

	<p>Equip Biblical Institute</p> <p>Church Planting * Team Leadership * Pastors Institute</p> <p>2100 Greenfield Drive, El Cajon, CA 92019</p>	
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Principles of Learning

Professor:

Training Center City:

Semester and Year:

Course Description

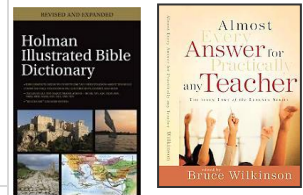
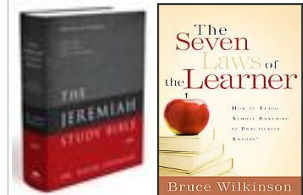
This course focuses on how to teach according to the ways adults learn. Topics include teaching to change lives, the importance of lifelong learning, high expectations, making application, aiding retention, meeting needs, equipping skills, and asking for a decision. Students will create visual projects and applications for transformational discipleship and leadership.

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. Bruce H. Wilkinson. *The Seven Laws of the Learner*. Sisters, OR: Multnomah, 1992. [CBD](#) or [9781590524527](#)
3. Dr. Bruce H. Wilkinson, ed. *Almost Every Answer for Practically Any Teacher*. Portland, OR: Multnomah, 2005. [9781590524534](#)
4. Dr. La Verne Tolbert. *Teaching like Jesus*. Grand Rapids, MI: Zondervan, 1999. [CBD](#) or [9780310223474](#)
5. *Holman Illustrated Bible Dictionary*. Edited by Chad Brand. Nashville, TN: Holman Reference, 2015. [CBD](#) or [9780805499353](#)



Additional Books for Pastors, Leaders, and Advanced Students

6. Dr. Bruce H. Wilkinson. *7 Laws of the Learner* DVD Set. WorldTeach [B008GG2VE8](#) (currently unavailable) [Request VHS set](#). http://worldteachers.com/estore/view_product.php?product=THE6E8KA1



Internet Resources - [4truth.net](#) * [bible.org](#) * [blueletterbible.org](#) * [gotquestions.org](#) * [helpmewithbiblestudy.org](#) * [jeremiahstudybible.com](#) * [leestrobels.com](#) * [lifeway.com](#) * [ministrygrid.com](#) * [www.namb.net](#) * [nextgenleader.net](#) * [sendnetwork.com/](#) * [wayofthemaster.com/](#)

Professors – [Click here to receive the Notes for students by email](#). The purpose of this course is to help you realize your full potential in God, so you can become the exemplary leader God intends you to be—studying the Bible inductively, viewing the world biblically, making disciples intentionally, and serving the Church faithfully in the power of the Holy Spirit.

Learning Outcomes

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

1. Apply and teach the law of the **learner** in the learning process to change lives.
2. Apply and teach the law of **expectation** in the learning context.
3. Apply and teach the law of **application** in the learning context.
4. Apply and teach the law of **retention** in the learning context.
5. Apply and teach the law of **need** in the learning context.
6. Apply and teach the law of **equipping** in the learning context.
7. Apply and teach the law of **revival** in the learning context.
8. Create and teach lesson plans that apply the seven laws of the learner for teaching that meets needs. There is no term paper in this course.
9. Apply and teach the Bible with the goal of transformational discipleship.
10. Coach leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, the fruit of the Spirit, the armor of God, the mind of Christ, and the seven virtues with the goal of transformational discipleship and leadership (Romans 12:1-2)

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.



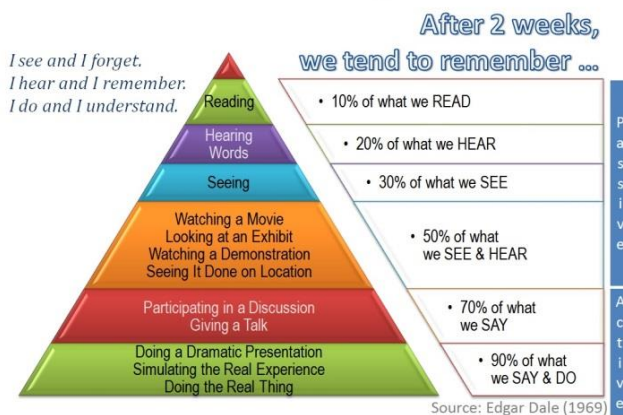
Accelerated Adult Learning Strategies

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, teach **Lesson Plan 1** applying **The 7 Laws of the Learner**. This will assist student-leaders in developing long-term memory through applying the core material to a topic in the Teacher's Topical Index in the *Jeremiah Study Bible*. This lesson may include PowerPoint, drama, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. (Optional—lessons can be taught in teams of 2 or 3.) Week 8

Sixth, teach **Lesson Plan 2** applying **The 7 Laws of the Learner**. This will assist student-leaders in developing long-term memory through applying the core material to a topic in the Teacher's Topical Index in the *Jeremiah Study Bible*. This lesson may include PowerPoint, drama, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. (Optional—lessons can be taught in teams of 2 or 3.) 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 transformational learning 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 biblically apply what they are learning to life, family, and ministry.

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>Law One: Law of the Learner Go over this syllabus and the portfolio. Preview the study guides for the exams. Discuss the appendix. Discuss portfolio questions and journal applications. Demonstrate how to get the most out of the Teacher's Topical Index in the <i>Jeremiah Study Bible</i> (pages xxvii-xli), the <i>Holman Illustrated Bible Dictionary</i>, and the textbooks. Watch "Law of the Learner" DVD (optional). Group activity: Create a visual summary or mind-map of one these chapters and work with peers on improving lesson plans. Review in class: YouTube videos by the authors of the textbooks.</p> <ul style="list-style-type: none"> ❑ Review in class: resources for Bible knowledge, character development, and discipleship ministry coaching at: https://bible.org/, http://breakpoint.org/, http://carm.org/evangelism, ❑ www.gotquestions.org/, www.4truth.net, www.biblegateway.com, www.biblestudytools.com, www.blueletterbible.org/study/, www.crosswalk.com, www.gotquestions.org/, www.leestobel.com, www.lifeway.com/biblestudy, www.raystedman.org, www.theopedia.com/, www.wayofthelmaster.com/ <p>Assist students in improving their term papers and Christian character through coaching, feedback, and rubrics. These are crucial learning and leadership skills. Review the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> ❑ Print 106 Principles of Learning portfolio and notes. ❑ Pay the honorarium to the director. ❑ Skim the textbooks and be prepared to discuss how these books are unique as learning tools. ❑ Study the introduction and chapters 1-2 in <i>the 7 Laws of a Learner</i> and chapter 1 in <i>Almost Every Answer</i>. ❑ Begin working on lesson plan 1 by selecting a topic from the Topical Index of the <i>Jeremiah Study Bible</i> or at www.jeremiahstudybible.com. ❑ Look for additional resources on this topic at: https://bible.org/, http://breakpoint.org/, http://carm.org/evangelism, www.gotquestions.org/, www.4truth.net, www.biblegateway.com, www.biblestudytools.com, www.blueletterbible.org/study/, www.crosswalk.com, www.gotquestions.org/, www.leestobel.com, www.lifeway.com/biblestudy, www.raystedman.org, www.theopedia.com/, www.wayofthelmaster.com/. ❑ Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity. ❑ Review the study guide. ❑ Read the <i>Baptist Faith and Message</i> in Resources at www.sbc.net. ❑ Disciple-making: share what you are learning with young leaders and apprentice disciples and invite them to class.
2		<p>Law Two: Law of Expectation Welcome guests and encourage students to share what they have learned so far.</p>	<ul style="list-style-type: none"> ❑ Study chapters 3-4 in <i>The 7 Laws</i> and chapter 2 in <i>Almost Every Answer</i>. ❑ View YouTube videos about learning and/or teaching by Bruce H.

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their lesson plan 1 and transformational learning skills.</p> <p>Watch “Law of Expectation” DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one these chapters and work with peers on improving lesson plans.</p> <p>Discuss with students the implications, responsibilities, and applications of our identity in Christ as a chosen generation, royal priests, a holy nation, God’s special people, God’s masterpieces, chosen by God to do good works, and ambassadors of Christ, It is our privilege and duty to pray for people by name and to share the love of God with them.</p>	<p>Wilkinson, Howard Hendricks, David Early, and Francis Chan.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore and be prepared to share the resources at http://4truth.net/ with the class. <input type="checkbox"/> Work on your lesson plan 1 and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Community service: as a royal priest and as an ambassador of Christ, make or update a “Reach List” of every person you know who needs Christ or is unchurched so that you can pray for them by name and encourage them. <input type="checkbox"/> Disciple-making process: share what you are learning with young leaders and apprentice disciples and invite them to class. <input type="checkbox"/> Disciple-making: go on an evangelistic visit with your pastor, deacon, church leader, Sunday school worker, or friend during this course. <input type="checkbox"/> Character development: reflect on your current character and the implications, responsibilities, and applications of your identity in Christ.
3		<p>Law Three: Law of Application</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Watch “Law of Application” DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one these chapters and work with peers on improving lesson plans.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-6 in <i>The 7 Laws of a Learner</i> and chapter 3 in <i>Almost Every Answer</i>. <input type="checkbox"/> View videos about learning and/or teaching on YouTube by Bruce H. Wilkinson. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 1 and bring to class for coaching. <input type="checkbox"/> Community service: pray for the people on your list. <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples
4		<p>Law Four: Law of Retention</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 7-8 in <i>The 7 Laws</i> and chapter 4 in <i>Almost Every Answer</i>. <input type="checkbox"/> View videos about learning and/or

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>their learning and transformational learning skills.</p> <p>Watch “Law of Retention” DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one these chapters and work with peers on improving lesson plans.</p>	<p>teaching on YouTube by Bruce H. Wilkinson.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 1 and bring to class for coaching. <input type="checkbox"/> Community service: pray for the people on your list. <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples
5		<p>Law Five: Law of Need</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Watch “Law of Need” DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one these chapters and work with peers on improving lesson plans.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 9-10 in <i>The 7 Laws of a Learner</i> and chapter 5 in <i>Almost Every Answer</i>. <input type="checkbox"/> View videos about learning and/or teaching on YouTube by Bruce H. Wilkinson. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 1 and bring to class for coaching. <input type="checkbox"/> Community service: as a priest, ask permission to pray a blessing over someone on your list. <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.
6		<p>Law Six: Law of Equipping</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Watch “Law of Equipping” DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one these chapters and work with peers on improving lesson plans.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 11-12 in <i>The 7 Laws of a Learner</i> and chapter 6 in <i>Almost Every Answer</i>. <input type="checkbox"/> View videos about learning and/or teaching on YouTube by Bruce H. Wilkinson. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 1 and bring to class for coaching. <input type="checkbox"/> Community service: as a priest, ask permission to pray a blessing over someone on your list. <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.
7		<p>Law Seven: Law of Revival</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 13-14 in <i>The 7 Laws of a Learner</i> and chapter 7 in <i>Almost Every Answer</i>. <input type="checkbox"/> View videos about learning and/or

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>their learning and transformational learning skills.</p> <p>Watch “Law of Revival” DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one these chapters and work with peers on improving lesson plans.</p> <p>Make a list of leaders and future leaders you can pray for, share with, and encourage.</p> <p>Prepare for Teaching Lab.</p>	<p>teaching on YouTube by Bruce H. Wilkinson.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 1 and bring to class for coaching. <input type="checkbox"/> Community service: as a priest, ask permission to pray a blessing over someone on your list. <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.
8		<p>Midterm Exam Take the midterm exam.</p> <hr/> <p>Teaching Lab Lesson Plan 1: Students will practice teaching a lesson plan on a topic in the Teacher’s Topical Index in the <i>Jeremiah Study Bible</i>, applying the seven laws of the learner.</p> <p>Welcome guests and disciples.</p> <p>Livestream student lessons on the church Facebook page.</p> <p>Post cell phone videos of student lessons on the church and association webpages to increase their impact.</p> <p>Coach students on how to improve their lessons.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on Lesson Plan 1 using the 7 Laws of a Learner rubric. <input type="checkbox"/> Review the study guide in the notes to prepare for the midterm exam. Four hours of study are recommended. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Next-generation leadership: As a disciple-maker update your list of next-generation leaders you can pray for, share with, and encourage or disciple. <input type="checkbox"/> Disciple-making: as a believer-priest get involved in the small group and/or Sunday school ministry of your church. <input type="checkbox"/> Pay for textbooks for the next courses.
9		<p>What Is Christian Education? Jesus, the Master Teacher</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Group activity: Create a visual summary or mind-map of one these chapters and work with peers on improving lesson plans.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 1-2 in <i>Teaching like Jesus</i>. <input type="checkbox"/> View videos about teaching like Jesus on YouTube by La Verne Tolbert. <input type="checkbox"/> Select an interesting article in <i>Almost Every Answer</i> to review. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Begin working on lesson plan 2 by selecting a topic from the Topical Index of the <i>Jeremiah Study Bible</i> or at www.jeremiahstudybible.com and bring to class for coaching. <input type="checkbox"/> Community service: let your light shine by doing acts of kindness for people on your list.

Session	Date	Professor Responsibilities	Student Responsibilities
			<ul style="list-style-type: none"> <input type="checkbox"/> Disciple-making: what you are learning with young leaders and apprentice disciples
10		<p>Most Memorable Teacher Through the Learner’s Lens Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their learning and transformational learning skills. Group activity: Create a visual summary or mind-map of one these chapters and work with peers on improving lesson plans.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 in <i>Teaching like Jesus</i>. <input type="checkbox"/> View videos about teaching like Jesus on YouTube by La Verne Tolbert. <input type="checkbox"/> Select an interesting article in <i>Almost Every Answer</i> to review <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 2 and bring to class for coaching. <input type="checkbox"/> Community service: let your light shine by doing acts of kindness for people on your list. <input type="checkbox"/> Disciple-making: what you are learning with young leaders and apprentice disciples
11		<p>In the Learner’s Skates Pray . . . Plan . . . Prepare Children Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their learning and transformational learning skills. Group activity: Create a visual summary or mind-map of one these chapters and work with peers on improving lesson plans.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-7 in <i>Teaching like Jesus</i>. <input type="checkbox"/> View videos about teaching like Jesus on YouTube by La Verne Tolbert. <input type="checkbox"/> Select an interesting article in <i>Almost Every Answer</i> to review <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 2 and bring to class for coaching. <input type="checkbox"/> Community service: let your light shine by doing acts of kindness for people on your list. <input type="checkbox"/> Disciple-making: what you are learning with young leaders and apprentice disciples
12		<p>Earning the Right to be Heard Teachable Moments Stay on the Wall Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their learning and transformational learning skills. Group activity: Prepare for next week’s student lesson plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 8-10 in <i>Teaching like Jesus</i>. <input type="checkbox"/> View videos about teaching like Jesus on YouTube by La Verne Tolbert. <input type="checkbox"/> Select an interesting article in <i>Almost Every Answer</i> to review <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 2 and bring

Session	Date	Professor Responsibilities	Student Responsibilities
		presentations.	<p>to class for coaching.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community service: invite someone on your list to come with you to small group or church. <input type="checkbox"/> Disciple-making: what you are learning with young leaders and apprentice disciples.
13		<p>Final Teaching Lab Lesson Plan 2 Welcome guests and disciples. Livestream student lessons on the church Facebook page. Post cell phone videos of student lessons on the church and association webpages to increase their impact. Coach students on how to improve their lessons. Review for final exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work individually or in teams on Lesson 2. Four hours of lesson planning are recommended. <input type="checkbox"/> Prepare for group or individual presentations. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: invite someone on your list to come with you to small group or church. <input type="checkbox"/> Disciple-making: invite your friends and apprentice disciples to watch student presentations.
14		<p>Final Exam and Course Evaluation Give final exam. Collect completed portfolio for review. Students will debrief by sharing how they are using and sharing what they have learned. Discuss how to recruit students who would benefit from the EBI leadership training program. Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course. Time of fellowship.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide for the final exam. <input type="checkbox"/> Complete the portfolio. <input type="checkbox"/> Share and/or email your revised term paper to pastors, deacons, small-group leaders, apprentice disciples, and friends to multiply your ministry in obedience to 2 Timothy 2:2-3. <input type="checkbox"/> Discipleship is about teaching others about what you are learning. Pass on the baton of discipleship by sharing what you are learning each week. To be a disciple you need to make disciples (Matthew 28:18-20).

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.

Holman Bibliography

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Francis, David. *Missionary Sunday School Booklet*. (#2 48-page [ebook](#))

Francis, David. *The 5-Step Formula for Sunday School Growth*. (#3 [ebook](#))

Francis, David. *Extreme Sunday School Challenge*. (#4 46-page [ebook](#))

Francis, David. *Great Expectations: Planting Seeds for Sunday School Growth*. (#5 4-page [ebook](#))

Francis, David. *The Discover Triad: Three Facets of a Dynamic Sunday School Class*, 2008. (#6 48-page [ebook](#))

Francis, David. *Invite I-6: A Six-Land Strategy Toward an Inviting Sunday School*. (#7 [ebook](#))

Francis, David. *Connect3: The Power of One Sunday School Class*. (#8 [ebook](#))

Francis, David. *3D Sunday School: A Three Dimensional Strategy to Help Members and Leaders Fulfill the Great Commission*. (#9 [ebook](#)).

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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 NC (No Credit) will be recorded when a student misses four sessions, does not complete coursework on time, or earns less than 700 points.

Class Time and Homework Policy

To transfer credits to Southern California Seminary, **each 2-unit course must include at least 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.


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%. **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 transcripts can be updated each semester.

Portfolio and Term Paper Policy for Transferring Students

To graduate or transfer credits from Equip Biblical Institute to Southern California Seminary, **students must submit their portfolio and term papers or lesson plans 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 subjective, so each student must do his or her own work. As part of the EBI-SCS Articulation Agreement and to facilitate transfer of degrees to other schools, submit the portfolios and term papers of transferring students to the EBI Registrar at gwoods@socalsem.edu. The goal is to assist students in being successful in their studies and in their ministries.

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
Teaching Lab Lesson Plan 1 Presentation	10%	100
Mid-term Exam	10%	100
Final Teaching Lab Lesson Plan 2 Presentation	15%	150
Final Exam	10%	100
Total	100%	1,000

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Teaching Lab 1 Session 8	Midterm Exam Session 8	Session 9	Session 10	Session 11	Session 12	Teaching Lab 2 Session 13	Final Exam Session 14	Points	Grade
50	50	50	50	50	50	50	100	100	50	50	50	50	150	100	1,000	ABC

Course Grading Rubric		
Grade	Requirements	✓
A	Exams, portfolio, and the final lesson plan with zero errors.	
A-	Exams, portfolio, and the final lesson plan with less than 2 errors.	
B+	Exams, portfolio, and the final lesson plan with less than 3 errors.	
B	Exams, portfolio, and the final lesson plan with less than 4 errors.	
B-	Exams, portfolio, and the final lesson plan with less than 6 errors.	
C+	Exams, portfolio, and the final lesson plan with less than 8 errors.	
C	Exams, portfolio, and the final lesson plan with less than 10 errors.	
C-	Exams, portfolio, and the final lesson plan need additional tutoring or peer coaching.	
AU	Student audited 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.	
<p>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.</p>		
<p>Writing and journaling two 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 first goal is to affirm students who are doing all the work. The second goal is help students do even better by analyzing the term papers and to preparing next-generation leaders for university level education and ministry by helping them improve their writing skills, thinking skills, and leadership skills.</p>		
<p>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.</p>		
<p>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 based on Carnegie Units, portfolios, and term papers.</p>		
<p>One of the benefits of advanced training is that trained pastors do better and last longer in ministry than pastors with little or no training. Skills learned include administration, apologetics, attitude, belonging, biblical worldview, Bible interpretation, character development, church planting, college learning, communication, community development, counseling, creative thinking, critical thinking, disciple-making, encouragement, enrichment, equipping, ethical development, evangelism, faith-based, family-based disciple-making, financial intelligence, interaction, leadership, mentoring, ministry, motivational, online learning, organizational, parenting, pastoral ministry, people, project-based learning, preaching, relational, resilience, self-awareness, servant leadership, spiritual disciplines, spiritual gifts, spiritual growth, spiritual warfare, student success, strategic planning, teaching, technology, transformational learning, writing, and youth leadership skills. Every course assignment has a whole-brain learning rationale with the goal of life transformation. The goal is the effective ministry described in 2 Peter 1:2-8.</p>		

As students take each course, their brains will develop a multitude of new physical and chemical 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 seminary success skills and transformational teaching, including [Adult Learner Model](#), the Affective Neuroscience Learning Model, Bloom's Taxonomy of Learning Domains, the [Carnegie Unit and Student Hour](#) Rubric, the Cognitive [Neuroscience](#) Learning Model, the Seven Laws of Learning Model, the Learning Styles Model, Knowles's [Adult Learner Model](#), the [Maslow](#) Pyramid of Needs, 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).

Academic 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 assisting all 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.

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