Studies
- Lesson 18: Deductive vs. Inductive Study
- Lesson 19: Understanding Prophecy, Parables and Mysteries
- Lesson 20: The Law of First Mention
- Lesson 21: Contradictions and Supposed Contradictions
- Lesson 22: Practical Methods to Rightly Divide
- Lesson 23: Proper Application
- Lesson 24: Find Salvation and the Savior in the Scriptures
- Lesson 25: Miscellaneous Ways to Study Words
- Lesson 26: Other Books and Helps
- Lesson 27: Conclusion

The teacher should elaborate on and develop the numbered points of the Introductory Passages below:

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2 Timothy 2:15: “Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.”

1. Study
2. To show thyself
3. Approved unto God
4. A workman
5. That needeth not to be ashamed
6. Rightly dividing
7. The word of truth

2 Timothy 3:15-17:

15 And that from a child thou hast known the holy scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus.

16 All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness:

17 That the man of God may be perfect, throughly furnished unto all good works.

8. From a child
9. Hast known the Holy Scriptures
10. Able to make wise unto Salvation
11. Through faith in Christ Jesus
12. All scripture
13. Is given
14. By inspiration of God
15. Is profitable
16. For doctrine
17. Reproof
18. Correction
19. Instruction on Righteousness
20. The man of God
21. Perfect
22. Thoroughly furnished
23. Unto all
24. Good works

2 Timothy 4:2: “Preach the word; be instant in season, out of season; reprove, rebuke, exhort with all longsuffering and doctrine.”

25. Preach
26. The word
27. Be instant
28. In season
29. Out of season

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- 30. Reprove
- 31. Rebuke
- 32. Exhort
- 33. With all long suffering
- 34. And doctrine

1 Peter 5:1-3:

1 The elders which are among you I exhort, who am also an elder, and a witness of the sufferings of Christ, and also a partaker of the glory that shall be revealed:

2 Feed the flock of God which is among you, taking the oversight thereof, not by constraint, but willingly; not for filthy lucre, but of a ready mind;

3 Neither as being lords over God's heritage, but being ensamples to the flock.

- 35. I exhort the elders
- 36. As an elder
- 37. As a witness of the sufferings of Christ
- 38. As a partaker of the glory to be revealed
- 39. Feed the flock of God
- 40. Which is among you
- 41. Taking the oversight
- 42. Not by constraint
- 43. but willingly
- 44. Not for filthy lucre
- 45. Of a ready mind
- 46. Not as lords
- 47. But as ensamples to the flock

Other Studies:

- 48. Proper Exegesis
- 49. Expounding
- 50. Comparing spiritual with spiritual
- 51. Sola Scriptura
- 52. Use of Commentaries and Lexicons
- 53. Jesus Christ as the Key to Understanding (John 5:39)
- 54. Declaration
- 55. Interpretation
- 56. Illustration
- 57. Application
- 58. Take the literal meaning of a passage unless impossible to do so

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 307 Biblical Homiletics (2 credits)

Develop at least 36 lessons on the subject of Biblical Homiletics. The teacher should study, select, and copy scripture references, and develop teaching outlines for the following lesson topics. Each lesson is approximately one hour of teaching material.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

Lesson 1: How Shall they Preach Except They Be Sent?

Lesson 2: Preach the Word

Lesson 3: Preach the Gospel

Lesson 4: Jesus' Commandments when Sending

Lesson 5: The Need for Holiness

Lesson 6: Speaking the Truth in Love

Lesson 7: Edification, not Destruction

Lesson 8: A Word Fitly Spoken

Lesson 9: Bridling the Tongue

Lesson 10: All Things Done Decently and In Order

Lesson 11: The Need for Study

Lesson 12: Be Made All Things to All Men

Lesson 13: Preach Christ Crucified and We Servants

Lesson 14: Keep the Body Under

Lesson 15: Know Your Audience and the Event

Lesson 16: Using the Ordered Divisions in the Bible

Lesson 17: The Use of Illustrations

Lesson 18: Styles Used in Preaching

Lesson 19: The Use of Rhetorical Devices

Lesson 20: Writing an Outline

Lesson 21: Getting and Keeping the Audience's Attention

Lesson 22: Sermons in the New Testament

Lesson 23: The Preaching of John the Baptist

Lesson 24: Jesus' Preaching in Matthew

The Six Discourses (with parallels in other 3 Gospels)

Lesson 25: Discourse 1: The Sermon on the Mount Discourse

Lesson 26: Discourse 2: The Missionary Discourse

Lesson 27: Discourse 3: The Parabolic Discourse

Lesson 28: Discourse 4: The Church Discourse

Lesson 29: Discourse 5: The Hypocrisy Discourse

Lesson 30: Discourse 6: The Olivet Discourse

Lesson 31: Mark 4:26-29: The Seed and the Sickle

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Lesson 32: Luke 10:29-37: The Good Samaritan
Lesson 33: Luke 11:5-11: A Friend and Three Loaves
Lesson 34: Luke 12:16-21: The Rich Fool
Lesson 35: Luke 25-35: Counting the Cost
Lesson 36: Luke 15:1-7: The Lost Sheep
Lesson 37: Luke 15:8-10: The Lost Coin
Lesson 38: Luke 15:11-32: The Prodigal Son
Lesson 39: Luke 16:1-13: The Unjust Steward
Lesson 40: Luke 16:19-31: Rich Man and Lazarus
Lesson 41: Luke 17:7-10: The Duty of Servants
Lesson 42: Luke 18:1-8: The Unjust Judge
Lesson 43: Luke 18:9-14: Pharisee and the Tax Collector
Lesson 44: Jesus' Preaching Unique in John
Lesson 45: John 3:1-21: Jesus and Nicodemus
Lesson 46: John 4:4-26: The Samaritan Woman
Lesson 47: John 5:19-47: Jesus and Judgment
Lesson 48: John 6:22-59: Bread of Life Discourse
Lesson 49: John 10:1-21: The Good Shepherd
Lesson 50: John 12:24-26: Grain of Wheat
Lesson 51: Sermons in the Book of Acts
Lesson 52: Peter to Crowds at Pentecost – Acts 2:14-40
Lesson 53: Peter to Crowds at the Temple – Acts 3:12-26
Lesson 54: Peter to the Sanhedrin – Acts 4:5-12
Lesson 55: Stephen to the Sanhedrin – Acts 7
Lesson 56: Philip to the Samaritans and the Ethiopian – Acts 8
Lesson 57: Peter to Gentiles – Acts 10:28-47
Lesson 58: Peter to church at Jerusalem – Acts 11:4-18
Lesson 59: Paul to Synagogue at Antioch – Acts 13:16-41
Lesson 60: Peter to Jerusalem Council – Acts 15:7-11
Lesson 61: James to Jerusalem Council – Acts 15:13-21
Lesson 62: Paul and Silas in Prison – Acts 16:31
Lesson 63: Paul in Athens at the Areopagus – Acts 17:22-35
Lesson 64: Paul to Ephesian Elders – Acts 20:17-35
Lesson 65: Paul to Crowd at Jerusalem – Acts 22:1-21
Lesson 66: Paul to Sanhedrin – Acts 23:1-6
Lesson 67: Paul's Defense Before Felix in Caesarea – Acts 24:10-21
Lesson 68: Paul to King Agrippa – Acts 26:2-23
Lesson 69: Paul to the Jewish Leaders at Rome – Acts 28:17-20

Other Notable Sermons

Lesson 70: Paul's Epistle to the Hebrews
Lesson 71: Jesus' Messages to the Seven Angels in Revelation

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 308 Study of Difficult Passages of Scripture (2 credits)

Because of the nature of the topics, this 2-credit hour class does not have the minimum 36 lessons. The reason being that some topics may take up to three hours to teach and analyze.

The teacher can select passages that he thinks are best suited for his class, with the objective of showing how we can take difficult passages and show through study the proper understanding.

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Study 1: When was Lucifer Created?
- Study 2: When did Lucifer Fall, and when was Hell Created
- Study 3: Genesis 1 – Why “Replenish” the Earth?
- Study 4: Genesis 6 – Who are the Sons of God?
- Study 5: Genesis – Why did Noah Curse Canaan?
- Study 6: Hebrews 6 – Impossible to Renew to Repentance?
- Study 7: Romans 9:15-18
- Study 8: 1 Corinthians 7:14 – Children Unclean or Holy?
- Study 9: Revelation 3:5 – Blotting out my Name?
- Study 10: 1 Corinthians 15:29 – Baptism for the Dead?
- Study 11: John 6:53-56 – Eat Jesus’ Flesh and Drink His Blood?
- Study 12: 1 Corinthians 11:5-10 – Head coverings for the Angels?
- Study 13: John 6:44 – Except the Father Draw Him?
- Study 14: John 5:22-30 – All in the Graves Resurrected?
- Study 15: John 11 – I am the Resurrection – Shall Never Die
- Study 16: 1 Timothy 1:3 – When did Paul Leave Timothy in Ephesus?
- Study 17: When did Paul Write the Epistle to the Romans?
- Study 18: Shem and Melchisedec?
- Study 19: Christophanies – Pre-Incarnate Appearances of Jesus Christ in the Old Testament
- Study 20: Where Did Cain Get His Wife?
- Study 21: Which Zechariah in Matthew 23:35?
- Study 22: “Misquotations” in the New Testament of Old Testament Passages
- Study 23: The Two Lines of Jesus’ Genealogy
- Study 24: Widows Losing their Salvation?
- Study 25: Differences in the Gospel Records
- Study 26: God or Devil Causing David to Number the People?

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Class 309 Post-Gospels Revelations (1 credit)

This class has been recently updated and contains much information for the teacher to use. Although teachers have liberty to develop their own outlines, it is ***strongly recommended*** that the teacher review and use the supplied syllabus.

Here is the list of lessons from the available syllabus should the teacher desire to develop his own.

- Lesson 1: A Clear Definition of the Gospel
- Lesson 2: The Care of Widows
- Lesson 3: The Election and the Office and the Qualifications of Deacons.
- Lesson 4: The Office and the Qualifications of a Bishop
- Lesson 5: The Gift of Evangelists
- Lesson 6: Sundry Commandments in Respect to Marriage
- Lesson 7: Commandments Given to Gentile Believers in Acts 15
- Lesson 8: Commandments in Respect to the Use of Tongues
- Lesson 9: Putting on the Whole Armor of God
- Lesson 10: The Fruit of the Spirit
- Lesson 11: Pattern for the Churches to Give
- Lesson 12: Rejecting a Heretic after the Second Admonition
- Lesson 13: Ordaining Elders in Every City.
- Lesson 14: The Treatment of Weaker Brethren.
- Lesson 15: The Opening of the Door to Gentile Believers
- Lesson 16: That the Saints will be Caught Up
- Lesson 17: A Gentile Churches Ordains Apostles
- Lesson 18: Self-examination at the Lord's Supper
- Lesson 19: Women to have their Heads Covered
- Lesson 20: The Mark of the Beast
- Lesson 21: All Type of Food is Now Acceptable to Eat
- Lesson 22: The Book of life
- Lesson 23: The Great White Throne Judgement
- Lesson 24: Earth Burned and a New Heaven and a New Earth
- Lesson 25: New Jerusalem

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Class 310 Paper written related to World Evangelism (2 credits)

This class requires a written paper as its objective. The paper has a 10-page minimum. The teacher can refer to Class 310 for an *Example* of a paper written on World Evangelism. Also refer to the section in the *Introduction* in this document describing the writing requirements.

The student's work will show his understanding of the commandments and his vision in respect to world evangelism. Besides documenting the many commandments in respect to world evangelism, the student should explain the principles used by God to do the work.

The student should also show:

- God's *will* in respect to world evangelism
- God's *word* in respect to world evangelism
- God's *way* to accomplish world evangelism
- God's *work* in respect to world evangelism
- God's *workers* in respect to world evangelism
- Jesus' commandments in respect to world evangelism
- Examples of the evangelistic work of Jesus
- The work of the Holy Ghost in world evangelism
- The work of churches in world evangelism
- A thorough study on the Great Commission and the gospel of Jesus Christ.

See also Classes 208 and 209 on *World Evangelism*, and the Class 310 *Example of Paper on World Evangelism*.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Practical Training with Work Journal

As mentioned in the beginning of this syllabus under *Practicum*, the practical training at this level is worth 12 credits and should include ministerial experience lacking in the student. For full-time ministers it is expected these requirements are already fulfilled. However, we list them for students preparing for the ministry.

• Scripture work – including distribution, fund raising, print shop, assembly – writing, study, church ministry, etc.	2
• To Every Creature – Jerusalem	2
• To Every Creature – Judea	1
• To every Creature – Samaria	1
• To Every Creature – Uttermost	2
• Preaching and Teaching	2
• By Love Serve One Another	2
<hr/>	
Total Credits	12

The student should keep a Work Journal wherein he records his practical work. Things to be recorded by dates would be activities such as scripture work, including quantities produced and distributed; church ministry, including teaching, preaching, or other support; evangelistic efforts, such as soul-winning, campaigns, and revival meetings; evangelistic efforts in all places outside the student's Jerusalem; and ministerial accomplishments, such as performing weddings, organizing schools or campaigns, preaching in jails or nursing homes, etc.

The Work Journal will be submitted for credit along with all notes from the classes.

Additional Note: Teachers of seminary students can vouch for the practical work of the students. The level of work will vary for each student, so a teacher's wisdom for assigning and evaluating work is honored by this university.

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Bachelor of Theology Scripture Ministries

Class 201 - 310 Completion of Graduate Curriculum and Orientation Review – 91 credits

The Bachelor level requires the completion of the S. O. S. Graduate Curriculum which is 90 credits. The level also requires for 1 credit a review of the 201 *Orientation*.

The work at the Bachelor level is *self-directed*. The student can accomplish the objectives as he sees fit preferably in the order defined. A student who has fulfilled the previous levels will have much of this work already accomplished.

Class 401 Hand Copy 100 Passages of Scripture as Assigned – 1 credit

When accomplishing the previous levels, the student should already have at least 100 (or close to 100) passages of scriptures written out. The Class 310 writing assignment, the students notes, and the work of hand-copying the Gospel of John; are more than enough to fulfill this requirement.

The purpose of this class is to give the student the experience of hand-copying and to personally fulfill the commandment principle of duplicating the scriptures. In the Old Testament, People, Priest, and Prince were all to copy the word of God – see Deuteronomy 11:18-23; 17:18-20. We are kings and priests in the New Testament (Revelation 1:5-6), and the experience rewarded when *perfectly* copying every *jot and tittle* of the word of God is tremendous.

The principle for hand-copying the word of God and the benefits received are many:

- God uses this method for learning
- God uses this method for reproduction
- God uses this method to permanently seal the word of God in people's memory
- God uses this method so people are responsible for knowing what the word of God says – they cannot deny knowing what God commanded for they wrote it personally.
- The act of reading (words pictured in your heard), then watching the hand write it out, then reading again what was written and checking it with the original; makes the words go back and forth from mind, eye, and hand repeatedly so that the word of God is forever imprinted in one's mind. Only memorization is comparable, and memorization using hand-copying is more successful.

The student should understand that credit is given for hand-copying and hand-typing in respect to notes and papers. Credit is not given for digital *copy-paste* work.

The chart below shows the number of verses per New Testament book. If the student has accomplished the hand-copying of the Gospel of John, he has 879 verses copied. This is more than enough to satisfy the requirement. Credit will also be given if a student hand-copies books such as the book of Philippians, 1 Timothy, James, 1 Peter, 1 John, or one larger.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

		BREAKDOWN AND NUMBERS OF VERSES AND CHAPTERS IN THE KING JAMES VERSION																												
		Verses in Each Chapter					Verses in Each Chapter					Verses in Each Chapter					Verses in Each Chapter					Verses in Each Chapter								
Book	Chapters	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Totals
Matthew	28	25	23	17	25	48	34	29	34	38	42	30	50	58	36	39	28	27	35	30	34	46	46	39	51	46	75	66	28	1071
Mark	16	45	28	35	41	43	56	37	38	50	52	33	44	37	72	47	20	.	.	.	.	.	.	.	.	.	.	.	.	678
Luke	24	80	52	38	44	39	49	50	56	62	42	54	59	35	35	32	31	37	43	48	47	38	71	56	53	.	.	.	.	1151
John	21	51	25	36	54	47	71	53	59	41	42	57	50	38	31	27	33	26	40	42	31	25	.	.	.	.	.	.	.	879
Acts	28	26	47	26	37	42	15	60	40	43	48	30	25	52	28	41	40	34	28	41	38	40	30	35	27	27	32	44	31	1007
Romans	16	32	29	31	25	21	23	25	39	33	21	36	21	14	23	33	27	.	.	.	.	.	.	.	.	.	.	.	.	433
1 Corinthians	16	31	16	23	21	13	20	40	13	27	33	34	31	13	40	58	24	.	.	.	.	.	.	.	.	.	.	.	.	437
2 Corinthians	13	24	17	18	18	21	18	16	24	15	18	33	21	14	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	257
Galatians	6	24	21	29	31	26	18	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	149
Ephesians	6	23	22	21	32	33	24	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	155
Philippians	4	30	30	21	23	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	104
Colossians	4	29	23	25	18	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	95
1 Thessalonians	5	10	20	13	18	28	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	89
2 Thessalonians	3	12	17	18	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	47
1 Timothy	6	20	15	16	16	25	21	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	113
2 Timothy	4	18	26	17	22	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	83
Titus	3	16	15	15	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	46
Philemon	1	25	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	25
Hebrews	13	14	18	19	16	14	20	28	13	28	39	40	29	25	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	303
James	5	27	26	18	17	20	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	108
1 Peter	5	25	25	22	19	14	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	105
2 Peter	3	21	22	18	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	61
1 John	5	10	29	24	21	21	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	105
2 John	1	13	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	13
3 John	1	14	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	14
Jude	1	25	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	25
Revelation	22	20	29	22	11	14	17	17	13	21	11	19	17	18	20	8	21	18	24	21	15	27	21	.	.	.	.	.	.	404
TOTAL	260	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	795

When a student hand-copies a book of the New Testament, it is highly recommended the student use a dedicated bound notebook just for the work

Class 402 **Paper Written on Biblical Manner to Evangelize the World and fulfill the Great Commission (10 Page Minimum) – 1 credit**

This writing assignment is a continuation or part 2 to Class 310. The student is taking what he has learned and written and describes the biblical manner to *Evangelize the World*. The student uses the biblical principles and commandments as prepared in Class 310 and writes how world evangelism was accomplished in the first century.

The student can do a general study or a detailed study. For example, the student can write a paper showing:

- A breakdown of the Book of Acts showing the work of the churches in evangelism.
- A study of Jesus showing how he evangelized and the places he went and way he spoke.
- A study of an apostle or apostles showing their method of evangelizing.
- A study of the missionary journeys of Paul.
- The requirements of bishops as related to world evangelism.
- How Acts 1:8 was executed in the Book of Acts.
- A survey of the New Testament showing the effort of World Evangelism in every N. T. book.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

The student is not limited to the ideas above. The student can decide what he wants to study and write on the assigned subject.

Class 403 Paper Written on a Practical Modern Way to Evangelize the World Using Biblical Methods (10 Page Minimum) – 1 credit

Similarly, to Class 402, the student can consider this a *part 3* or continuation to Class 310. The student is taking what he has learned and written and describes a practical modern manner to *Evangelize the World*. The student uses the biblical principles and commandments as prepared in Class 310 and writes how world evangelism is being or can be accomplished today.

The student can do a general study or a detailed study. For example, the student can write a paper showing:

- A general study of World Missions today showing how scriptural principles are executed.
- A study of the effectiveness of Mission Conferences and how scriptural principles are followed.
- A study of Faith Promise Giving in support of missions and how scriptural principles of giving are followed.
- A study of Mission Boards and how they can be or cannot be scriptural.
- How the scriptures are key in World Evangelism and how they should be used
- How scriptures are made available for World Evangelism – publishing in large and small scales.
- How modern technology can be used in World Evangelism – digital printing, digital files, etc.
- How social media can be used in World Evangelism – posts, podcasts, etc.

The student is not limited to the ideas above. The student can decide what he wants to study and write on the assigned subject.

Class 404 Create Publishable Work on Approved Subject Related to S.O.S. – 2 credits

The student should write and prepare of publication and free distribution a book, pamphlet, study, teaching outline, tract, etc.; that will benefit the work of Jesus Christ and edify believers.

Not only should the work be sound in scriptural doctrine, but it should be practical and helpful. The work should be edifying to the work of Christ and be written in an easy-to-read and easy-to-understand format.

Some examples of the published works by this author include (many available at www.HistoricBaptist.org):

- Many gospel tracts
- Why Death? – A booklet written to distribute at funerals
- Papers written on marriage
- Papers written a variety of scriptural studies
- Bible reading charts
- B. I. syllabi
- 21 Things a Person gets with Salvation

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

- Papers upholding the King James Version
- Church Discipleship Guide
- Homeschooling papers

We expect the students to pray, study, and be excited about this objective. The student should learn a number of things in the process of this class:

- How to seek the Lord's leading in writing and use the Holy Ghost power
- Writing for publication requires carefulness
- The work must be checked and rewritten a number of times to eliminate mistakes and make sure statements are clear and not misunderstood or confusing
- Statements must be direct, simple, and logical in order
- How to layout a published work for benefit of the end user and the best use of paper.
- The types and use of text, colors, paper, and illustrations
- The cost and other expenses involved in publishing
- How to distribute a publication freely – both physically and digitally
- How to be prepared for peer review and criticism
- How to translate the work when unfamiliar with the language

Class 405 Associate Level Curriculum Survey – 2 credits

The survey includes a Synopsis of each of the 29 classes with Scripture Reference Lists and a Description of how each class connects to Love Commandment Doctrine. A student's written notes taken during teaching are more than sufficient.

The purpose of this class is to make sure the student understands the Associate level classes and how they all fit together under a holistic scriptural program, and how they work together to prepare men for the work of the ministry.

Since the expectation for men in the program is for them to teach and lead seminaries world-wide while fulfilling the Great Commission, it is necessary that they are familiar with the program.

If a student has not taken notes, since this Class 200 *S. O. S. Compendium* more than fulfills the survey requirement, we can accept the thorough understanding of this document coupled with the reading of each syllabus with the scripture references, as a fulfillment of the class.

Class 406 Create Reference List for all New Testament Commandments with a Brief Description of Each – 1 credit

The Class 406 *New Testament Commandments – Doctrine of Christ* syllabus documents all the New Testament Commandments and shows the scriptures with their references. The second part of that syllabus shows the commandments divided up in topical form.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Since the *heavy lifting* is done for the student in respect to this requirement, we can accept for credit that the student diligently read and review every commandment, making note of the things that he learned. The student should also use the commandments to show a facet of doctrine by organizing the commandments in a different way, that would be profitable for study. For example, organize the commandments to show Christ's Doctrine in respect to the family, the ministry, sanctification, etc.

Because the New Testament Commandments are the Doctrine of Christ and fundamental to life and the work of the Lord, it is of the highest priority and necessity that every student and teacher know the commandments. They should be their *new nature* and *programming*. At this point in the program, the commandments of Christ should be elementary and very well-known, and this class a simply a basic review.

Class 407 Create a Survey of the Whole Bible (O.T. and N.T.) – 3 credits

Students should write a brief description of each of the 66 books of the Bible, including a description of its Contents, Major Themes, Number of Chapters, Writer and his Background, Date of Writing, Major Highlights, etc.

An example of this work is provided in Class 221 *New Testament Doctrine* at the end of the syllabus. Class 226 *Survey of the Bible* also fulfills the requirement for this class. This is a good example for students to follow.

The reasons for this class are many:

- We ensure every student has thoroughly read the entire Bible
- We ensure every student has a good understanding of every book of the Bible
- The student has a reference work he generated that will be useful for his entire ministry
- We encourage the student to read through his Bible in a short time period
- Having done this the student will realize the many benefits of this work

Every Christian should have regular Bible-reading times and read through his Bible on a regular basis. This assignment should be simple enough if the student simply takes notes as he reads through his Bible. He should have a simple format of questions to fill out as he starts his reading of each book:

- The title of the book
- The author's name
- Give a description of the author
- The approximate date the book was written
- To whom is the book written?
- What is the main theme of the book?
- Number of chapters
- Main characters in the book
- What are the major highlights?
- Major lessons learned

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

The student is not limited to the above points.

Class 408 Topical Studies – 4 credits

The student is to write a new Biblical Study or read, comment, critique, and add to existing studies supplied on a minimum of 15 subjects.

The purpose of this class is for the student to show sound bible study principles and practices, prove his method of rhetoric, and provide excellence in writing on revelations from God's word.

We prefer for the student to study and write from scratch, declaring what is revealed as thoroughly as possible, proving what is right, showing why erroneous views are wrong, and making clear the profitable application to today's believer.

An example of a paper fulfilling a topic requirement is Class 408 *Example – Doctrine of Interpersonal Grace*.

A student may have already done some research in response to another work (a critique) or have a certain interest in which he has written extensively. These works can be submitted for approval.

A student may have made commentary on the written works of others. These also can be submitted for approval.

Submitting for approval means the works will be judged for credit, but not necessarily be guaranteed credit.

Topics for which a student can submit studies are these:

- Christology
- Marriage, Divorce, and Remarriage
- Theology Proper
- Pneumatology
- Christian Giving and Debt
- Soteriology
- Ordinances of the Local Church
- Ecclesiology
- Eschatology and Dispensations
- Public Schools vs. Christian Education
- Bibliology
- Mysteries
- Angels, Satan, and Demons
- Missions
- Finances and Covetousness
- Other topics as requested and approved

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Because this is a 4-credit class, the studies should be as complete and extensive as possible. Each topic should have a sufficient number of pages written to show due diligence. We can say a minimum of 10 pages each topic *generally*, but some studies should require more. A study on 15 topics at an average of 10 pages each would be 150 pages.

Class 409 Document a Textual Comparison of 500 verses – 6 credits

The purpose of this class is for the student to become very familiar with the modernist versions and quickly identify departure texts. The student should be knowledgeable of the major *doctrinal* differences between the Textus Receptus and the Westcott and Hort (i.e., *Vaticanus*) Greek texts, especially in translations.

The student is to document a Textual Comparison of 500 verses between the King James Version and another version of the Bible, or 100 verses between the King James Version and five other versions of the Bible. The student can use English or foreign versions as he desires.

The Class 409 *Verse Comparison Chart* should be used. The Excel® version allows for easy input of verses. The student can also use a digital parallel Bible program to download and compare the verses. The student should mark and count the corrupted verses in each version.

* For English-speaking students, we have an optional reading and writing assignment in place of the Textual Comparison. In cases where the student prefers this option, he should read the following books and write a brief synopsis and commentary of each:

Which Bible?

Edited David Otis Fuller, D.D.,
Institute for Biblical Textual Studies, Grand Rapids, Michigan 49505

The Christian's Handbook of Manuscript Evidence,
Peter S. Ruckman, Ph.D.,
Pensacola Bible Press P.O. Box 86, Palatka, FL 32077

The King James Version Defended, Edward F. Hills,
The Christian Research Press P.O. Box 2013,
Des Moines, Iowa 50310

The Men Behind the King James Version,
Gustavas S. Paine,
Baker Book House
Grand Rapids, Michigan 49516

An Understandable History of the Bible,
Samuel C. Gipp, Th.D.,
Bible Believers' Baptist Bookstore
1252 East Aurora Road, Macedonia, Ohio 44056

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New Age Bible Versions, G. A. Riplinger,
Bible Believers' Baptist Bookstore, 1252 East Aurora Road, Macedonia, Ohio 44056
God Wrote Only One Bible, James Jasper Ray,
The Eye Opener Publishers, P.O. Box 7944, Eugene, OR 97401

Final Authority, William P. Grady,
Grady Publications, P.O. Box 506, Schererville, Indiana 46375

** Note: In respect to the reading assignments, the S. O. S. do not necessarily agree with all the authors' statements. For example, Edward Hills' book speaks to his position of Calvinism, which we reject as unscriptural. He also does not regard the King James Version to the high esteem it deserves; he just defends its scholarship. The student should keep in mind that all men are fallible.*

Practical Training & Ministerial Practicalities with Work Journal

As mentioned in the beginning of this syllabus under *Practicum*, the practical training at this level is worth 12 credits and should include leadership ministerial experience. For full-time ministers it is expected these requirements are already fulfilled. However, we list them for students preparing for the ministry.

• Scripture work – including distribution, fund raising, print shop, assembly – writing, study, church ministry, etc.	2
• To Every Creature – Jerusalem	2
• To Every Creature – Judea, Samaria, Uttermost	2
• Preaching and Teaching	2
• Performance and observance of:	
○ Baptism	
○ Leading a person to Salvation in Christ	
○ Marriage	
○ Funeral	
○ Lord's Supper	
○ Dedication	
○ Church Organization	
○ Leading Service	
○ Music direction in a church service	
○ Other as determined by teacher for ministerial experience	2
• By Love Serve One Another	2
<hr/>	
Total Credits	12

The practical work shown above is expected of bachelor level students as they are to be considered fully prepared and trained for the ministry.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Master of Arts Scripture Ministries

Class 201 Orientation, Curriculum Survey, and Teaching – 6 units

The Master level requires the completion of the S. O. S. Bachelor Curriculum which is 124 credits. The level also requires for 6 credits a review of the 201 *Orientation*, a written survey of the curricula (Associate through Bachelor), and 6 semester hours of teaching experience. The teaching can be 2 hours of S. O. S., 2 Biblical, and 2 language; or it can be all S. O. S. teaching or all language courses (teaching, learning, or translating languages).

By fulfilling the Bachelor level much of this is already accomplished, but the student should take care to have all the lower-level information in order. Foreign language students should have the curricula up to this level available in their language and ready for teaching. Some translating of syllabi may be needed to have the program complete in the student's language.

The work at the Master level is *self-directed*. The Student can accomplish the objectives as he sees fit preferably in the order defined. A student who has fulfilled the previous levels will have much of this work already accomplished.

Class 501 Textual History of the Scriptures – 6 units

The student should write a History of the New Testament from Christ to the current era and following the preservation and multiplication of the scriptures in the various major languages. Also included is a Survey of one Major Language of the Scriptures showing the T/R translations and departure texts.

Some of the topics to be included in the History are found in Class 222 *Identification, Handling, Translation, and Publication of the Scriptures*.

For the Survey portion, the student should choose a translation language he is likely to be working with. As an option, the student can also survey the Old Testament and show the purity of the Masoretic Text (MT) versus the corrupt Septuagint (LXX), and translations using Old Testament quotations from either in the New Testament.

Class 502 Multi-Church Scripture Development – 3 units

Multi-Church Scripture Development, including School of the Scriptures Development. Includes practices for exhortation toward giving of needs for Production.

The student should work to create or facilitate the creation of S. O. S. schools in churches. Credit applies if the student is a full-time minister who has started a seminary in his church teaching the S. O. S. curricula

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Additionally, the student needs to be involved with multi-church scripture development. For example, this requirement is fulfilled if the student has participated in scripture publishing and working with other churches in the area of scripture publishing, distribution, or fund raising for the production of scriptures.

Men who are involved with the School of the Scriptures (i.e., teacher, students, facilitators), helping sister churches with the S. O. S. work, and working with other churches to get scriptures distributed will fulfill the objective.

Class 503 Cooperative Production and Distribution – 12 units

Students should be involved with other churches in the production and distribution of scriptures with the goal of saturating their communities with the word of God.

For all students, the requirements for scripture distribution are these:

- Distribution of T/R based scriptures in their communities up to saturation
- Serving other churches with their distribution of scriptures
- Working with other churches to produce scriptures according to need
- Churches can be local or foreign works

For students in larger communities, the first point above is fulfilled at 5 tons of scripture

Students should keep work journals showing church sources and distribution areas and amounts of scripture distribution.

The principles to be learned and the desire accomplished behind the 502 and 503 objectives are for men in the ministry to:

- Have a desire and vision for all people in their communities to have a copy of the scriptures
- Be a servant and work with other churches to be an ensample and help these other churches fulfill the same vision.
- Work together in a cooperative fashion to publish and distribute the correct scriptures to every creature
- Have a vision beyond their communities to help evangelize their Jerusalem, Judea, Samaria, and the Uttermost parts of the earth

The Equality Principle in Practice

Men fulfilling the Master's level objectives will understand by experience these things:

- Smaller churches in remote areas will have a smaller quantity of scripture to distribute
- Larger churches in populated areas will have a larger quantity of scripture to distribute
- Men serving in remote areas can fulfill the saturation requirement and then serve other churches by helping them distribute in the larger populated areas

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- Men serving in populated areas can help churches in remote areas by adding volume to the scripture publishing quantities.
- Accordingly, men have a system of equality:
 - they practice serving one another in love
 - they practice and help each other in evangelism
 - they have a world vision and cooperate in world evangelism
 - the churches that require fewer scriptures help the distribution of churches with larger distribution needs
 - the churches that have larger distribution needs can help churches with smaller needs obtain scriptures for their needs

Class 504 International Trip using Scriptures Produced – 3 units

Men involved in scripture production and distribution should set their vision beyond their Jerusalem and Judea as shown in Classes 503 and 503. Using scriptures already produced, students should travel to other countries to help in scripture distribution.

In respect to students who have limitations on international travel based on reasons outside their control, these students should travel as far as possible within their limitations to distribute scriptures.

Ideally, the distribution work should be accomplished working with other churches, but this is not a requirement. We understand some areas have no churches and the people in those communities have a need for scriptures just as much as communities with established churches.

However, whenever possible, the student should strive for inter-church service.

Class 505 Thesis on Approved Subject Matter – 6 units

The student is to prepare a Thesis on an approved subject Matter with an evaluation of his work and his Work Journal. Both the Thesis and the Work Journal are to be certified through Baptist International.

The Master's Thesis should be at least 80 pages and may be upon approval a submission of written work previously done. For this reason, we encourage all students to write their papers at a University level quality in the expectation that it will be submitted to peer review.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Master of Divinity

The Master of Divinity program is an optional program in the S. O. S. curricula, and it is available and recommended for students desiring a degree that will recognize their training for professional or governmental applications.

The M. Div. is not a required level for fulfillment of the Ph.D. program. For this reason, we do not show the M. Div. level on the Teaching Pyramid.

However, students interested in this program should still fulfill the Associates through Master's levels.

The Master of Divinity program builds on the learning of the lower levels of the S. O. S. and emphasizes certain areas that will benefit the student in professional work, such as the chaplaincy, spiritual advisement, and Christian counseling.

The beauty of this program can be seen in two ways: 1. In most cases, a minister already serving full-time can fulfill the requirements by simply putting forth extra effort to do and learn as he would normally do the work of the ministry. 2. Many of the requirements can overlap and be fulfilled simultaneously by putting forth a full effort in learning and serving.

For example, a preacher planning to attend a tent meeting in another community can go early, help in visitation and promotion, help in fund-raising at his church, help set up the tent and other things, lead in an area of work (i.e., setting up the chairs and songbooks), attend the meeting, take notes during the meeting preparing messages, preach or teach if given the opportunity, sing a special, lead music, or participate in the choir, deal with people at the invitation, help in the food distribution and clean-up, and serve in love wherever the opportunities present themselves. Accordingly, he accomplishes much at one time. At a week-long revival, he can likely spend 25-50 hours in service, fulfilling many requirements of the M. Div. program.

Class 521 Introduction to the Sacred Texts – 2 units

This class is a study and a review of the Hebrew *Masoretic Text (MT)*, its history, reliability, and use in various reliable translations of the Old Testament, and its use in the New Testament. The study includes proofs of the text's inspiration, the commandments in respect to the text's preservation, multiplication, and application by Israel. Considerations in respect to the *Masoretic Text* should include commentary and evidence of good and corrupted editions.

Also included is a contrast and comparison to the *Septuagint (LXX)*, and an investigation and examination the *Septuagint's* pre-Christian (i.e., B. C.) availability of limited manuscripts. A study of the *Septuagint's* origin in the three departure-text Codices (*Vaticanus, Alexandrinus, and Sinaiticus*) and its connection to Origen and the *Hexapla*.

In respect to the New Testament, this class involves a study and review of the extant New Testament Greek Texts, both the *Majority Byzantine Texts* and the *Minor Alexandrian Texts*, with an emphasis on their

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

inspiration, preservation, and multiplication of the *Textus Receptus* (T/R); and the identification of departure texts. The student should be able to read and identify the differences between *Koine*, miniscule, and majuscule manuscripts.

Also included is the comparison of the extant manuscripts of the *Alexandrian Texts*, their books and the Apocryphal texts, among themselves and with the *MT* and the *Textus Receptus* (TR).

The class includes an analysis of *Erasmus'* printed Greek New Testament, following with the editions of *Beza* and *Stephanus*.

We also expect students to have a good understanding of the history behind the available lexicons, dictionaries, and grammars used by textual critics. We require the complete reading of Class 304B *Hazardous Materials* graciously offered by G.A. Riplinger.

Class 522 Old Testament and New Testament Theology – 2 credits

This class requires the student to understand and elaborate on the differences between the doctrines and principles of both *Testaments*, including the subjects of the Law, the commandments, the priesthood, the grace and mercy of God, and the necessity of faith and good works.

The student should compare the teachings of Moses with the teaching of Jesus Christ, showing differences and similarities, with an analysis of the preeminence of Christ. The class includes teaching how the New Testament fulfills the Old Testament, and how the Old Testament has been replaced with the New Testament.

Class 523 Ecclesiastical-Related Studies and Activities – 2 units

In this class, the student studies for and performs church related activities that are *generally* required of ministers. The class requires authorization from a church organization and state entities as needed for certain performances of the activities.

The student should investigate options, fulfill necessary requirements, and prepare for each activity.

The student shows his ability to learn, adapt, and perform the due diligence to accomplish ecclesiastical-related activities, accounting for the environment, occasion, and the rules and laws to be followed.

The activities include, but are not limited to the following areas: Baptisms, Ordinations, Dedications, Weddings, Funerals, Worship Services, Sunday School, Nursing Home Ministry, Jail Ministry, Children's Ministry, Mission Conferences, etc.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 524 Financial Studies and Leadership – 3 units

The student is required to fulfill at least 100 hours of church or other non-profit Financial Accounting, Budgeting, Financial Oversight, and other Record-keeping work.

The student should learn the best methods to Track, Record, and Report Giving Amounts from individuals and organizations, and Giving and Support for Missions, General Expenses, and Special Activities; following Accepted Standards and Legal requirements.

The students should learn Basic Accounting and have knowledge of Financial Statements, Balance Sheets, Cash Flow, and Income and Disbursement recording methods.

Also required is the student's ability to lead Fund-Raising Activities with Goal-oriented Objectives and Encourage giving through Exhortative Communication, to meet Objectives in a Debt-Free manner.

The student should understand the ministerial work of a Treasurer, including Confidentiality, Accountability, Integrity, and Accuracy.

The student should learn Budgeting following the Portioned-based and Debt-free principles of the scriptures. The student should be familiar with various Savings and Investment Strategies.

Class 525 Christian Worship and Music Studies and Practicum – 3 units

The student should have at least 100 hours of Music Leadership in the Ecclesiastical Context, leading Music Services in Church and other Religious Settings, Conducting the Music Ministry in a Variety of Styles using a Variety of Methods, such as Solo Arrangements, Duets, Quartets, Choruses, and Choirs. The Music Leadership includes the Selection of Appropriate Music for every group – Adults, Children, Seniors, etc.

The *Practicum* involves Organizing and Leading Choirs and their Rehearsals, Instrumental Accompaniment, and the Selection of Music for the Appropriate Services and Atmosphere.

Also included is Defining the Music to be used in Plays, Skits, and other Presentations. The student should have a good understanding of Psalms, Hymns, and Spiritual Songs; and select music according to Seasons and Events.

The student should have the ability to Read Music and Improvise, create Medleys, etc. The student should understand the differences of Rhythms, Godly and otherwise. He should have a basic knowledge of Christian Music History over the past two hundred years.

Class 526 Leadership Studies and Practicum – 3 units

The student should have at least 100 hours of Ministerial Leadership and Religious Work wherein he leads Religious Services, Revivals, Tent Meetings, and other Evangelistic Efforts. This Leadership also includes leading special services such as Weddings, Funerals, Memorial Services, etc.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

The student should be fully capable and prepared to conduct a variety of Religious Services, overseeing all areas of work and directing support workers.

Class 527 Inter-church Service Studies and Practicum – 3 units

The student should have at least 100 hours of Ministry-related Inter-church Service, which includes helping other churches in their ministries through Evangelism, Soul-winning, Visitation, Leadership, Labor, Preaching, Teaching, Exhortation, and any other means of Scriptural Edification.

The purpose of this class is to have students show diligent Leadership in Inter-church Service.

Class 528 Teaching Studies – 3 units

In this class the student is to have prepared a minimum of 100 Biblical teaching or preaching Outlines, showing Good Doctrine and Sound Theological Correctness, to be used in a Practical setting. Each Outline should cover a minimum of 1 hour of delivery.

The outlines should be nicely written, have a logical order, and show the Doctrine of Christ. The teaching should Exhort Obedience to the Commandments of Christ. Scripture References should be included for each point and sub-point. Each Outline should have an Introduction and an Introductory Passage of scripture, and a Clear and Logical Conclusion.

In this class the student shows his Homiletical and Hermeneutical Abilities in Studying the word of God, Arrange Thoughts, Apply Critical Thinking, Elaborate and Illustrate, use Effective Rhetoric, and Apply the Teaching (i.e., *Application*).

Class 529 Teaching Practicum – 3 units

In this class the student is to have a Preached or Taught a minimum of 100 Outlines. This is the equivalent of a year of preaching and teaching twice weekly, or two years of weekly preaching or teaching.

Students in full-time ministry normally preach and teach four times a week on average. This requirement, if fulfilled in normal church services, would be accomplished in six months. If the student also teaches seminary classes, this requirement would be fulfilled in ten weeks.

Class 528 can be combined with this class for expediency.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 530 Dealing with Difficult Situations – 3 units

In this class the student should learn how to deal with Difficult Situations. In the work of the ministry there are many cases that arise in which the man of God must conduct himself rightly and carefully and be in favor before God and man.

The student should be prepared for these times and have experience and knowledge in Diffusing Confrontations with people who are upset or angry, Negotiating Win-win Remedies between church members, and Foreseeing and Avoiding the Escalation of Conflicts.

The lessons learned from a Scriptural point of view will prepare the student correctly. He should learn what to do and what not to do. Sometimes all that can be done is to make the best of a bad situation.

Due to the depth of this class, the student should study and outline the passages below with the purpose of learning to deal with Difficult Situations. The Student should describe any practical experience gained in the ministry.

Learning from and Dealing with Difficult Situations

- | | | |
|-------------------------|------------------|-----------------|
| • Romans 5:3-5 | • Romans 1:1-32 | • Acts 16:13-15 |
| • Romans 8:28 | • Acts 18:24-26 | • John 20:1-31 |
| • Titus 2:3-5 | • Acts 15:8-11 | • Matthew 22:30 |
| • Galatians 3:28 | • Luke 8:1-3 | • Genesis 1:28 |
| • 1 Corinthians 15:28 | • Genesis 2:7 | • Romans 12:1 |
| • 1 Timothy 2:12 | • Genesis 1:2 | |
| • 1 Corinthians 11:1-34 | • 1 Peter 3:1 | |
| | • 2 Timothy 3:15 | |

Important Steps

- Keep the Right Perspective (Romans 12:18).
- Know God has the Answer (Jeremiah 33:3; James 1)
- Ask for and Seek God's Wisdom (James 1; Luke 12:7)
- Have Wisdom to know when to Avoid Discussions (Luke 4:30; John 8)
- Engage Rightly (Proverbs 15:1).
- Always be Humble (James 4:6, 10; 1 Peter 5:5-6)
- Always be Compassionate and follow John 15:12

Making the Best of a Bad Situation

- | | | |
|---------------------|--------------------|------------------|
| • Proverbs 17:17 | • Proverbs 18:10 | • 1 John 4:18 |
| • 1 Timothy 6:12 | • Proverbs 12:26 | • 1 John 1:9 |
| • Isaiah 41:10 | • Proverbs 3:5-6 | • 1 Peter 3:14 |
| • Proverbs 22:24-25 | • Psalm 23:1-6 | • James 4:1-17 |
| • Proverbs 18:24 | • Deuteronomy 31:6 | • Colossians 3:5 |

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

- Philippians 3:18-19
- Philippians 2:2
- Ephesians 5:5
- Ephesians 4:32
- Ephesians 4:26
- Ephesians 4:2
- Galatians 5:19-21
- 1 Corinthians 16:13
- 1 Corinthians 6:1-20
- Romans 12:17-21
- Romans 12:2
- John 14:6
- John 3:16
- Luke 17:3-4
- Mark 12:28-30
- Mark 10:11-12
- Matthew 7:12
- Matthew 6:10
- Matthew 5:43-48
- Zephaniah 3:17
- Jeremiah 29:11
- Isaiah 35:4
- Isaiah 1:1-31
- Ecclesiastes 4:9-10
- Proverbs 27:17
- Proverbs 22:6
- Proverbs 16:3
- Proverbs 15:1
- Proverbs 13:20
- Proverbs 10:12
- Psalm 27:1
- Genesis 3:1-24
- Genesis 2:7

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Class 531 By Love Service – 3 units

In this class the student learns by serving others in a variety of ministries and other services. The student may have to research, study, and learn how to best fulfill the needs of others.

There are an unlimited number of circumstances wherein a minister may find himself required to supply the right response – whether in words or works or both. He should be knowledgeable as to *how* to find the right response and serve in love.

The manner by which the student will learn this *Service of Love* is by the experience and service in the areas he works now. As he, from his heart, desires to serve God faithfully, God will provide the opportunities both to serve and learn.

Accordingly, the evidence of fulfilling this requirement is seen in the following activities:

- Church Service and Events Participation – being involved in every aspect of church activity
- Attending other Services in other Churches whenever possible
- Taking Missionary Survey Trips whenever possible
- Doing Visitation Work whenever possible

Class 532 Ministry and Social Outreach – 3 units

In this class the student should have at least 100 hours participation and service in a variety of Outreach Efforts in the community. This is to fulfill the requirement in 2 Timothy 4:5: “But watch thou in all things, endure afflictions, do the work of an evangelist, make full proof of thy ministry.”

The man of God should know from experience how to “Watch in All Things.” By the Outreach Efforts herein performed, the student will learn to watch. He must also “Endure Afflictions,” work as an “Evangelist,” and make “Full Proof” of his ministry. He shall learn these things also when dealing in worldly situations as he ministers in the Outreach Efforts.

The types of Outreach Efforts include work in Hospitals, Schools, Jails, Rescue Missions, Children’s Homes, Nursing Homes, Community Centers, Recreation Centers, Clubs, Military Service Centers, etc.

Also included under Outreach Efforts are things like canvassing, door-to-door visitation, soul-winning, street preaching, evangelizing events, etc.

Class 533 Human Behavior Studies and Practicum – 3 units

In this class the student leverages and expands his knowledge and experience as he works in the area of *Human Behavioral Studies*. This work requires a minimum of 100 hours of Person-to-Person Interaction, Biblical Counseling and Godly Edification on a one-on-one basis. In cases of couples, it may be a one-on-two or a two-on-two basis.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

The student needs a good understanding of how to apply the scriptures in a positive and edifying manner in all areas of Human Interaction. He must be considerate of every person, regardless of age, background, beliefs, culture, handicaps, etc. He must approach each person with sincere love and charity, humility, and compassion. He must learn to sincerely care for the person's soul and his well-being. He must follow Jesus' example of love (John 15:12) and Paul's example being all things to all people (1 Corinthians 9:20-23; 10:33).

The student must also excel in the area of Grief-Counseling and be able to comfort and encourage people who are dealing with sickness, loss, or the death of a loved one.

The things required in this class are learned through prayer, the work of the Holy Ghost in the individual, and the actual working with those in need, rather than reading thoughts on paper. The types of Ministry that provide opportunities for this type of growth are those involving ministry to the poor, homeless, and needy, Nursing Homes, Hospitals, Rescue Missions, VA ministries, etc.

The student should pray for development and growth in this area as he labors in love.

Class 534 Thesis, Evaluation, and Certification – 2 units

The student should submit a thesis (80-page minimum) on an approved subject and submitted for peer review. He must also be evaluated for his accomplishments of the requirements above. Any certifications earned during the term that are related to the program should be noted and credited equivalent to class time.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

Doctor of Philosophy Scripture Ministries

A student at this level should have gained, not only a substantial amount of knowledge and understanding, but also a substantial amount of information and work experience.

As the student progresses, he is following the trajectory already set and improving his abilities in the gospel ministry. At this level the student is *polishing his work* and adding the necessary details.

Class 601 Major Trade Language Learned – 12 units

Doctoral Students in order to better fulfill the Great Commission and preach the Gospel internationally should learn a second language, with the ability at least to read, write, and preach in that language.

Furthermore, to assist in the study of God's word, the student should have familiarity and the ability to read and understand basic Hebrew and Greek.

The class 216 *Introduction to Linguology* along with the 201 *Orientation* should help a student determine which second language he should learn and give some help in learning practices. Furthermore, a student should already have a desire for a particular language. In cases where the students already have a second language, this objective is met.

Classes 304 *Introduction to Greek and the New Testament*, and class 305 *Introduction to Hebrew and the Old Testament* should be sufficient for meeting the sacred language requirement.

From the student's preparation in class 211 *Preparation and Application for Service and Term Evaluation*, he should be well on his way if he has to learn a second language.

Furthermore, based on international trips, the ability of the student to communicate (i.e., preach the gospel) in a second language should have been manifested.

Class 602 Biblical Studies – 3 units

This objective requires the student to have read the Whole Bible having taught some books and having hand-copied some books.

Based on the fulfillment of class 226 *Survey of the Bible* and class 401 *Hand Copy 100 Passages of Scripture as Assigned*, this objective should be easily met.

Class 603 Inter-church Service Relations – 5 units

This objective requires the student to have been active in scripture publishing and distribution in an inter-church service capacity. Classes 501 through 504 accomplish most of this requirement. The student should

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES

also have exposure to missions and missionary work, taught and conducted Orientations, Exhortations to produce scriptures, and taught S. O. S. curricula.

Class 604 Scripture Production – 5 units

The student should fulfill the objective of scripture production, distribution, and saturation in cooperative church plans, with needs surveys planned, of acceptable TR texts. Experience in mass printing and distribution of scriptures is desired but not required.

Minimum requirement for Saturation of scriptures is 5 communities or 25 tons of scripture.

Class 605 International Distribution in Acts 1:8 Manner – 5 units

Similar to *Class 504 International Trip using Scriptures Produced*, the student should be active in distribution of scripture as far away as possible from his Jerusalem. This fulfills the requirement for distribution to the *uttermost* parts of the earth.

Students should work with their church's missionaries to have them involved in scripture distribution. Students should supply scriptures to their missionaries and provide them the opportunity to learn the S. O. S. program.

In respect to students who have limitations on international travel based on reasons outside their control, these students should travel as far as possible within their limitations to distribute scriptures.

Ideally, the distribution work should be accomplished working with other churches and missionaries, but in cases where this is not possible, we expect the student to do the work in cooperative form with missionaries nearby. We understand some areas have no churches and the people in those communities have a need for scriptures just as much as communities with established churches.

However, whenever possible, the student should strive for inter-church service.

Students can use scriptures previously produced or produce scriptures in the needed language. Scriptures should be produced based on need.

Class 606 School of the Scriptures Teaching or Initiation – 12 units

The student should have experience in the teaching of undergraduate and MA level courses for School of the Scriptures established in a church or on a mission field. This includes an overview of the purposes and goals of Baptist International.

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Class 607 Ministry Finance Teaching – 3 units

The student should know and understand Ministry Finance and teach remedial financial principles and corrective applications to undergraduate men needing recovery. The student should have involvement in the *Redemption Trust* work or similar ministry.

Class 608 Dissertation on Approved Subject Matter – 15 units

Student to write a dissertation on an approved subject adding to the available information offered by the School of the Scriptures. The dissertation should be 160 pages minimum and will be subject to Peer Review.

The dissertation should provide learnings from international scripture work, provide a needed syllabus, and help future students in their development in the S. O. S.

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701 Post-Doctoral Work

Once a man has completed the requirements of the entire curricula he is now expected to continue in the post-doctoral work. He is an ambassador for Christ and is an ensample of Christ's Doctrine.

Men who have fulfilled the doctorate level curriculum should continue to be involved in the teaching and scripture work. Men who have reached this level will understand their responsibility and know what they ought to be doing.

The post-doctoral areas of service are defined below. Men at this level should consider adding to the body of material that is part of *Baptist International*.

Men at the Ph.D. level can be used to facilitate the creation of schools, work on the translation of scripture and other works, and edify churches (Ephesians 4).

The Post-Ph.D. level of service includes but is not limited to the following high-level areas in the work of Christ:

- Preaching and Teaching
- Local and World Evangelism using the Scriptures
- World Evangelism and Mission work
- Writing
- Generating Scriptural Studies
- Generating other New Studies for Baptist International
- Translations
- Syllabi Generation, Revision, and Translation
- Support of the Baptist International S. O. S. Vision
- All areas of Inter-church Service
- Help with Financial Corrections and Redemption Ministry
- Reproduction of faithful men
- Involvement in the Scripture Work
- Being an ensample of a servant
- Being an ensample of charity ("by love serve one another")
- Language and Translation Studies
- Publishing Book and other works (offered free of charge)
- Involvement in the Support and Facilitation of new and existing B. I. schools
- Helping with scripture production, distribution, and support
- Translation of Scripture

Men at this level are not limited to the above areas and under Holy Ghost leadership will with an attitude of "by love serve one another" accomplish many different things in the work of the Lord.

THE PROOF OF THE PUDDING

Giving Honor to whom Honor is Due

A Short Remembrance in Respect to Donald Fraser

N. Sebastian Desent, Ph.D., Th.D., D.D.; Pastor, Historic Baptist Church, Wickford, Rhode Island

August 26, 2020

Pastor Jimmy Gid Tharpe (May 12, 1930 – November 25, 2008), long time pastor of Baptist Tabernacle in Shreveport, LA., commissioned Donald McLeod Fraser (August 8, 1926 – December 9, 2003) in 1972 to create a fully Bible-based curricula and university. That curricula are known as the *School of the Scriptures*, and the university is known as *Baptist International*.

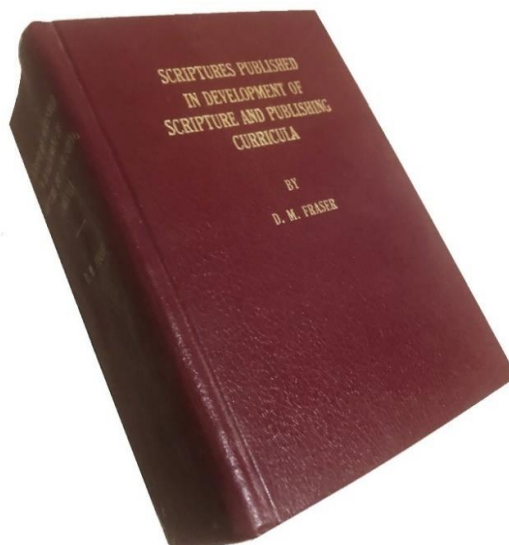
D. M. Fraser, a missionary out of First Baptist Church, Fort Worth, faithfully executed the task. When he finished proving and polishing the work, upon the direction of J. G. Tharpe, he turned over the entire project to N. S. Desent in 1989. At that time the *S. O. S.* curricula were under *Baptist Christian University International*.

The university changed its name to *Baptist International* in 1991.

The material that was turned over included the Dissertation from Brother Fraser that he submitted to *Baptist Christian University* when he fulfilled the requirements for the degree of Doctor of Philosophy in April 1977.

We show images of the Dissertation below. The reader will note that it is comprised of four smaller books – a Gospel of John, a Spanish New Testament, an English New Testament, and a whole English Bible. These in themselves show no great accomplishment, but these being printed by four different *Independent Baptist Churches* is **definitely** a great achievement, and a miracle of God, which took decades of preparation to accomplish. Brother Fraser proved churches can produce the scriptures.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES



PRESENTED TO
BAPTIST CHRISTIAN UNIVERSITY
IN FULFILLMENT OF
DISSERTATION REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
by
DONALD MCLEOD FRASER
APRIL 1977

(The inclosed four published books
of scriptures were complemented
by two separate volumes in draft
comprising text materials in two
areas:
INTRODUCTION TO DOCTRINE
and
DOCTRINAL APPLICATIONS IN
CHRISTIAN FINANCE)

This volume contains:

A Gospel of John, printed under the
auspices of the Rolling Hills Baptist
Church, Fort Worth, Texas, and

a Spanish New Testament printed by
the First Baptist Church of Milford,
Ohio, and

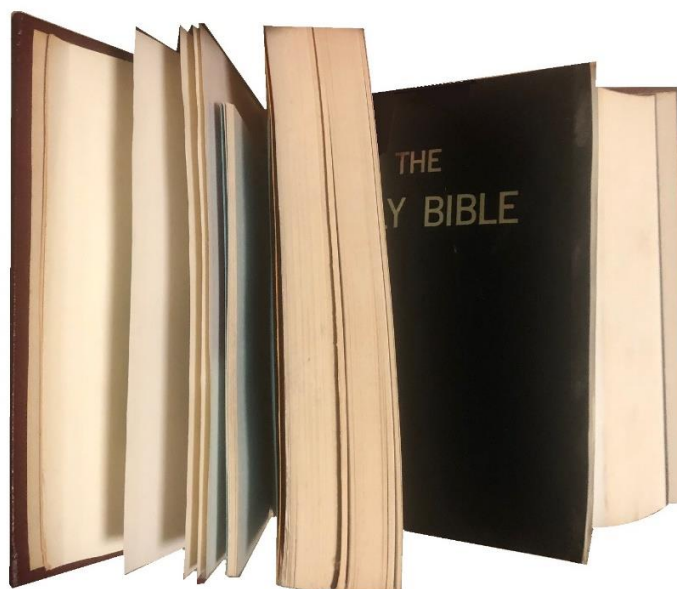
an English New Testament printed by
Mt. Pisgah Baptist Church, of Oliver
Springs, Tennessee, and

a whole English Bible, printed by the
First Baptist Church, Milford, Ohio,
with special comments included inside
the front, written and signed by
D. M. Fraser.

This whole Bible, to my knowledge, is
the first edition ever printed by a
local Baptist Church since the
resurrection of our Lord.

These scriptures, printed by local
Baptist churches, are the doctrinal
proof of the preservation of the Word
of God by God using His people, in
accordance with His will and His
organization, using the scriptural
methods involved in the activity
commonly referred to, and as God
also calls it: BEARING PRECIOUS SEED.

CLASS 200 S. O. S. COMPENDIUM AND CLASS SYLLABI SYNOPSES



This dissertation by the father of *Bearing Precious Seed* is a masterpiece. It shows the wisdom of God in Brother Fraser in many ways:

First, the dissertation proves beyond any shadow of a doubt that his doctrinal work in starting and promoting *Bearing Precious Seed* works. He was successful at convincing churches of their responsibility to publish the scriptures. This work is proved and manifested by the published work of millions of copies of scriptures and hundreds of thousands of tons of paper paid for, sourced, printed, and distributed. We must remember that these churches had no understanding of scripture publishing before the involvement of Brother Fraser.

Brother Tharpe remarked more than once that he believed Don Fraser would be one of the most rewarded men in glory after the apostles for his work in the scripture ministry. Without controversy, Brother Fraser is directly responsible for the production and distribution of thousands (probably millions) of *tons* of scripture worldwide.

Billions of copies of scriptures have gotten into the hands of lost people everywhere because of the vision and labor of D.M. Fraser.

Second, the dissertation shows the manner of obeying the doctrine of Christ and the financial principles of the New Testament indeed work. One cannot gainsay the effectiveness of Christ's doctrine. The proof of Don Fraser's accomplishments are tangible and plain to see.

Third, the dissertation shows the heart of Brother Fraser. He did not write chapters and volumes of his own thoughts and words. He humbly submitted himself to the word of God and positions God's word far above his own. Job 23:12 applies: "...I have esteemed the words of his mouth more than my necessary food."

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Fourth, the dissertation documents perfectly what the work was and what the fruit of the work is. These volumes are well made and follow the principles set down by the founder of *Bearing Precious Seed* and the *School of the Scriptures*.

Fifth, it provides proof of the timing of Brother Fraser's work.

Since the commission in 1972, the proof shown in 1977, and the proved and polished completion of it in 1989; the *School of the Scriptures* has continued over forty years by God's grace until the writing of this paper. We expect the work to continue until our Lord returns.

By God's grace the curricula of *Baptist International School of the Scriptures* are still available to all. Visit www.HistoricBaptist.org for details.



Donald McLeod Fraser (August 8, 1926 – December 9, 2003)