

	<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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Communication Skills

Professor:

Training Center City:

Semester and Year:

Course Description

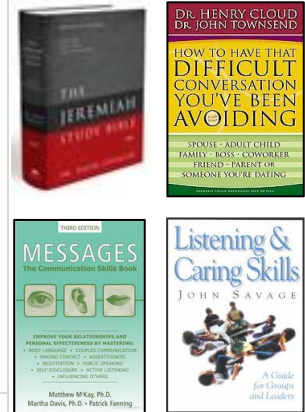
This course focuses on how to communicate effectively, improve relationships, and increase influence. Topics include mastering body language, active listening, couples' communication, making friends, self-disclosure, handling conflict, negotiation, public speaking, and influencing others, as well as listening and caring skills in ministry. 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.*

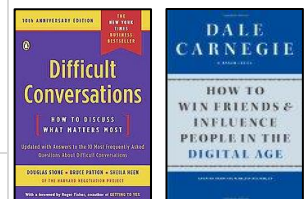
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Dr. Henry Cloud and John Townsend. *How to Have That Difficult Conversation You've Been Avoiding*. Grand Rapids, MI: Zondervan, 2006. [CBD](#) or [9780310267140](#)
3. Dr. Matthew McKay. *Messages: The Communication Skills Book*. New Harbinger, 2009. [9781572245921](#)
4. Dr. John Savage. *Listening and Caring Skills in Ministry: A Guide for Pastors, Counselors, and Small Group Leaders*. Nashville, TN: Abingdon, 1996. [CBD](#) or [9780687017164](#)




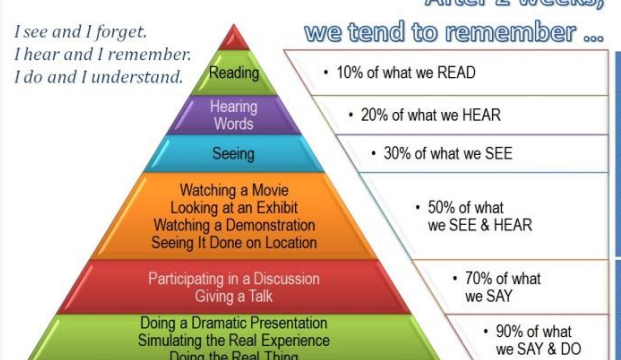
Additional Books for Pastors, Leaders, and Advanced Students

5. Dr. Douglas Stone. *Difficult Conversations: How to Discuss What Matters Most*. 2nd ed. Penguin Books, 2010. [CBD](#) or [9780143118442](#)
6. Dale Carnegie. *How to Win Friends and Influence People in the Digital Age*. New York: Simon & Schuster, 2011. [9781451612592](#)



Internet Resources [4truth.net](#) * [bible.org](#) * [blueletterbible.org](#) * [gotquestions.org](#) * [jeremiahstudybible.com](#) * [leestrobels.com](#) * <http://icebreakerideas.com/writing-icebreaker-speech/#more-484>

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

Learning Outcomes															
The student who successfully completes this course will be able to implement 2 Timothy 2:2:															
1. Apply and teach the communication process for increasing influence.															
2. Apply and teach how to listen to others.															
3. Apply and teach how to practice self-disclosure.															
4. Apply and teach how to express one's message.															
5. Apply and teach how to read body language.															
6. Apply and teach how to deal with conflict.															
7. Apply and teach how to build relationships.															
8. Apply and teach how to influence others.															
9. Apply and teach how to develop one's public speaking skills.															
10. Develop and present a speech or sermon titled "Ways to Improve Communication."															
11. Coach other leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, the fruit of the Spirit, and the seven virtues with the goal of transformational discipleship.															
Methods of Instruction															
Instruction emphasizes active learning, problem-based learning, project-based learning, presentation-based learning, team-based learning, reflection, discussion, interactive lecture, collaboration, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change and leadership skills. The major pedagogical premise of this course is that students should be treated like the servant-leaders they are becoming.															
<p>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.</p>															
<p>Accelerated Adult Learning Strategies</p> <p>Authentic learning involves observation, interpretation, and application. The goal of <i>balanced instruction</i> is to address the learning strengths of adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. <i>Student-centered instruction</i> is most effective when it impacts the mind, will, and emotions.</p>															
<p>TEAM-based Active Learning Principles</p> <p>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.</p>	<p style="text-align: center;">The Cone of Learning</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p><i>I see and I forget.</i></p> <p><i>I hear and I remember.</i></p> <p><i>I do and I understand.</i></p> </div> <div style="flex: 2;">  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Learning Method</th> <th>Retention Rate</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10% of what we READ</td> </tr> <tr> <td>Hearing Words</td> <td>20% of what we HEAR</td> </tr> <tr> <td>Seeing</td> <td>30% of what we SEE</td> </tr> <tr> <td>Watching a Movie, Looking at an Exhibit, Watching a Demonstration, Seeing It Done on Location</td> <td>50% of what we SEE & HEAR</td> </tr> <tr> <td>Participating in a Discussion, Giving a Talk</td> <td>70% of what we SAY</td> </tr> <tr> <td>Doing a Dramatic Presentation, Simulating the Real Experience, Doing the Real Thing</td> <td>90% of what we SAY & DO</td> </tr> </tbody> </table> <p style="text-align: right; font-size: small;">Source: Edgar Dale (1969)</p> </div> </div>	Learning Method	Retention Rate	Reading	10% of what we READ	Hearing Words	20% of what we HEAR	Seeing	30% of what we SEE	Watching a Movie, Looking at an Exhibit, Watching a Demonstration, Seeing It Done on Location	50% of what we SEE & HEAR	Participating in a Discussion, Giving a Talk	70% of what we SAY	Doing a Dramatic Presentation, Simulating the Real Experience, Doing the Real Thing	90% of what we SAY & DO
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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, give a speech titled "Ways to Improve Communication." The ability to speak well will multiply your influence, leadership, teaching, and preaching. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and communication skills essential to effective biblical teaching, preaching, and servant-leadership. Week 13

Sixth, no **term paper**. Explore <http://icebreakerideas.com/writing-icebreaker-speech/#more-484>

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 Talk Can Change Your Life Stay on Task 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 textbooks. Group activity: Create a visual summary or mind-map of one of these chapters. Review in class: https://www.blueletterbible.org/resources/charts.cfm and www.biblestudytools.com. Encourage students to “Like” EBI Leadership Development - Church Planting Training Centers on Facebook in order to keep up with what is happening at EBI. It is imperative that professors help students develop their writing and communication skills through coaching, feedback, encouragement, examples, and rubrics. Go over the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print 116 Communication Skills 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>How to Have That Difficult Conversation</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"/> 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/. <input type="checkbox"/> Explore the resources at https://edstetzer.com/, http://larryosbornelive.com/; www.leestrobels.com/; http://thomrainer.com/; http://thrivingsmallgroups.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"/> Share what you are learning with others; this will help both them and you to better learn these skills. <input type="checkbox"/> Read the <i>Baptist Faith and Message</i> in Resources at http://www.sbc.net.
2		<p>Use the Formula, When You Do “A,” I Feel “B” Differentiate between Forgiving and Trusting Welcome guests and encourage students to share what they have learned so far. Discuss portfolio questions and applications. Coach students on how to improve their speeches and communication skills in class. Group activity: Create a visual summary or mind-map of one of these chapters. Remind students of how being ambassadors for Christ and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 8-14 in <i>How to Have That Difficult Conversation</i>. <input type="checkbox"/> Explore Internet resources on this topic to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your speech. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Make or update a reach list of every nonbeliever that you know. <input type="checkbox"/> Share what you are learning with others; this will help both them and you to better learn these skills. <input type="checkbox"/> Invite friends and apprentice disciples to see how the course works.

Session	Date	Professor Responsibilities	Student Responsibilities
		ministers of reconciliation impacts our communication.	
3		<p>Telling People What You Want How to Get Ready Discuss portfolio questions and applications. Coach students on how to improve their speeches and communication skills in class. 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 15-20 in <i>How to Have That Difficult Conversation</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your speech. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
4		<p>Having the Difficult Conversation with Your Spouse With People in Authority Discuss portfolio questions and applications. Coach students on how to improve their speeches and communication skills in class. 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 21-27 in <i>How to Have That Difficult Conversation</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your speech. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
5		<p>Listening Paralanguage and Meta-messages Discuss portfolio questions and applications. Coach students on how to improve their speeches and communication skills in class. 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 1-5 in <i>Messages: The Communication Skills Book</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your speech. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
6		<p>Hidden Agendas Fair Fighting Discuss portfolio questions and applications. Coach students on how to improve their speeches and communication skills in class. Group activity: Create a visual summary or mind-map of one of these chapters. Review for the midterm exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 6-10 in <i>Messages: The Communication Skills Book</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your speech. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
7		Midterm Exam	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide in the notes

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Give the midterm exam. Preview the second half of the course. Coach students on how to improve their speeches. Make corrections to the speeches in class. Discuss who would benefit from the EBI leadership training program. Order textbooks for next semester. Request next semester portfolios and notes by email.</p>	<p>to prepare for midterm exam. Four hours of study are recommended.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on the your speech. <input type="checkbox"/> Make or update a list of next-generation leaders you can pray for, share with, and disciple. <input type="checkbox"/> Pay for textbooks for the next courses. <input type="checkbox"/> Be involved in small groups and/or the Sunday school ministry of your church.
8		<p>Validation Strategies Couples Skills Welcome guests and encourage students to share what they have learned. Discuss portfolio questions and applications. Coach students on how to improve their speeches and communication skills in class. 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 11-15 in <i>Messages: The Communication Skills Book</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your speech. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray with people on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples <input type="checkbox"/> Invite your friends and apprentice disciples to see how the course works.
9		<p>Communicating with Children Interviewing Discuss portfolio questions and applications. Coach students on how to improve their speeches and communication skills in class. 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 16-20 in <i>Messages: The Communication Skills Book</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your speech. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray with people on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
10		<p>Paraphrase Expression of Feelings Discuss portfolio questions and applications. Coach students on how to improve their speeches and communication skills in class. 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 1-4 in <i>Listening and Caring Skills in Ministry</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your speech. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing an act of kindness for people on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
11		<p>Fogging</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-8 in <i>Listening and</i>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Story Listening</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their speeches and communication skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<p><i>Caring Skills in Ministry.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your speech. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing an act of kindness for people on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
12		<p>Story Polarization Listening The Linguistic Bridge</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their speeches and communication skills in class.</p> <p>Group activity: Prepare for next week's student speeches.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read chapters 9-11 in <i>Listening and Caring Skills in Ministry.</i> <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your speech. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Invite someone on your list to come with you to small group or church. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
13		<p>Student Speeches</p> <p>"Ways to Improve Communication"</p> <p>Welcome guests and disciples.</p> <p>Coach student presentations.</p> <p>Review for final exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for speech. <input type="checkbox"/> Invite your friends and apprentice disciples to watch student presentations.
14		<p>Final Exam and Course Evaluation</p> <p>Give final exam.</p> <p>Collect portfolio for review.</p> <p>Students will debrief by sharing how they are using and sharing what they have learned.</p> <p>Discuss how to recruit students who would benefit from the EBI leadership training program.</p> <p>Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.</p> <p>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"/> Learning is about teaching others. Pass on the baton of transformational discipleship by sharing what you are learning.

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

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

Holman Illustrated Bible Dictionary. Edited by Charles W. Draper and Chad Brand. Nashville, TN: Broadman & Holman, 2003. 9780805428360

Holman Old Testament Commentary. Edited by Max E. Anders. Nashville, TN: Holman Reference, 2002.

Holman New Testament Commentary. Edited by Max E. Anders. Nashville, TN: Holman Reference, 2002.

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

New American Commentary. Edited by Kenneth A. Mathews and David S. Dockery. Nashville, TN: Holman Reference, 2002.

Course Bibliography

Carnegie, Dale. *How to Win Friends and Influence People in the Digital Age*. New York: Simon & Schuster, 2011. 9781451612592

Cloud, Henry, and John Townsend. *How to Have That Difficult Conversation You've Been Avoiding*. Grand Rapids, MI: Zondervan, 2006. 9780310267140

Jeremiah, David. *Acts of Love: The Power of Encouragement*. Gresham, OR: Vision House, 1994.

Jeremiah, David. *What Are You Afraid of?* Nashville: Lifeway, 2013.

Maxwell, John. *How to Influence People: Make a Difference in Your World*. Nashville: Thomas Nelson, 2013. 9781400204748

Maxwell, John. *Relationships 101*. Nashville: Thomas Nelson, 2004. 9780785263517

McKay, Matthew. *Messages: The Communication Skills Book*. New Harbinger, 2009. 9781572245921

Savage, John S. *Listening and Caring Skills in Ministry: A Guide for Pastors, Counselors, and Small Group Leaders*. Nashville, TN: Abingdon, 1996.

Smalley, Gary, and John Trent. *The Language of Love*. Colorado Springs, CO: Focus on the Family, 1988.

Stone, Douglas. *Difficult Conversations: How to Discuss What Matters Most*. 2nd ed. Penguin Books, 2010. 9780143118442

Swindoll, Charles R. *Encourage Me: Caring Words for Heavy Hearts*. Sisters, OR: Multnomah, 1982.

Townsend, John. *Handling Difficult People: What to Do When People Try to Push Your Buttons*. Thomas Nelson, 2006.

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 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
NC	=	Below 70%	0-699



Student Evaluation	Percent	Points
Portfolio/Group Activities	55%	550
Midterm Exam	10%	100
Student Speech	10%	100
Written Manuscript	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	Written Manuscript 13	Speech 13	Final Exam 14	Points	Grade
50	50	50	50	50	50	100	50	50	50	50	50	150	100	100	1,000	ABC

Course Grading Rubric	
Grade	Requirements
A	Exams, portfolio, and written speech manuscript with zero errors.
A-	Exams, portfolio, and written speech with less than 2 errors.
B+	Exams, portfolio, and written speech with less than 4 errors.
B	Exams, portfolio, and written speech with less than 6 errors.
B-	Exams, portfolio, and written speech with less than 8 errors.
C+	Exams, portfolio, and speech completed with almost no errors.
C	Exams, portfolio, and speech completed with few errors, student needs assistance in improving writing skills.
C-	Exams, portfolio, and speech completed with many errors, student needs tutoring.
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.. 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 [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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