

	<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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Church Administration

Professor:

Training Center City:

Semester and Year:

Course Description

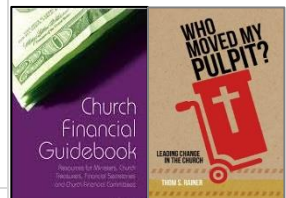
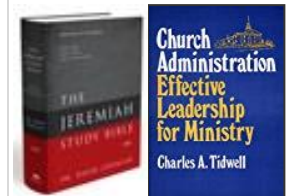
This course focuses on how to apply the basic principles of leadership and church administration. Topics include relating to people, organizations, self, and colleagues; performing administrative functions; and training servant-leaders for effective ministry. Students will create visual projects and 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.*

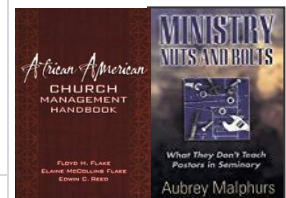
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Dr. Charles A. Tidwell. *Church Administration: Effective Leadership for Ministry*. Nashville, TN: Broadman & Holman, 1985. [CBD](#) 9780805431131
3. Dr. Thom S. Rainer. *Who Moved My Pulpit? Leading Change in the Church*. Nashville, TN: B&H, 2016. [CBD](#) 9781433643873
4. Dr. Aubrey Malphurs. *Ministry Nuts and Bolts: What They Don't Teach Pastors in Seminary*, 2nd ed. Grand Rapids, MI: Kregel Academic & Professional, 2009. [CBD](#) 9780825433580
5. *Church Financial Guidebook*. Stewardship Development Association, 2015. www.stewardshipdirect.com



Additional Books for Pastors, Leaders, and Advanced Students

5. Floyd H. Flake, Elaine Flake, and Edwin C. Reed. *African American Church Management Handbook*. Valley Forge: Judson Press, 2005.
6. Floyd Massey and Samuel Berry McKinney. *Church Administration in the Black Perspective*, revised ed. Valley Forge, PA: Judson Press, 2003.



Internet Resources 4truth.net * bible.org * blueletterbible.org * gotquestions.org * helpmewithbiblestudy.org * jeremiahstudybible.com * leestobel.com * sendnetwork.com/ * 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, sharing the Good News enthusiastically, 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 how to organize administration as an equipping ministry.
 2. Apply and teach how to apply the purpose of the church.
 3. Apply and teach how to minister by objectives.
 4. Apply and teach how to develop church ministry plans.
 5. Apply and teach how to design effective church organization.
 6. Apply and teach how to administer human, physical, and financial resources effectively.
 7. Apply and teach how to provide effective administrative control.
 8. Apply and teach how to provide effective administration in changing times.
 9. Participate in a group or individual presentation, mini-sermon, project, PowerPoint, mind-map, visuals, webpage, or YouTube video on a chapter in one of the textbooks.
 10. Type a 10- to 15-page term paper titled “Applications from Church Administration for Leadership and Character Development.”
 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.



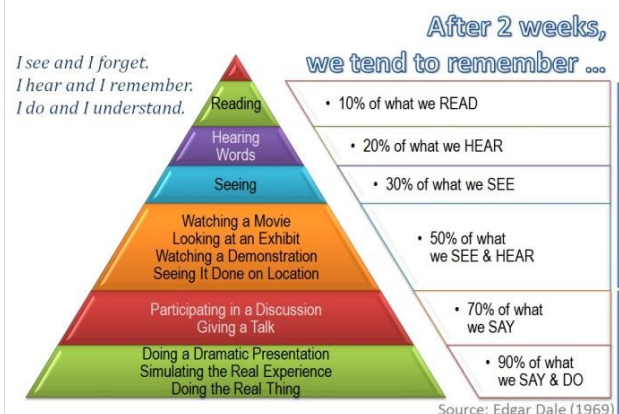
Accelerated Adult Learning Strategies

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



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 Church Administration 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>Church Administration The Definition of Core Values 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: YouTube videos by the authors of the textbooks. Review in class one of the resources for leaders and pastors at: https://edstetzer.com/, http://larryosbornelive.com/, http://thomrainer.com/, http://thrivingsmallgroups.com/, https://vimeo.com/namb/videos www.lifeway.com/n/All-Articles?type=learn, www.joelcomiskeygroup.com/articles, www.malphursgroup.com/, www.namb.net/, www.pastors.org, www.sbc.net, www.send.org, www.wayofthemaster.com/.</p> Assist students in improving their term papers and Christian character through coaching, feedback, and rubrics. These are crucial learning and leadership skills. Review the Transformational Discipleship Covenant.	<ul style="list-style-type: none"> <input type="checkbox"/> Print 228 Church Administration 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 chapter 1 in <i>Church Administration</i>. <input type="checkbox"/> Study chapter 1 in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 1 in <i>Who Moved my Pulpit?</i> <input type="checkbox"/> Explore the resources in the Topical Index of the Jeremiah Study Bible or at www.jeremiahstudybible.com <input type="checkbox"/> Explore websites and YouTube videos by the authors. Explore for 15 minutes the resources for pastors and leaders at: https://edstetzer.com/, http://larryosbornelive.com/, http://thomrainer.com/, http://thrivingsmallgroups.com/, https://vimeo.com/namb/videos <input type="checkbox"/> www.leestrobels.com, www.joelcomiskeygroup.com/articles, www.malphursgroup.com/, www.namb.net/, www.pastors.org, www.send.org, www.wayofthemaster.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"/> Review the study guide. <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 of Church The Discovery of Core Values Welcome guests and encourage students to share what they have learned so far. Discuss portfolio questions, applications, and resolutions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapter 2 in <i>Church Administration</i>. <input type="checkbox"/> Study chapter 2 in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 2 in <i>Who Moved my Pulpit?</i>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Coach students on how to improve their term papers and leadership development 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 our identity in Christ as ambassadors of Christ, the Body of Christ, the Bride of Christ, citizens of heaven, co-laborers with Christ, ministers of reconciliation, n pilgrims and aliens, spiritual warriors, shepherds of God’s flock, the people of God, the family of God, the priesthood of believers, runners in a race, stewards of the grace of God, and worshippers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explore online resources on this topic to share with the class. <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"/> Disciple-making: share what you are learning with young leaders and apprentice disciples and invite them to class. <input type="checkbox"/> Disciple-making: go on an evangelistic visit with your pastor, deacon, church leader, Sunday school worker, or friend during this course. <input type="checkbox"/> Character development: reflect on your current character and the implications, responsibilities, and applications of your identity in Christ.
3		<p>Ministering by Objectives The Development of Core Values</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and leadership development 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 chapter 3 in <i>Church Administration</i>. <input type="checkbox"/> Study chapter 3 in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 3 in <i>Who Moved my Pulpit?</i> <input type="checkbox"/> Explore online resources on this topic. <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>Developing Church Ministry Plans The Definition of Mission</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapter 4 in <i>Church Administration</i>. <input type="checkbox"/> Study chapter 4 in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 4 in <i>Who Moved my Pulpit?</i> <input type="checkbox"/> Explore online resources on this topic.

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>leadership development 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"/> 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>Designing Church Organization The Development of Mission</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and leadership development 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 chapter 5 in <i>Church Administration</i>. <input type="checkbox"/> Study chapter 5 in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 5 in <i>Who Moved my Pulpit?</i> <input type="checkbox"/> Explore online resources on this topic. <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.
6		<p>Administering Human Resources The Definition of Vision, Part 1</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and leadership development 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"/> Study chapter 6 in <i>Church Administration</i>. <input type="checkbox"/> Study chapter 6 in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 6 in <i>Who Moved my Pulpit?</i> <input type="checkbox"/> Explore online resources on this topic. <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.
7		<p>Midterm Exam</p> <p>Give the midterm exam.</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>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"/> 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>Administering Physical Resources</p> <p>The Definition of Vision, Part 2</p> <p>Welcome guests and encourage students to share what they have learned.</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Review in class: Cooperative Program benefits: www.youtube.com/watch?v=lkgJaaglS7A, www.youtube.com/user/TheSBCCP,</p> <p>Coach students on how to improve their term papers and leadership development 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 chapter 7 in <i>Church Administration</i>. <input type="checkbox"/> Study chapter 7 in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 7 in <i>Who Moved my Pulpit?</i> <input type="checkbox"/> Explore online resources on this topic: www.youtube.com/watch?v=lkgJaaglS7A, www.youtube.com/user/TheSBCCP. <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..
9		<p>Administering Financial Resources</p> <p>The Development of Vision</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and leadership development 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 chapter 8 in <i>Church Administration</i>. <input type="checkbox"/> Study chapter 8 in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 8 in <i>Who Moved my Pulpit?</i> <input type="checkbox"/> Explore online resources on this topic. <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.

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.
10		<p>Providing Administrative Control The Definition of Strategy Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and leadership development 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 chapter 9 in <i>Church Administration</i>. <input type="checkbox"/> Study chapter 9 in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 9 in <i>Who Moved my Pulpit?</i> <input type="checkbox"/> Explore online resources on this topic. <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>Basic Skills for Effective Administration The Development of a Strategy Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and leadership development 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"/> St Study chapter 10 in <i>Church Administration</i>. <input type="checkbox"/> Study chapter 10 in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 10 in <i>Who Moved my Pulpit?</i> <input type="checkbox"/> Explore online resources on this topic. <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.
12		<p>Appendices Sample Constitution and Bylaws Decalogue for Supervisors Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and leadership development in class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study the Appendixes in <i>Church Administration</i>. <input type="checkbox"/> Study the Appendixes in <i>Ministry Nuts and Bolts</i>. <input type="checkbox"/> Study chapter 10 in <i>Who Moved my Pulpit?</i> <input type="checkbox"/> Explore online resources on this topic. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper.

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Group activity: Prepare for next week's student presentations.</p> <p>Group activity: Work on term papers in class.</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: share what you are learning with young leaders and apprentice disciples.
13		<p>Student Presentations and Term Papers</p> <p>Welcome guests and disciples.</p> <p>Livestream student presentations on the church Facebook page.</p> <p>Post cell phone videos of student presentations on the church and association webpages to increase their impact.</p> <p>Coach students on how to improve their presentations.</p> <p>Coach students on how to improve their term papers.</p> <p>Group activity: Peer-review and make corrections to the term paper in class.</p> <p>Review for the final exam.</p>	<ul style="list-style-type: none"> <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</p> <p>Give final exam.</p> <p>Collect completed portfolio for review.</p> <p>Collect revised term paper for review.</p> <p>Students will debrief by sharing how they are using and sharing what they have learned.</p> <p>Discuss how to recruit students who would benefit from the EBI leadership development.</p> <p>Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.</p> <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"/> 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 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

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- 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 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.....	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 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 a 6-page essay are completed with less than 10 errors.	
C	Exams, portfolio, presentation, and a 5-page essay are completed but need corrections.	
C-	Exams, portfolio, presentation, and a 4-page essay and/or tutoring or peer coaching.	
AU	Audit. Student audited the course for personal spiritual enrichment or earned less than 700 points or missed more than 3 sessions. 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 [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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