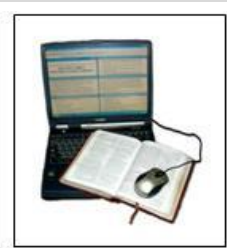


## Equip Biblical Institute

Church Planting \* Team Leadership \* Pastors Institute

2100 Greenfield Drive, El Cajon, CA 92019



### Bible Overview – Panorama of the Bible

Professor:

Training Center City:

Semester and Year:

#### Course Description

This course focuses on an overview of the panorama of the Bible. Topics include the structure of the Bible; the geography of the Bible; the story of the Old Testament; the story of the New Testament; and the great doctrines of the Bible, God, Christ, the Holy Spirit, angels, mankind, sin, salvation, the church, and future things. Students will create visual projects and applications for transformational discipleship and leadership development. [www.youtube.com/watch?v=6J8xqfbsGBM&feature=emb\\_logo](http://www.youtube.com/watch?v=6J8xqfbsGBM&feature=emb_logo)

#### Course Design

This 14-week course is designed to equip pastors, church planters, and next-generation leaders with Bible knowledge, Christian character, servant leadership, and disciple-making skills with the goal of life change. It addresses the learning styles of adults through active discussion, charts, visuals, Internet resources, team-building, and presentations. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,200 leaders have completed EBI courses. *Suggestions for improving course design are appreciated.*

#### Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Dr. Max E. Anders, *30 Days to Understanding the Bible, 30<sup>th</sup> anniversary*. Nashville, TN: Thomas Nelson, 2018. [9780785216186](#)
3. Alfred Thompson Eade. *The Expanded Panorama Bible Study Course*. Grand Rapids, MI: Revell, 1961. [9780979973406](#) or [9780800754693](#)
4. *Holman Illustrated Bible Dictionary*. Edited by Chad Brand. Nashville, TN: Holman Reference, 2015. [CBD](#) or [9780805499353](#)



#### Additional Books for Pastors, Leaders, and Advanced Students

5. Dr. Harold L. Willmington, *Willmington's Guide to the Bible*. Wheaton, IL: Tyndale House, 2011. [CBD 9781414329710](#)
6. *Holman QuickSource Guide to Understanding the Bible*. Edited by Kendall H. Easley. Nashville, TN: Holman Reference, 2000. 9780805494334

#### Internet Resources

[4truth.net](#) \* [bible.org](#) \* [blueletterbible.org](#) \* [carm.org/apologetics](#) \* [davidjeremiah.org/site/](#) \* [gotquestions.org](#) \* [jeremiahstudybible.com](#) \* [leestrobels.com](#) \* [lifeway.com](#) \* [www.namb.net](#) \* [wayofthemaster.com](#)

Professors – [Click here to receive the Notes for students by email.](#) The purpose of this course is to equip you with the Word of God, to strengthen your character and integrity, and to develop your relational and leadership skills for the glory of God.

**Learning Outcomes**

The student who successfully completes this course will be able to implement 2 Timothy 2:2:

1. Apply and teach how to apply the structure of the Bible.
2. Apply and teach how to apply the geography of the Bible.
3. Apply and teach how to apply the story of the Old Testament and the New Testament.
4. Apply and teach how to apply the doctrines of the Bible, God, Jesus, and the Holy Spirit.
5. Apply and teach how to apply the doctrines of angels, man, sin, and salvation.
6. Apply and teach how to apply the doctrines of the church and future things.
7. Summarize and explain what the Bible teaches in 1,000 words.
8. Participate in a group or individual presentation, mini-sermon, project, PowerPoint, mind-map, visuals, webpage, or YouTube video on a bonus chapter in the Understanding the Bible textbook.
9. Type a 10- to 15-page term paper titled "Applications from Bible Overview for Leadership and Character Development."
10. Coach other leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, integrity and the fruit of the Spirit, and the seven virtues with the goal of transformational discipleship.

**Methods of Instruction**

Instruction emphasizes active learning, problem-based learning, project-based learning, presentation-based learning, team-based learning, reflection, discussion, interactive lecture, collaboration, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change and leadership skills. The major pedagogical premise of this course is that students should be treated like the servant-leaders they are becoming.

Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University, Luther Rice Seminary, San Diego Christian College, and Southern California Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a pastor and church planter with the North American Mission Board and as an elected governing board member of GUHSD with over 20,000 high school students.



**Accelerated Adult Learning Strategies**

Authentic learning involves observation, interpretation, and application. The goal of *balanced instruction* is to address the learning strengths of adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. *Student-centered instruction* is most effective when it impacts the mind, will, and emotions.

**TEAM-based Active Learning Principles**

Students are encouraged to study in teams to develop application skills, leadership/relational skills, and presentations. Students are not to give answers to co-learners but help them learn how to find the answers. **TEAM = Together Everyone Accomplishes More.**

**The Cone of Learning**



### Student Requirements

**First**, answer the **questions** in the **portfolio** before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory. Each student must do his or her own work.

**Second**, maintain the **journal** in the portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

**Third**, participate in the **discussion** of the questions and applications in the portfolio during class. Through discussion, students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

**Fourth**, complete the **midterm exam**. This will assist student-leaders in developing long-term memory through multiple reviews of the core material.

**Fifth**, participate in an individual or **group presentation** on one of the chapters in the textbooks. The ability to make engaging presentations will multiply your influence, leadership, teaching, and preaching. Discuss applications found in that book. This presentation can be a PowerPoint presentation, drama, role-play, interviews, charts, [Pinterest](#), memes, graphical organizers, webpage, cell phone video, speeches, artwork, or series of drawings, or YouTube video. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 13

**Sixth**, type a 10- to 15-page **term paper** titled “Applications from Bible Overview for Leadership and Character Development.” The ability to write well will multiply your influence, leadership, teaching, and preaching. Footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Font should be Times New Roman 12. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective biblical teaching, preaching, and servant-leadership. Week 13

**Seventh**, complete the **final exam** in the portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. Week 14

### Course Objective Is Life Change

Our mission is to bring glory to God by assisting local churches to equip believers to live and minister biblically based on the inerrant Word of God. This equipping includes Bible knowledge, Christian character, and ministry skills. The objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains; (2) to remember what they have read; (3) to sharpen their thoughts through journaling; (4) to speak effectively before others; (5) to work as learning teams of leaders; and (6) to apply what they are learning to life, family, and disciple-making ministry. To be a disciple one must make disciples.

### Accelerated Adult Learning Techniques

Adults learn in unique ways and so this course incorporates multiple learning styles. According to the **Cone of Learning**, writing, discussing, and applying concepts are the keys to accelerated adult learning. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these principles of champion learners, students will experience transformational growth. Welcome to the accelerated disciple-making process!

Session	Date	Professor Responsibilities	Student Responsibilities
1		<p><b>Introduction</b>  <b>Structure of the Bible</b>  <b>Old Testament Geography</b>  <b>Historical Books</b></p> <p>Go over this syllabus and the portfolio.            Preview the study guides for the exams.            Discuss the appendix.            Discuss portfolio questions and applications, and resolutions for personal revival, spiritual disciplines, integrity, and the seven Christian virtues.            Demonstrate how to get the most out of the Topical Index in the <i>Jeremiah Study Bible</i>, the <i>Holman Illustrated Bible Dictionary</i>, and the textbooks.            Group activity: Create a visual summary or mind-map of one of these chapters.            Review in class: YouTube videos by the authors of the textbooks.            Review in class: resources for Bible knowledge, character development, and discipleship ministry coaching:  <a href="http://www.4truth.net">www.4truth.net</a>,  <a href="http://www.biblestudytools.com">www.biblestudytools.com</a>,  <a href="http://www.blueletterbible.org/resources/charts.cfm">www.blueletterbible.org/resources/charts.cfm</a>,  <a href="http://www.gotquestions.org/">www.gotquestions.org/</a></p> <p>Help students improve their term papers and character through coaching, feedback, and rubrics. These are crucial learning and leadership skills.            Go over the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <li>❑ Print 100-1 Bible Overview portfolio and notes.</li> <li>❑ Pay the honorarium to the director.</li> <li>❑ Skim the textbooks and be prepared to discuss how these books are unique as learning tools.</li> <li>❑ Study chapters 1-3 in <i>30 Days to Understanding the Bible</i>.</li> <li>❑ Follow the Session 1 <b>Teaching Plan</b> on page 307.</li> <li>❑ Review “Bible Formation and Canon” in the <i>Holman Illustrated Bible Dictionary</i>.</li> <li>❑ Advanced students: Study chapter 1 in <i>The Expanded Panorama Bible Study Course</i>.</li> <li>❑ Explore the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or at <a href="http://www.jeremiahstudybible.com">www.jeremiahstudybible.com</a>.</li> <li>❑ Explore Facebook, websites, vimeo, and YouTube videos by the authors: <a href="http://www.facebook.com/EBIChurchPlanting/">www.facebook.com/EBIChurchPlanting/</a>, <a href="http://www.shadowmountain.org/EBI/">www.shadowmountain.org/EBI/</a>,</li> <li>❑ Explore for 15 minutes the online Bible study resources on this topic at: <a href="https://bible.org/">https://bible.org/</a>, <a href="http://www.4truth.net">www.4truth.net</a>, <a href="http://www.biblegateway.com">www.biblegateway.com</a>, <a href="http://www.biblestudytools.com">www.biblestudytools.com</a>, <a href="http://www.blueletterbible.org/study/">www.blueletterbible.org/study/</a>, <a href="http://www.gotquestions.org/">www.gotquestions.org/</a>, <a href="http://www.lifeway.com/biblestudy">www.lifeway.com/biblestudy</a>, <a href="http://www.raystedman.org">www.raystedman.org</a>, <a href="http://www.theopedia.com/">www.theopedia.com/</a>.</li> <li>❑ Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity.</li> <li>❑ Begin writing the term paper.</li> <li>❑ Read <i>The Baptist Faith and Message</i>.</li> <li>❑ Share what you are learning with your apprentice disciples.</li> </ul>
2		<p><b>The Creation Era</b>  <b>The Patriarch Era</b>  <b>The Exodus Era</b>  <b>The Conquest Era</b></p> <p>Pray for your students and disciples by name using the grade sheet.</p>	<ul style="list-style-type: none"> <li>❑ Study chapters 4-7 in <i>30 Days to Understanding the Bible</i>.</li> <li>❑ Follow the Session 2 <b>Teaching Plan</b>.</li> <li>❑ Review “Creation” in the <i>Holman Illustrated Bible Dictionary</i>.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Welcome guests and encourage students to share what they have learned so far.</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and leadership development skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>Discuss with students the implications of being a chosen generation, royal priests, a holy nation, and God's special people. It is our privilege and duty to pray for people by name and to share the love of God by doing good to them.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced students: Study chapter 2 in <i>The Expanded Panorama Bible Study Course</i>.</li> <li><input type="checkbox"/> Explore resources on Genesis to share with the class at <a href="http://www.jeremiahstudybible.com/Genesis">www.jeremiahstudybible.com/Genesis</a></li> <li><input type="checkbox"/> Explore and be prepared to share the resources at <a href="http://4truth.net/">http://4truth.net/</a>.</li> <li><input type="checkbox"/> Explore online resources for 15 minutes to share with the class.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Make or update a reach list of every unchurched person that you know.</li> <li><input type="checkbox"/> Go on an evangelistic visit during the course with your pastor, deacon, church leader, Sunday school worker, or friend.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> <li><input type="checkbox"/> Invite friends and apprentice disciples to see how the course works.</li> </ul>
3		<p><b>The Judges Era</b>  <b>The Kingdom Era</b>  <b>The Exile Era</b>  <b>The Return Era</b>  <b>The Silence Era</b></p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and leadership skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 8-12 in <i>30 Days to Understanding the Bible</i>.</li> <li><input type="checkbox"/> Follow the Session 3 <b>Teaching Plan</b>.</li> <li><input type="checkbox"/> Review "Judges" in the <i>Holman Illustrated Bible Dictionary</i>.</li> <li><input type="checkbox"/> Advanced students: Study chapter 3 in <i>The Expanded Panorama Bible Study Course</i>.</li> <li><input type="checkbox"/> Explore the Book Introductions in the <i>Jeremiah Study Bible</i> or at <a href="http://www.jeremiahstudybible.com">www.jeremiahstudybible.com</a>.</li> <li><input type="checkbox"/> Explore and be prepared to share the resources at <a href="http://bible.org/">http://bible.org/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
4		<p><b>The Poetical Books</b>  <b>The Prophetical Books</b></p> <p>Discuss portfolio questions, applications, and resolutions.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 13-14 in <i>30 Days to Understanding the Bible</i>.</li> <li><input type="checkbox"/> Follow the Session 4 <b>Teaching Plan</b>.</li> <li><input type="checkbox"/> Review "Proverbs, Book of" in the <i>Holman Illustrated Bible Dictionary</i>.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Coach students on how to improve their term papers and leadership skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced students: Study chapter 4 in <i>The Expanded Panorama Bible Study Course</i>.</li> <li><input type="checkbox"/> Explore resources on Job to share with the class at <a href="http://www.jeremiahstudybible.com/Job">www.jeremiahstudybible.com/Job</a>, <a href="http://www.jeremiahstudybible.com/Psalms">www.jeremiahstudybible.com/Psalms</a>, <a href="http://www.jeremiahstudybible.com/Proverbs">www.jeremiahstudybible.com/Proverbs</a></li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
5		<p><b>The Geography and Structure of the New Testament</b></p> <p><b>The Gospel Era</b></p> <p><b>The Church Era</b></p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and leadership skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 15-17 in <i>30 Days to Understanding the Bible</i>.</li> <li><input type="checkbox"/> Follow the Session 5-6 <b>Teaching Plan</b>.</li> <li><input type="checkbox"/> Review “New Testament” in the <i>Holman Illustrated Bible Dictionary</i>.</li> <li><input type="checkbox"/> Advanced students: Study chapter 5 in <i>The Expanded Panorama Bible Study Course</i>.</li> <li><input type="checkbox"/> Explore resources on Matthew to share with the class at <a href="http://www.jeremiahstudybible.com/Matthew">www.jeremiahstudybible.com/Matthew</a></li> <li><input type="checkbox"/> <a href="http://www.jeremiahstudybible.com/Acts">www.jeremiahstudybible.com/Acts</a>. Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
6		<p><b>The Missions Era</b></p> <p><b>The Epistles</b></p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and leadership skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>Review for the midterm exam.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 18-19 in <i>30 Days to Understanding the Bible</i>.</li> <li><input type="checkbox"/> Follow the Session 7 <b>Teaching Plan</b>.</li> <li><input type="checkbox"/> Review “Acts, Book of” in the <i>Holman Illustrated Bible Dictionary</i>.</li> <li><input type="checkbox"/> Advanced students: Study chapter 6 in <i>The Expanded Panorama Bible Study Course</i>.</li> <li><input type="checkbox"/> Explore resources on Acts to share with the class at <a href="http://www.jeremiahstudybible.com/Romans">www.jeremiahstudybible.com/Romans</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
			<ul style="list-style-type: none"> <li><input type="checkbox"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
7		<p><b>Midterm Exam</b>            Give the midterm exam.            Preview the second half of the course.            Coach students on how to improve their term papers.            Make corrections to the term paper in class.            Discuss who would benefit from the EBI leadership development.            Order textbooks for next semester.            Request next semester portfolios and notes by email.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the study guide in the notes to prepare for the midterm exam. Four hours of study are recommended.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Make or update your list of next-generation leaders you can pray for, share with, and encourage or disciple.</li> <li><input type="checkbox"/> Pay for textbooks for the next courses.</li> <li><input type="checkbox"/> Be involved in the small group ministry of your church.</li> </ul>
8		<p><b>Overview of Bible Doctrine</b>  <b>The Doctrine of the Bible</b></p> <p>Welcome guests and encourage students to share what they have learned.            Discuss portfolio questions, applications, and resolutions.            Coach students on how to improve their term papers and leadership skills in class.            Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 20-21 in <i>30 Days to Understanding the Bible</i>.</li> <li><input type="checkbox"/> Follow the Session 8 <b>Teaching Plan</b>.</li> <li><input type="checkbox"/> Review "Doctrine" in the <i>Holman Illustrated Bible Dictionary</i>.</li> <li><input type="checkbox"/> Advanced students: Study chapter 7 in <i>The Expanded Panorama Bible Study Course</i>.</li> <li><input type="checkbox"/> Explore and share the resources at <a href="http://gotquestions.org/">http://gotquestions.org/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray with people on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples</li> <li><input type="checkbox"/> Invite your friends and apprentice disciples to see how the course works.</li> </ul>
9		<p><b>The Doctrine of God</b>  <b>The Doctrine of Christ</b></p> <p>Discuss portfolio questions, applications, and resolutions.            Coach students on how to improve their term papers and leadership skills in class.            Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 22-23 in <i>30 Days to Understanding the Bible</i>.</li> <li><input type="checkbox"/> Follow the Session 9 <b>Teaching Plan</b>.</li> <li><input type="checkbox"/> Review "God" and "Christ" in the <i>Holman Illustrated Bible Dictionary</i>.</li> <li><input type="checkbox"/> Advanced students: Study chapter 8 in <i>The Expanded Panorama Bible Study Course</i>.</li> <li><input type="checkbox"/> Explore and share the resources at <a href="http://www.biblestudytools.net/">www.biblestudytools.net/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
			<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray with people on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
10		<p><b>The Doctrine of the Holy Spirit</b>  <b>The Doctrine of Angels</b></p> <p>Discuss portfolio questions, applications, and resolutions.                      Coach students on how to improve their term papers and leadership skills in class.                      Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 24-25 in <i>30 Days to Understanding the Bible</i>.</li> <li><input type="checkbox"/> Follow the Session 10 <b>Teaching Plan</b>.</li> <li><input type="checkbox"/> Review “Holy Spirit” and “Angels” in the <i>Holman Illustrated Bible Dictionary</i>.</li> <li><input type="checkbox"/> Advanced students: Study chapter 9 in <i>The Expanded Panorama Bible Study Course</i>.</li> <li><input type="checkbox"/> Explore and be prepared to share the resources at <a href="http://leestobel.com/">http://leestobel.com/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Let your light shine by doing acts of kindness for people on your list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
11		<p><b>The Doctrine of Man</b>  <b>The Doctrine of Sin</b></p> <p>Discuss portfolio questions, applications, and resolutions.                      Coach students on how to improve their term papers and leadership skills in class.                      Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 26-27 in <i>30 Days to Understanding the Bible</i>.</li> <li><input type="checkbox"/> Follow the Session 11 <b>Teaching Plan</b>.</li> <li><input type="checkbox"/> Review “Humanity” and “Sin” in the <i>Holman Illustrated Bible Dictionary</i>.</li> <li><input type="checkbox"/> Advanced students: Study chapter 10 in <i>The Expanded Panorama Bible Study Course</i>.</li> <li><input type="checkbox"/> Explore and share the resources at <a href="http://www.blueletterbible.org/study/">http://www.blueletterbible.org/study/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Let your light shine by doing acts of kindness for people on your list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
12		<p><b>The Doctrine of Salvation</b>  <b>The Doctrine of the Church</b>  <b>The Doctrine of Future Things</b></p> <p>Discuss portfolio questions, applications, and resolutions.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 28-30 in <i>30 Days to Understanding the Bible</i>.</li> <li><input type="checkbox"/> Follow the Session 12 <b>Teaching Plan</b>.</li> <li><input type="checkbox"/> Review “Salvation” and “Church” in the <i>Holman Illustrated Bible Dictionary</i>.</li> <li><input type="checkbox"/> Advanced students: Study chapter 11 in <i>The Expanded Panorama Bible Study Course</i>.</li> </ul>



Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Coach students on how to improve their term papers and leadership skills in class.</p> <p>Group activity: Prepare for next week's student presentations.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore resources on Revelation to share with the class at <a href="http://www.jeremiahstudybible.com/Revelation">www.jeremiahstudybible.com/Revelation</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Invite someone on your list to come with you to small group or church.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
13		<p><b>Student Presentations and Term Papers</b></p> <p><b>The Summary of the Bible</b></p> <p><b>What the Bible Teaches in 1,000 Words</b></p> <p><b>The Message of the Bible</b></p> <p><b>Work on Term Papers</b></p> <p>Welcome guests and disciples.</p> <p>Coach students on how to improve their presentations.</p> <p>Livestream student presentations on the church Facebook page.</p> <p>Post cell phone videos of student presentations on the church and association webpages to increase their impact.</p> <p>Coach students on how to improve their term papers.</p> <p>Group activity: Peer-review and make corrections to the term paper in class.</p> <p>Review for the final exam.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare to participate in a group or individual presentations on a bonus chapter in the books.</li> <li><input type="checkbox"/> Bring a rough draft of your term paper for peer-review and corrections.</li> <li><input type="checkbox"/> Invite your friends and apprentice disciples to watch student presentations.</li> </ul>
14		<p><b>Final Exam and Course Evaluation</b></p> <p>Give final exam.</p> <p>Collect completed portfolio for review.</p> <p>Collect revised term paper for review.</p> <p>Students will debrief by sharing how they are using and sharing what they have learned.</p> <p>Discuss how to recruit students who would benefit from the EBI leadership development.</p> <p>Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the study guide for the final exam.</li> <li><input type="checkbox"/> Complete the portfolio.</li> <li><input type="checkbox"/> Revise the term paper.</li> <li><input type="checkbox"/> Share and/or email your revised term paper to pastors, deacons, small-group leaders, and your apprentice disciples in order to multiply your ministry in obedience to 2 Timothy 2:2-3.</li> <li><input type="checkbox"/> Discipleship is about teaching others about what you are learning. Pass on the baton of transformational</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		Time of fellowship.	discipleship by sharing what you are learning.

EBI holds to *The Baptist Faith and Message*. The inclusion of articles, books, or external links in this course does not imply that the opinions expressed represent the official position of EBI.

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### Transfer of Credits to Southern California Seminary

#### Attendance Policy

Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 68 homework hours) courses, more than 10 minutes late is a *tardy*; more than 20 minutes late is an *absence*. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of AU (Audit) will be recorded when a student is auditing the course, misses four sessions, does not complete coursework on time, or earns less than 700 points.

#### Class Time and Homework Policy for Transferring Carnegie Credits

To transfer [Carnegie](#) credits to Southern California Seminary, each 2-unit course must include 28 hours of class time discussion and 68 hours of portfolio homework during the 14-week semester. Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equals learning,” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the first week of January, May, and September. For maximum learning, it is recommended that working students take 2 courses per semester or 6 courses per year. Students who plan to transfer must keep copies of portfolios and term papers to present to Equip Biblical Institute and Southern California Seminary upon request.

#### Portfolio and Term Paper Policy for Transferring Carnegie Credits

To graduate or transfer [Carnegie](#) credits from Equip Biblical Institute to Southern California Seminary, students must submit their portfolio and term papers at the end of each course to the Registrar for formative assessment. Upon successful completion of the Associate of Biblical Studies, students may transfer **60 units** into the Bachelor of Arts in Biblical Studies degree. If the portfolio or term papers are missing, the credits may not be transferable. Portfolios must be completed individually—not as couples. Answers to portfolio questions are individual and subjective, so each student must do his or her own portfolio and term paper. As part of the EBI-SCS Articulation Agreement and to facilitate transfer of degrees to other schools, at the end of each course professors and students must submit the portfolios and term papers of transferring students for formative assessment to the EBI Registrar at [gwoods@socalsem.edu](mailto:gwoods@socalsem.edu). The goal is to assist students in being successful in their studies and in their ministries.

#### Late Work Policy

Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. Normally, work that is over 7 days late will not be accepted. Professors are to send to the EBI offices the grade sheet within 15 days of the end of each course so that academic transcripts can be updated each semester. Professors are paid after grades are submitted.

Grade Scale			
Grade	Percent	Points	
A	= 95-100%	950-1,000	
A-	= 90-94%	900-949	
B+	= 87-89%	870-899	
B	= 84-86%	840-869	
B-	= 80-83%	800-839	
C+	= 77-79%	770-799	
C	= 74-76%	740-769	
C-	= 70-73%	700-739	
AU	= Below 70%	0-699	

Student Evaluation		Percent	Points
Portfolio/Group Activities .....		55%	550
Midterm Exam .....		10%	100
Student Presentations .....		10%	100
Term Paper .....		15%	150
Final Exam .....		10%	100
<b>Total .....</b>		<b>100%</b>	<b>1,000</b>

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Midterm 7	Session 8	Session 9	Session 10	Session 11	Session 12	Presenta-tion 13	Term Paper 13	Final Exam 14	Points	Grade
50	50	50	50	50	50	100	50	50	50	50	50	100	150	100	1,000	ABC

Course Grading Rubric		
Grade	Requirements	✓
A	Exams, portfolio, presentation, and the corrected 11- to 15-page term paper with zero errors for students planning to transfer to Southern California Seminary or other schools.	
A-	Exams, portfolio, presentation, and the 10-page term paper with less than 2 errors.	
B+	Exams, portfolio, presentation, and the 9-page term paper with less than 4 errors.	
B	Exams, portfolio, presentation, and the 8-page term paper with less than 6 errors.	
B-	Exams, portfolio, presentation, and the 7-page term paper with less than 8 errors.	
C+	Exams, portfolio, presentation, and a 5-page essay with less than 10 errors.	
C	Exams, portfolio, presentation, and a 2-page essay.	
C-	Exams, portfolio, and presentation. Would benefit from tutoring or peer coaching.	
AU	Audit. For students who are auditing the course for personal spiritual enrichment or earned less than 700 points or missed more than 3 sessions. (audit) EBI has levels for all students.	

Writing clarifies one's thoughts and is a key skill for an effective leader. Initially students may have difficulties in developing writing skills, but they will improve and gain confidence with each course they complete. It is important that professors help students improve their writing skills to maximize their

thinking and leadership skills. Students should use the term paper rubric, sample term paper, and [type-over template](#) to write their term papers. Since students have different abilities, goals, responsibilities, and schedules, students can choose the grade for which they are aiming.

Writing is one of the most important skills that a leader can develop. As part of the academic agreement with Southern California Seminary, to earn an “A” students are required to email or mail a copy of their academic work to the EBI registrar. The goal is to catch students doing something right and affirm them. The objective is to recognize and analyze the best term papers and to prepare next-generation leaders for university level education by helping them improve their writing skills, thinking skills, and leadership skills.

The mission of Equip Biblical Institute is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills. The goal is to provide leadership and teaching resources, intentional leadership development, disciple-making materials, Skype courses, YouTube videos, charts, notes, and visuals to pastors and churches around the world. EBI is equipping the next generation of pastors and leaders to multiply their influence by training leaders, creating videos, and writing books.

EBI is a religious exempt school and not accredited by the U. S. Department of Education; however, EBI Associate degrees are transferable to Southern California Seminary and other schools based on the EBI-SCS articulation agreement.

As students take each course, their brains will develop a multitude of new neural connections, increasing their ability to read with comprehension; make practical applications from what they are learning; and improve their communication, leadership, and writing skills.

EBI incorporates college success skills and transformational teaching, including the Adult Learner Model, the Affective Neuroscience Learning Model, the [Carnegie Unit and Student Hour](#) Rubric, the Cognitive Neuroscience Learning Model, the Seven Laws of Learning Model, the Learning Styles Model, the Maslow pyramid, the Multiple Intelligences Model, the Professional Development Rubric, the [Quality Matters](#) Rubric, the Seven Principles of Good Practice in Undergraduate Education Model, the Teaching to Change Lives Model, the [Visual Learning](#) Model, and the [Working Memory](#) Model.

EBI utilizes the power of formative assessment rather than summative assessment. Formative assessment promotes students' learning by providing feedback on how to study better, develop integrity and leadership skills, and write better term papers. Summative assessment gives only a final grade or evaluation of proficiency (A, B, C, D, F). Research indicates that when formative assessment is provided the amount of student learning is often double that of summative assessment. Formative assessment involves briefly reviewing portfolios each week to make sure students are not getting behind, and working with students to improve their writing skills each week based on rubrics and samples of term papers. Effective teachers enlist stronger students to help struggling students to improve. Rubrics help students gauge the quality of their work and see what else is needed to improve their writing and leadership skills. Samples of term papers demonstrate what is expected and required for leadership and character development. Effective teachers have students compare and peer-review one another's papers in class during specified times. Formative assessment is about providing students with feedback or tips aimed at improving their writing and critical thinking skills—not just giving them a letter grade. Feedback is most effective when it explicitly communicates to students about some specific aspects of their performance relative to specific target criteria, and when it provides information that helps students progress toward meeting that criterion.