

	<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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Bible Interpretation

Professor:

Training Center City:

Semester and Year:

Course Description

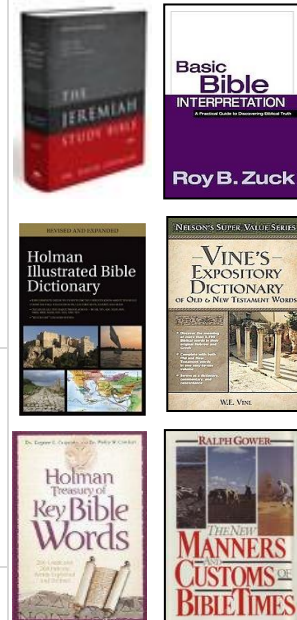
This course focuses on how to apply and teach the principles of proper Bible interpretation: the literal, grammatical, historical method is contrasted with the allegorical method of interpretation. Topics include symbols, figures of speech, types, and the relationship of interpretation to application. 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. Roy B. Zuck. *Basic Bible Interpretation: A Practical Guide to Discovering Biblical Truth*. Wheaton, IL: Victor, 2002. [CBD](#) or [9780781438773](#)
3. W. E. Vine. *Vine's Expository Dictionary of the Old & New Testament Words*. Nashville, TN: Thomas Nelson, 2003. [CBD](#) or [9780785250531](#)
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. *Holman Treasury of Key Bible Words: 200 Greek and 200 Hebrew Words Explained*. Dr. Philip Comfort and Dr. Eugene Carpenter. Nashville, TN: Holman Reference, 2003. [CBD](#) or [9780805493528](#)
6. Dr. Ralph Gower. *The New Manners and Customs of Bible Times*. Chicago, IL: Moody, 2005. [CBD](#) or [9780802459657](#)

Internet Resources

[4truth.net](#) * [bible.org](#) * [blueletterbible.org](#) * [gotquestions.org](#) *
[helpmewithbiblestudy.org](#) * [jeremiahstudybible.com](#) * [lifeway.com](#) *
[www.namb.net](#) * [nextgenleader.net](#) * [wayofthemaster.com/](#)

Professors – [Click here to receive the Notes 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 appropriate procedures for correctly interpreting and applying Scripture.
 2. Apply and teach how theological and application errors develop from faulty hermeneutics.
 3. Apply and teach how to develop an objective approach to the study of Scripture, rather than a subjective one.
 4. Apply and teach how to defend the use of the normal (literal) method of the interpretation of Scripture.
 5. Apply and teach how to understand perspective and bridge the cultural gap of then and now.
 6. Apply and teach how to bridge the grammatical and literary gaps.
 7. Apply and teach how figures of speech, parables, and allegories are used in the Bible.
 8. Apply and teach how to interpret prophecy and how the Old Testament is used in the New Testament.
 9. Contrast the results of interpreting the Scriptures literally and figuratively.
 10. Participate in group interpretation and application of assigned Bible passages using the correct principles of interpretation.
 11. 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.



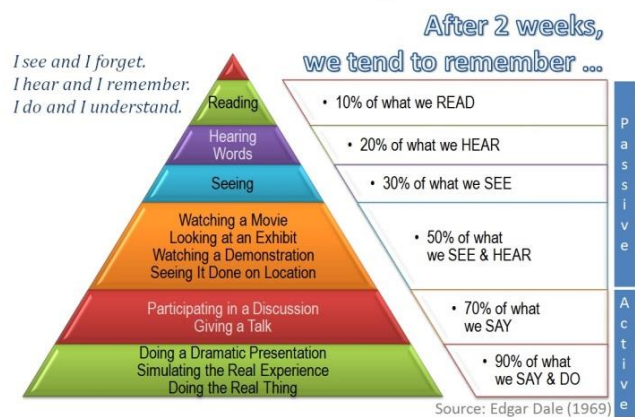
Accelerated Adult Learning Strategies

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



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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 work** interpreting assigned Bible passages. Discuss applications found in that passage. This will assist student-leaders in developing the critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 13

Sixth, there is no term paper in this course.

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 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>The What and Why of Bible Interpretation</p> <p>The Chicago Statement on Biblical Inerrancy</p> <p>The Baptist Faith and Message</p> <p>Go over this syllabus and the portfolio.</p> <p>Preview the study guides for the exams.</p> <p>Discuss the appendix.</p> <p>Discuss portfolio questions and journal applications.</p> <p>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 Bible Interpretation from the <i>Holman Illustrated Bible Dictionary</i>.</p> <p>Group activity: Create a visual summary or mind-map of this chapter.</p> <p>Review in class: YouTube videos by the authors of the textbooks.</p> <p>Review in class one of the resources for Bible knowledge, character development, and discipleship ministry coaching at: https://bible.org/, http://carm.org/evangelism, www.4truth.net, www.biblestudytools.com, www.blueletterbible.org/resources/charts.cfm, www.crosswalk.com, www.gotquestions.org/, www.leestrobels.com, www.theopedia.com/.</p> <p>Assist students in improving their term papers and Christian character through coaching, feedback, and rubrics. These are crucial learning and leadership skills.</p> <p>Review the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> ❑ Print 112 Bible Interpretation 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 <i>Basic Bible Interpretation</i> chapter 1. ❑ Skim Clothing and Dwellings pages 10-39 in <i>Manners and Customs</i> by Gower. ❑ Explore the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or at www.jeremiahstudybible.com. ❑ Explore the Internet resources on this topic at www.4truth.net, https://bible.org/, www.blueletterbible.org/study/, www.gotquestions.org/, and www.theopedia.com/. ❑ Explore the resources at http://larryosbornelive.com/; www.leestrobels.com/; http://thrivingsmallgroups.com/. ❑ Read the Chicago Statement on Biblical Inerrancy at www.namb.net/site/pp.asp?c=9qKILUOzEpH&b=238325. ❑ Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity. ❑ 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>Bible Interpretation—Then and Now Whose View Is Valid?</p> <p>Welcome guests and encourage students to share what they have learned so far.</p> <p>Discuss portfolio questions, applications, and resolutions.</p>	<ul style="list-style-type: none"> ❑ Study <i>Basic Bible Interpretation</i> chapters 2-3. ❑ Skim Domestic Activities and Food on pages 40-53 in <i>Manners and Customs</i>. ❑ Explore and be prepared to share the resources at

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Coach students on how to improve their Bible interpretation, application, teaching, and preaching 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, responsibilities, and applications of rightly interpreting the Word of Truth (2 Timothy 2:15; 3:14-17).</p>	<p>www.blueletterbible.org/study/.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <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"/> Disciple-making: share what you are learning with young leaders and apprentice disciples and invite them to class. <input type="checkbox"/> Go on an evangelistic visit with your pastor, deacon, church leader, Sunday school worker, or friend during this course. <input type="checkbox"/> Reflect on the implications, responsibilities, and applications of your identity in Christ as a minister of the Gospel.
3		<p>Bridging the Cultural Gap Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their Bible interpretation, application, teaching, and preaching skills in class.</p> <p>Group activity: Create a visual summary or mind-map of this chapter.</p> <p>Interpret and apply the cultural head covering in 1 Corinthians 11:1-16 in Index.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study <i>Basic Bible Interpretation</i> chapter 4. <input type="checkbox"/> Interpret and apply the cultural head covering in 1 Corinthians 11:1-16. <input type="checkbox"/> Skim The Family and Education on pages 54-81 in <i>Manners and Customs</i>. <input type="checkbox"/> Explore and be prepared to share the resources at www.blueletterbible.org/study/ <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> 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>Bridging the Grammatical Gap Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their Bible interpretation, application, teaching, and preaching skills in class.</p> <p>Group activity: Create a visual summary or mind-map of this</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study <i>Basic Bible Interpretation</i> chapter 5. <input type="checkbox"/> Interpret and apply the cultural practice of anointing with oil in James 5:14-15. <input type="checkbox"/> Skim Agriculture and Collecting Food on pages 82-122 in <i>Manners and Customs</i>. <input type="checkbox"/> Explore and be prepared to share the

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>chapter. Interpret and apply the cultural practice of anointing with oil in James 5:14-15.</p>	<p>resources at www.blueletterbible.org/study/.</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"/> 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>Bridging the Literary Gap Figures of Speech Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their Bible interpretation, application, teaching, and preaching skills in class. Group activity: Create a visual summary or mind-map of one of these chapters. Interpret and apply the figures of speech in Matthew 5:13-16.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study <i>Basic Bible Interpretation</i> chapters 6-7. <input type="checkbox"/> Interpret and apply the figures of speech in Matthew 5:13-16. <input type="checkbox"/> Skim <i>Shepherding</i> on pages 123-134 in <i>Manners and Customs</i>. <input type="checkbox"/> Explore and be prepared to share the resources at www.blueletterbible.org/study/. <input type="checkbox"/> Type the answers to the portfolio. <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
6		<p>Types and Symbols Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their Bible interpretation, application, teaching, and preaching skills in class. Group activity: Create a visual summary or mind-map of this chapter. Interpret and apply the type of Christ in 1 Corinthians 5:7. Review for the midterm exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study <i>Basic Bible Interpretation</i> chapter 8. <input type="checkbox"/> Interpret and apply the type of Christ in Corinthians 5:7. <input type="checkbox"/> Skim <i>Craftsmen and Traders</i> on pages 135-167 in <i>Manners and Customs</i>. <input type="checkbox"/> Explore and be prepared to share the resources at www.blueletterbible.org/study/. <input type="checkbox"/> Type the answers to the portfolio. <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.
7		<p>Midterm Exam Give the midterm exam. Preview the second half of the course.</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.

Session	Date	Professor Responsibilities	Student Responsibilities
		<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 training program.</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"/> Work on the term paper. <input type="checkbox"/> Community service: 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>Parables and Allegories</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 Bible interpretation, application, teaching, and preaching skills in class.</p> <p>Group activity: Create a visual summary or mind-map of this chapter.</p> <p>Interpret and apply the parable in Luke 15:1-32.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study <i>Basic Bible Interpretation</i> chapter 9. <input type="checkbox"/> Interpret and apply the parable in Luke 15:1-32. <input type="checkbox"/> Skim <i>Towns and Travel</i> on pages 170-215 in <i>Manners and Customs</i>. <input type="checkbox"/> Explore and be prepared to share the resources at www.biblestudytools.net/. <input type="checkbox"/> Type the answers to the portfolio. <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.
9		<p>Interpreting Prophecy</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their Bible interpretation, application, teaching, and preaching skills in class.</p> <p>Group activity: Create a visual summary or mind-map of this chapter.</p> <p>Interpret and apply the prophecy in Joel 2:18-32.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study <i>Basic Bible Interpretation</i> chapter 10. <input type="checkbox"/> Interpret and apply the prophecy in Joel 2:18-32. <input type="checkbox"/> Skim <i>Hospitality and Political Groupings</i> on pages 216-239 in <i>Manners and Customs</i>. <input type="checkbox"/> Explore and be prepared to share the resources at www.biblestudytools.net/. <input type="checkbox"/> Type the answers to the portfolio. <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"/> Share what you are learning with young leaders and apprentice

Session	Date	Professor Responsibilities	Student Responsibilities
			disciples.
10		<p>Use of the OT in the New Testament Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their Bible interpretation, application, teaching, and preaching skills in class. Group activity: Create a visual summary or mind-map of this chapter. In small groups do a Greek word study on "Happy."</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study <i>Basic Bible Interpretation</i> chapter 11. <input type="checkbox"/> Skim Government and Warfare on pages 240-273 in <i>Manners and Customs</i>. <input type="checkbox"/> Explore and be prepared to share the resources at www.gotquestions.org. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: 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>Applying God's Word Today Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their Bible interpretation, application, teaching, and preaching skills in class. Group activity: Create a visual summary or mind-map of this chapter. Interpret and apply how Romans 4:1-5 and James 2:14-26 relate.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study <i>Basic Bible Interpretation</i> chapter 12. <input type="checkbox"/> Interpret and apply how Romans 4:1-5 and James 2:14-26 relate. <input type="checkbox"/> Skim Leisure and Religion on pages 274-335 in <i>Manners and Customs</i>. <input type="checkbox"/> Explore and be prepared to share the resources at http://leestrobels.com/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: 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.
12		<p>Classroom Hebrew Word Studies and Presentations Group activity: In class work on one of the Hebrew word studies. Create a visual summary or mind-map of one of these Hebrew words.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for Hebrew word studies on any four of the following: Angel, Believe, Dedication, Fear, Happy, Joy, Lord, Love, Patience, Peace, Sacrifice, and Stone. <input type="checkbox"/> Type the answers to the portfolio. <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>Classroom Greek Word Studies and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for Greek word studies on

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Presentations 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. Group activity: In class work on one of the Greek word studies. Create a visual summary or mind-map of one of these Greek words. Review for final exam.</p>	<p>any four of the following: Adoption, Comforter, Confess, Faith, Foreknowledge, Forgive, Grace, I AM, Love, Mercy, Power, or Redemption.</p> <ul style="list-style-type: none"> <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 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 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"/> 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 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

Apologetics Study Bible. Annotated by Ted Cabal, Chuck Colson, and Norm Geisler. Nashville, TN: Holman Bible, 2007. 9781586400248

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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

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Holman QuickSource Bible Atlas. Edited by Holman. Nashville, TN: Holman Reference, 2011. 9780805495645

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

Holman Treasury of Key Bible Words: 200 Greek and 200 Hebrew Words Defined and Explained. Edited by Dr. Eugene Carpenter and Dr. Philip Comfort. Nashville, TN: Holman Reference, 2000. 9780805493528

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Mickelsen, A. Berkeley. *Interpreting the Bible*. Grand Rapids, MI: Wm. B. Eerdmans, 1963.

Radmacher, Earl D, and Robert D. Preus, eds. *Hermeneutics, Inerrancy, and the Bible*. Grand Rapids, MI: Academie, 1984. 0310370817

Ramm, Bernard. *Protestant Biblical Interpretation*, 3rd ed. Grand Rapids, MI: Baker, 1979.

Ryken, Leland. *How to Read the Bible as Literature*. Grand Rapids, MI: Zondervan, 1984. 0310390214

Schultz, Samuel, and Morris Inch, eds. *Interpreting the Word of God*. Chicago: Moody, 1976.

Trench, Richard C. *Notes on the Parables of Our Lord*. Grand Rapids, MI: Baker, 1948.

Trench, Robert C. *Synonyms of the New Testament*. Grand Rapids, MI: Wm. B. Eerdmans, 1950.

Virkler, Henry A. *Hermeneutics: Principles and Processes of Biblical Interpretation*. Grand Rapids, MI: Baker, 1981.

Warren, Rick. *Rick Warren's Bible Study Methods: Twelve Ways You Can Unlock God's Word*. Grand Rapids, MI: Zondervan, 2006. 0310273005

Zuck, Roy B. *Basic Bible Interpretation: A Practical Guide to Discovering Biblical Truth*. Wheaton, IL: Victor, 1991.

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 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.

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 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, professors must submit the portfolios and term papers of transferring students to the EBI Registrar at gwoods@socalsem.edu at the end of each course. 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	50%	500
Midterm Exam	10%	100
Classroom Word Studies (30 points each)	30%	300
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	Group Work 12	Group Work 13	Final Exam 14	Points	Grade
50	50	50	50	50	50	100	50	50	50	50	150	150	100	1,000	ABC

Course Grading Rubric

Grade	Requirements	✓
A	Exams, portfolio, presentation, and the 12- to 15-page term paper with zero errors.	
A-	Exams, portfolio, presentation, and the 10- to 11-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 6-page essay are completed with less than 10 errors.	
C	Exams, portfolio, presentation, and 5-page essay are completed but need corrections.	
C-	Exams, portfolio, presentation, and 4-page essay and/or 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.	

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.

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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