



PROGRAM SUMMARY MANUAL

An Overview Of The BTCP Concept & 10-Course Curriculum

- **HOW TO PARTNER WITH BTCP**
- **CONCEPT AND CURRICULUM**
- **TEACHER TRAINING**
- **COURSE OVERVIEWS**
- **STEPS FOR STARTING A BTCP CLASS**
- **SUGGESTED FORMS**
- **STATEMENT OF FAITH**

Dennis J. Mock

Questions and inquiries may be
addressed by letter, phone, or e-mail to:

Bible Training Centre for Pastors, Inc.

Phone: 770-938-6160

e-mail: info@btcp.com

Webpage: www.bibletraining.com

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Preface

History: In 1988 Dennis Mock—founder of **BTCP**—taught a pastors conference in Mombasa, Kenya. He quickly realized that these men were eager to learn, but had never had an opportunity for even the most basic theological training. Following his experience in Kenya, Dennis wrote a comprehensive 10-course curriculum designed to equip pastors with essential Bible knowledge, ministry skills and tools for character development. Since the first class graduated in Nairobi, Kenya in 1990, the Lord has expanded the ministry of **BTCP** around the world through hundreds of ministry partners who are using the program in over 80 countries today.

Mission Statement: *To extend basic non-formal theological training to the world's untrained pastors and church leaders*

At **Bible Training Centre for Pastors**, we believe and are committed to the proposition that the very best evangelist, pastor, church leader, or church planter for a particular people group is someone from that group who has been called by God and is *properly trained*. The goal of **BTCP** is therefore to effectively train *national pastors and church leaders for local church ministry*.

BTCP is both a *concept* and a *curriculum*.

The Concept: To teach pastors and church leaders in a non-formal, local setting with a qualified teacher in a discipleship relationship. The emphasis is on assimilation of biblical principles, concepts, truths and personal spiritual growth.

The Curriculum: Ten courses along with an approved Study Bible taught in 520 hours of classroom time over a period of ten months to two years (depending on the schedule), provide the essential equivalent of a basic Bible college education. Pages 14 and 15 of this manual overview the ten courses included in the curriculum.

This Program Summary Manual is designed to assist pastors, church leaders, missionaries, and potential coordinators/teachers in evaluating the **BTCP** curriculum and program. Since our concept of teaching, structure of materials, methodology, and philosophy of theological education are unique, it is essential for potential parties to fully understand the nature of **BTCP** and how it is implemented.



1. CONCEPT AND CURRICULUM

Mission of BTCP

To extend basic non-formal theological training to the world's untrained pastors and church leaders.

Purpose of BTCP

The Bible Training Centre for Pastors concept and curriculum (BTCP) is designed for the specific purpose of providing transdenominational basic Bible training for national pastors and church leaders that will adequately and effectively equip them with the necessary knowledge and practical skills for the work of local church ministry. Most BTCP students have not been to Bible college or seminary. The focus of the training is on pastors and church leaders becoming more like Jesus Christ in character, conduct and conversation.

Goal of BTCP

BTCP is a practical equipping and training ministry. Co-laboring with implementing ministry partners, our goal is to impact the local church in terms of spiritual growth by equipping and training pastors and church leaders.

Objectives of BTCP

Therefore, the objectives are seen in terms of:

- providing the "irreducible minimum" for educating pastors and church leaders in basic Bible knowledge and practical ministry skills.
- equipping and training pastors and church leaders to handle and use the Word of God properly and productively in their preaching, teaching and counseling ministry.
- encouraging the personal spiritual growth of pastors and church leaders toward maturity in Christ.
- enabling pastors and church leaders to equip and train others to do the work of ministry.
- exhorting pastors and church leaders to personal obedience and application.

Philosophy of Theological Education

BTCP is designed as a “church-based” equipping and training ministry, not a formal educational institution. The training we provide can be described as “non-formal” equipping for ministry. Practical understanding and implementation of Bible knowledge and ministry skills is the objective—not academic knowledge, credentials, or achievement.

The focus of the **BTCP** manuals is on biblical principles, truths and concepts, not facts and the accumulation of knowledge.

An underlying premise in developing the materials is that the content has been reduced to an “irreducible minimum” taking a “bottom line” approach, i.e. if in practice pastors and leaders do not need to know something or cannot use it, then that has been omitted. Obviously, subjective selectivity was involved in the process.

The basic teaching/learning process utilized in **BTCP** is best described as an “ongoing process of assimilation” of knowledge and skills in a relational/interactive context without the use of traditional testing/measuring devices (i.e. – exams, term papers, etc.). The students hear, see, study and personally practice what they are learning via class time, review and re-statement, the study/reading periods and their ministry involvements. Question and answer times at the end of individual class sessions or the day are often used to confirm learning. The first 11 pages of each manual should be referenced for further guidance on how to approach teaching each course.

Student motivation comes not from grade point averages, or fear of failure on exams, but instead from a of personal desire to be biblically equipped and trained for effective pastoral ministry.

Without written permission the BTCP program cannot be taken in part but must be accepted in its entirety with course manuals, an approved Study Bible, philosophy, concept and methodology. Material cannot be deleted or added nor can other educational/academic requirements be imposed. No other textbooks, handouts or library resource materials are used in BTCP. These restrictions are necessary to ensure the integrity of the program, the purity of the teaching, and the transferability of the content.

Curriculum

The curriculum of **BTCP** is uniquely **Bible-centered**, using an approved **Study Bible as its main textbook** for English applications, along with 10 custom designed, self-contained, and comprehensive course manuals providing the equivalent of a foundational level Bible college/seminary education. The courses are interrelated and integrated. The 10 course manuals and an approved Study Bible will provide an ongoing resource/research library for the pastor or church leader in his ministry.

*If the BTCP manuals are not already available in a language you need, it may be possible for you to undertake a **translation of BTCP manuals**. For further information and to receive our Translation Agreement and Guidelines please contact our office at info@btcp.com. ****No translations of the BTCP manuals may be undertaken without prior written approval*****

Choice of an Approved Study Bible

The following Study Bibles are preapproved for use with the **BTCP** program:

- The *NASB Study Bible* Copyright ©1999 by Zondervan
- The 1984 Text *NIV Study Bible* (if available) Copyright ©1985, 1995, 2002, 2008 by Zondervan
- The *KJV Study Bible* Copyright ©2002 by Zondervan
- The *ESV Study Bible* Copyright ©2008 by Crossway Bibles
- The *NKJV Study Bible* Copyright ©1997, 2007 by Thomas Nelson, Inc.
- The *HCSB Study Bible* Copyright ©2010 by Holman Bible Publishers

These Study Bibles were chosen for a number of reasons:

- They cover the most accurate modern English translations.
- They have helpful book introductions and outlines.
- Their other study helps, e.g. concordance, index to subjects, charts, tables, maps, study notes, etc.
- They are generally “evenhanded” and non-dogmatic in dealing with controversial theological issues and interpretive decisions.
- They appeal to and are used by a broad transdenominational cross-section of evangelical, conservative Christianity.
- Their format and page layout are good for teaching and study.
- Their drawbacks are minor:
 - Their cross-reference systems can be complex and difficult to use.
 - Occasionally some versions make interpretive translations or will omit underlying words or add others to make the English text flow more smoothly.
 - A relatively pluralistic doctrinal position is maintained in the study notes and other resources, which is both positive and negative.

If you desire to use an English Study Bible other than those listed above with the **BTCP** program you must contact the **BTCP** office for approval. Any approved Study Bible must include:

- An accurate and non-paraphrased translation of the Scriptures
- Study Notes which have historical, translation, and contextual helps
- A cross-referencing system
- An index to subjects, topics, and/or notes
- A concordance
- Maps

In languages other than English where one of these Study Bibles is not available a similar and suitable Study Bible may be selected.

BTCP and BTCL Course Distinctions

Bible Training Centre for Pastors (BTCP) is the full course of study of all ten manuals, which is designed for men who are called as pastors, lay pastors, church planters, missionaries, evangelists, elders or deacons.



BTCP Curriculum

| Courses | hours |
|--|--------------|
| 1. Bible Study Methods and Rules of Interpretation | 40 |
| 2. Old Testament Survey | 60 |
| 3. New Testament Survey | 60 |
| 4. Preaching Biblical Messages and Pastoral Ministry | 60 |
| 5. Bible Doctrine Survey | 60 |
| 6. Personal Spiritual Life | 40 |
| 7. Church Ministry/Administration/Education | 40 |
| 8. Teaching Principles and Methods | 40 |
| 9. Church History Survey | 60 |
| 10. Missions/Evangelism/Discipleship | 60 |
| Total | 520 |

Plus 200-300 hours of study, reading and assignments. (See page 17)

NOTES:

1. An approved Study Bible must be used as the Bible text.
2. Courses 1–6 must be taken in order in both **BTCP** and **BTCL**.

Bible Training for Church Leaders (BTCL) includes **eight** of the ten courses selected as the core curriculum for training all other church leaders **including women** to be equipped for service. *BTCL includes Course 4 as **Communicating Biblical Messages*** by covering only the first 84 pages of *Preaching Biblical Messages and Pastoral Ministry*. The remaining two courses (8. *Teaching Principles and Methods* and 9. *Church History Survey*) can be taught as electives in the **BTCL** application for church leaders.



BTCL General Curriculum

| Courses | hours |
|--|--------------|
| 1. Bible Study Methods and Rules of Interpretation | 40 |
| 2. Old Testament Survey | 60 |
| 3. New Testament Survey | 60 |
| 4. Preaching Biblical Messages | 40* |
| 5. Bible Doctrine Survey | 60 |
| 6. Personal Spiritual Life | 40 |
| 7. Church Ministry/Administration/Education | 40 |
| 10. Missions/Evangelism/Discipleship | 60 |
| Total | 400** |

* *In BTCL only, p. 1-84 of this course are covered as "Communicating Biblical Messages."*

** *Would take about 2 years to complete at 4 hours per week with breaks between courses.*

BTCL Electives

| | |
|------------------------------------|--------------|
| 8. Teaching Principles and Methods | 40 |
| 9. Church History Survey | 60 |
| Total | 100** |

** *Would take about 6 months to complete at 4 hours per week.*

BTCP and BTCL Course Distinctions, *continued*

Course manuals range in length from 100 to 340 pages, for a total of 2,244 pages of instruction (not including the appendices). The actual number of hours for each course and the pace at which particular courses are taught will vary depending on the skill of the teachers and the ability of the students to understand and assimilate the content. A typical day program can be completed in less than 1 year while a night or weekend track takes 18-24 months if at least 6 hours of class time is given per week.

The courses can be taught one at a time or two at a time in tandem. Courses 1 through 6 must be taught in order. The order of course 7 through 10 can be rearranged but the suggested sequence is highly recommended as each course is integrated and builds on prior courses.

The students will also read through the entire Bible on a scheduled basis. (See p. 9 of any course manual.)

Partnering with BTCP

At **BTCP** our mission is to extend basic non-formal training to the world's untrained pastors through strategic partnerships. The overwhelming and growing need for trained pastors and church leaders, coupled with our desire to exercise wise stewardship of resources, mandates that we work together with like-minded implementing ministry partners to accomplish our shared mission.

While **BTCP** has a biblical concept and a time tested curriculum, our partners have in-country infrastructure and access to students who need to be trained.

By working with **BTCP**, the ability of our implementing ministry partners to reach their goals is enhanced. As we partner together, the Great Commission is advanced and churches grow to spiritual maturity by having trained leaders. **Matt. 28:18-20; Eph. 4:11-16.**

The steps to establish a partnership with **BTCP** are:

1. Obtain a Partnership Agreement from **BTCP**, sign that agreement, and return it to our office.
2. Attend and/or schedule a Teacher Training Workshop at your location.
3. Order manuals from our office at orders@btcp.com or by phone at 770-938-6160 ext. 203.

Students

BTCP students are normally biblically qualified pastors, lay pastors, church planters, elders, deacons, or evangelists who are currently serving in church ministry, or have been called to do so, but have not had the benefit of formal theological or ministry training. Likewise, **BTCL** students are church leaders who equally need and desire biblical training in order to become more effective in their ministries. Our main focus is the over 3 million untrained pastors currently leading about 85% of the world's churches.

Qualification and Evaluation of Students

For pastors and the other targeted groups to be part of **BTCP**, students must meet the following requirements:

- have a sense of God's call or leading into ministry.
- be biblically and spiritually qualified according to the standards of God's Word in **1 Timothy 3** and **Titus 1**.
- be currently involved in significant local church ministry.
- have the recommendation and support of their local church and remain accountable to their church.
- have the demonstrated ability to adequately read and comprehend English or the language used for training.
- have the proper motivation for attending **BTCP**.
- be able to state how they intend to use the **BTCP** training in their church ministry.
- be faithful, teachable, reliable men who will be able to equip and train others.

BTCP cannot be used to train men who have been divorced, or women, to be pastors. Anyone other than a pastor may be trained and equipped through the **BTCL** program and receive a **BTCL** certificate of completion rather than a **BTCP** certificate.

For **BTCL** students, the above qualifications regarding character and motivation should be true as well, even though the biblical qualifications for pastors would not directly apply.

In order to progress to the next course in **BTCP** training, students must demonstrate to the instructor satisfactory **understanding of the content** and **ability to practice the skills** from the current course. Students should ask the instructor to answer questions or clarify any confusion they may have. The instructor will review the completed assignments in their course manuals, evaluate their class participation, and interview them regularly to ensure that learning is occurring. Evaluation may also extend to assessment of the students' practical involvement in church ministry.

Teachers

BTCP and **BTCL** teachers are carefully selected based on spiritual gifting, desire to teach, teaching experience, educational qualifications, communication skills, and pastoral experience. Most teachers are either national pastors who have had formal training, former **BTCP** or **BTCL** graduates, or missionaries.

Choosing Teachers for BTCP:

The implementing partner is responsible to choose those who will teach **BTCP**. We recommend that those teachers either:

- have a formal seminary or Bible college education
- are trained in **BTCP** or a similar non-formal program
- or have life, ministry, and teaching experience that the partner judges to be sufficient to enable them to teach the curriculum

BTCP does not train women to be pastors. However, women may be trained in **BTCL** classes alongside men. And while women may teach women in a **BTCL** class, they may not teach a **BTCP** or **BTCL** class containing men. (**1 Tim. 2:12; Ti. 2:3-5**) Further, **BTCP/BTCL** is taught in a discipleship/mentoring environment where it would be inappropriate for a woman to mentor a man.

These requirements apply to women who are involved in the **BTCL** program. Once a woman completes her **BTCL** training it is the responsibility of her sponsoring church or organization to determine how she will serve in ministry.

Graduation and Certificates of Completion

Once the **BTCP** or **BTCL** classes finish the required course work, we encourage you to conduct a graduation ceremony for the students. The purpose of holding a graduation is to honor those who have “studied to show themselves approved as workmen handling accurately the Word of truth.” The ceremony can be a stand-alone event or can be held as part of a regular church service.

Since **BTCP** is non-formal theological training and equipping, we do not grant degrees or diplomas. Rather, we issue different certificates to recognize completion of different levels of training:

10-Course **BTCP** Certificate

This certificate is only issued to men biblically qualified to be pastors who have completed all 10 courses. The certificate recognizes that these men have completed over 520 hours of integrated and comprehensive biblical training, enabling them to better lead their churches. The 10 courses completed are listed on the certificate.

10-Course **BTCL** Certificate

This certificate is issued to women and men who complete all 10 courses of the **BTCP** curriculum, except for the Pastoral Ministry component of Course 4. These students, while not trained as pastors, will have gained comprehensive biblical knowledge and skills enabling them to serve effectively in their churches.

8-Course **BTCL** Certificate

This certificate is issued to men and women who complete the core 8 courses of the **BTCL** track for church leaders. The eight courses completed are listed on the certificate.

If you want **BTCP** to issue the certificates for your graduates in English, Spanish, French, or Portuguese, then we need the following:

1. The exact spelling of each graduate’s name, as it should appear on his/her certificate
2. Whether the graduate is a **BTCP** or **BTCL** student
3. The street address where the certificates are to be shipped along with the phone number and Email address of the contact person who will receive them

Please E-mail us three months before the certificates are needed. Note that on each of the certificates, a space is included for the teacher to sign. (There will be a per-certificate charge to cover materials and shipping.)

For certificates in languages that do not use the Latin alphabet, our partners are encouraged to issue their own certificates in their own name using the blank templates we provide. In fact, partners are permitted to issue their own certificates in their own name even for English, Spanish, French, and Portuguese.

Possible Applications

BTCP/BTCL can be established in a number of contexts:

- A pastoral or leadership training program sponsored by a **local church** overseas or in the U.S.
- A pastoral or leadership training program sponsored by a **mission agency or parachurch organization** for a group of churches or in a designated location
- A **missionary or national pastor** who needs to train pastors and church leaders
- A program to train church leaders in a **church planting situation or missionary candidates** before they leave for the field
- To equip **those who are committing to full-time ministry** after leaving careers in other fields
- A one-year certificate program, extension class, or a separate track of study for pastors, lay pastors, or church leaders within an existing **theological training institution, Bible College or seminary**



2. TEACHER TRAINING

The Teacher Training Workshop “TTW”

We strongly encourage that at least one representative from each of our implementing partners attend one of our two-day Teacher Training Workshops for those who will teach or coordinate a **BTCP/BTCL** class. After having attended a TTW our partners are encouraged to conduct their own TTW(s) for the future teachers they recruit.

The purpose of the TTW is:

- to instill in the participants a biblical philosophy of leadership development and
- to equip them to use the **BTCP** curriculum.

The TTW includes the following:

1. The biblical pattern of theological/ministry training in life-on-life relationships
2. The four foundational/motivational passages for **BTCP**
3. An overview of the ten **BTCP** courses
4. Sample lessons taught by **BTCP** staff or by our partner ministries
5. Sample lessons taught by each of the TTW participants

The importance of the TTW cannot be overemphasized. Quality instruction in **BTCP** classes begins with teachers who have a clear understanding of the life-on-life concept and the **BTCP** curriculum. We strongly recommend that anyone who plans on teaching **BTCP/BTCL** go through the TTW.

Teacher Training Workshops are conducted several times during the year at our office in Atlanta, Georgia, USA, and occasionally at other locations. As well, many of our implementing ministry partners conduct TTW’s in various locations around the world.

Please see our website www.bibletraining.com for location and dates for upcoming Workshops or contact us if you need help conducting a TTW for your teachers. Our “Teacher Training Workshop Guidelines” are available for your evaluation if you would like to see what is covered in more detail.

Teacher Selection and Training

Teachers should be selected who are able to teach and are familiar with the local culture and pastoral ministry. They should be faithful, reliable men who are committed to making disciples and training pastors and church leaders using the **BTCP** program. Teachers are usually missionaries, **BTCP** or **BTCL** graduates, national pastors or leaders who have already been trained.

Teachers are chosen by **BTCP's** implementing partners and do not necessarily have to hold particular academic credentials.

Teachers must:

- substantially agree with the **BTCP** doctrinal statement (see pp. 182–184).
- commit to teach using only an approved Study Bible and the 10 course manuals applying the **BTCP** philosophy and approach outlined in this manual.
- have already completed their own basic theological training or have already acquired the necessary Bible knowledge, experience and teaching skills.
- be able to teach in a trans-denominational and relational/applicational setting and interact well with the students.
- be effective in communicating the course content and skills using culturally relevant illustrations and examples.
- be capable and willing to personally evaluate the progress of students.
- as time and schedule permits assist and encourage students in their respective church ministries to develop their practical skills.
- be available on a full or part-time basis or for particular courses.
- have a teachable, servant spirit and participate in required teacher training and orientation.
- remain accountable to the implementing partner under whose partnership agreement their class is operating.

In appropriate circumstances, the partners may provide teachers with an agreed-to honorarium, expense allowance, or other compensation.

In the **BTCP** track, in order for the teacher to be able to personally evaluate the progress of each student, at least two personal interviews and a review of course manual assignments are normally required. These evaluation interviews are usually conducted at the halfway point and at the end of each course. The teachers will personally evaluate the ability of the students to grasp the basic concepts, principles, and truths learned and to practice the skills acquired. Suggested evaluation forms are available for this purpose. (See Sample Forms, pp. 175–179)

Where language is a problem, the best strategy will be to first teach bilingual national pastors and teachers all 10 courses so that they can then teach non-English-speaking students. The initial teachers, once trained, will become master-teachers to train other national pastors. This strategy

has proven more effective than attempting to train pastors through a translator although training through a translator may still be necessary at first when no qualified bilingual teachers are available to be trained.

The **BTCP** training is designed to be transferable. A teacher who has taught one or more courses can easily orient and train other teachers and at least 20-25% of the students who successfully complete the program should be capable of becoming teachers of a new **BTCP** or **BTCL** class.

The best approach to teacher training should include:

- participating in a **Teacher Training Workshop**
- understanding the unique **philosophy and approach of BTCP**
- mastering this **Program Summary Manual**
- **attending** several existing **BTCP** or **BTCL** classes
- **practice teaching** one or more classes
- **interacting** with an experienced **BTCP** or **BTCL** teacher

Teacher Preparation for Class

The amount of preparation time will depend on:

- the course being taught and the teaching expertise of the teacher.
- the background and experience of the teacher in the subject being taught.
- the familiarity of the teacher with the **BTCP** manuals and concept.

Normally one-half to one hour of preparation time for each hour of class is sufficient. In some cases preparation will take more time, in some cases less.

Preparation should include:

- prayer
- carefully reading through the manual material
- thinking about approach, focus, and what to emphasize and highlight
- deciding which cited Scriptures to use in class

Note: The teacher should look up all Scripture references and be familiar with them. Depending on the number of references the teacher may have to select particular passages to highlight. ***The teacher will want to keep the student in the text to determine what God has to say and to establish the authority of Scripture.***

- determining the mix of lecture and discussion/interaction (i.e., 65%/35%)
- outlining for himself his goals and objectives for that session
- considering culturally relevant illustrations to use
- readjusting where necessary the amount of material to cover
- developing a lesson plan based on the material to be covered

Hints for Teaching Each BTCP Course

On pp. 6–12 of each BTCP manual you will find:

- the teaching approach (p. 6)
- the table of contents (p. 7)
- the course syllabus (p. 8)
- the course resources and requirements (p. 9)
- the course schedule (p. 10)
- the teaching instructions (p. 11)
- and the course outline (p. 12).

These resources should be used by the teacher in planning and preparing to teach each course.

- Structure

The manuals have been prepared especially for—

- synthesis - getting the big picture
- analysis - understanding the parts
- correlation - relating the parts to the whole
- interaction - involving the students in the learning process
- review - confirming basic principles, truths and concepts.

- Syllabus and outline

The starting point in each course is reviewing the syllabus and previewing the course by going over the outline. It is important for students to first see the course in broad perspective before getting into the individual parts.

- Using An Approved Study Bible

When the 1984 text *NIV Study Bible* is available and used as the approved Study Bible in class, it will be necessary to cover material in each manual's Appendix, called "Practical Hints for Using *The NIV Study Bible*". (Appendix, pp. 1–5).

When another approved Study Bible (see p. 13 of this manual) is utilized it will be necessary to use the resources and instructions built into that Study Bible to teach the students how to use it. It may be advisable to spend 45 minutes to 1 hour teaching the basics of the approved Study Bible at the beginning of Course 1. At appropriate points while teaching each course, the teacher will want to continue training in the use of the approved Study Bible by having students use the cross-reference system, study notes, text notes, concordance, index to subjects, map index, charts, etc.

Training in the effective use of an approved Study Bible is an important part of the **BTCP** concept.

- Teaching Individual Courses

The prescribed hours of classroom time for each course are outlined in the **BTCP and BTCL Course Distinctions** (pp.14–16). Adequate time must be given to each course as listed in the course descriptions. The courses can be taught one at a time or two at a time in order. Courses 1–6 must be taught in order. The order of courses 7–10 can be rearranged but the suggested sequence is highly recommended as each course is integrated and builds on prior courses.

Use of Visual Aids

Some teachers find using visual presentations of the material invaluable; others are not comfortable with it. The value of visually presenting the material is in:

- letting the students “see” the material in addition to reading and hearing it,
- the ability to highlight dramatically certain items or concepts,
- maintaining the student’s interest and enabling them to see the page that is currently being covered in the manual,
- reviewing previously covered material,
- and promoting class interaction.

In the longer survey courses (2, 3, 5, 9, 10) use of visual aids is almost essential. It is also difficult to teach Course #4 without a way to visually convey what is being taught and work through the fill-in-the-blank exercises as a class.

Visual aids typically used would be a blackboard or whiteboard, an overhead projector, or a digital projector. The manuals can be projected from overhead cells or from PDFs (if available in a given language) on a digital projector and items can be highlighted or underlined as you teach. Key points can also be written on a blackboard/whiteboard as they come up or when you are asking students to answer specific questions.

Class Schedule and Use of Time

Hints for dividing each course into teachable units are given on the “Course Schedule” (p. 10) and “Teaching Instructions” (p. 11) pages of each **BTCP** course manual, as well as in the “Course Summaries” section of this manual (pp. 33–152).

Before class, the teacher will need to decide how he intends to:

- open the session to gain interest,
 - relate the content to what has already been taught,
 - review key related materials,
 - divide his time between lecture and discussion,
 - and cover the allotted material that day.
- At the end of each session the teacher will need to evaluate the pace of the course and make adjustments to speed up or slow down as appropriate. (See p. 10 of any course manual.)

The following examples will illustrate the flexibility of **BTCP** in a full, part-time, or night schedule.

Implementing Partners of BTCP can design any number of schedules to meet the needs of those being trained. You must, however, be certain to allow enough time for each course to be adequately covered (40 or 60 hours of class time depending on the course, see pp. 14–15) and allow for the completion of all the courses usually within a 3-year period.

The number of pages or sections covered per class session (or day) will depend on the length of the course manual and the number and length of each class session. (See p. 10 of each course manual.)

However, the schedule and pace of teaching can be modified and adapted to fit the needs of a particular **BTCP** site.

Possible Examples of Class Schedules

Example 1 – Five 3-hour sessions per week:

15 hours of class per week over 35 weeks
= over 520 class hours

Total time = Less than a year including breaks and holidays

Example 2 – Four 2-hour sessions per week:

8 hours of class per week over 65 weeks
= 520 class hours

Total time = Less than 1 ½ years including breaks and holidays

Example 3 – Two 3-hour sessions per week:

6 hours of class per week over **88** weeks
= over 520 class hours

Total time = Less than 2 years including breaks and holidays

* For an 8-course **BTCL** track you would need to meet at least 4 hours per week to finish in around 2 years.

Study and Assignment Time

For full-time programs, where the class meets 5 days a week, the study time is best accomplished immediately following the class sessions after lunch, or a short break. The basic idea is for the students to read the detail of the material just covered in class and fix it in their minds. Assignments in the manual are to be completed at this time.

Any excess time can be used to continue the reading schedule in the approved Study Bible. The teacher should be available to answer questions and provide help and guidance.

The study and assignment time is an integral part of the **BTCP** concept, learning process, and methodology and should be used if at all possible. Its length may vary from 1-2 hours after each session depending on the ability and speed of the students and the amount of available time. Without the use of exams, and/or papers, the study and assignment time is essential for review, learning and assimilation. When it cannot take place immediately after each session, it can be accomplished at home or some other time prior to the next class session. This is especially true where a night or weekend schedule is used.

As long as the required in-class hours are met, a great deal of flexibility and freedom is allowed in designing a schedule which best fits the particular need of your students.

The **BTCP** program is very intense for both students and teachers and will require getting “in shape” with regard to study and discipline.

Teaching Approach

In order to effectively cover the scheduled material in each class session and not get “bogged down” in the details or “side-tracked”, the teacher should generally heed the following suggestions:

In each class session:

- Introduce the lesson content.
- Ask “leading” or “loaded” questions.
- Emphasize and explain important concepts.
- Focus on and use selected key Scriptures.
- Highlight significant portions of the material.
- Stimulate the student’s interest.
- Orient the student’s thinking in a particular direction.
- Answer questions briefly and directly and refer others to the Q & A time later.
- Don’t try to cover and read the manual material in detail or “word for word”—the students will read and study it completely later.
- Create a context or frame of reference into which the details and sections can be placed.
- Refer to and review previously covered truths and principles and preview others.
- Summarize and re-state key ideas.
- Integrate and refer to material in other course manuals.
- Use a combination of lecture, discussion-dialog and question-answer.
- Use “exploratory” questions to test the effectiveness of the teaching-learning process.

The teacher should evaluate the overall progress of the class to ensure that the proper pace (number of pages per session) is maintained and that the topics are being covered adequately. When possible, the teacher should also consult with other **BTCP** teachers for ideas and feedback.

The teacher must keep in mind that he is teaching in a dynamic relational setting. **BTCP** is essentially an advanced form of discipleship, imparting the Word of God, utilizing the life and ministry experience of the teacher. The emphasis is on transferring knowledge and practical skills. (See **2 Ti. 2:1 & 2** and **Php. 4:9**.)

Evaluations

Students wishing to continue in **BTCP** or **BTCL** training must demonstrate to the teacher satisfactory **understanding of the content** and **ability to practice the skills** being taught. Students should ask the teacher to answer questions or clarify any confusion they may have. The teacher will review the completed assignments in their course manuals, evaluate their class participation, and interview them regularly to ensure that learning is occurring. Evaluation may also extend to assessment of the students' practical involvement in church ministry.

Evaluation forms are also provided for students to assess the effectiveness and impact of the entire **BTCP** curriculum and the teachers. Teachers are also provided evaluation forms for use in assessing the students' progress. (See the "Suggested Forms" section of this manual on pp. 159–180.)

Classrooms

In order to maximize learning, properly selected, arranged and equipped classrooms must be provided. Also space may be needed for an assembly/chapel time with room for combined classes if there are more than one. A chapel time may not be possible in a night schedule.

Classrooms should be set up with the following:

- visual aids, a black or white board, an overhead projector, or using PDFs of the manuals with a digital projector
- recording equipment where it is available to record the sessions for students who miss a particular class
- tables for the students should be provided to allow them to have their approved Study Bible and course manual open in front of them
- a table or lectern where the teacher can place his Bible and manual
- quiet surroundings where no regular interruptions occur

The class site should be strategically and conveniently located near public transportation. A neutral site which does not have too close an association with a particular church or denomination is preferable.

This will ensure that the location itself is not a hindrance to transdenominational training.

If at all possible the class site should be located in existing buildings which can be used for little or no cost. Although **BTCP** is usually a non-residential program, kitchen facilities may be desirable in a full day-time schedule. Of course, a local church building can be used when available and appropriate.

Teaching Styles and Methods

No attempt has been made to provide a lesson plan for each session of each course since the cumulative amount of class time exceeds 500 hours and the total pages exceed 2200. Nor is one particular teaching method required. The teacher is not “put in a box” but retains the freedom to approach and teach the material in a way which expresses:

- his communication skills,
- his personality,
- his teaching style, and
- his preferred methodology.

Teachers are encouraged to add their own culturally relevant illustrations to supplement and explain the content being taught. The occasional use of other appropriate Scripture is also encouraged.

BTCP teachers, however, are not free to add additional outside textbooks, materials, extensive handouts or otherwise add to or delete from the **BTCP** manuals. Everything the students are expected to learn is contained in the course manuals and the approved Study Bible. As expected, some teachers will be more effective at communication and teaching than others. The safeguard is that even if the teacher does nothing but cover the manual material verbatim the students will receive the required basic content.

Note: The teacher must fight the tendency to go beyond the manual material for each lesson. All pertinent matters are covered somewhere in one of the manuals. The teacher who is not familiar with all 10 course manuals will simply have to trust and assume that the related matter which comes up naturally is covered somewhere else. For example, in Course 1, p. 92, under the topical method of Bible study, in Step 1 you might consider how to determine the word to study in light of the needs of the congregation. However, the subject of “determining needs” is considered later in Course 4 (Preaching Biblical Messages and Pastoral Ministry).

Note: A syllabus, course outline, sample pages, and suggestions for teaching each **BTCP** manual are provided in the next section of this manual for your reference.



3. COURSE SUMMARIES

(The following pages contain resources drawn from the BTCP manuals. The types of resources are listed below and where they are found in each manual.)

- Syllabus (p. 8)
- Course Outline (p. 12)
- Sample Pages (selected pages)
- Suggestions for Teaching (p. 11)



**BIBLE STUDY METHODS
AND
RULES OF INTERPRETATION**

**COURSE MANUAL
No. 1**

(From p. 8 in Manual #1)

Course 1

BIBLE STUDY METHODS AND RULES OF INTERPRETATION

| |
|----------|
| Syllabus |
|----------|

Course Description:

An introduction to basic Bible study methods and rules of interpretation with emphasis on accurately understanding and obeying God's Word and the development of practical skills. Students will learn to determine what Scripture says, what it means, and how it can be applied.

Course Goals:

1. To train pastors and church leaders to properly and systematically study and interpret the Bible in order to "correctly handle the Word of Truth" so that they may be "equipped for every good work."
2. To lead pastors and church leaders to an awareness of their need to personally apply and obey the Bible as they preach and teach others.
3. To demonstrate that an important purpose of studying the Bible is for personal "training in righteousness" so pastors and church leaders will become more like Jesus Christ.
4. To emphasize the necessity to absolutely and totally depend on the illumination and teaching ministry of the indwelling Holy Spirit.
5. To encourage pastors and church leaders to engage in personal, serious, regular Bible study in the text of Scripture.

Study the Word of God to know the God of the Word

Course Outline

(From pp. 12–14 in Manual #1)

**BIBLE STUDY METHODS
AND RULES OF INTERPRETATION**

| | | |
|---|--|-------------|
| I. Introduction | | (pp. 15–32) |
| A. Power of God’s Word | | p. 15 |
| B. Purpose of God’s Word | | p. 17 |
| C. Pastor’s responsibility to study | | p. 21 |
| D. Role of Holy Spirit in study | | p. 25 |
| E. Required Attitudes for effective Bible study | | p. 26 |
| F. Essential Truths about the Bible | | p. 27 |
| G. Definitions of Important Terms | | p. 28 |
| 1. revelation | | |
| 2. inspiration | | |
| 3. inerrancy | | |
| 4. authority | | |
| 5. illumination | | |
| 6. interpretation | | |
| 7. systematic study | | |

| | | |
|---|--|--------------|
| II. Procedure for Systematic Bible Study | | (pp. 33–109) |
|---|--|--------------|

Summary of the three basic steps of systematic Bible study

1. **Observation** – What does it say?
2. **Interpretation** – What does it mean?
3. **Application** – What shall I do?

A. Explanation of the three basic steps of systematic Bible study method

Step 1 **Observation** – **What does it say?** (pp. 34–46)

- a. Three key thoughts p. 34
- b. Asking the right questions p. 35
- c. What to look for:
 1. Words p. 37
 2. Structure p. 39
 3. Atmosphere p. 41
 4. Literary form p. 43
- d. Review of observation p. 46

Step 2 **Interpretation** – **What does it mean?** (pp. 47–77)

- a. Introduction – Key questions to ask p. 47
- b. Important matters to remember p. 48
- c. General rules (pp. 50–61)
 1. Interpret literally p. 50
 2. Interpret in context p. 53
 3. Interpret in view of history and culture p. 56
 4. Interpret in view of literary form p. 58
 5. Interpret in view of other parts of Scripture p. 59
–guidelines for difficult passages
 6. Interpret in view of theological consistency p. 61

| | |
|---|--------------|
| d. Special rules | (pp. 62–76) |
| 1. Parables | p. 62 |
| 2. Proverbs | p. 63 |
| 3. Poetry | p. 64 |
| 4. Figures of speech | p. 66 |
| 5. Symbols | p. 68 |
| 6. Typology (“Types”) | p. 69 |
| 7. Prophecy | p. 71 |
| 8. Use of OT in NT | p. 74 |
| e. Interpretive dangers | p. 77 |
| Step 3 Application – What shall I do? | |
| a. Results of not obeying | p. 78 |
| b. Rules for effective application | p. 79 |
| c. Goal of application | p. 80 |
| Summary of 3 basic steps | p. 81 |
| B. Other Bible study methods | (pp. 82–110) |
| 1. Biographical | p. 83 |
| 2. Topical | p. 92 |
| 3. Theological (doctrinal) | p. 100 |
| 4. Devotional | p. 107 |
| III. A Suggested Plan for Systematic Bible Study | p. 111 |

General Rule #2 Interpret in Context (From pp. 53–54 in Manual #1)

- **Interpret each verse or passage of Scripture in its context, noting where it is located in Scripture, what precedes it, what follows after it, and how it is related to other Scriptures.**

1 Co. 7:1 – If you read this verse by itself, you will reach the wrong conclusion about God’s view of marriage (see the study note, the rest of **1 Co. 7**; **Mt. 19:1-11**).

Jas. 2:24 – If you read this verse alone, you may conclude wrongly that good works can save a man. (See the study note; read all the way back to verse 14 and forward to verse 26.)

Context is the single most important factor in correct interpretation. The context for each verse of the Bible is the Bible itself.

Ge. 9:3; Da. 1:12



Study hints:

- Before you conclude something about the character or conduct of a biblical person, look up in the concordance and index to study notes all references to that person in the Bible, e.g., **Heb. 11:4** and **Ge. 4:1-5**.
- Look for purpose/theme statements in a book and interpret in light of those statements. **Lk. 1:1-4; Jn. 20:30-31; 1 Pe. 5:12; 1 Ti. 3:14-15**
- **Correlation:** One of the aspects of context is to see how the material in a book is arranged and fits together.

The book chart of **Genesis** on page 55 gives you an overall look at the whole book and how the parts fit together. Review it carefully.

Here are some suggestions for discovering structure and arrangement and correlating the text being studied with other portions of Scripture:

- 1) Read through the entire book you are studying before you start to study parts of it (or at least read the surrounding paragraphs or chapters).
- 2) Think creatively as you read—
 Why is this here?
 How does this relate to what comes before and to what follows?
 How does this relate to the whole chapter or book?
- 3) Try to discover
 - the basic theme or purpose
 - main divisions of the book
 - important people
 - significant events
 - comparisons
 - contrasts
 - repetitions
 - theological ideas
 - common elements
 - climaxes
- 4) Think forward → and backward ← through the book. This can be done for a whole book, a section, a chapter or a portion of a chapter.
- 5) Make a simple chart of a portion of Scripture.

Assignment: Read **Ps. 139:1-12** and correlate what is taught about God in verses 1-6 with what is taught in verses 7-12.

Record your results on the chart below:

Psalm 139:1-12

Everyth _____ is

kn _____ by God.

1

6

Everywh _____ is in

God's pr _____.

7

12

Suggestions for Teaching Course 1

(From p. 11 in Manual #1)

BIBLE STUDY METHODS AND RULES OF INTERPRETATION

Pages: 111 **Hours required:** 35–40 **Class sessions:** about 25
Pace and schedule: 4-5 pages per 1-1/2 hour class session, adjusted for natural divisions in the material.

Hints and approach

Bible Study Methods and Rules of Interpretation is by nature a “hands-on” course. Therefore, the teacher will need to

1. involve the students during class time in order to enhance their ability to practice the skills.
2. look up, read and interact with cited Scripture as much as possible within the allotted class time. (Spend as much time in the text as in the manual.)
3. balance lecture with good directed questions.
4. foster interaction by leading discussions.

The teacher will want to

- emphasize the importance of the process.
- illustrate the methods and rules through practice in class.
- enhance the students appreciation for and ability to use the Word to God.

To maintain perspective the teacher should use the main outline at the start of each session to briefly review and place the current lesson in its proper place in the course.

Occasionally the teacher may want to work through an assignment on the overhead to make sure everyone is grasping the process and methods.

In the later part of the course, refer again and again to the 3 steps of Bible Study Methods and continue to illustrate the basic Rules of Interpretation.

Probably 1-2 class sessions should be devoted to each of the four other methods of Bible Study starting on p. 82. If the material is completed early it may be desirable to begin to work through with the students in class one of the other assignment suggestions on p. 91, 99, 106, or 108 letting the students do most of the work or allowing the students to start their assignments.

Especially in Course 1 it is essential to make sure the students understand the specific question in the assignments—go over them in class if necessary.



OLD TESTAMENT SURVEY

**COURSE MANUAL
No. 2**

(From p. 8 in Manual #2)

COURSE 2

OLD TESTAMENT SURVEY

Syllabus

Course Description:

A broad overview and survey of the Old Testament designed to emphasize the structure, theme and message of the Old Testament and each of its 39 individual books in order to provide understanding of God’s self-revelation and His plan of redemption.

Course Goals:

- (1) To teach pastors and church leaders the basic structure, theme and message of the Old Testament and its 39 books as the foundation for the New Testament.
- (2) To teach pastors and church leaders the broad sweep of Old Testament theological history as it relates to Israel and God’s plan of redemption.
- (3) To lead pastors and church leaders to a clear understanding of the relationship between the Old Testament and the New Testament.
- (4) To lead pastors and church leaders to a better understanding of and appreciation for—
 - who God is
 - who man is
 - the purpose for which man was created
 - the nature and consequences of sin
 - the gracious love and mercy of God expressed in redemption
 - the integrity, unity and value of the Word of God.
- (5) To encourage pastors and church leaders to learn from the examples and illustrations of the Old Testament.
- (6) To encourage pastors and church leaders to walk by faith before God.
- (7) To encourage pastors and church leaders to fully obey the Word of God.
- (8) To exhort pastors and church leaders to preach and teach the principles, truths and concepts of the Old Testament.

**SACRED SCRIPTURE MAKES US WISE
FOR SALVATION AND SANCTIFICATION**

(From pp. 12–15 in Manual #2)

Course Outline

| | |
|---|--------------|
| I. Introduction | (pp. 16–30) |
| A. How we got the Old Testament | p. 16 |
| B. The 39 Books of the Old Testament | p. 18 |
| C. Overview of Old Testament history | p. 19 |
| D. Time periods of Old Testament history | p. 20 |
| E. Brief time line of the Old Testament | p. 22 |
| F. Why study the Old Testament | p. 23 |
| 1. Old Testament was written for us | |
| 2. Developing a biblical world view | |
| G. Relationship between Old Testament and New Testament | p. 25 |
| H. Theology of the Old Testament | p. 28 |
| I. Theme of the Old Testament | p. 29 |
| II. The Books of the Old Testament | (pp. 31–314) |
| A. The 5 Books of The Law | (pp. 31–68) |
| • Introduction to the Pentateuch | |
| – Pentateuch chart | |
| • Genesis | |
| – Special aspects of creation account in Genesis 1 | |
| – Map of the Old Testament world | |
| • Exodus | |
| – Purpose of the Law | |
| • Leviticus | |
| – Comparison with Exodus | |
| • Numbers | |
| • Deuteronomy | |

B. **The 12 Historical Books** (pp. 69–150)

1. Introduction to the historical books

- Map–Israel as divided among the 12 tribes p. 70

a. **Pre-exilic** (9 books) (pp. 71–128)

1) Time of conquest and judges (3 books)

- Joshua
- Judges
- Ruth

2) Time of the kings (6 books)

- 1 Samuel
- 2 Samuel
- 1 Kings
- 2 Kings
- Map–The Divided Kingdom p. 114
- 1 Chronicles
- 2 Chronicles
- Comparison of books of Samuel, Kings and Chronicles

b. **Post-exilic** (3 books) (pp. 129–150)

Introduction

- Post-exilic period
- Dates in the restoration
- Ezra
- Nehemiah
- Esther

C. **The 5 Books of Poetry** (pp. 151–192)

Introduction

- Job
- Psalms
- Proverbs
- Ecclesiastes
- Solomon’s Song of Songs

D. **The 17 Books of Prophecy** (pp. 193–314)

1. **5 Major Prophets** (5 books) (pp. 193–238)

Introduction

1. Why study prophecy
2. Nature of God's prophets
3. Message of a prophet
4. Time periods and emphasis of biblical prophecy
5. Major/minor prophets in their historical timeline
6. Relationship between Abrahamic, Mosaic, Davidic and New Covenants

a. **Pre-exilic** (3 books) (pp. 199–222)

- Isaiah
- Jeremiah
- Lamentations

b. **Exilic** (2 books) (pp. 223–238)

- Ezekiel
- Daniel

2. **12 Minor Prophets** (12 books) (pp. 239–314)

Introduction

a. **Pre-exilic** (9 books) (pp. 241–293)

- Hosea
- Joel
- Amos
- Obadiah
- Jonah
- Micah
- Nahum
- Habakkuk
- Zephaniah

- b. **Post-exilic** (3 books) (pp. 294–314)

Introduction

- Haggai
- Zechariah
- Malachi
- Comparison chart of major/minor prophets

- III. Summary—The most significant chapters of the Old Testament (pp. 315–322)

- IV. Close of the Old Testament (pp. 323–324)

- Overview
- Key developments between the Old Testament and New Testament

JUDGES

DARK AGES OF ISRAEL'S HISTORY

| Degeneration | | Disobedience - Deliverance | | | | | | | Depravity |
|--|------------------------------|--|---|----------------------------------|--|--------------------------------------|----------------------|---|--|
| Initial victories (1) | | "And Israel did what was evil in the sight of the Lord" | | | | | | | Appendix |
| "but they did not drive them out completely" (1) | | <div style="text-align: center;"> <p>JUDGES' CYCLE</p> <p>Sin → Servitude → Safety → Salvation → Sin</p> <p>Save us!</p> </div> | | | | | | | Appendix |
| Israel disobeyed. God said - "I will not drive them out. Their gods will be a snare" (2:3) | | "The Lord was moved to pity by their groaning" 2:18 | | | | | | | Micah and his unlawful Levite priest (17) |
| Israel disobeyed. God said - "I will not drive them out. Their gods will be a snare" (2:3) | | "The Lord raised up judges who saved them" 2:16 | | | | | | | Tribe of Dan rival worship - apostasy (18) |
| Judge | Ohniel 3:7-11 | Ehud/Shangar 3:12-31 | Deborah/Barak 4:1-5:31 | Gideon 6:1-8:32 | Tola/Jair 8:33-10:5 | Jephthah/Ibzan/Elon/Abdon 10:6-12:15 | Samson 13:1-16:31 | Civil War Israel vs Benjamites at Gibeah (19-21) | |
| Enemy | Mesopotamians | Moabites | Canaanites | Midianites | Abimelech | Ammonites | Philistines | Like "Sodom and Gomorrah" | |
| Yrs in bondage | 8 | 18 | 20 | 7 | 3 | 18 | 40 | Concubine raped and cut into 12 pieces | |
| Yrs of peace | 40 | 80 | 40 | 40 | 45 | 6, 7, 10, 8 | 20 | Israel rose up to avenge wrong | |
| Description | Forgot God & served Baals | God strengthened King Eglon against Israel | Iron chariots of Sisera | "Brought low" | Anarchy 70 sons of Gideon killed | True repentance - put away idols | Nazirite vow | Benjamin wiped out but for 600 men | |
| Nations left to test and train Israel | Spirit of Lord came upon him | left-handed sword/fat | Lord will sell Sisera into hands of woman | Go and deliver Israel | King Abimelech | diplomacy | "It was of the Lord" | Men of Jabesh | |
| Intermarriage Idolatry | him | against Israel | Song of Jael | fleece 300 men trumpets/pitchers | God returned wickedness on their heads | "Whatever I see, first is God's" | foxes/fire | Gilead killed and wives taken for surviving Benjamites and 200 daughters of Shiloh stolen | |
| Summary of book 2:10-19 | | | tent peg/head | Idol a snare to Gideon | | War with Ephraim | Death to Dagon | | |
| Spiritual condition | Seven Sin Cycles | | | | | | | Spiritual collapse | |
| 1 | 2 | 3 | Immorality | | | | 16 | 17 | 21 |
| Idolatry | | | | | | | Intermarriage | | |
| "In those days Israel had no king, everyone did as he saw fit" (21:25) | | | | | | | 1045 BC | | |



(From p. 11 in Manual #2)

Suggestions For Teaching Course 2

OLD TESTAMENT SURVEY

Pages: 324 **Hours required:** 60 **Class sessions:** 30
Pace and schedule: 10-11 pages per 2 hour session adjusted for natural divisions in the material.

Note: After the introductory material (pp. 12–32), which will take at least 2 hours just to review briefly, the teacher may want to divide the course by books deciding how much time to spend on each.

For example, one approach would be as follows:

Intro: pp. 12–32, 1 session; **Genesis–Daniel**, *1 session per book;
12 minor prophets, 2 books per session.

*Even then some books like **Esther, Ruth, Lamentations, and Song of Solomon** could be done in 1/2 session (1 hour each leaving more time for longer books.)

Hints and approach

- At least scan read the book and headings before teaching the book.
- Be familiar with the basic content and key chapters.
- Cover the introductory charts quickly while providing enough explanation so the students can understand the purpose and content.
- Emphasize the relationship between the OT and NT and enhance their appreciation of the OT.
- Use the Time Periods Chart on pp. 20–21 to overview the books and history of the OT.
- Stress the importance of developing a biblical world view.
- For each book of the OT the teacher should make sure the students understand the structure, content, theme, how the book fits into the OT canon and flow of OT history, the applicational message, the book’s contribution to theology and understanding of God and man.
- Specifically use the book chart to talk through the book; refer to and use in class a few key passages from the book which focus on the theme and main teachings; highlight a few main teachings; focus on key distinctive features and the book’s contribution to the Bible as a whole; don’t get “bogged-down” in details or try to cover all the book. Remember, this is a survey or overview with synthesis not analysis being the most important aspect. Keep in mind that all of the key truths, principles and concepts of each book will be covered in a later course. Don’t try to do it all in the survey (e.g. Evolution vs. special creation is covered in Bible Doctrine Survey). The assignments in Courses 2 and 3 are designed to help students develop the skill of finding the main idea or central truth of a passage. The teacher will want to illustrate the concept in class using an example from the manual.



NEW TESTAMENT SURVEY

**COURSE MANUAL
No. 3**

(From p. 8 in Manual #2)

Course 3

NEW TESTAMENT SURVEY

Syllabus

Course Description:

An overview survey of the New Testament focusing on the theme, purpose, structure and basic content of each individual book and relating each book to the whole Bible. Strong emphasis is also given to the applicational message of each book.

Course Goals:

- 1) To provide pastors and church leaders with the knowledge necessary to understand the essential meaning and significance of the New Testament as it relates to salvation and sanctification.
- 2) To train pastors and church leaders in the use of the survey method of study, including book charts.
- 3) To instruct pastors and church leaders in the basic content of each New Testament book and how that content applies today.
- 4) To increase appreciation for the scope, unity, purpose and reliability of Scripture.
- 5) To prepare pastors and church leaders for effective ministry by equipping them with the Word of God.
- 6) To enhance understanding of the person and work of Jesus Christ.
- 7) To reinforce dependence on the Word of God as the fundamental ministry resource.
- 8) To encourage pastors and church leaders to preach and teach the principles, truths and concepts of the New Testament.

Knowing the content and structure of the New Testament will enable pastors and church leaders to know Christ more fully and minister to people more effectively.

(From pp. 12–13 in Manual #3)

Course Outline

New Testament Survey

- I. Introduction (pp. 14–21)
- A. How we got the New Testament p. 14
 - B. The 27 books of the New Testament p. 15
 - C. Overview of developments between Old and New Testament p. 15
 - D. Time periods of New Testament history p. 16
 - E. Relationship between the Old Testament and New Testament p. 17
 - F. Theology of the New Testament p. 20
 - G. Theme of the New Testament p. 20
 - H. Suggested order of writing of New Testament books p. 21
- II. The 27 Books of the New Testament (pp. 23–323)
- A. **The 4 Gospels of Jesus** (pp. 23–74)
 - Introduction to the Gospels
 - Overview outline of life of Christ
 - Major events in life of Christ
 - Selected chronology of life of Christ
 - Map of New Testament Palestine
 - Matthew
 - Mark
 - Luke
 - John
 - B. **The 1 Book of Church History** (pp. 75–87)
 - The Acts

CONTENTS

C. **The 13 Letters of Paul** (pp. 89–227)

- Introduction to Paul’s letters

Letters to churches

- Romans
- 1 Corinthians
- 2 Corinthians
- Galatians
- Ephesians
- Philippians
- Colossians
- 1 Thessalonians
- 2 Thessalonians

Prison Epistles

Personal letters

- 1 Timothy
- 2 Timothy
- Titus
- Philemon

Pastoral Epistles

] Prison Epistle

D. **The 8 General Letters** (pp. 229–304)

- Introduction to the general letters
- Hebrews
- James
- 1 Peter
- 2 Peter
- 1 John
- 2 John
- 3 John
- Jude

E. **The 1 Book of Prophecy** (pp. 305–324)

- The Revelation

III. Summary—Most Significant Chapters of the New Testament (pp.325–330)

(From p. 51 in Manual #3)

4. Summary of Content

Luke represents the most complete single gospel account of the life of Christ. While much of **Matthew** was topically arranged and **Mark** perhaps geographically, Luke's account is primarily chronological. **Luke** emphasizes the humanity of Christ as the Son of Man but not to the exclusion of His deity. **Luke** presents Jesus as the true God-man and underscores dramatically the Holy Spirit's ministry in the life of Jesus.

Luke, the Gentile author and companion of Paul, also wrote **Acts** as a follow-up volume to the gospel. Together **Luke-Acts** account for over 20 percent of the material in the NT—more than any other single writer.

Almost 50 percent of the material in **Luke** is unique to his gospel account, most of which is found in **9:51–19:27** with a heavy emphasis on teaching, discipleship and parables.

Luke was primarily intended originally for Gentile readers of the Greek world.

Chapters 1:1 – 4:13

 – Introduction and Advent of Jesus

Luke uniquely starts with a prologue recounting the sources and purpose of his gospel—“to write an orderly account...so that you may know the certainty of the things you have been taught” (**1:3-4**)

In great detail **Luke** covers the announcements and births in alternating fashion of John the Baptist and Jesus. **Luke** specifically connects John the Baptist with the promised messenger who was to prepare the way of the Lord (see **Mal. 3:1-4**) and Jesus to the OT messianic prophecies of the Davidic Covenant (see **2 Sa. 7:16**) as Zechariah and Simeon prophecy in the temple. In this opening section, **Luke** also emphasizes—

- the ministry of the Holy Spirit
- the miraculous virgin birth which insured that Jesus was born without a sin nature
- the birth of Jesus in Bethlehem
- the early childhood of Jesus
- the Messianic awareness of Jesus in the temple at age 12 or 13
- John the Baptist's message of the need for real repentance
- the baptism of Jesus as authentication of who He was
- the temptation of Jesus to qualify Him as the sinless Redeemer

Luke also includes a genealogy of Jesus which is constructed differently than that of **Matthew**. **Luke** stresses the humanity of Jesus as the Son of Man by listing His physical lineage through Mary. Jesus had to be both God and man to qualify as God's required sacrifice for the sins of man.

(From p. 11 in Manual #3)

Suggestions For Teaching Course 3

Pages: 330 **Hours required:** 60 **Class sessions:** 30

Pace and schedule: 10-12 pages per 2 hour session adjusted for natural divisions in the material.

Note : After covering the introductory materials pp. 14–22 (which will take at least 1 hour) the teacher may want to divide the course by books, deciding how much time to spend on each. For example, one approach would be as follows: Intro pp. 14–22, ½ session; Mt., Mk., Lk., Jn., 1 session each (4); Acts, 2 sessions; Romans, 2 sessions; 1 and 2 Co., 2 sessions each; Gal.-2 Ti., 1 session each (8); Titus/Philemon, ½ session; Hebrews, 1 session; James, 1 session; 1 Pe. through Jude, 1 session; Revelation, 3 sessions.

Hints and approach

- At least scan read the book and headings before each class.
- Be familiar with the content and key chapters.
- Emphasize the relationship between OT and NT and their unity.
- For each book of the NT, the teacher should make sure the students understand the structure, content, theme; how it fits into the NT Canon and flow of NT history; the applicational message; the book's contribution to theology and our understanding of God and man.
- Specifically use the book chart to talk through the book; refer to and use in class a few key passages from the book which focus on the theme and main teachings; highlight a few main teachings; focus on key distinctive features and the book's contribution to the Bible as a whole; don't get "bogged-down" in details or try to cover all the book. Remember, this is a survey or overview with synthesis not analysis being the most important aspect. Keep in mind that all of the key truths, principles and concepts of each book will be covered in a later course. Don't try to do it all in the survey (e.g. the issue of spiritual warfare in **Eph.6** is dealt with in both **Bible Doctrine Survey** and **Personal Spiritual Life**). The assignments in Courses 2 and 3 are designed to help students develop the skill of finding the main idea or central truth of a passage. The teacher will want to illustrate the concept in class using an example from the manual.

Note There is more detail on most NT books than OT books and many more main teachings.

- Emphasize the concept and ministry of the church and the spiritual life of the believer.
- At the end, focus on the rapture of the Church, second coming of Christ, faithfulness of God, sovereign plan and purpose of God as revealed in Scripture, and nature of completed revelation.



**PREACHING BIBLICAL MESSAGES
AND
PASTORAL MINISTRY**

**COURSE MANUAL
No. 4**

(From p. 8 in Manual #4)

Course 4

**PREACHING BIBLICAL MESSAGES
AND
PASTORAL MINISTRY**

Syllabus

Course Description:

The **first part** of this course, **Preaching Biblical Messages**, is designed to equip and train pastors with the knowledge and skills necessary to prepare and communicate expository messages from God’s Word. The goal of these messages is that they be biblically accurate and responsive to the needs of people. Emphasis is placed on practical preparation of the preacher and his message with numerous examples and practice assignments. The **second part** of the course, **Pastoral Ministry**, is designed to equip pastors with knowledge and practical skills required for effective ministry in the church which is fruitful from God’s perspective.

Course Goals:

- 1) To demonstrate from Scripture the necessity for the expository preaching of the Word of God and to train pastors to communicate God’s Word.
- 2) To teach pastors what the Bible says about their qualifications, role, and responsibilities from God’s perspective as servants of Christ and His church.
- 3) To underscore the importance of the preacher’s spiritual preparation.
- 4) To train pastors in the basic skills of preparing accurate biblical messages.
- 5) To emphasize the need to allow the text of Scripture to determine both the content and structure of the message.
- 6) To provide instruction on how to productively and practically carry out pastoral ministry in the church.
- 7) To warn pastors about those things which lead to “burn-out” and failure in the ministry.
- 8) To show that the goal of preaching is life change—becoming more like Jesus Christ.

The pastor who honors Christ is committed to communicating the Word of God and to ministering to the people God has entrusted to him.

(From pp. 12–14 in Manual #4)

Course Outline

**Preaching Biblical Messages
and
Pastoral Ministry**

I. Preaching Biblical Messages

- | | |
|--|-------------|
| A. Introduction | (pp. 15–22) |
| 1. Pastor's responsibility to preach and teach | p. 15 |
| 2. Expository preaching—a biblical description | p. 17 |
| a. Nature of expository preaching | |
| b. Biblical example from Nehemiah 8 | |
| c. Need for expository preaching | |
| • Negative reasons | |
| • Positive reasons | |
| • Significant truths to remember | |
| 3. Other important definitions | p. 22 |
| a. Exegesis | |
| b. Hermeneutics | |
| c. Homiletics | |
| | |
| B. Preparation of a Biblical Message | (pp. 24–54) |
| 1. Preparing the man | p. 24 |
| a. Secrets of effective preparation | |
| • Personal character | |
| • Prayer | |
| • Power | |
| • Passion | |
| b. The preacher as seen from God's perspective | p. 27 |
| • As a herald | |
| • As a servant | |
| • As an ambassador | |
| 2. Preparing the message | p. 29 |
| a. Preliminary matters | |
| b. Determining the main idea | p. 31 |
| • Examples | |
| • Assignments | |

- c. Constructing the message p. 42
 - The process
 - Step 1 Determine main idea
 - Step 2 Outline the content
 - *Meditate on the message***
 - Step 3 Add illustrations, examples, application
 - Step 4 Add introduction
 - Step 5 Add conclusion
 - Suggested form for message outline

- C. Examples of Biblical Messages (pp. 55–78)
 - 1. Sample messages p. 55
 - 2. Practice assignments p. 61
 - 3. Preaching through a book or section of the Bible p.72
 - Philippians
 - Life of Elijah
 - Colossians
 - Gospel of Mark

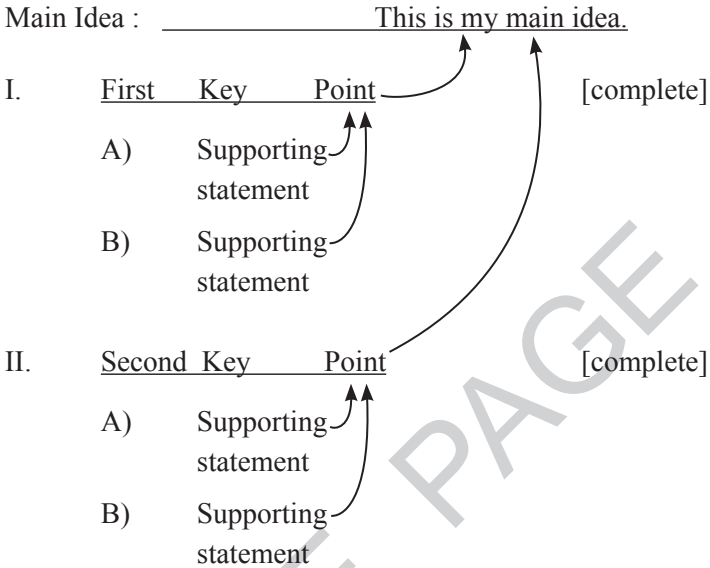
- D. Delivering the Message (pp. 79–85)
 - 1. Things to remember p. 79
 - 2. Hints for effective preaching p. 80
 - General principles of effective communication
 - Specific guidelines for biblical messages
 - Length of message
 - Invitations
 - Appearance and pulpit manner

- II. Pastoral Ministry (pp. 85–161)
 - A. Principles of Pastoral Ministry (pp. 85–104)
 - 1. Biblical portrait of the pastor p. 85
 - Set apart to the ministry
 - Servant of God
 - Steward of the Gospel
 - Spokesman for God
 - Spiritual example
 - Shepherd of God’s people

-
- | | | |
|----|---------------------------------------|---------------|
| 2. | Biblical qualifications of the pastor | p. 90 |
| 3. | Biblical priorities of the pastor | p. 97 |
| | • God | |
| | • Family | |
| | • Church ministry | |
| | • Secular job | |
| | • Other people and activities | |
| 4. | Biblical precautions for the pastor | p. 103 |
| B. | The Practice of Pastoral Ministry | (pp. 105–158) |
| 1. | The pastor as preacher | p. 106 |
| 2. | The pastor as teacher | p. 109 |
| 3. | The pastor as minister | p. 112 |
| | • Specific areas of ministry | |
| | – Visitation of members | |
| | – Visitation of sick | |
| | – Funerals | |
| | – Weddings | |
| 4. | The pastor as counselor | p. 130 |
| | • Biblical profile of counseling | |
| | • Biblical principles of counseling | |
| | • Biblical practice of counseling | |
| 5. | The pastor as leader | p. 139 |
| | • As a leader generally | |
| | • Portrait of a biblical leader | |
| | • Precautions for a biblical leader | |
| | • Principles of biblical leadership | |
| 6. | Practicing biblical leadership | p. 146 |
| a. | The pastor as leader in the home | p. 147 |
| | – With his wife | |
| | – With his children | |
| b. | The pastor as leader in the church | p. 150 |
| | – In worship services | |
| | • Generally | |
| | • Baptism and the Lord’s Supper | |
| | • Special services | |
| | – Over and among church members | |
| | – Over and among church leaders | |
| | • Other pastors | |
| | • Elders and deacons | |
| | • Denominational officers | |
| c. | The pastor as leader in the community | p. 157 |
| C. | Preventing Pastoral Burn-out | (pp. 159–161) |

(From pp. 46–47 in Manual #4)

Here is a brief summary of what the outline should look like:



COCCURE 4

If you have trouble making an outline, simply write out the main idea and list under it what you want to say about it based on what the text says about it.

For example: (See Psalm 100)

Main idea: God is good because of His love and faithfulness.

How does God show us He is good?

1. God loves us

Support:

- His love never ends [completer]
- God gave us His Son Jesus

2. God is faithful to us

Support:

- God keeps His promises [completer]
- God provides for us

- Fill in the outline
 - Re-read the passage and decide what you want to say about each key point and supporting statement.
 - Write out on the outline beneath each key point and/or supporting statement a **complete thought** in the form of a phrase or sentence that communicates effectively.

For example, in the illustration above, you might say under “God provides for us.”

God is pictured in this Psalm as a Shepherd who protects and cares for His sheep.

Caution: Don’t try to write out your entire message word for word, but fill in your outline enough so you know basically what you are going to say. With practice you will be able to use only a brief outline to preach from and you won’t forget your message because it comes from the passage in front of you!

* **Meditate** on the message *

Between Steps 2 and 3 meditate on (ponder, think about, consider, pray over) the passage and ask God to give you understanding, insight and enable you to construct the message as He wants it done.

Jos. 1:8

Ps. 119:15, 16, 24, 97-99

2 Ti. 2:7

Step 3 **Add illustrations, examples and application; consider goal**

- Illustrations and examples

General rule: Use as few illustrations and examples as necessary to communicate effectively.

(From pp. 85–86 in Manual #4)

II. Pastoral Ministry

A. Principles of Pastoral Ministry

Note: see pp. 15–28 of this manual and pp. 17–26 of the manual on Bible Study Methods and Rules of Interpretation for review of related material.

1. Biblical portrait of the pastor

Scripture paints a very clear portrait of how God views the pastor and what God expects of him.

According to the Bible a **pastor** is one who is

- **set-apart** by God to the ministry.

Ro. 1:1

1 Co. 9:16

Eph. 4:11-12

1 Ti. 2:5-7

Every pastor should have a sense of call or leading from the Lord to be a minister of the gospel. Men are appointed by God and set apart for the ministry. It is the compelling of God that should cause a man to desire to pastor.

A man who calls himself to the ministry is compelled only by his own desires.

- a **servant** of God.

Php. 1:1

1 Co. 4:1

Ro. 15:17-18

The pastor must see himself **not so much as a leader of the church, but as a servant of God to the church.**

A servant

- is not ultimately in charge.
- follows the commands of another.
- is accountable to the one he serves.
- is bound to accomplish his master's purposes, not his own. **Ro. 14:7-12**

A pastor cannot serve his own interests and those of God at the same time.

- a **steward** of the Gospel.
1 Co. 4:1-3
1 Ti. 1:3-5, 11
1 Ti. 6:20-21
2 Ti. 1:13-14

The pastor must see himself as a **steward**

- to whom God has entrusted the deposit (treasure) of the Gospel.
- who should be found faithfully using the truth entrusted to him by God to whom the Gospel belongs.
- who will render an accounting for his stewardship.
2 Ti. 4:7-8

The Gospel belongs to God – it is from and about Jesus Christ.

- a **spokesman** for God.
2 Ti. 1:11
1 Co. 2:1-5
2 Co. 5:18-20
1 Th. 2:13

The pastor does not speak for himself but for God and really has no message to deliver but God's message.

The subject of the pastor's preaching and teaching must be the Word of God which is communicated:

- with clarity
- with conviction
- with compassion
- with courage
- without compromise.

Unless a pastor-teacher uses the Word of God, he speaks not for God, but for himself.

- a **spiritual example** for believers.
1 Th. 1:6-8
1 Co. 11:1
Heb. 13:7

(From p. 11 in Manual #4)

Suggestions For Teaching Course 4

PREACHING BIBLICAL MESSAGES AND PASTORAL MINISTRY

Pages:162

Hours required: 60

Class sessions: about 30

Pace and schedule: about 5 pages per 2 hour session adjusted for natural divisions.

Hints and approach

This is another “hands-on” course which requires student involvement and interaction.

For **Preaching Biblical Messages**, keep the following in mind:

- the teacher must demonstrate the critical importance of expository preaching.
- use the examples and work on the text, focusing on developing the skill of finding the main idea.
- the teacher may want to work through both the examples and some assignments in class using the overhead, leaving other assignments for the students.
- the teacher may allow students to occasionally share with the class the results of their assignments for evaluation and assessment.
- the teacher should preach through some of the sample messages in class to allow the students to hear and see a live message.
- use the samples to teach significant biblical truth.
- the teacher may want students to preach their assignment messages in chapel time or class.
- the critical emphasis must be on the process, encouraging students to use their Bible Study Methods and Rules of Interpretation.
- reiterate that the text determines content and structure of a message in true expository preaching.

For **Pastoral Ministry**, the teacher must see that:

- it is critical for the pastor to view himself from God’s perspective, not the world’s.
- the area of biblical qualifications may create some tension if some of the men do not really meet the standards. Be prepared to respond.
- stress must be placed on spiritual priorities not ministry “work”.
- if he is not a pastor or is not familiar with local pastoral ministry customs it may be wise to consult an experienced local pastor or arrange for one to be available.
- he should be careful about being too dogmatic concerning practical ministry issues in places where different practices are observed.
- he should emphasize “function” not titles and positions.
- he should allow for differences in the practice of pastoral ministry.
- church traditions or cultural practices must give way to biblical principles if there is a conflict.
- there may be several acceptable ways to implement ministry principles.



Instructions for teaching

COMMUNICATING BIBLICAL MESSAGES

(A course for church leaders adapted from and utilizing
Manual #4 - *Preaching Biblical Messages and Pastoral Ministry*)

**COURSE MANUAL
No. 4 (pages 1-84)**

**Using Manual #4 (pp. 1-84)
as
“COMMUNICATING BIBLICAL MESSAGES”**

Syllabus

Course Description:

Designed to equip and train Bible teachers with the knowledge and skills necessary to effectively prepare and deliver expository messages from God’s Word which are biblically sound and responsive to the needs of people. Much emphasis is placed on practical preparation of the speaker and the message with numerous examples and practice assignments.

Course Goals:

- 1) To demonstrate from Scripture the absolute necessity for the expository sharing of the Word of God.
- 2) To enable speakers to see themselves from God’s perspective.
- 3) To underscore the importance of the speakers’ spiritual preparation.
- 4) To practically train speakers in the basic skills of preparing expository biblical messages.
- 5) To emphasize the need to allow the text of Scripture to determine both the content and structure of the message.
- 6) To teach speakers how to effectively deliver biblical messages.
- 7) To show that the goal of sharing God’s Word is life change—becoming more like Jesus Christ.

Communicate the Word so people can understand and obey.

(Adapted from pp. 12–13 in Manual #4)

Course Outline

“Communicating Biblical Messages”

- I. Introduction** (pp. 14–21)
- A. Speaker’s responsibility to share God’s Word p. 14
 - B. Expository teaching—a biblical description p. 16
 - 1. nature of
 - 2. biblical example from **Nehemiah 8**
 - 3. need for
 - negative reasons
 - positive reasons
 - significant truths to remember
 - C. Other important definitions p. 20
 - 1. exegesis
 - 2. hermeneutics
 - 3. homiletics
- II. Preparation of a Biblical Message** (pp. 23–53)
- A. Preparing the speaker p. 23
 - 1. Secrets of effective preparation
 - personal character
 - prayer
 - power
 - passion
 - 2. The speaker as seen from God’s perspective p. 26
 - as a herald
 - as a servant
 - as an ambassador
 - B. Preparing the message p. 28
 - 1. Preliminary matters
 - 2. Determining the main idea p. 30
 - examples
 - assignments
 - 3. Constructing the message p. 41
 - the process
 - Step 1 Determine main idea
 - Step 2 Outline the content
 - ***Meditate on the message***
 - Step 3 Add illustrations, examples, application
 - Step 4 Add introduction
 - Step 5 Add conclusion
 - suggested form for message outline

| | |
|--|-------------|
| III. Examples of Biblical Messages | (pp. 54–77) |
| A. Sample messages | p. 53 |
| B. Practice assignments | p. 60 |
| C. Teaching through a book or section of the Bible | p. 71 |
| • Philippians | |
| • Life of Elijah | |
| • Colossians | |
| • Gospel of Mark | |
| IV. Delivering the Message | (pp. 78–84) |
| A. Things to remember | p. 78 |
| B. Hints for effective teaching | p. 79 |
| • General principles of effective communication | |
| • Specific guidelines for biblical messages | |
| • Length of message | |
| • Challenge | |
| • Appearance and manner | |

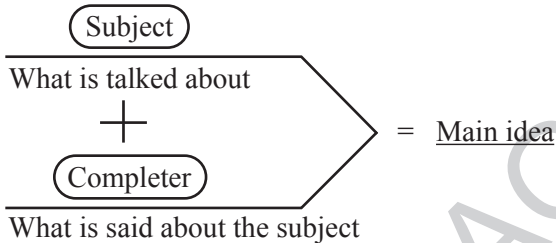
(From pp. 31–32 in Manual #4)

b. Determining the main idea

The process of determining the main idea of a passage of Scripture involves asking two basic questions:

What is the subject of the passage?

What does the passage say about the subject?



Remember:

- 1) The passage itself determines the content of the message.
- 2) The content of the message must be built around the main idea, concept or truth.

A biblical message should focus on or emphasize one main idea and then:

- re-state
- explain
- illustrate
- support
- prove
- amplify
- develop
- apply

that main idea.

So, first we must look for the subject of the passage and then determine what the passage says about the subject (the completer).

Acknowledgement: I learned the concept of the main or “big idea” while studying at Dallas Theological Seminary where we used the textbook: Biblical Preaching by Haddon W. Robinson (Baker Book House, 1980). It is the best book available on the subject.

Now, let’s look at some examples of main ideas from selected passages of Scripture.

□ Examples of Main Ideas

(1) **Psalm 100:1-3**

Subject: Why we should worship the Lord joyfully

Completer: He is God

- He created us
- We belong to Him
- We are His people

Main Idea: We should worship the Lord joyfully because He is God—He created us; we are His people and He is our God.

(2) **Psalm 100:4-5**

Subject: Why we should praise and thank the Lord

Completer: The Lord is good

- His love is eternal
- His faithfulness never ends

Main Idea: We should thankfully praise the Lord because He is good—His love and faithfulness toward us never ceases.

Note: Psalm 100 is short enough to be used for one message. There is one unifying main idea (theme) and two supporting thoughts, e.g.—

Suggestions For Teaching Course 4 (pp. 1-84)

as

“COMMUNICATING BIBLICAL MESSAGES”

Pages: 84 **Hours required:** 35-40 **Class sessions:** about 25

Pace and schedule: about 3-1/2 pages per 1-1/2 hour session
adjusted for natural divisions in the material.

Hints and approach

This is another “hands-on” course which requires student involvement and interaction.

Keep the following in mind:

- the teacher must demonstrate the critical importance of expository teaching.
- use the examples in the manual and work on the text, focusing on developing the skill of finding the main idea.
- the teacher may want to work through both the examples and some assignments in class using the overhead, leaving other assignments for the students.
- on occasion the teacher may allow students to share with the class the results of their assignments for evaluation and assessment.
- the teacher should teach through some of the sample messages in class to allow the students to hear and see a live lesson.
- use the samples to teach significant biblical truth.
- the teacher may want to allow some students to teach their assignment messages in chapel time or class.
- the critical emphasis must be on the process, encouraging students to use their Bible Study Methods and Rules of Interpretation.
- reiterate that the text determines both the content and structure of the message in true expository teaching.



BIBLE DOCTRINE SURVEY

COURSE MANUAL
No. 5

(From p. 8 in Manual #5)

Course 5

BIBLE DOCTRINE SURVEY

Syllabus

Course Description:

A survey and summary of the ten major doctrines of the Bible with an emphasis on the pastor or church leader knowing God more fully while understanding and practicing sound theology.

Course Goals:

- (1) To teach pastors and church leaders the foundational truths of Bible doctrine.
- (2) To lead pastors and church leaders into a deeper understanding of and appreciation for God.
- (3) To enrich the pastor's and church leader's personal relationship to God.
- (4) To train pastors and church leaders to teach correct doctrine and refute false doctrine.
- (5) To enable pastors and church leaders to see that correct belief must be reflected in correct behavior.

***Let him who boasts boast about this—
that he knows and understands God.***

(Jer. 9:23-24)

(From pp. 12–29 in Manual #5)

Course Outline

BIBLE DOCTRINE SURVEY

I. Introduction (pp. 30–33)

A. **Nature of Theology** p. 30

- Definitions
 - Theology
 - Doctrine
- Kinds of Theology
 - biblical
 - systematic
 - historical

B. **Method and Purpose of Study** p. 31

- approach of this course
- 3 foundational concepts
- 4 guiding principles
- 5 fundamentals of the Christian faith
- essential attitudes of a good theology student
- purpose of studying doctrine

II. The Ten Major Doctrines (pp. 34–311)

Overview of Ten Major Doctrinal Divisions of Systematic Biblical Theology

| <u>Doctrine</u> | | <u>Technical Title</u> |
|--------------------|---|------------------------|
| 1. God | – | Theology Proper |
| 2. The Bible | – | Bibliology |
| 3. Jesus Christ | – | Christology |
| 4. The Holy Spirit | – | Pneumatology |
| 5. Angels | – | Angelology |
| 6. Man | – | Anthropology |
| 7. Sin | – | Hamartiology |
| 8. Salvation | – | Soteriology |
| 9. The Church | – | Ecclesiology |
| 10. Future Things | – | Eschatology |

| | | |
|----|--|-------------|
| 1. | God - Theology Proper | (pp. 34–88) |
| A. | Who or What is God? | p. 34 |
| B. | Major World Views | p. 34 |
| | 1. monism | |
| | 2. dualism | |
| | 3. humanism | |
| | 4. atheism | |
| | 5. agnosticism | |
| | 6. materialism | |
| | 7. pantheism | |
| | 8. polytheism | |
| | 9. syncretism | |
| | 10. deism | |
| | 11. theism | |
| C. | Existence and Knowledge of God | p. 36 |
| | • possible sources of knowledge about God | |
| | • naturalistic arguments for existence of God | |
| | 1. cosmological | |
| | 2. teleological | |
| | 3. anthropological | |
| | 4. ontological | |
| D. | Essential Nature of God | p. 41 |
| | • theological definitions of God | |
| | • essence of God | |
| | – 5 Things About God Which Make Him God | |
| | 1. spirit | |
| | 2. life | |
| | 3. perfect | |
| | 4. unique | |
| | 5. eternal | |

- **Other Important Characteristics (Attributes) of God** p. 48

6. holiness
7. transcendence
8. self-sufficiency
9. infinity
10. immutability
11. omnipotence
12. omnipresence
13. omniscience
14. sovereignty
15. faithfulness

- **Other Biblical Descriptions of God** p. 58

16. love
17. light
18. truth
19. good
20. wise
21. just
22. merciful
23. gracious
24. wrathful
25. forgiving
26. patient
27. righteous

- E. **Personality of God** p. 70

- F. **Names of God** p. 71

1. 3 Primary Old Testament Names of God
 1. Elohim
 2. Adonai
 3. Yahweh or Jehovah

2. The Old Testament Main “El” Compound Names
 4. El Shaddai
 5. El Elyon
 6. El Roi
 7. El Olam

3. The Old Testament Main “Yahweh/Jehovah” Compound Names
 8. Yahweh Jireh
 9. Yahweh Sabbaoth
 10. Yahweh Rophe
 11. Yahweh Shalom
 12. Yahweh Nissi
 13. Yahweh Tsidkenu
 14. Yahweh Maccaddeschcem
 15. Yahweh Raah

4. The Primary New Testament Names for God
 1. Theos
 2. Kurios
 3. Despotes
 4. Abba (Pater)

5. The Main New Testament Names for Jesus
 5. Immanuel
 6. Jesus
 7. Christ

G. **Trinity of God**

p. 75

1. Statement of concept
2. Doctrine defined
3. Diagram of relationships
4. 4-fold orthodox emphasis
5. 3 common errors or heresy
6. Old Testament Key texts - doctrine implied
7. New Testament Key texts - doctrine taught

H. **Works of God**

p. 79

1. The Decree of God

- Some specific aspects of God’s decree
 - creation
 - provision and providential care
 - salvation of man
 - redemption of creation
 - free will of man

2. The Major Covenants of God

- Abrahamic Covenant
- Mosaic Covenant
- Davidic Covenant
- New Covenant
- God’s Covenant Love

2. **The Bible – Bibliology**

(pp. 88–102)

A. **Importance of the Doctrine**

p. 88

B. **Nature of the Bible**

p. 88

1. As revelation
2. A definition
3. As God’s Word

C. **Various Views of the Bible**

p. 90

1. Liberalism
2. Neo-Orthodoxy
3. Roman Catholicism
4. Conservative, evangelical orthodox view

D. **Origin of The Bible** p. 92

1. Inspiration
 - some false views of inspiration
2. Inerrancy
3. Illumination
4. Authority
5. Canonicity
 - Basic affirmations
 - Canon of the Old Testament
 - Canon of the New Testament
6. Reliability of the biblical texts
 - Old Testament
 - New Testament
7. Biblical criticism
 - Higher criticism generally
 - Old Testament higher criticism
 - New Testament higher criticism
 - source criticism
 - form criticism
 - redaction criticism
 - Lower or textual criticism

3. **Jesus Christ – Christology** (pp. 102–142)

Introduction - who is Jesus Christ

Key Christological texts

A. **The Deity of Christ** p. 104

1. His pre-existence
2. His eternality
3. His divine nature
4. His names and titles
 - Jesus
 - Immanuel
 - Christ
 - Yahweh
 - Lord
 - God
 - Son of God

-
- Son of Man
 - Son of David
5. His designations
 - “One and only” Son (only begotten)
 - “Firstborn”
 6. His pre-incarnate Old Testament appearances as the
 - Angel of Jehovah
 7. His prefiguring in the Old Testament
 8. His fulfillment of Old Testament Messianic prophecies

B. **The Humanity of Christ**

p. 112

1. Introduction
2. His incarnation
3. His virgin birth
4. The kenosis
5. His real humanity
6. The hypostatic union
7. His baptism
8. His temptation
9. His sinless life
10. His earthly ministry and miracles
11. His salvation mission
12. His offices
 - Prophet
 - Priest
 - Judge
 - King
13. His sacrificial substitutionary death
14. His bodily resurrection
15. His ascension

C. **The Present Ministry of Christ**

p. 138

1. Christ’s Ministry in heaven generally
2. Christ’s Ministry to the Church
3. Christ’s Ministry to individual believers

D. **The Future Ministry of Christ**

p. 141

4. **The Holy Spirit - Pneumatology** (pp. 143–160)

Introduction

A. **The Nature and Person of the Holy Spirit** p. 143

1. His deity
2. His characteristics (attributes)
3. His titles and symbols
4. His procession
5. His personhood

B. **The Past Ministry and Work of the Holy Spirit** p. 147

1. In the Old Testament
 - Creation
 - Sustaining and preserving life
 - Anointing and empowering for service
2. In revelation and inspiration
3. In the Life of Christ
 - His virgin birth
 - His anointing and empowering for ministry
 - His atoning death
 - His resurrection
4. In **Acts** and New Testament Times
Chart - Giving of the Holy Spirit in **Acts**

C. **The Present Ministry and Work of the Holy Spirit** p. 155

1. To the lost world generally
 - Convicting of sin (declaring guilty)
 - Glorifying Christ
 - Restraining evil
2. To the Church corporately
 - Empowering the Church for witnessing and work
 - Making Gospel preaching effective
 - Baptizing believers into the Body of Christ
 - Distributing spiritual gifts within the Body
 - Enabling spiritual growth in the Body
 - Unifying the Body of Christ
 - Fostering fellowship among believers

-
3. To believers individually
 - identifies believers with Christ
 - regenerates (saves)
 - cleanses and purifies from sin
 - sanctifies (set apart and makes holy)
 - indwells fully and permanently
 - seals and guarantees salvation
 - assures of salvation
 - fills for enablement and service
 - produces Christ-like fruit in the life of believer
 - illuminates the mind to understand and accept the things of God
 - prays for believers according to God's will
 - discerns false spirits and doctrine
 - leads and guides
 - teaches believers the truth

Note on: spirit baptism, indwelling and filling

D. **The Future Ministry and Work of the Holy Spirit** p. 159

1. During the Great Tribulation
2. During the Millennial Kingdom

5. **Angels - Angelology** (pp. 160–179)

Introduction

A. **The Origin of Angels** p. 160

B. **The Nature of Angels** p. 160

C. **Classification of Angels** p. 162

1. rank, order and kinds
2. special angels
3. two classes
 - elect
 - fallen

D. **Ministry of Angels** p. 165

1. Generally
2. Ministry for God

3. Ministry to Christ
4. Ministry in the second coming
5. Ministry to the Church in **Acts**
6. Ministry to the nations
7. Ministry to believers

E. **Fallen Angels**

p. 168

1. The fall described
2. Satan
 - His reality
 - in the Old Testament
 - in the New Testament
 - His names
 - His titles
 - His nature
 - His personality
 - His character
 - His realm
 - His strategy
 - with regard to God
 - with regard to Christ
 - with regard to unbelievers
 - with regard to believers
 - How God uses Satan
 - How believers resist Satan
3. Demons
 - Their reality
 - Their nature and work
 - State of demons
 - Demon possession
 - Dealing with demon possession

F. **Destiny of Angels**

p. 178

1. Demons
2. Angels

6. **Man - Anthropology**

(pp. 179–201)

A. **Origin of Man**

p. 180

1. Atheistic evolution

- Key ideas
- Major flaws
- Note on Theistic evolution

2. Theistic creation
 - 3 foundational truths
 - what the Bible teaches about
 - creation of the world
 - note on other views of creation
 - creation of man
 - man created in Gods image

B. **Nature of Man** p. 190

1. Introduction
2. Material aspects
 - body or flesh
3. Non-material aspects
 - spirit
 - soul
 - heart
 - mind
 - will
 - conscience

C. **Fall of Man** p. 195

1. Original condition of man
2. Temptation of man
3. The fall
4. Results of the fall
5. Judgments
6. Marred image of God in man

7. **Sin - Hamartiology** (pp. 202–216)

A. **Reality of Sin** p. 202

1. False views of sin

B. **Origin of Sin** p. 204

C. **Description and Nature of Sin** p. 205

1. Description of sin

2. Definition of sin
3. Specific sins

D. **Nature and Strategy of Sin** p. 210

1. To deceive
2. To enslave and control
3. To destroy

E. **Results of Sin** p. 211

1. Separated from God
2. Dead in sins
3. Condemned to physical and spiritual death
4. Lost and without hope
5. In Adam
6. A member of Satan's kingdom
7. Destined for the eternal lake of fire

F. **Sin and The Unbeliever** p. 213

1. Inherited sin nature
2. Imputed sin
3. Personal sins

G. **Sin and The Believer** p. 215

8. **Salvation - Soteriology** (pp. 217–240)

A. **Need of Salvation** p. 217

1. Man's lost-ness
2. Man's inability to save himself
3. Man's attempts to save himself

B. **God's Provision** p. 220

1. Initiative of God
2. Foundation of salvation (God Himself)
 - love of God
 - mercy of God
 - grace of God
3. Basis of salvation (the cross)
4. Means of salvation (faith)
 - Old Testament salvation
 - New Testament salvation
 - meaning of faith
 - object of faith
 - content of faith
 - relationship of repentance and faith
 - error of some forms of Lordship salvation

-
- C. **Electing Purpose of God in Salvation** p. 225
1. Calling
 2. Predestination
 3. Foreknowledge
- D. **Work of The Holy Spirit in Salvation** p. 227
- E. **Nature and Extent of the Atonement** p. 228
1. Nature of the atonement
 - sacrificial
 - substitutionary
 - sufficient
 - final
 - permanent
 2. Extent of the atonement
 - 3 Aspects of Christ's Work on the cross
 - Reconciliation
 - Redemption
 - Propitiation
 - Chart: Salvation from 3 Viewpoints
- F. **Results of Salvation** p. 234
1. Benefits of Salvation
 - Justification
 - Forgiveness of sins
 - Regeneration
 - Sanctification
 - Freedom from
 - Slavery to sin
 - Condemnation of sin
 - Power of sin and sin nature
 - Penalty of sin
 - Bondage to law
 - Fear of death
 - Receive eternal life in Christ
 - Given the gift of the Holy Spirit
 - Transferred to God's Kingdom
 - Adopted as a child of God
 - Declared to be a co-heir with Christ
 - Made a friend of God
 - Blessed with every spiritual blessing

- placed “in Christ” and indwelt by Him
- eternal security
- assurance of salvation
- destined to be glorified and conformed to Christ

9. **The Church - Ecclesiology** (pp. 240–275)

A. **The Nature of the Church** p. 240

1. Definition
2. The universal Church
3. The local church

B. **The Origin of the Church** p. 242

1. A mystery revealed in New Testament
2. The foundation of the Church
 - a. Christ
 - b. The Apostles
 - c. The Word of God
3. Beginnings at Pentecost

C. **The Purpose of the Church** p. 243

1. To make disciples and obey the Great Commission
2. To gather together
3. To minister in the power of the Spirit
4. To perpetuate the ministry of Christ in the world
5. To promote righteousness in the world
6. To prepare herself as the Bride of Christ
7. To glorify God

D. **Officers of the Local Church** p. 246

1. Spiritual Leaders - Elders
 - Definitions
 - bishop
 - elder
 - pastor
 - Responsibilities of officers
 - Number
 - Functions
 - Qualifications
 - Appointment
 - Ordination

2. Serving Leaders - Deacons

- General sense
- Technical sense
- Origin of office
- Functions
- Qualifications
- Women as deaconesses

3. Role of Women in the Church as Officers

- Generally
- Speaking in the Church
- Teaching or exercising authority over men
- Conclusion

E. **Organization and Government of the Local Church** p. 256

1. The Concept Generally
2. The Three Basic Forms of Church Government

- Episcopal or hierarchical form
 - Definition
 - Description
 - Biblical basis
- Presbyterian or federal form
 - Definition
 - Description
 - Biblical basis
- Congregational form
 - Definition
 - Description
 - Biblical basis

Conclusion

F. **Ordinances of the Local Church**

p. 260

1. Generally
 - definition
 - relationship to sacrament
2. The recognized Ordinances
 - Lord's Supper
 - Baptism
3. Significance of Lord's Supper and Baptism
4. The Recognized Ordinances Considered

A. **Lord's Supper (Communion)**

1. Origin
2. The Elements
3. Terminology
4. Meaning and Significance
 - a. Memorial view
 - remembrance
 - fellowship
 - b. Roman Catholic View
 - c. Lutheran View
 - d. Zwinglian View
 - e. Reformed View
5. Mode and Frequency of Administration
6. Conclusion

B. **Baptism**

1. Definition
2. Origin
3. Meaning and Purpose
4. Mode
 - sprinkling or pouring
 - immersion
5. Subjects of Baptism

G. **The Future of the Church in God's Prophetic Program**

p. 272

H. **Key New Testament Passages on the Church**

p. 274

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| 10. | Future Things - Eschatology | (p. 275–311) |
| | Introduction | p. 275 |
| | - nature of eschatology | |
| | - why study unfulfilled prophecy | |
| | - Israel in God’s prophetic program | |
| A. | Rapture of the Church | p. 283 |
| | 1. Definition of rapture | |
| | 2. Timing of rapture | |
| | 3. Major rapture views | |
| | • post-trib | |
| | • pre-trib | |
| | 4. the Church in heaven following the rapture | |
| | • the “bema” seat judgment of believers’ works | |
| | • the marriage supper of the Lamb | |
| B. | The Great 7-year Tribulation | p. 289 |
| C. | Second Coming of Christ | p. 292 |
| | 1. Post mill | |
| | 2. A-mill | |
| | 3. Pre-mill | |
| | 4. Conclusion | |
| D. | Millennial Kingdom | p. 297 |
| E. | Loosing of Satan - Final Rebellion | p. 300 |
| F. | Bodily Resurrections | p. 301 |
| | 1. Bodily resurrection of Christ | |
| | 2. Bodily resurrection of the NT saints | |
| | 3. Bodily resurrection of the OT saints and tribulation saints | |
| | 4. Bodily resurrection of the unsaved | |

G. **Judgments** p. 302

1. Judgment of believers
2. Judgment of unsaved
3. Judgment of Satan/demons

H. **Destiny of Man** p. 305

1. Temporary
 - Prior to bodily resurrection
 - Old Testament Saints
 - Old Testament unsaved
 - New Testament saints
 - New Testament unsaved
2. Final destiny of man
 - Unsaved
 - Saved

I. **Eternal State** p. 308

1. For unbelievers
2. For believers

A. **The Deity of Jesus Christ**

It is critical to demonstrate from Scripture that Jesus is God.

1. His pre-existence

- **Jesus existed before His incarnation as a man.**
Jn. 1:1-2, 14
Jn. 1:30
Jn. 6:38
Jn. 17:5

2. His eternity

- **Not only did Jesus exist before He became a man but He is said to be eternal, which is a characteristic belonging only to God.**
Isa. 9:6-7
Jn. 8:58
Heb. 13:8
Rev. 1:4-8
Rev. 22:12-13

3. His divine nature

- **Jesus is fully divine (God)**
 - Jesus and the Father are one in essence.
Jn. 10:30
 - Jesus was fully God and embodied all of the divine nature and essence.
Php. 2:6
Col. 1:15
Col. 2:9
Heb. 1:3
 - Jesus revealed the nature and character of God to man.
Jn. 1:14, 18
Jn. 14:9-11
Heb. 1:2

- Jesus is mentioned as an integral part of the Trinity.
Mt. 28:19
2 Co. 13:14
- **Jesus exhibited divine attributes which belong only to God.**
 - Omnipotence – Christ calmed the storm.
Lk. 8:22-25
 - Omniscience – Christ knew what was in man.
Jn. 2:24-25
 - Omnipresence – Christ’s presence and power were not limited by space.
Jn. 1:48-49
Mt. 8:5-13
 - Immutability – Christ never changes.
Heb. 13:8
 - Life – Christ inherently has life.
Jn. 5:26
- **Jesus performed acts which only God can do.**
 - Jesus transcended natural laws by walking on water. **Mk. 6:47-51**
 - Jesus restored sight to a man born blind.
Jn. 9:1-7
 - Jesus forgave sins. **Mt. 9:1-7**
 - Jesus raised the dead. **Lk. 7:11-15**
- **Jesus was involved in creation and is the sustainer of all things.**
Jn. 1:3
Col. 1:16-17

4. His names and titles

The names and titles of Jesus point to His deity.

- **Jesus** = The Lord is salvation, **Mt. 1:21**
- **Immanuel** = God is with us, **Mt. 1:23**

(From p. 11 in Manual #5)

Suggestions For Teaching Course 5

BIBLE DOCTRINE SURVEY

Pages: 312 **Hours required:** 60 minimum (maybe 70-80) **Class sessions:** 30

Pace and schedule: About 10 pages per 2 hour session adjusted for natural breaks in the manual.

Note: With the introduction and 10 major doctrinal areas to cover, the teacher may choose to divide the material into 10 units with about 3 class sessions allocated to each. Probably, more questions will be raised in this course than any other, particularly in a trans-denominational setting. The class hours can be extended if necessary or a Q & A added at the end of the day.

Hints and approach

- Bible Doctrine Survey may well be the most difficult of the **BTCP/ BTCL** courses to teach, and the teacher will have to demonstrate sensitivity, respect for different views, convey love and at the same time deal honestly with controversial theological issues based on what Scripture teaches. Much prayer and the leading of the Holy Spirit are needed here.
- The basic goal is not to dogmatically indoctrinate but to motivate students to determine their theology based on what the text actually teaches.
- Challenging, leading questions are often the best way to get into the material.
- The teacher is free to disagree on minor points of theology and clearly controversial and unsettled issues (e.g. divorce and remarriage; timing of rapture and second coming, etc.). In such cases, he may express his personal views but not in such a way as to criticize the material or to undermine confidence in the positions taught.
- Emphasis must be placed on developing good theology (sound doctrine/ healthy teaching) because what we believe determines what we do. Theology must not be separated from real daily living.
- Questions in class must be controlled or the course will never be finished.
- Remember that total agreement in theology is practically impossible.
- Make certain that each doctrinal point is supported by a central text.
- Stay in the text as much as possible in class and let it be its own authority.
- It is advisable to stick very closely to the manual material.



PERSONAL SPIRITUAL LIFE

**COURSE
6**

**COURSE MANUAL
No. 6**

(From p. 8 in Manual #6)

Course 6

PERSONAL SPIRITUAL LIFE

Syllabus

Course Description:

This course is designed to teach pastors and church leaders the basic concepts and principles of the spiritual life so that they can personally grow to spiritual maturity and live a life that is pleasing to God.

Course Goals:

- (1) To instruct pastors and church leaders in the basic principles and truths related to the spiritual life.
- (2) To lead pastors and church leaders to understand their position in Jesus Christ and the essential resources God has provided through the Word and the Holy Spirit.
- (3) To train pastors and church leaders to successfully participate in the process of growth to spiritual maturity by practical application and obedience.
- (4) To suggest to pastors and church leaders what the believer should know and do in regard to the basic areas of the spiritual life.

The pastor or church leader should be personally growing in relationship to Christ and in relationships with others.

(From pp. 12–13 in Manual #6)

Course Outline

Personal Spiritual Life

- I. Principles of Spiritual Life** (pp. 15–26)
- A. Introduction p. 15
 - B. Definition and nature of spiritual life p. 15
 - C. False concepts of spiritual life p. 17
 - D. Relationship to salvation p. 18
 - E. Results of salvation p. 20
 - F. Role of the Holy Spirit in the spiritual life p. 22
 - G. Main passages on the spiritual life p. 24
 - H. Real goal of the spiritual life p. 26
 - I. Key concepts of the spiritual life p. 26
- II. Practice of Spiritual Life** (pp. 27–112)
- A. Introduction p. 27
 - B. Responsibility of God p. 27
 - C. Requirements for believers p. 28
 - 1. know the truth
 - 2. accept the truth by faith
 - 3. yield to the Lordship of Jesus Christ
 - 4. act on the truth of the Bible in the power of the Holy Spirit
 - D. Realizing the spiritual life in practice (pp. 29–112)
 - What the believer should know and do in regard to:
 - 1. God the Father p. 29
 - 2. the Holy Spirit p. 31
 - 3. Jesus Christ p. 33
 - 4. the Word of God p. 36
 - 5. fellowship p. 38
 - 6. obedience p. 41
 - 7. faith p. 42
 - 8. witnessing p. 44
 - 9. prayer p. 46

| | |
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| 10. self-esteem | p. 52 |
| 11. being a disciple | p. 54 |
| 12. renewing our minds | p. 58 |
| 13. the world and the former way of life | p. 60 |
| 14. sin | p. 62 |
| 15. temptation | p. 65 |
| 16. Satan | p. 68 |
| 17. spiritual warfare | p. 71 |
| 18. self-sufficiency | p. 72 |
| 19. God's sovereignty | p. 74 |
| 20. an eternal perspective on life | p. 75 |
| 21. suffering, afflictions, trouble and persecutions | p. 77 |
| 22. worry and anxiety | p. 79 |
| 23. contentment | p. 81 |
| 24. using time wisely | p. 82 |
| 25. making decisions about debatable matters | p. 83 |
| 26. discovering God's will | p. 86 |
| 27. law and legalism | p. 88 |
| 28. unbelievers | p. 89 |
| 29. other Christians | p. 91 |
| 30. speech | p. 94 |
| 31. authority and submission | p. 96 |
| 32. work (employment) | p. 100 |
| 33. rewards | p. 101 |
| 34. money, stewardship and giving | p. 103 |
| 35. worship and praise | p. 106 |
| 36. keeping the Lord's Day (Sunday) | p. 108 |
| 37. the future and Christ's Second Coming | p. 110 |

(From pp. 29–30 in Manual #6)

D. **Realizing the Spiritual Life in Practice**

In each of the following areas or relationships two aspects will be covered—

What we should know

What we should do

The believer's spiritual life:

In Regard to God the Father

a. What every believer should know:

- that God desires us to give ourselves totally to Him.
Ro. 12:1
2 Co. 8:5
- that God has given us a new spirit which is bent toward God and away from sin and which desires to please Him.
Eze. 36:26-27
- that God desires us to live a life of obedience to His Word.
Jn. 14:15
Ac. 13:22
- that God's thoughts and ways are different and higher than man's.
Isa. 55:8-9
Lev. 18:1-5
- that God is at work in us to accomplish His will and His practical work of sanctification.
Php. 2:12-13
1 Th. 5:23-24
- that God desires us to glorify Him with our lives, pursue His goals and accomplish His purposes.
Mt. 5:14-16
Ac. 13:36
- that God as our Father loves, protects, provides and cares for us as His children.
Ps. 145:13-20
1 Jn. 3:1
1 Pe. 5:7
Mt. 6:25-26
- that God brings His discipline (corrective training) into our lives so we can share in His holiness.
Heb. 12:5-11

- that God will ultimately glorify us and conform us to the image of Christ.

Ro. 8:29-30

Php. 3:20-21

- that God is sovereignly in control and causes everything in the believer's life to be used for good (His glory and our benefit).

Ro. 8:28

Gen. 50:20

Mt. 7:9-11

God's provision for our spiritual lives is abundant and complete.

b. What the believer should do:
[in regard to God the Father]

- submit humbly to God and recognize His sovereignty.

1 Pe. 5:5-6

- commit to obey God's Word and seek His will as a way of life.

Ps. 40:6-8

- keep God's kingdom and His righteousness the first priority of life in practical ways.

Mt. 6:33

- make himself available to be used by God.

Ac. 22:10

- strive daily to know God more fully and understand His will and ways more perfectly.

Jer. 9:23-24

Eph. 1:17

Col. 1:9

The believer must recognize God as God in reality.

Assignment: In what ways is God like an earthly father? How is He different?

(From p. 11 in Manual #6)

Suggestions For Teaching Course 6

PERSONAL SPIRITUAL LIFE

Pages: 112 **Hours required:** 40 **Class sessions:** 25

Pace and schedule: about 5 1/2 pages per 2 hour class session, adjusted for natural divisions in the material. As class progresses the teacher may feel the need to add 15-30 minutes to each class session.

Hints and approach

- Course 6 may be the most important portion of the **BTCP/BTCL** curriculum. In existing programs it has been the portion which impacted the students the most. In all likelihood, most of the students have never been taught these principles in an orderly fashion. Keep in mind the “newness” of the material to many.
- There are probably more scripture references in this portion than in any other manual. The teacher will have to decide which references to use in class because it will not be possible to interact with all of them.
- The teacher may want to provide some opportunities for students to relate their own spiritual experience after salvation to create a frame of reference or background against which to teach.
- The practical section beginning on p. 27 will generate lively discussion and perhaps some points of disagreements. The teacher should be prepared for challenging questions.
- The use of penetrating questions is a very good way to introduce most of these practical areas.
- Practical application and personal daily Christian living must be the focus.



**CHURCH MINISTRY
ADMINISTRATION EDUCATION**

**COURSE MANUAL
No. 7**

(From p. 8 in Manual #7)

Course 7

CHURCH MINISTRY
ADMINISTRATION EDUCATION

Syllabus

Course Description:

This course is designed to introduce pastors and church leaders to the basic principles related to the nature, structure and function of the church and to teach them the practical knowledge and skills necessary for the local church to effectively carry out its functional roles in the areas of ministry, administration and education.

Course Goals:

1. To teach pastors and church leaders the nature, structure, purpose and priorities of the church as a spiritual organism.
2. To instruct pastors and church leaders with regard to the principles and practice of “body life” in the church.
3. To train pastors and church leaders in how to meet the ministry needs of church members.
4. To equip pastors and church leaders in the principles and practice of operating and administering the church as a structural organization.
5. To enable pastors and church leaders to understand and implement an effective ministry of biblical education in the church in order to “build-up” the body of Christ.

When the church properly and effectively functions as a spiritual organization in the areas of ministry, administration, and education the real needs of people will be met, the church will grow to spiritual maturity and God will be glorified as His kingdom is advanced.

(From p. 12–16 in Manual #7)

Course Outline

CHURCH MINISTRY • ADMINISTRATION • EDUCATION

- I. Ministry—The Church As A Spiritual Organism** (pp. 17–80)
- A. **Portrait of the Church** p. 17
1. Concept of the church
 2. Universal church and local church
 3. Spiritual nature of the church
 4. Spiritual structure of the church
 5. Spiritual function of the church
- B. **Purpose of the Church** p. 21
1. Making disciples
 2. Maturing believers
 3. Manifesting God’s glory
- C. **Priorities of the Church** p. 23
1. Three balanced priorities
 - Evangelism of unbelievers
 - Edification of believers
 - teaching
 - fellowship
 - Exaltation of God
 2. Relational aspects
 3. One Basic rule
 - timeless principles vs. cultural practice
- D. **Practice of the Church** p. 27
1. NT presuppositions regarding church ministry p. 27
 2. “Body life” among church members p. 28
 - principles of body life

- practice of body life
 - Fellowship
 - Edification
 - Worship
- 3. Relating to unbelievers and the world p. 43
- 4. Meeting the needs of church members p. 45
 - spiritual/moral needs
 - friendship/relational needs
 - mental/emotional needs
 - physical/financial needs
 - special needs
- 5. Family Ministry p. 51
 - concept of the family
 - promoting the Christian family
 - marriage and divorce
- 6. Giving and stewardship p. 58
 - basic concepts
 - principles of Christian giving
 - hindrances to biblical giving
 - practical hints for personal stewardship
- 7. Spiritual gifts p. 65
 - definition
 - key passages on spiritual gifts
 - basic teachings related to spiritual gifts
 - kinds of spiritual gifts
 - spiritual gifts in the church today
 - how to determine your spiritual gift
- 8. Church Discipline p. 74
 - What is church discipline?
 - Why should church discipline be used?
 - When should church discipline be used?
 - How should church discipline be exercised?
 - What form should church discipline take?
 - Who should be involved in church discipline?

9. 25 Causes of problems in the church p. 77

10. 5 Marks of a biblical church p. 80

II. Church Administration—The Church As A Structural Organization

(pp. 81–112)

A. Introduction

p. 81

- key concept
- principles vs. practices

B. Organizational Structure of the Church

p. 83

1. Church government p. 83

- 3 basic historical forms
- suggested form
 - structure
 - church covenant
 - church constitution and by-laws

2. Church Staff p. 91

- pastor
- other staff members
 - associate pastors
 - minister of music
 - minister of education
 - administrator
 - secretary
- church boards
 - elders
 - deacons
 - committees
- role of women in the church
 - key Scripture
 - Biblical qualifications for women in ministry
 - ministry for women in the church

- C. **Operation of the Church** p. 102
1. Records
 - membership rolls
 - attendance records
 - visitor cards
 - decision cards
 - financial giving records
 2. Church budget
 3. Accounting procedures
 4. Borrowing money
 5. Stewardship and raising the Church budget
 6. Fund raising for special ministry projects
 7. Maintenance of property, etc.

III. Education—The Church As An Edification Organization (pp. 112–135)

- A. **Introduction** p. 112
- B. **Philosophy of Biblical Education** p. 113
- C. **Purpose of Biblical Education** p. 114
- D. **Practice of Biblical Education** p. 115
1. Involvement of church leadership p. 115
 - role of the pastor
 - role of the elders
 - role of church members
 - role of minister of education
 - role of the biblical education committee
 2. Implementation of biblical education in the church p. 119
 - the pulpit
 - facilities
 - library
 - curriculum

-
- teacher training
 - teacher recruitment
 - small group biblical education
 - class size
 - benefits of small groups or classes
 - organizing and teaching various small groups
 - men
 - women
 - married couples
 - young marrieds
 - median adults
 - older adults
 - children
 - youth
 - college/career singles
 - basic follow-up discipleship
 - advanced discipleship
 - teacher/leadership training
 - evangelism/witnessing training
 - factors to consider in establishing groups
 - other teacher training opportunities
 - communication techniques for various groups
 - characteristics and teaching hints
 - children
 - babies to age 3
 - younger children (4 to about age 7)
 - older children (8 to about age 12)
 - youth
 - younger youth (age 12–15)
 - older youth (age 16–18)
 - college and career singles (age 18–30)
 - married adults
 - young marrieds (age 18–30)
 - median marrieds (age 30–40)
 - mature marrieds (40–55)
 - older adults (55 and up)
 - concluding thoughts on biblical education

(From pp. 17–18 in Manual #7)

I. **Ministry—The Church As A Spiritual Organism**

A. **Portrait of the Church**

1. Concept of the church

To understand the ministry of the church it is critically important to keep in mind the true nature of the church as the Bible teaches it.

Most unbelievers and many Christians still think of the “church” as a building or place of worship when in fact it is God’s **called-out assembly** gathered for worship and work to accomplish God’s purposes.

Mt. 16:13-19

2. Universal church and local church

It is also helpful to remember that the word “church” is used in two basic ways to refer to

- the universal church

which is composed of every true Christian all over the world and is known as the body of Christ.

1 Co. 12:13

Ro. 10:12-13

Eph. 3:6

- the local church

which is the physical expression of the universal church in a particular place.

1 Co. 1:2

Ro. 16:5

The “church” is composed of God’s people, not the place where they meet for they can meet in a cathedral, church building, house, tent, under a tree or anywhere else. This course will concentrate on the ministry of the local church regardless of where it meets.

And because in nature the church is essentially a **spiritual organism**, **Col. 1:24**, the ministry of the church is also primarily:

| | |
|-----------------------------|--------------------|
| a spiritual ministry | Col. 1:27 |
| with | |
| a spiritual message | Col. 1:25 |
| to be carried out by | |
| spiritual people | Col. 1:9-14 |
| for | |
| spiritual purposes | Col. 1:28 |
| relying on | |
| spiritual power | Col. 1:29 |

With that in mind let's look at how the Bible portrays the church.

3. Spiritual nature of the church

The church is seen in Scripture with regard to

its nature

- as the body of Christ
Eph. 4:12
- as the household of God
Eph. 2:19
- as a spiritual building (holy temple)
Eph. 2:21-22

4. Spiritual structure of the church

its structure

- with Christ as the head and chief cornerstone
Eph. 1:22-23
Eph. 2:20
- with believers as living stones making up the church
1 Pe. 2:5
- with all members being saints and servants
Eph. 1:1
Eph. 4:12

(From p. 11 in Manual #7)

Suggestions For Teaching Course 7

CHURCH MINISTRY • ADMINISTRATION • EDUCATION

Pages: 135 **Hours required:** 40–45 **Class sessions:** 30
Pace and schedule: 4-1/2 pages per 1-1/2 hour class session, adjusted for natural divisions. Instead of working on a page number basis per class it is possible to approach the material as 3 units allocating a certain number of days (or class sessions) to each unit. For example:

- Unit 1 - Church Ministry** - 16 class sessions/8 days
- Unit 2 - Church Administration** - 8 class session/4 days
- Unit 3 - Church Education** - 6 class session /3 days

Hints and approach

Church Ministry

- The objective here is to enable the pastors to see church ministry in light of New Testament spiritual principles of “body life” with each member being a participating part.
- A great deal of time should be spent in the key passages cited in the manual.
- “Functional ministry”, not structure and form, must be emphasized with each church having the freedom to use different forms to implement the principles.
- Lively discussions are likely and students should be encouraged to share how they carry out ministry in their churches.
- Marriage and divorce will generate a great deal of discussion, disagreement, and controversy since there is no consensus among evangelicals. No dogmatic position should be asserted.
- Spiritual gifts will likely cause debate. The course presents a sensitive biblical balance.

Church Administration

- There will be a wide variety of church governmental structures and forms represented among the students. The concept of principles which do not change versus patterns which do is critical. Again the New Testament places stress on function not form.
- The practical aspects of church administration are presented in simple, basic form with a great deal of flexibility and latitude depending on the context and culture.
- The pastors must understand that ministry cannot be effectively carried out except through some structural system but that the system must not overwhelm the ministry.

Church Education

- By this time the pastors will be committed to teaching the Word. The emphasis here is on practical ways to implement a church-wide program of biblical education.
- Suggestions as to the make-up of small groups and division into age groups are general and not definitive. The idea will likely be new to most. Again, it's the concept that is important.



**TEACHING PRINCIPLES
AND METHODS**

**COURSE MANUAL
No. 8**

(From p. 8 in Manual #8)

Course 8

TEACHING PRINCIPLES AND METHODS

Syllabus

Course Description:

Designed to equip pastors and church leaders with the knowledge and skills necessary to effectively teach God’s Word. Much emphasis is placed on the pastor’s role as teacher and the biblical goal of teaching.

Course Goals:

- 1) To demonstrate from Scripture the importance of the expository teaching of the Word of God.
- 2) To practically train pastors and church leaders in the basic principles and methods of teaching.
- 3) To emphasize the importance of the teacher’s spiritual preparation and dependence on the Holy Spirit.
- 4) To enable pastors and church leaders to understand that real learning involves life change.
- 5) To practically equip pastors and church leaders to effectively teach the Bible so that the church will not be biblically malnourished but will grow to spiritual maturity.

Teach the Word so people can grow to maturity in Christ.

Central Truth

Teaching does not occur unless learning occurs and learning does not occur unless life change occurs.

(From pp. 12–15 in Manual #8)

Course Outline

TEACHING PRINCIPLES AND METHODS

- I. Introduction** (pp. 16–24)
- A. Teaching and learning defined p. 16
 - B. Biblical basis for teaching p. 17
 - C. Necessity of expository teaching of the Word p. 19
 - D. Goals of teaching p. 20
 - 1. Equipping for service
 - 2. Conforming believers to image of Christ
 - 3. Training believers to “feed” themselves and teach others
 - 4. Developing a biblical world view
 - E. The Holy Spirit as Teacher p. 23
- II. Teaching** (pp. 25–38)
- A. What makes a good teacher p. 25
 - 1. Characteristics
 - 2. Scriptural cautions

- B. Seven basic principles of teaching p. 29
 - 1. The teacher
 - 2. The learner
 - 3. The language
 - 4. The lesson
 - 5. The teaching process
 - 6. The learning process
 - 7. Review

III. Learning (pp. 39–48)

- A. What makes a good learner p. 39
 - Characteristics
- B. Five basic principles of learning p. 39
 - 1. Motivation
 - 2. Involvement
 - 3. Preparation
 - 4. Association
 - 5. Assimilation

IV. Hindrances to Teaching & Learning (pp. 49–50)

- A. Why some teachers are not effective p. 49
- B. Why some students do not learn p. 50

| | | |
|------------|---|-------------|
| V. | Example of Jesus — The Great Teacher | (pp. 51–63) |
| A. | His teaching ministry | p. 51 |
| B. | His authority | p. 52 |
| C. | His credibility | p. 53 |
| D. | His appeal | p. 54 |
| E. | His motivation | p. 55 |
| F. | His goals | p. 56 |
| G. | His methods | p. 57 |
| | 1. lecture (discourse) | |
| | 2. question/answer | |
| | 3. parable—story | |
| | 4. example | |
| | 5. assignments | |
| H. | His characteristics | p. 63 |
| VI. | Methods of Teaching | (pp. 64–82) |
| A. | Lecture | p. 64 |
| B. | Discussion | p. 67 |
| C. | Question/Answer | p. 71 |
| D. | Storytelling | p. 76 |
| E. | Demonstration | p. 80 |

| | |
|---|--------------|
| VII. Communication Skills | (pp. 83–85) |
| VIII. Planning to Teach | (pp. 86–111) |
| A. Preparing the teacher | p. 86 |
| B. Preparing the teaching material | p. 87 |
| 1. Planning a Bible book study | |
| • steps to teaching a book of the Bible | |
| 2. Planning an individual lesson | |
| C. Samples | (pp. 93–111) |
| 1. Lesson Plan | |
| 2. Introduction | |
| 3. Outline | |
| 4. Lesson | |
| 5. Teaching Emphasis | |
| 6. Ephesians Assignment | |

(From pp. 19–20 in Manual #8)

C. **Necessity of Expository Teaching of the Word**

The reasons for systematic expository teaching of the Word are essentially the same as for preaching.

- All of God’s Word is trustworthy. **Ps. 119:86**
- All of God’s Word is profitable. **2 Ti. 3:16**
- Over a period of time you will present your people with the whole of God’s Word so they can develop a biblical world view. **Ac. 20:27**
- As you teach through books of the Bible, you will cover every problem and need (both felt and real) which your church has without having to point your finger at anyone (e.g. **1 Corinthians**).
- Since your authority is the Word of God, you will correct false traditions, beliefs, philosophies and opinions. **Mk. 7:1-8**
- You will affirm the consistency, reliability and unity of Scripture. **Ps. 119:160**
- Expository teaching is a safeguard against taking Scripture out of context.
- You don’t have to decide what to teach next—continue where you last left off.

Your teaching ministry then must center on exposition of the Bible.

Assignment: Read **Col. 1:28-29**. What part does teaching the Bible play in the process of spiritual growth? Can spiritual growth occur without it?

D. **Goals of Teaching**

There are four basic goals of teaching:

1. Equipping the saints for works of service (ministry)

All of God’s Word is profitable for—

- | | | |
|-----------------|-----------------------------|------------------------------------|
| <u>belief</u> | • teaching | (correct doctrine) |
| | • rebuking | (convicting of incorrect doctrine) |
| <u>behavior</u> | • correcting | (wrong conduct) |
| | • training in righteousness | (right conduct) |

to thoroughly equip and train believers. **2 Ti. 3:16-17**

*The only message you have to preach that will change lives is the Word of God, and the only message you have to teach that will mature believers is the Word of God. **1 Th. 2:13; Eph. 4:11-13**

2. Conforming believers to the image of Christ

The second goal of biblical teaching is changed lives—people who, as a result of knowing and obeying God’s Word, are becoming more like Christ in character, conduct and conversation. **Jas. 1:22-25; 2 Co. 3:18; Ro. 12:2**

In **Mt. 28:20** Jesus commanded us to teach them to obey all things and Jesus stated the results in **Lk. 6:40**:

“A student...who is fully trained will be like his teacher.”

Note: The word for student here is the word for “disciple”—a learner. So, the idea is that true learning will involve life change.

(From p. 11 in Manual #8)

Suggestions For Teaching Course 8

TEACHING PRINCIPLES AND METHODS

Pages: 112 **Hours required:** 35–40 **Class sessions:** About 25

Pace and schedule: about 4-1/2 pages per 1-1/2 hour class session, adjusted for natural divisions in the manual.

Hints and approach

- This course is probably the most simple and yet may be one of the courses which influences the pastors the most. The concepts and principles are in all likelihood “foreign” and new to them. But this course will revolutionize their approach to teaching.
- Each principle of teaching and learning is illustrated from Scripture and in the teaching ministry of Jesus. Spend a lot time in the text with the illustrations.
- Presenting Jesus as the master-teacher instead of preacher will impact the men greatly. Again stay in the text as much as possible.
- Provide as much “hands-on” work in class as possible. Interaction and discussion is in order.
- The pastors will likely need some help with the Ephesians assignment especially developing a lesson. The teacher would do well, as time permits, to work through an example in class on the overhead.
- This course should be seen as a teacher-training manual the pastors will be able to use to train teachers in their churches.



CHURCH HISTORY SURVEY

COURSE MANUAL
No. 9

(From p. 8 in Manual #9)

Course 9

CHURCH HISTORY SURVEY

Syllabus

Course Description:

This course is designed to introduce pastors and church leaders to the principal people; the major political, historical, and cultural developments; the main religious movements; and the doctrinal issues which have influenced and shaped the Christian church throughout its 2000 year history.

Course Goals:

1. To teach pastors and church leaders the primary facts, significant events, and main movements which have impacted the Christian church in history.
2. To acquaint pastors and church leaders with the key figures of church history whose lives have influenced the church.
3. To instruct pastors and church leaders in the biblical principles by which the church should have operated over the centuries.
4. To lead pastors and church leaders to an awareness of both the triumphs and failures of the church in history.
5. To encourage pastors and church leaders to learn from the lessons of church history what the church should and should not do.
6. To re-emphasize to pastors and church leaders the need for the church to maintain pure doctrine and practice.
7. To enable pastors and church leaders to gain a proper historical perspective on the church today in order to understand its present condition and challenge.

*** Missions is the mission of the church.***

Failure to obey the “Great Commission” to make disciples of all nations has been the “Great Failing” of the church in history.

(From p. 12 in Manual #9)

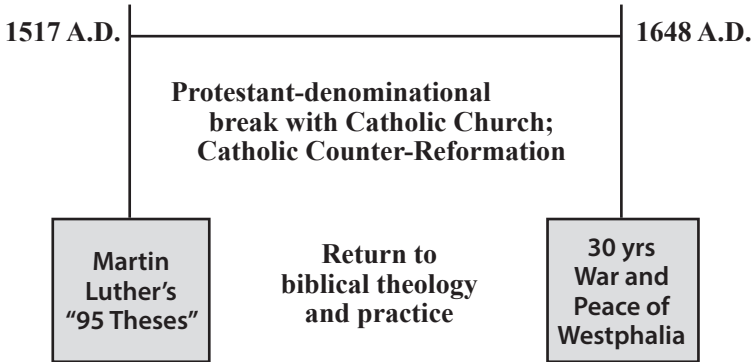
Course Outline

Church History Survey

| | | |
|---|-------------------|--------------|
| I. Introduction | | (pp. 14–16) |
| A. Approach of this course | | |
| B. Purpose of this course | | |
| II. Review of the Book of Acts | | (pp. 16–27) |
| III. Time periods of Church History | | (pp. 28–321) |
| • Time line of Church History | | p. 28 |
| • The twelve eras of Church History | | |
| 1. Era of the Gospel | 4 B.C.–33 A.D. | p. 29 |
| 2. Era of the New Testament | 33–100 A.D. | p. 39 |
| • Early Apostolic 33 -70 | | |
| • Late Apostolic 70 -100 | | |
| 3. Era of the Universal “Catholic” Church | 100–312 A.D. | p. 53 |
| 4. Era of the “Christian” Roman Empire | 312–590 A.D. | p. 71 |
| 5. Era of the Medieval Church | 590–800 A.D. | p. 91 |
| 6. Era of the Holy Roman Empire | 800–1054 A.D. | p. 107 |
| 7. Era of the Crusades | 1054–1305 A.D. | p. 117 |
| 8. Era of the Renaissance and Rise of Nation-States | 1305–1517 A.D. | p. 137 |
| 9. Era of the Reformation | 1517–1648 A.D. | p. 155 |
| 10. Era of Rationalism and Revival | 1648–1789 A.D. | p. 215 |
| 11. Era of Liberalism, Progress, and Missions | 1789–1914 A.D. | p. 241 |
| 12. Era of Modern Ideologies, Secularism, and Humanism | 1914 A.D.–present | p. 273 |
| IV. Thirteen Lessons From Church History | | (pp. 322–3 |
| V. Condition And Challenge Of The Church | | (p. 325) |

(From pp. 155–157 in Manual #9)

9. ERA OF THE REFORMATION



- Protestant break with the Roman Catholic Church
- Denominationalism
- Protestant evangelical theology—justification by faith
- Religious “civil” wars
- Catholic Counter-reformation
- Jesuit Society
- Christianity in America
- Sale of indulgences—Martin Luther’s “Ninety-Five Theses”
- “Sola Scriptura”; “Sola Fide”
- Return to study of Scriptures
- Zwingli
- Calvin
- “Reformed faith”
- Anabaptists
- Anglicans
- Radical Reformers
- Puritan and Separatists Reform
- Early Christianity in America
- Early Colonization
- Inquisitions and the Index
- Catholic vs. Protestant wars

Key Background Scriptures

Mk. 7:1-13

Ro. 1:16-17

9. **Era of the Reformation** 1517–1648 A.D.

The era of the **Reformation** would forever change the face of Christianity in the world and profoundly impact the Church.

The Reformation brought:

- a major schism and breaking away from the Roman Catholic Church by Protestants.
- the formation of four major new religious traditions of Protestantism—**Lutheran, Reformed, Anabaptist and Anglican**.
- the development of evangelical, orthodox Protestant theology.
- bloody religious/civil wars between Catholic powers and Protestant princes.
- the emergence of Spain, France and England as major national powers.
- a “Counter-reformation” or revival within the Roman Catholic Church led by the Jesuit Society.
- a permanent division of Catholic and Protestant religious traditions.
- the beginning of denominational churches.
- the founding of Christianity in America.

Major factors contributing to the Reformation

While the immediate precipitating cause of the start of the Reformation was religious (Luther’s protest over the Roman Church’s sale of indulgence) many other factors contributed to this remarkable period of breaking away from the Roman Catholic Church and the forming of four major new religious traditions.

Political factors

- the new rising national powers of Europe bitterly opposed the claims of the Roman Church to have universal authority over both religious and civil matters and perhaps saw in the Reformation an opportunity to break free of the “civil power” of the Roman Church.

(From p. 11 in Manual #9)

Suggestions For Teaching Course 9

CHURCH HISTORY SURVEY

Pages: 320 **Hours required:** 60 **Class sessions:** 30
Pace and schedule: about 10-1/2 pages per 2 hour class session,
adjusted for natural divisions in the material.

A better approach to teaching Church History may be to divide the course up into a certain number of class sessions per Era of church history. Here is a suggested schedule:

- **Era 1-8, 2 sessions each;**
- **Era 9, 6 sessions;**
- **Era 10, 2 sessions;**
- **Era 11-12, 3 sessions each**

Thus the teacher will concentrate on summarizing the Era and focusing on important aspects, not covering a particular number of pages.

Hints and approach

- Church History is different from all the other course manuals and is probably the least familiar subject for most teachers. Therefore, it will take more preparation time than normal to read and become comfortable with the material.
- Church History has more text and fewer Bible references than any other manual.
- Reading time for students will be greater.
- Focus on the syllabus and course objectives, emphasizing both positive and negative aspects of each Era and its impact on the church.
- Use the summary chart (*Time Line of Church History*) on page 28 to introduce and summarize the course. Put this chart back up on the screen at the start of each day so the students will know where they are in the course. The front page for each Era matches the corresponding section on the Summary chart and will serve to highlight that Era.
- In each Era cover at least in summary each of the 5 main common areas discussed.
- In teaching Church History be sensitive and tolerant of church traditions and teachings which have had negative impact on the church, e.g. Roman Catholicism, etc.
- Try to help students see where the church is today and why.
- Challenge students to avoid and not repeat the mistakes of Church History.
- In a sense Church History is a negative course, pointing out how the church has gone wrong through the centuries. Course 10 will re-emphasize the positive aspects.



MISSIONS • EVANGELISM • DISCIPLESHIP

**COURSE MANUAL
No. 10**

(From p. 8 in Manual #10)

Course 10

MISSIONS • EVANGELISM • DISCIPLESHIP

Syllabus

Course Description:

This three-part course is designed to ground pastors and church leaders in the basic biblical principles of missions, evangelism, and discipleship so that the church can accomplish its God-given task of bringing lost people to Christ and building them up in Christ.

Course Goals:

1. To teach pastors and church leaders that missions is the main ministry of the church.
2. To instruct pastors and church leaders in the biblical basis, principles, and practice of missions.
3. To assist pastors and church leaders in developing a missions mind-set and ministry in the church.
4. To dispel and deal with common myths, misconceptions, and hindrances to missions.
5. To convince pastors and church leaders that the church is God's channel for witnessing to Christ in the world.
6. To show that evangelism is the first requirement in fulfilling the Great Commission.
7. To train pastors and church leaders in the content and communication of the true Gospel and to point out false "gospels".
8. To enable pastors and church leaders to build an evangelistic mind-set and ministry in the church.
9. To provide basic knowledge in how to defend the Christian faith against common challenges, world religions, cults, and the occult.
10. To equip pastors and church leaders to answer contemporary moral and ethical issues from the Bible.
11. To demonstrate that discipleship is the second requirement in fulfilling the Great Commission.
12. To train pastors and church leaders in the biblical principles and practices of discipleship in order to reach the goal of maturity in Christ and making more disciples.

Evangelism and discipleship are what the church does in missions.

(From pp. 12–19 in Manual #10)

Course Outline

Missions • Evangelism • Discipleship

- I. **Missions** – the Church as God’s agent for sending out the Gospel (pp. 20–61)
- A. Introduction—What is missions? p. 20
- B. Biblical basis for missions p. 21
1. God’s commitment to missions p. 22
- In Genesis
In the Law
In Israel’s history
In the Kings
In the Psalms
In the Prophets
In the Gospels
In Acts
In the Epistles
In Revelation
In Christ
2. God’s commands for missions p. 24
- Matthew
Mark
Luke
John
Acts
- C. Brief overview of history of missions p. 26
1. Acts – the New Testament period 33–70 A.D. p. 26
2. Major historical periods of missions activity p. 30
- 33–70 A.D.
 - 70–100 A.D.

- 100–500 A.D.
 - 500–800 A.D.
 - 800–1200 A.D.
 - 1200–1800 A.D.
 - 1800–1946 A.D.
 - 1946–present
3. Status of missions in the world today p. 33
- D. 15 Reasons the Church has failed in missions p. 34
- E. Basic principles of biblical missions p. 35
1. Concepts of biblical missions p. 35
- a. Foundational concepts
 - means
 - message
 - method
 - b. Functional concepts
2. Assumptions of biblical missions p. 37
3. Church planting p. 39
- a. Description of church planting
 - People-groups
 - b. Dynamics of church planting
 - c. Decisive strategies of church planting
4. Cultural considerations p. 44
- a. What is culture?
 - b. 25 Key cross-cultural concepts
5. Characteristics of an effective missionary p. 52

| | | |
|-----|---|--------------------|
| F. | Building a missions mind-set and ministry in the local church | p. 53 |
| 1. | Building a missions mind-set | |
| 2. | Building a missions ministry | |
| G. | Common misconceptions and myths about missions | p. 57 |
| H. | Obstacles to world missions | p. 60 |
| 1. | Philosophical hindrances | |
| a. | humanism | |
| b. | hedonism | |
| c. | materialism | |
| 2. | Religious hindrances | |
| a. | universalism | |
| b. | ecumenicalism | |
| c. | syncretism | |
| d. | polytheism | |
| e. | pantheism/new age/eastern mysticism | |
| f. | liberalism | |
| 3. | Political hindrances | |
| a. | communism | |
| b. | naturalism | |
| c. | liberation theology | |
| II. | Evangelism —the Church as God’s channel for witnessing for Jesus Christ | (pp. 62–251) |
| A. | Introduction | p. 62 |
| 1. | Definitions of key terms | |
| B. | Biblical basis of evangelism | p. 63 |
| 1. | Character of God | (Love of God) |
| 2. | Condition of man | (Lostness of man) |
| 3. | Covenant plan of God | (Promise of God) |
| 4. | Command of Christ | (Obedience to God) |

| | |
|---|-------|
| C. Basic content of the Gospel message | p. 65 |
| 1. The True Gospel | p. 65 |
| a. Real message of the Gospel of salvation | |
| b. Requirements for salvation | |
| c. Reminders about salvation and evangelism | |
| 2. False “gospels” | p. 74 |
| a. False “gospels” don’t match up with Scripture | |
| b. 7 Specific kinds of false gospels | |
| c. 18 Other examples of false gospels | |
| D. Building an evangelistic mind-set and ministry in the local church | p. 81 |
| 1. Building an evangelistic mind-set | p. 81 |
| a. Priority of evangelism | |
| b. Pre-suppositions of biblical evangelism | |
| c. Practical implementation | |
| 2. Building an evangelistic ministry | p. 85 |
| a. Key concepts | |
| b. Different methods of evangelism | p. 85 |
| – Cautions about methods | |
| 1. Personal testimony | |
| 2. Confrontational evangelism | |
| 3. Public evangelism crusades and meetings | |
| 4. Local church or associational crusades | |
| 5. Lifestyle or friendship evangelism | |
| 6. Other methods | |

-
- c. Different ways of presenting the Gospel p. 96
1. Using a tract
 2. Using Scripture only
 3. Using audio or video media
 4. Using questions
 5. Other methods of presentation
- d. Different kinds of evangelism training p. 112
1. Developing a personal testimony
 2. Evangelism Explosion
 3. Special seminars
 4. Lifestyle evangelism training
 5. Child evangelism training
 6. Ongoing outreach evangelism
 - Developing basic evangelistic follow-up
 - Defeating typical excuses for not witnessing
 - Results of failing to witness
 - Rewards of witnessing
- E. Defending the Christian faith p. 121
1. The uniqueness of Christianity
 2. Hints for effective apologetics
 - a. Answering 15 common challenges to Christianity p. 124
 1. I don't believe in God.
 2. I don't believe in sin.
 3. My good outweighs my bad.
 4. Aren't there many ways to heaven?
 5. I don't believe in miracles.
 6. How can a loving God allow suffering and evil?
 7. How can a good God send people to hell?
 8. Heaven and hell are not real.
 9. What about those who have never heard?
 10. God will save the elect anyway.
 11. I'll get a second chance after death.
 12. Everybody will be saved in the end.
 13. All Christians are hypocrites.
 14. Isn't believing too easy?
 15. You can lose your salvation anyway.

- b. Responding to major world religions p. 134
 - Introduction and focus
 - Judaism
 - Roman Catholicism
 - Islam
 - Hinduism
 - Buddhism
 - Animism and primitive religions

- c. Confronting the main cults p. 167
 - Introduction and emphasis
 - Definition of cults
 - Common characteristics of cults
 - Mormonism
 - Hints for witnessing to cults
 - Jehovah's Witnesses
 - Moonies (The Unification Church)
 - World Wide Church of God (Armstrongism)
 - Christian Science
 - Hare Krishna
 - Summary of cults

- d. Dealing with the occult p. 194
 - Definition
 - Common list of occult practices
 - Description of specific occult practices
 1. Satanism (devil worship)
 2. Spiritism (necromancy)
 3. Witchcraft (sorcery, magic arts)
 4. Astrology and horoscopes
 5. Divination/soothsaying (fortune-telling/palm reading)
 6. Superstition
 7. Ghosts
 - Summary and suggestions

e. Addressing contemporary moral and ethical issues p. 206

- Introduction and guidelines
 1. Abortion
 2. AIDS
 3. Alcoholic beverages
 4. Birth control
 5. Capital punishment
 6. Civil disobedience
 7. Drugs
 8. Environmental abuse
 9. Euthanasia
 10. Homosexuality
 11. Liberation theology
 12. New Age movement
 13. Polygamy
 14. Racial prejudice
 15. Rock music
 16. “Social” gospel
 17. War
- Summary on contemporary issues

III. **Discipleship** – the Church as God’s instrument for establishing, multiplying and building up believers in the faith (pp. 252–284)

- A. Introduction and purpose p. 252
- B. Biblical principles of discipleship p. 252
 1. The command to make disciples
 2. The concept of discipleship
 3. The characteristics of discipleship
 4. The conditions of discipleship
 5. The call and aim of discipleship
- C. Biblical practice of discipleship p. 256
 1. Building a discipleship mind-set in the local church p. 256
 2. Building a discipleship ministry in the local church p. 258
 - a. Methods of discipleship training
 - One on one
 - Small groups
 - Large groups

- Other methods of discipleship
 - Requirements for leaders
 - Curriculum of discipleship training
3. Biblical curriculum for discipleship p. 263
- a. Objectives of discipleship
 - b. Curriculum for new believers
 - 7 Essential subjects
 1. Understanding salvation
 2. Living the Christian life
 3. Studying and obeying the Word of God
 4. Prayer and devotional life
 5. Dealing with sin and temptation
 6. Fellowship and church involvement
 7. Sharing the Gospel
 - c. Curriculum for maturing believers
 - 3 Broad categories
 1. Personal spiritual life
 2. Practical skill in handling the Word of God
 3. Participation in service for God in the Church
 - Specific suggestions for maturing believers
4. Biblical purpose of discipleship p. 283
- a. Spiritual barometer for disciples
 - b. Summary

(From pp. 35–36 in Manual #10)

D. **15 Reasons The Church Has Failed In Missions** (*continued*)

The result has been

Too few missionaries ministering the Gospel to too few people in too few places.

This fact, coupled with the **failure to make disciples who could reproduce themselves**, has doomed missions to its present day condition.

Assignment: Of these 15 reasons, which 3 are the most significant? Why?

E. **Basic Principles Of Biblical Missions**

Both **Acts** and Church history seem to make it quite clear what should be the **means**, the **message**, and **method** of missions:

1. Concepts of biblical missions

a. **Foundational concepts**

– **means**

- prayer
- power of Holy Spirit
Lk. 24:46-49

Missions will never be accomplished unless it is done with God's enablement.

Missions done in **man's strength produces man-made institutions.**

Missions done in **God's strength produces spiritual fruit.**

– **message**

Ro. 10:6-17

- preach the Gospel
Mk. 16:15
- proclaim the truth by teaching all of Scripture, emphasizing obedience
Mt. 28:20

– **method**

- The **plan** of God is for His people to make disciples of the lost.
Mt. 28:19
- The **purpose** of God is accomplished through the principle of multiplication of disciples (1, 2, 4, 8, 16, 32...).
2 Ti. 2:1-2
- The **pattern** for missions is seen in the New Testament Church:
 - prayer, praise, teaching, fellowship, worship
Ac. 2:37-47
 - preaching despite persecution
Ac. 5:25-41
 - participation in ministry by all
Ac. 6:1-7
 - personal encouragement, training, and strengthening
Ac. 11:19-30
 - prerogative of the Holy Spirit in calling and the part of the Church in confirming
Ac. 13:1-5
 - practice of making disciples and putting leaders in place
Ac. 14:21-27
- The **preparation** and equipping of people is essential.
Col. 1:28-29

(From p. 11 in Manual #10)

Suggestions For Teaching Course 10

MISSIONS • EVANGELISM • DISCIPLESHIP

Pages: 286

Hours required: 60

Class sessions: 30

Pace and schedule: about 9-1/2 pages per 2 hour class session, adjusted for natural divisions in the material. Another approach is to divide the course into 3 units with a specified number of sessions allocated to each. For example:

Missions

61 pages

6 sessions

Evangelism

190 pages

20 sessions

Discipleship

33 pages

4 sessions

Hints and approach

- This course is a great way to conclude the **BTCP/BTCL** General Curriculum. In a positive way it is a survey of what the church should be doing as its primary focus—fulfilling The Great Commission and glorifying God.
- All 3 sections contain a great deal of Scripture references and significant class time will need to be spent in the text.
- The material is well designed for good discussion and interaction. But not everyone will agree with all the conclusions and statements.
- The section on Evangelism will generate all kinds of lively discussion—e.g. on false gospels, world religions, cults, common objections, contemporary issues, etc. Be sensitive and tolerant but don't compromise the truth.
- On controversial, debatable issues emphasize the process, not the specific conclusion.
- Use the course to motivate students to make personal application and practical implementation in their churches.
- The questions and assignments are designed to cause the students to think carefully and biblically and to motivate them to obedience.



4. STEPS FOR STARTING A BTCP CLASS

Steps for Implementation (See p. 163 for a "Checklist for Start-up")

After signing a Partnership Agreement with **BTCP**, attending and/or hosting a Teacher Training Workshop, and diligent prayer, the steps a partner should take for implementing a **BTCP** class are:

Step 1. Obtain or confirm class approval with sponsoring church or organization

Step 2. Identify and recruit qualified students

Determine target group according to pages 14 through 17 of this manual.

Students can be secured in a number of different ways:

- through personal contact and recommendation of local pastors and other Christian leaders
- by using existing communication networks in the local church community (e.g., association and church newsletters, meetings, etc.)
- by using, where necessary, other communication methods such as newspaper ads, posters, bulletins, and notices in public places.
- pastors, churches, denominational agencies, mission boards, etc. could also be contacted via direct mailing, e-mail, or other means
- promotional brochures for **BTCP** and **BTCL** (in English and other select languages) are available or can be developed from existing templates.

Step 3. Establish student screening committee for **BTCP** classes

For **BTCP** classes, at least 2-4 months prior to the expected starting date a student screening committee should be established consisting of 3 or more men who are qualified and knowledgeable concerning local church pastoral ministry. The screening committee will:

- adopt application, personal reference and other appropriate forms and procedures.
- set forth specific guidelines for qualifying students.
- process applications and collect fees.
- conduct personal interviews with prospective students.
- notify students in writing of their acceptance or rejection and the class schedules and dates.

Students who disagree with the **BTCP** doctrinal statement and still desire training must agree in writing not to cause dissension nor to practice and promote their doctrinal differences while in training.

- Step 4.** Select and train teachers See pp. 22–24 of this manual
- Step 5.** Determine class schedules See pp. 27–28 of this manual
- Step 6.** Select the site See pp. 30–31 of this manual
- Step 7.** Establish budget and fees

The cost of implementing **BTCP** will vary depending on the following factors:

1. rental cost, if any, of facilities
2. compensation or expense allowance or honorariums for teachers. To control costs, efforts should be made to secure volunteer teachers from the local community (national pastors, missionaries, Bible teachers, para-church staff, etc.)
3. compensation for any required full-time staff (volunteer help should be sought from supporting or sponsoring groups to handle administrative details and paper work)
4. if provided, cost of meals, tea/coffee, or other refreshments
5. cost of Study Bibles
6. cost of course manuals
7. advertisement, promotion, shipping, and office expenses
8. miscellaneous costs such as electricity for the facility

The total cost of the **BTCP** training per year should be reflected in a carefully prepared budget and calculated on a per-student basis.

As a **BTCP** partner you will be charged the current price for the manuals that you order from us. You will also incur costs related to running the program. At least some of these costs should be recouped by charging for the training you provide. It is highly recommended that each pastor/student or his sponsoring church pay something to you, the implementing partner, for the training and manuals they receive. Those who benefit directly or indirectly should help bear the costs as they are able. If the training and manuals are offered for "free", we have found that they are valued less!

Current experience indicates that costs range from \$100–200 per student for the complete training depending on the location and whether full-time paid teachers are required.

All **BTCP** or **BTCL** students should pay something for the training received even if all they can provide is payment in kind or volunteer labor.

However, no pastor should be denied training due to inability to pay and partners may provide scholarships and subsidies when possible.

Step 8. Arrange for shipping and receiving **BTCP** course manuals

- Partners should order **BTCP** manuals only from the **BTCP** office (orders@btcp.com) 90 days prior to the date they are needed.
- **BTCP** will produce and ship course manuals only to specified street addresses (no P.O. boxes) using available commercial shippers and methods.
- Partners are responsible to pay for the manuals ordered in a timely manner upon receipt of invoice from the **BTCP** offices.
- It is the responsibility of the **BTCP** partner to make whatever arrangements are necessary for the receipt of the manuals at their destination. This includes arranging for the payment of any and all customs or other fees.
- An approved Study Bible (see p. 13) should also be selected and provided to each student.

Time Frame Reference

| | | |
|----------------------|---|----------------------|
| Publicity | — | 4 to 9 months prior |
| Student recruitment | — | 2 to 4 months prior |
| Teacher selection | — | 2 to 4 months prior |
| Teacher training | — | within 1 month prior |
| Site Selection | — | 2 to 4 months prior |
| Ordering materials | — | 3 months prior |
| Set-up of facilities | — | within 1 month prior |
| Budget and fees | — | 4 to 9 months prior |

Forms

A set of sample forms used in existing programs is included in this manual on pp. 161–180. Each **BTCP** partner is free to use, copy and/or modify these forms or develop their own as required. Editable versions of these forms are available upon request in many languages.

Questions

Any questions or additional information can be obtained by contacting **BTCP** by phone, letter, or e-mail:

Bible Training Centre for Pastors, Inc.

Phone: (770) 938-6160

Webpage: www.bibletraining.com

e-mail: info@btcp.com



5. SUGGESTED FORMS

Note: These suggested forms are provided as guidelines. You may develop your own, copy the ones provided, or reproduce and change the existing ones to suit your particular application.



INSTRUCTIONS FOR USING FORMS

Form 1: CHECKLIST

(For teacher/coordinator to begin class)

Use the checklist to make sure that all preparation is complete before starting a class.

Form 2: APPLICATION FOR ADMISSION

(Student submits to teacher/coordinator)

The **BTCP Application** consists of the Application Form, two Reference Forms, and the **BTCP** Statement of Faith. The form is to be completely filled out, the reference forms are to be distributed and returned, and the Statement of Faith must be signed before the application process is complete.

The **BTCL Application** is also provided but does not call for as much information or references, unless deemed necessary by the teacher or class coordinator.

Form 3: STUDENT REFERENCE FORM

(Student has the person giving the reference send the completed form directly to the teacher/coordinator)

As a part of the application when possible, each **BTCP** student should have two Reference Forms completed and returned to the class teacher or coordinator. The references should be provided by people who know the applicant personally and/or are acquainted with his ministry.

Form 4: TEACHER APPLICATION AND AGREEMENT

(Teacher completes before beginning class)

Every teacher must complete an application and submit to the partner organization. The application must include the teacher's acknowledgement of his overall agreement with the **BTCP** Statement of Faith.

Form 5: STUDENT PROFILE (p. 1) AND STATUS (p. 2)

(Teacher's record of student)

This form provides a record for relevant information for each student as well as a record of the student's progress after each course and his qualification to continue to the next course.

Form 6: EVALUATION OF STUDENT

(Teacher completes after each course)

The teacher should complete the Student Evaluation at the end of each course in conjunction with a personal interview to insure that the student has adequately comprehended the course content.

Form 7: EVALUATION OF TEACHER AND CLASS

(Student completes after each course)

Each student will evaluate the class and teacher at the end of each course, which gives students opportunity to voice their comments regarding the class as well as provide the teacher with feedback in order to be better equipped to teach the class.

Form 8: FINAL EVALUATION OF BTCP/BTCL

(Student completes after finishing all of his BTCP or BTCL courses)

This form is to be completed by each student as a final evaluation before the Certificate of Completion is given.

IMPACT STATEMENT/ESSAY

(Student completes after each course. No form provided.)

At the end of each course, the student should write a one-page summary describing the truth, principle, concept, or biblical person which has had the most influence or impact on him during the particular study. This summary also allows the teacher to evaluate the student's comprehension of course content.

Form 1

CHECKLIST FOR START-UP OF BTCP/BTCL CLASS

- STEP 1** Confirm/obtain approval from church or sponsoring organization
Contact Person's Name _____
Position _____
Phone _____ e-mail _____
- STEP 2** Recruit qualified students for **BTCP** or **BTCL**
- STEP 3** For **BTCP** classes, establish student screening committee for the Application process.
Have Applications and Reference Forms been completed? How many students will attend?
- STEP 4** Identify a Qualified Teacher
Name _____
Phone _____ E-mail _____
Teacher Application completed? Yes No
Teacher has attended a Teacher Training Workshop?
 Yes No
- STEP 5** Class Schedule
Start Date _____
 Day or Evening
Language _____
Proposed Graduation Date _____
- STEP 6** Select Class Site
Church or building _____
Address/Directions _____
- STEP 7** Establish Fees
- STEP 8** Arrange for ordering, shipping, and receiving of manuals at least 90 days in advance of the start date for each course.



BTCP
APPLICATION FOR ADMISSION

Personal and Family Information

Date _____

1. Name _____
First Middle Last

2. Address _____

3. Telephone number _____ E-mail _____

4. Date of birth _____ Place of birth _____

5. Country of citizenship _____

6. Marital status

Are you now: single engaged married

(check one please)

widowed separated divorced

Have you ever been divorced? Yes _____ No _____

Note: Because of the requirements of 1 Ti. 3:1-7, BTCP does not accept applicants who have been divorced. Similarly, women are not accepted as students being trained to be pastors, elders, or deacons. Women and divorced men should instead apply for admission to a BTCL class (see Form 2, p. 171)

If married please give:

- Name of wife _____
- Address if different from yours _____
- Date of marriage _____
- Is your wife a Christian? Yes _____ No _____
- Is your wife in agreement with this application and your training at **BTCP**?

7. How did you learn about the Bible Training Centre for Pastors?

8. How would you describe the kind of training which you believe is offered by **BTCP**?

Medical Information

1. How would you describe your general physical health?

good fair poor

2. If fair or poor, please explain. Do you have any diseases, physical disabilities or infirmities which would hinder your learning?

3. Have you ever had any emotional problems? Yes _____ No _____
If so, please explain.

4. Have you ever had any mental or psychological problems?
Yes _____ No _____

5. Have you ever used

- tobacco? Yes _____ No _____
- alcohol? Yes _____ No _____
- addictive drugs? Yes _____ No _____
- other abusive substances? Yes _____ No _____

If so, please explain.

6. Have you ever been in trouble with the law or convicted of a crime?
If so, give details.

Educational Background

1. Please describe your educational training to date.

2. Have you ever had any theological, Bible college, seminary or
correspondence/extension training? Please describe.

3. What personal characteristics qualify you for this training?

Church or Denominational Membership

1. Of what church are you a member?

Name of church

Address

Denomination

2. What is your pastor's name and address? _____

3. If you are a pastor, to which other elder, pastor or church official are you responsible?

Name of pastor

Address

Financial Information

How do you intend to financially support your family while you are in training? _____

Can you reasonably contribute to the payment of required fees for training? _____

*Applicants who are accepted may be required to furnish additional financial information on forms provided.

Christian Experience

1. Have you personally received Jesus Christ as your Savior?
Yes ___ No ___
When _____ Where _____
2. Briefly describe your salvation experience and what you believe the Bible requires for salvation. _____

3. Please describe your current personal spiritual condition or level of spiritual maturity. _____

Vocational/Ministry Plans

1. Why do you desire to attend this **BTCP** class and how do you intend to specifically use the training you receive through **BTCP** in serving Christ and His church? _____

2. In what church and/or ministry activities are you now involved? _____

3. Are you ordained or licensed as a pastor? _____ If so, by whom? _____

Personal Beliefs and Qualifications

1. Have you read and understood the complete **BTCP** Statement of Faith and are you substantially in agreement with it?
Yes ___ No ___
2. Please list any specific areas of disagreement with the Statement of Faith. _____

3. Do you know of any reason why you should not attend **BTCP**?

No ___ Yes ___ If so, please explain.

4. Is there anything which might disqualify you biblically from being a pastor based on **1 Ti. 3:1-7** and **Tit. 1:6-9**? No ___ Yes ___ Explain.

References

Please list two (2) professional or personal friends who could recommend you for the **BTCP** training.

Name Position Address Phone #

1. _____

2. _____

ACKNOWLEDGEMENT

I hereby certify that the information on this application is true and correct to the best of my knowledge and belief. I further acknowledge my substantial agreement with the **BTCP** Statement of Faith and agree to obey all rules and regulations of the class if accepted as a student.

I understand that this application will be reviewed by an application committee, that I will be contacted for a personal interview, and the references I have listed will be contacted.

If accepted as a student, I understand that I may be dismissed as a student at the discretion of those responsible for my class at anytime for academic or other reasons where it is determined that my continued participation is not wise for me and/or those sponsoring or conducting the training.

Signature

Print name

Form 2
for BTCL



BTCL
APPLICATION FOR ADMISSION

_____ *Date*

Name _____ Age _____

Address _____

Phone _____ E-mail _____

Citizenship _____

Family Status: Spouse's Name _____ No. of Children _____

Church _____

Address _____

Denomination _____ Pastor's Name _____

Bible Training to-date: _____

Ministry Experience: (Present involvement)

Practical Assignment during Training:

Ministry Assignment after Training:

Comments: _____

Form 3



STUDENT REFERENCE FORM

_____ *Applicant's name*

has applied for **BTCP** training and has given your name as a reference.

Please answer the following questions honestly and accurately, sign and date this form, and return this confidential form in the included self-addressed, stamped envelope. Thank you very much for your kind assistance.

1. How long have you personally known this applicant? _____
2. In what ways does the applicant show definite signs of spiritual maturity?

3. What characteristics qualify him for this training and the ministry?

4. How would you describe his ministry skills, experience and spiritual gifts?

5. Do you know of any reason why he is not biblically or personally qualified to be a pastor? _____

6. Can you recommend this applicant without any conditions? _____

Signed: _____ Date: _____

Address: _____ Phone: _____

Form 4

BIBLE TRAINING
CENTRE FOR PASTORS



TEACHER APPLICATION & AGREEMENT

1. Name: _____

Address: _____

Phone Number: _____

2. Church or denominational affiliation _____

3. Bible college/seminary or other Bible training, education, or degrees

4. Pastoral or local church ministry experience _____

5. Classroom or other teaching experience _____

6. Why do you desire to teach **BTCP** and what characteristics or abilities qualify you to teach?

7. For what courses or period of time would you be available to teach?

8. Is there anything in your personal or spiritual life which would hinder your teaching or which has potential for a poor testimony?

9. Do you agree in substance with the **BTCP** Doctrinal Statement?
Please specify any areas of disagreement. _____

10. Do you agree to teach using only an approved Study Bible and the 10 **BTCP** course manuals and to abide by the concept, philosophy and methodology of **BTCP**? _____

11. Please list 2 personal or professional references with names, addresses and phone numbers.

1. Name: _____
Address: _____
Telephone number: _____

2. Name: _____
Address: _____
Telephone number: _____

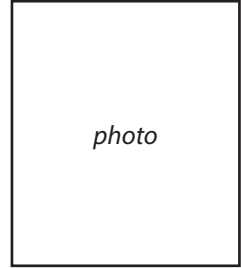
12. Is there anything else about you that we should know?

This _____ day of _____ 20__.

Signed: _____

Note: Women may teach a women’s BTCL class but may not be the teacher of a BTCP or BTCL class containing men. (1 Ti. 2:12; Tit. 2:3-5)

BIBLE TRAINING
CENTRE FOR PASTORS



STUDENT PROFILE AND STATUS

_____ *Date*

Name _____ Age _____

Address _____

Phone _____ E-mail _____

Citizenship _____

Family Status: Wife's Name _____ No. of Children _____

Church _____

Address _____

Denomination _____ Pastor's Name _____

Bible Training to-date: _____

Ministry Experience: (Present involvement) _____

Practical Assignment during Training: _____

Ministry Assignment after Training: _____

Comments: _____

(OVER)

Form 5

(page 2 of 2)

STUDENT STATUS

Name: _____

| COURSE | Date Completed | Teacher |
|--|-----------------------|----------------|
| 1. Bible Study Methods & Rules of Interpretation | | |
| 2. Old Testament Survey | | |
| 3. New Testament Survey | | |
| 4. Preaching Biblical Messages & Pastoral Ministry | | |
| 5. Bible Doctrine Survey | | |
| 6. Personal Spiritual Life | | |
| 7. Church Ministry/ Administration/Education | | |
| 8. Teaching Principles & Methods | | |
| 9. Church History Survey | | |
| 10. Missions Evangelism Discipleship | | |

Form 6

BIBLE TRAINING
CENTRE FOR PASTORS



EVALUATION OF STUDENT

Name: _____

Manual #: _____

Date: _____

| | Not Satisfactory | Needs Improvement | Satisfactory | Good |
|--------------------------------------|------------------|-------------------|--------------|------|
| Bible reading schedule | | | | |
| Attendance | | | | |
| Grasp of content | | | | |
| Use of skills/ manual assignments | | | | |
| Classroom participation | | | | |
| Comments | | | | |

Manual #: _____

Date: _____

| | Not Satisfactory | Needs Improvement | Satisfactory | Good |
|--------------------------------------|------------------|-------------------|--------------|------|
| Bible reading schedule | | | | |
| Attendance | | | | |
| Grasp of content | | | | |
| Use of skills/ manual assignments | | | | |
| Classroom participation | | | | |
| Comments | | | | |

Term Recommendation: Ask to leave _____ Allow to continue _____

OTHER COMMENTS: (Write on back of form)

Teacher _____

Form 7



EVALUATION OF TEACHER AND CLASS

Name _____ Date _____

Please answer the following questions specifically and honestly.

1. How would you describe the overall quality of the teaching?

Teacher _____ Poor ___ average ___ good ___ excellent ___

2. How would you rate the course manuals?

Course: _____ Poor ___ average ___ good ___ excellent ___

3. Does the teacher communicate effectively?

Teacher _____ Yes ___ No ___ Comments _____

4. Is the speed or pace of covering material:

Course: _____ Too slow ___ about right ___ too fast ___

5. Are you learning and able to keep up? _____

6. How is your study time working out for you? _____

7. What is the strongest part of the BTCP program? _____

8. What is the weakest part of the BTCP program? _____

9. What other comments do you have? (Please use backside of paper if needed)

10. Would you recommend BTCP to others? _____

FINAL STUDENT EVALUATION OF BTCP/BTCL

Name: _____ Date: _____

1. How would you rate the overall quality of the **BTCP** program now that you are completing the last term?

| | Outstanding | Good | Average | Poor |
|---------------|-------------|------|---------|------|
| Teachers | | | | |
| Manuals | | | | |
| Methodology | | | | |
| Communication | | | | |

2. Were the schedule and pace of the courses
Too Fast _____ Too Slow _____ About Right _____
3. Which course was most helpful to you personally? Least helpful?

4. What single concept, truth, or principle affected you the most?

5. Are there any subjects, which were not covered, that you feel are essential for a pastor?

6. What doctrine, teaching, or application from the **BTCP** program was the most difficult to process for you or the class and why?

7. If you could change one thing about **BTCP** what would it be? _____

8. How do you intend to use your **BTCP** training? _____



6. STATEMENT OF FAITH



Statement of Faith

This doctrinal statement reflects the broad, mainstream, conservative evangelical tradition which is consistent with the teachings of the Bible and which has stood the test of history and experience. We specifically affirm the following doctrinal truths:

1. The Scriptures

We believe that the entire Bible is the inspired Word of God and that men of God “were moved by the Holy Spirit” to write the very words of Scripture. The Bible is therefore without error (inerrant) in its original manuscripts. God has supernaturally preserved the Bible, and it is the sole and final authority for faith and life, providing encouragement, guidance, comfort, and instruction for training in righteousness (**2 Ti. 3:16-17; 2 Pe. 1:20-21**).

2. The Godhead (Trinity)

We believe in one true God eternally existing in three distinct persons (Father, Son, and Holy Spirit), each of Whom is fully and equally God, possesses all of the divine nature and attributes, and is totally worthy of our worship and service (**Dt. 6:4; Mt. 28:19; Jn 1:14; 10:30; 2 Co. 13:14**).

3. God the Father

We believe that God the Father is the first person of the Trinity and is the eternal, unchanging, all-powerful, all-knowing, all-wise, all-loving, completely just and perfectly holy, sovereign Ruler and Sustainer of the universe. He is the Father of our Lord and Savior Jesus Christ and the Father of all true believers (**Ge. 1:1; Eph. 4:6; Jn. 1:12-13; 5:19-21; 17:1-5; Isa. 40:21-28; 43:10-13; 46:8-11; Ro. 8:14-16**).

4. God the Son

We believe that Jesus Christ is the second person of the Trinity and is the only begotten eternal Son of God Who became flesh to reveal God to man, to fulfill prophecy, and to become the Savior of the lost world. In becoming man Jesus did not cease in any way to be God so that He is fully God and fully man inseparably united in one person forever.

Jesus was miraculously conceived by the Holy Spirit; born of the Virgin Mary; lived a sinless life; died on the cross as the substitutionary, all-sufficient atoning sacrifice for all of the sins of all men of all time; was buried; bodily rose from the dead; physically ascended into heaven in His glorified, resurrected body; is seated at the right hand of the Father performing His ministry of intercession; will return in the air to claim His bride the Church; and will come again to earth in bodily form, personally and visibly, to conclude human history and consummate God’s eternal plan by executing judgment and ushering in His Millennial Kingdom reign to be followed by the eternal state (**Jn. 1:1, 14, 18; 3:16; Lk. 1:30-35; Php. 2:5-8; Col. 2:3, 9; Mk. 10:45; Ac. 2:22-24; Jn. 1:29; Ro. 3:25-26; Heb. 10:5-14; 1 Pe. 2:24; 3:18; Jn. 20:20; Php. 3:20-21; Heb. 1:3; Ro. 8:34; 1 Jn. 2:1; Ac. 1:11; Heb. 9:28; 1 Th. 4:13-18; 2 Th. 2:7; Mt. 24:44; Rev. 19:11-21; Rev. 21-22**).

5. God the Holy Spirit

We believe that the Holy Spirit is the third person of the Trinity Who specially came into the world on the day of Pentecost to glorify Christ and to enable men to appropriate the salvation wrought by Christ. He is the primary agent for the conviction of sin and for regeneration. Simultaneously with salvation, the Holy Spirit imparts new life, baptizes the believer into the body of Christ (His church), permanently indwells the believer, and securely seals the believer unto the day of redemption. The Holy Spirit fills (directs and controls) those believers who are yielded to Him, enables believers to bear fruit, and empowers believers to live a life free from sin’s dominion. We also believe that the Holy Spirit gives spiritual gifts to believers for the purpose of edifying the Church in accordance with the teachings of Scripture (**1 Co. 13:8; 14:22; Jn. 16:7-15; 1 Co. 6:19; 12:13; Eph. 1:13-14; 4:30; Gal. 5:16-17, 22-23; Ro. 8:5-13; 1 Pe. 4:10-11; Ro. 12:3-8**).

6. Man

We believe that man was created in the image of God by direct act of God and did not come into being as the result of evolution. Man was created to glorify God, worship and serve Him, and have fellowship with Him. Man fell through sin by disobeying God, thus incurring both physical and spiritual death, which alienated him from God. Man's nature was thus corrupted and he is utterly lost, "dead in trespasses and sins," and totally incapable of saving himself and coming back into right relationship with God by his own merit or effort (**Ge. 1:26; 2:6, 17; 3:17-24; Isa. 59:1-2; Ro. 3:9-19, 23; 5:6-8; Lk. 18:26-27; Eph. 2:1-3**).

7. Satan

We believe that Satan is the instigator of evil and a real spirit being, not simply the personification of evil. He is a fallen angel who, under the sovereign permission of God, has been given temporary rulership of the earth. He was utterly defeated at the cross, but the execution of his judgment has been postponed by God until after the Millennial Kingdom when he will be cast into the eternal lake of fire. In the meantime, he deceives the world and seeks to establish his counterfeit kingdom on earth to discredit and blaspheme God and to tempt, accuse, attack and destroy believers. He can be resisted by the believer through faith and reliance on the power of the Holy Spirit (**Ge. 3:1-5; Isa. 14:12-17; Eze. 28:11-19; Job 1-2; 1 Jn. 5:19; 2 Co. 11:14; 1 Ti. 3:6; 1 Pe. 5:8-9; Jas. 4:7; Rev. 12:9; 20:1-3, 7-10**).

8. Salvation

We believe that the shed blood of Jesus Christ on the cross provides the sole basis for forgiveness of sins and salvation, which is the free gift of God's grace. Salvation is effected by the regenerating work of the Holy Spirit and cannot be secured by man's works or personal merit. Salvation is only appropriated by a person placing his faith in the finished work of Christ. Repentance is a turning toward God and away from sin and is a part of but not separate from believing faith. "The Gospel is the power of God for salvation to everyone who believes" and those who receive Jesus Christ by faith are born again, have their sins forgiven, become children of God, are a new creation in Christ, and "are sealed by the Holy Spirit unto the day of redemption", being kept by the power of God (**Eph. 1:7, 13-14; Jn. 1:12-13; 3:1-7, 14-16; 2 Co. 5:17; Ro. 1:16; 10:9-10; Eph. 2:8-10; Ro. 8:14-17, 31-39; Jn. 10:27-29; 14:6; Ac. 26:20; 1 Pe. 1:3-5**).

9. The Christian Life

We believe that every Christian should live for Christ and not for himself and should, by the power of the indwelling Spirit, allow Christ to manifest His life through him to God's glory. By ever increasing obedience to the Word of God, each believer should mature and progressively become more like Jesus. In the power of the Spirit, each believer should live a holy life; not fulfill the lusts of the flesh; exercise his spiritual gifts to build up the body of Christ; witness for Christ; be personally involved in making disciples to fulfill the great commission; perform good works; and bear fruit to the glory of God (**Gal. 2:20; 1 Pe. 1:15-16; 2:11; 2 Co. 5:14-15; Ro. 6:11-13; Eph. 2:10; 4:11-12; 4:22-24; 1 Pe. 4:10-11; Ac. 1:8; Mt. 28:18-20; Col. 1:10; Jn. 15:8, 16**).

10. The Church

We believe that the Church is the body of Christ of which Jesus is the Head and whose members are those who have truly received Christ by faith. The local church is a tangible expression of the body of Christ in a particular location. Since all members of the body of Christ are united in Christ by the same Spirit, they should live in love, harmony, and unity, being intent on the same purpose and accepting those sectarian or denominational practices which are based on a sincere interpretation of the Bible, which do not relate to substantive doctrinal matters, and which do not in practice cause disunity or hinder ministry. The purpose of the Church is to make Christ known to lost men, to make disciples, and glorify God on earth (**Ac. 1:8; 1 Co. 12:12-27; Eph. 1:20-23; 4:1-6, 4:12-16; Mt. 28:18-20; Jn. 17; Col. 1:24-29**).

11. The Ordinances

We believe that the only two ordinances of the Church recognized by Scripture are water baptism and the Lord's Supper. Water baptism by immersion is an act of obedience following salvation which symbolically pictures the believer's death to sin, burial of the old life, and resurrection to new life. The Lord's Supper celebrates fellowship and communion with Christ, symbolically commemorates His death, and anticipates His second coming (**Mt. 28:19; Ac. 10:47-48; Lk. 22:19-20; 1 Co. 11:23-28; Ro.6:3-4**).

12. Eternal Destiny of Men

We believe that at death every believer consciously and immediately enters into the presence and fellowship of the Lord to wait for the physical resurrection and glorification of his body at Christ's return. The believer will thus enjoy life eternal with God—fellowshipping, serving, and worshipping Him forever (**2 Co. 5:6; 1 Co. 15:12-58; Lk. 23:39-43; 1 Th. 4:13-18; Jn. 3:16; Rev. 21-22**).

We believe that at death every unbeliever consciously and immediately enters into separation from the Lord to wait for the physical resurrection of his body to everlasting condemnation, judgment and punishment (**Lk. 16:19-31; Jn. 3:18, 36; Rev. 20:5, 11-15; 2 Th. 1:5-10**).

13. Future Things

We believe the next prophetic event will be the rapture of the Church when the Lord Jesus Christ will return in the air to receive unto Himself all Church Age believers (**Jn. 14:1-3; Tit. 2:11-14; 1 Co. 15:51-52; 1 Th. 4:13-18; Php. 3:20-21**). The rapture of the Church will be followed by the seven-year Great Tribulation period in fulfillment of **Dan. 9:24-27** and as described in **Rev. 6: 1-19:21** during which Israel will be purified, the whole world will be tested, and the wrath of God will be poured out against sin (**Jer. 30:7; Mt. 24; Rev. 3:10; 1 Th. 5:9-11**).

We believe that at the end of the Great Tribulation the Lord Jesus Christ, in His second coming, will personally and physically return to the earth, just as He ascended with great power and glory, to execute judgment and usher in the Millennial Kingdom, during which He will reign on earth for 1000 years with righteousness, justice, and peace to fulfill God's covenant promise to Israel (**Ac. 1:8-11; Rev. 19:11-21; Eze. 37:21-28; Isa. 11:9; Rev. 20:1-6**).

We believe that the 1000-year reign of Christ on earth will be followed by: the final judgment of Satan when he is cast into the lake of fire forever, the Great White Throne Judgment and bodily resurrection for unbelievers, the creation of a new heaven and new earth, and the eternal state (**Rev. 20-22; 2 Pe. 3:1-14**).

Acceptance Policy

We accept students from independent churches and from a wide range of denominations. However, student applicants are required to affirm in writing their substantial agreement with this statement of faith. Where differences are indicated, the student may be conditionally accepted for training upon his agreement not to teach, promote, or exercise such doctrinal differences or practices while he is an active student.