

Equip Biblical Institute

Church Planting * Team Leadership * Pastors Institute

2100 Greenfield Drive, El Cajon, CA 92019



Purpose Driven Life and Community

Professor:

Training Center City:

Semester and Year:

Course Description

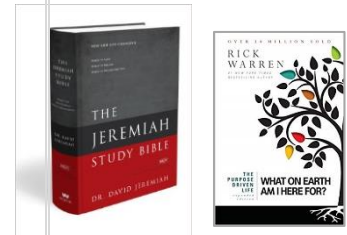
This course focuses on how to apply the basic purposes of the purpose-driven life and Christian community. Topics include living a purpose driven life of worship, fellowship, discipleship, ministry, and evangelism, as well as how to develop Christian community. Students will create visual projects and applications for making disciples.

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.*

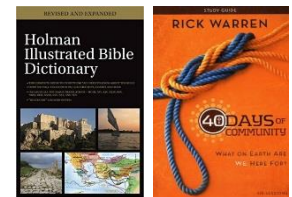
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. *The Purpose Driven Life: What on Earth Am I Here for?* Grand Rapids, MI: Zondervan, 2003. [9780310205715](#) or 9780310337508
3. *40 Days of Community Study Guide*. Grand Rapids, MI: Zondervan, 2012. [CBD](#) 9780310689119
4. *Holman Illustrated Bible Dictionary*. Edited by Chad Brand. Nashville, TN: Holman Reference, 2015. [CBD](#) or [9780805499353](#)



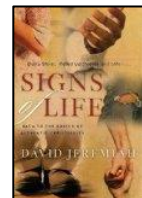
Additional Books for Pastors, Leaders, and Advanced Students

5. Dr. David Jeremiah. *Signs of Life*. Nashville, TN: Thomas Nelson, 2011. [CBD](#) or [9780849947148](#)
6. *The Purpose Driven Life Journal*. Grand Rapids, MI: Zondervan, 2013. [CBD](#) 9780310337232



Internet Resources * [Search for Significance on YouTube](#) *

[4truth.net](#) * [bible.org](#) * [blueletterbible.org](#) * [gotquestions.org](#) *
[helpmewithbiblestudy.org](#) * [jeremiahstudybible.com](#) * [leestrobels.com](#) *
[www.lifeway.com](#) * [wayofthemasster.com](#)



Professors – [Click here to receive the Notes 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:

1. Explain and teach the five God-given purposes of the believer.
2. Explain and teach how we were planned for God’s pleasure.
3. Explain and teach how we were formed for God’s family.
4. Explain and teach how we were created to become like Christ.
5. Explain and teach how we were shaped for serving God.
6. Explain and teach how we were made for a mission.
7. Explain and teach how we all need and can develop community.
8. Participate in a group or individual presentation, project, PowerPoint, mind-map, visuals, webpage, or YouTube video on a chapter in one of the textbooks.
9. Write a 10 to 15-page term paper titled, “Applications from the Purpose-Driven Life and Christian community for Leadership and Character Development.”
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; 1 Peter 2:9-10; 2 Corinthians 9:24-27; Galatians 5:22-23; Ephesians 6:10-18; Philippians 2:5-11; 2 Peter 1:3-8).

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.



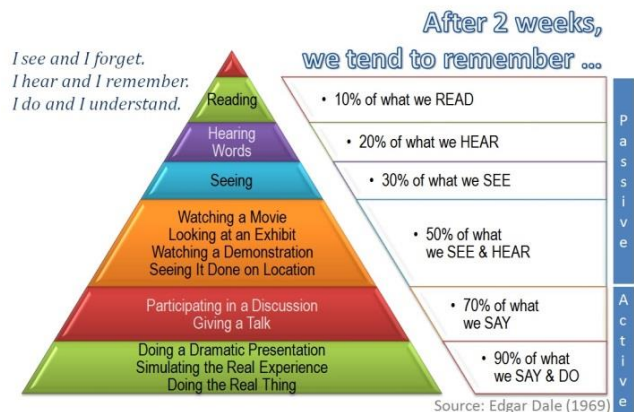
Accelerated Adult Learning Strategies

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, 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. Week 13

Sixth, type a 10-to-15 page **term paper** titled “**Applications from the Purpose-Driven Life and Christian Community 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 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>What on earth am I here for? Welcome students and their guests. 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 <i>Jeremiah Study Bible</i>, the <i>Holman Illustrated Bible Dictionary</i>, and the textbooks. Ask students to share an article related to this course from the <i>Holman Illustrated Bible Dictionary</i> or the <i>Jeremiah Study Bible</i> Group Activity: Create a visual summary or mind-map of one of these chapters. https://www.youtube.com/channel/UCFvRm4tiJXKA4qVu6UKgVtQ Go over Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print 108 Purpose Driven Life and Christian community portfolio and notes. <input type="checkbox"/> Pay the honorarium to the director. <input type="checkbox"/> Skim the textbooks and be prepared to discuss how these books are unique as learning tools. <input type="checkbox"/> Study chapters 1-7 in <i>The Purpose Driven Life</i>. <input type="checkbox"/> Explore the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or at www.jeremiahstudybible.com <input type="checkbox"/> Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity. <input type="checkbox"/> Begin writing the term paper. <input type="checkbox"/> Read the <i>Baptist Faith and Message</i> in Resources at www.sbc.net. <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples and invite them to class
2		<p>Purpose #1: You were planned for God's pleasure. Pray for your students and disciples by name using the grade sheet. Welcome guests and encourage students to share what they have learned so far. Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers, Christian character, and leadership development skills in class. Group activity: Create a visual summary or mind-map of one of these chapters. 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. We are called to be saints; we need to act like it. It is our privilege and duty to</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 8-14 in <i>The Purpose Driven Life</i>. <input type="checkbox"/> Explore resources to share with the class at www.pastors.com. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: as a royal priest and as an ambassador of Christ, update your "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"/> Students are encouraged to invite friends to see how the course works. <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.

Session	Date	Professor Responsibilities	Student Responsibilities
		pray for people by name and to share the love of God with them.	<ul style="list-style-type: none"> <input type="checkbox"/> Character development: reflect on your current character and the implications, responsibilities, and applications of your identity in Christ.
3		<p>Purpose #2: You were formed for God's family.</p> <p>Use the study guide to review last session's key applications.</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers, Christian character, 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"> <input type="checkbox"/> Study chapters 15-21 in <i>The Purpose Driven Life</i>. <input type="checkbox"/> Explore online resources at www.pastors.com to share with others. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <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>Purpose #3: You were created to become like Christ.</p> <p>Use the study guide to review last session's key applications.</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers, Christian character, 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"> <input type="checkbox"/> Study chapters 22-28 in <i>The Purpose Driven Life</i>. <input type="checkbox"/> Explore online resources at www.pastors.com to share with others. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <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>Purpose #4: You were shaped for serving God.</p> <p>Use the study guide to review last session's key applications.</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers, Christian character, 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"> <input type="checkbox"/> Study chapters 29-35 in <i>The Purpose Driven Life</i>. <input type="checkbox"/> Explore online resources at www.pastors.com to share with others. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <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.
6		<p>Purpose #5: You were made for a mission.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 36-40 in <i>The Purpose Driven Life</i>.

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Use the study guide to review last session's key applications.</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers, Christian character, 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"> <input type="checkbox"/> Explore online resources at www.pastors.com to share with others. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <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.
7		<p>Week 1: Love Gods' Family</p> <p>Optional: Use the Video Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study week 1 in <i>40 Days of Community</i>. <input type="checkbox"/> www.youtube.com/channel/UCFvRm4tiJXKA4qVu6UKgVtQ
7		<p>Midterm Exam</p> <p>Give the midterm exam.</p> <p>Preview the second half of the course.</p> <p>Coach students on how to improve their term papers.</p> <p>Make corrections to the term paper in class.</p> <p>Discuss who would benefit from the EBI leadership development.</p> <p>Order textbooks for next semester.</p> <p>Request next semester portfolios and notes by email.</p>	<ul style="list-style-type: none"> <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 and bring to class for coaching. <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.
8		<p>Week 2: Reach Out Together</p> <p>Welcome guests and encourage students to share what they have learned.</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers, Christian character, and leadership skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>Optional: Use the Video Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study week 2 in <i>40 Days of Community</i>. <input type="checkbox"/> Check out resources to share at www.youtube.com/watch?v=FqLMkUbgCi4. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <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

Session	Date	Professor Responsibilities	Student Responsibilities
			apprentice disciples and invite them to class.
9		<p>Week 3: Fellowship Together Use the study guide to review last session's key applications. Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers, Christian character, and leadership skills in class. Group activity: Create a visual summary or mind-map of one of these chapters. Optional: Use the Video Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study week 3 in <i>40 Days of Community</i>. <input type="checkbox"/> Check out resources to share at www.youtube.com/watch?v=6wsfytIE3M. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <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 and invite them to class.
10		<p>Week 4: Grow Together Use the study guide to review last session's key applications. Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers, Christian character, and leadership skills in class. Group activity: Create a visual summary or mind-map of one of these chapters. Optional: Use the Video Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study week 4 in <i>40 Days of Community</i>. <input type="checkbox"/> Check out resources to share at www.youtube.com/watch?v=Po2M-A_EKEU. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: as Christ's ambassador let your light shine by doing acts of kindness for people on your list. <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.
11		<p>Week 5: Serve Together Use the study guide to review last session's key applications. Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers, Christian character, and leadership skills in class. Group activity: Create a visual summary or mind-map of one of these chapters. Optional: Use the Video Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study week 5 in <i>40 Days of Community</i>. <input type="checkbox"/> Check out resources to share at www.youtube.com/watch?v=DLP_BNiSseE. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: as Christ's ambassador let your light shine by doing acts of kindness for people.

Session	Date	Professor Responsibilities	Student Responsibilities
			<ul style="list-style-type: none"> <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.
12		<p>Week 6: Worship Together Use the study guide to review last session's key applications. Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers, Christian character, and leadership skills in class. Group activity: Create a visual summary or mind-map of one of these chapters. Optional: Use the Video Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study week 6 in <i>40 Days of Community</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <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: share what you are learning with young leaders and apprentice disciples.
13		<p>Student Presentations and Term Papers Welcome guests and disciples. Livestream student presentations on the church Facebook page. Post cell phone videos of student presentations on the church and association webpages to increase their impact. Coach students on how to improve their presentations. Coach students on how to improve their term papers. Group activity: Peer-review and make corrections to the term paper in class. Review for the final exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare to participate in a group or individual presentations on a chapter in the books. <input type="checkbox"/> Work on the term paper and bring to class for peer review and corrections. <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. Collect revised term paper 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 development. Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.</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"/> Revise the term paper. <input type="checkbox"/> Community service: as a disciple-maker 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 teaching others about what you are learning. Pass on the baton of discipleship by sharing what

Session	Date	Professor Responsibilities	Student Responsibilities
		Time of fellowship.	you are learning each week. To be a disciple you need to be making 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

- Apologetics Study Bible*. Annotated by Ted Cabal, Chuck Colson, and Norm Geisler. Nashville, TN: Holman Bible, 2007. 9781586400248
- HCSB Study Bible*. Annotated. Nashville, TN: Holman Bible.
- Holman Book of Biblical Charts, Maps, and Reconstructions*. Edited by Marsha A. Ellis Smith. Nashville, TN: Holman Reference, 1993. 9781558193598
- Holman Concise Bible Commentary*. Edited by David S. Dockery. Nashville, TN: Holman Reference, 2011. 9780805495461
- Holman Guide to Interpreting the Bible*. Edited by David S. Dockery and George Guthrie. Nashville, TN: Holman Reference, 2004. 9780805428582
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- Holman QuickSource Guide to Christian Apologetics*. Edited by Doug Powell. Nashville, TN: Holman Reference, 2006. 9780805494600
- Holman QuickSource Guide to Understanding Creation*. Edited by Mark Whorton and Hill Roberts. Nashville, TN: Holman Reference, 2008. 9780805494860
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- Jensen, Irving L. *Jensen's Survey of the Old Testament*. Chicago, IL: Moody, 1978.
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- Swindoll, Charles R. *A Look at the Book: Traveling the Original Route 66 Study Guide*. Dallas, TX: Word, 1996.
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- Walvoord, John F., and Roy B. Zuck. *The Bible Knowledge Commentary: Old Testament*. Wheaton, IL: Victor Books, 1985.
- Wiersbe, Warren W. *Wiersbe Bible Commentary: Old Testament*. Colorado Springs, CO: David C. Cook, 2007.
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- Zuck, Roy B., ed. *A Biblical Theology of the New Testament*. Chicago, IL: Moody, 1994.
- Zuck, Roy B., ed. *A Biblical Theology of the Old Testament*. Chicago, IL: Moody, 1991.

Many of these books can be requested from local public libraries through the inter-library loan process. Ask your local librarian how to do this.

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

To transfer [Carnegie](#) 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. 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

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 academic transcripts can be updated each semester. Professors are paid after grades are submitted.

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 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. 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 Points

Percent

Portfolio/Group Activities.....	55%	550
Midterm Exam	10%	100
Student Presentations.....	10%	100
Term Paper	15%	150
Final Exam	10%	100
Total	100%	1,000

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. It is possible to earn a "C" by writing an essay rather than a term paper, but it is necessary to write a term paper to earn an "A" or "B".

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.

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 based on [Carnegie](#) units, portfolios, and term papers.

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.

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 the [Adult Learner Model](#), the [Affective Neuroscience Learning Model](#), the [Bloom's Taxonomy of Learning Domains Model](#), the [Carnegie Unit and Student Hour Rubric Model](#), the [Cognitive Neuroscience Learning Model](#), the

Hendrick's [Teaching to Change Lives](#) Model, the [Knowles' Adult Learner](#) Model, the [Kolb Learning Styles](#) Model, the [Maslow Hierarchy of Needs](#) Model, the [Multiple Intelligences](#) Model, the [Quality Matters](#) Model, the [Seven Principles of Good Practice in Undergraduate Education](#) Model, the [Visual Learning](#) Model, the [Working Memory](#) Model, the Wilkinson's [Seven Laws of the Learner](#) Model, and the Woods Professional Development for Professors and Leaders Rubric 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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