

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

Contextualized Churches

Professor:

Training Center City:

Semester and Year:

Course Description

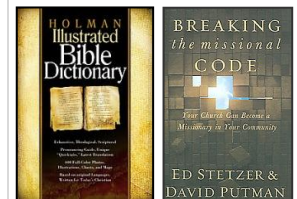
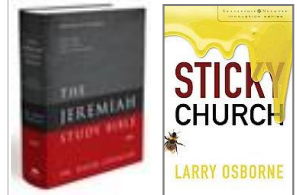
This course focuses on how to develop healthy contextualized churches in multicultural environments. Topics include the roles of the Christian, the church leader, the sending church, the new church, and the denomination in church planting. Students will create visual projects and applications for transformational 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.*

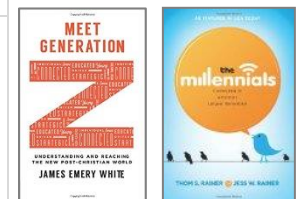
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Larry Osborne. *Sticky Church*. Grand Rapids, MI: Zondervan, 2008. [CBD](#) 9780310285083
3. Dr. Ed Stetzer and David Putman. *Breaking the Missional Code: Your Church Can Become a Missionary in Your Community*. Nashville, TN: Broadman and Holman, 2006. [CBD](#) 9780805443592
4. Dr. Thom Rainer and Jess W. Rainer. *The Millennials: Connecting to America's Largest Generation*. Nashville, TN: B&H Books, 2011. [CBD](#) 9781433670039
5. *Holman Illustrated Bible Dictionary*. Edited by Charles Draper. Nashville, TN: Holman Reference, 2003. [CBD](#) or [9780805428360](#)



Additional Books for Pastors, Leaders, and Advanced Students

6. Dr. James Emery White. *Meet Generation Z: Understanding and Reaching the New Post-Christian World*. Grand Rapids: Baker, 2017.
7. Dr. David J. Hesselgrave. *Planting Churches Cross-Culturally: North America and Beyond*, 2nd ed. Grand Rapids, MI: Baker, 2000. [CBD](#)



Internet Resources [4truth.net](#) * [bible.org](#) * [gotquestions.org](#) * [jeremiahstudybible.com](#) * [leestobel.com](#) * [lifeway.com](#) * [www.namb.net](#) * [https://edstetzer.com](#) * [http://larryosbornelive.com](#) * [http://www.malphursgroup.com](#)

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 how to Velcro people to your church with small groups.
 2. Apply and teach how to use sermon-based small groups to grow people.
 3. Apply and teach how to respond to the commissions of Jesus.
 4. Apply and teach how to transition to community service ministry.
 5. Apply and teach how to contextualize your church.
 6. Apply and teach how to implement spiritual formation in your church.
 7. Apply and teach how to contextualize your churches.
 8. Apply and teach the principles in this course to life, family, and ministry.
 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 Contextualized Churches for Leadership and Character Development."
 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

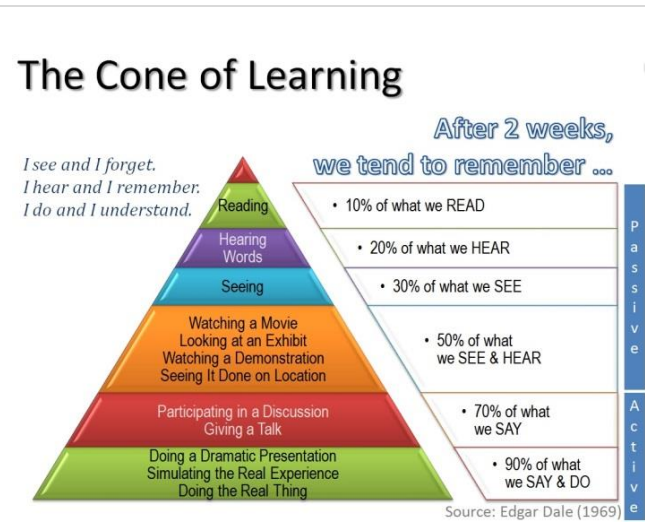
Instruction emphasizes active learning, problem-based learning, project-based learning, presentation-based learning, team-based learning, reflection, discussion, interactive lecture, collaboration, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change and leadership skills. The major pedagogical premise of this course is that students should be treated like the servant-leaders they are becoming.

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.**



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 Contextualized Churches 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>Sticky Church Who Are These Guys? How I Learned about the Importance and Power of Stickiness Why Stickier Churches Are Healthier Churches Velcro for Growth</p> <p>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 one of the church and culture resources in class: https://edstetzer.com/, http://larryosbornelive.com/, http://thomrainer.com/, www.churchandculture.org/blog.asp, www.malphursgroup.com/blog/, www.namb.net/, www.pastors.org, www.sbc.net, www.send.org, www.wayofthemaster.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. Review the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print 231 Contextualized Churches 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 1-5 in <i>Sticky Church</i>. <input type="checkbox"/> Explore the resources at www.jeremiahstudybible.com. <input type="checkbox"/> Explore for 15 minutes the blogs on this topic at: http://blog.lifeway.com/ https://ericgeiger.com/blog/ https://newchurches.com/blog/ http://thomrainer.com/blog/ <input type="checkbox"/> www.blogos.org/blog-columns.html www.christianity.com/blogs/ www.churchandculture.org/blog.asp, www.crosscards.com/blog/ www.crosswalk.com/blogs/ www.malphursgroup.com/blog/, <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>How Small Groups Change Everything Making the Message Memorable: How Sermon-based Small Groups Made Me a Much Better Preacher Making the Message Accessible: How Sermon-based Small Groups Made Us a Much Better Church Why Some Groups Jell and Some Don't</p> <p>Welcome guests and encourage students to share what they have</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 6-10 in <i>Sticky Church</i>. <input type="checkbox"/> Explore resources at http://larryosbornelive.com/ 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"/> Make or update a reach list of every nonbeliever that you know. <input type="checkbox"/> Go on an evangelistic visit during the course with your pastor, deacon,

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>learned so far.</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational church and leadership development skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>Remind students how being a chosen generation, royal priests, a holy nation, and God's special people impacts our leadership development and prayers.</p>	<p>church leader, Sunday school worker, or friend.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share what you are learning with your apprentice disciples. <input type="checkbox"/> Invite friends and apprentice disciples to see how the course works.
3		<p>What Happens When a Sermon-based Small Group Meets Overcoming the Time Crunch Determining Your Primary Purpose Entry Points and Escape Routes</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational church and leadership development skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 11-14 in <i>Sticky Church</i>. <input type="checkbox"/> Explore http://larryosbornelive.com/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
4		<p>Why Dividing Groups Is a Dumb Idea Finding and Developing Leaders Training Leaders Why Cho's Model Didn't Work in Your Church Before You Start: Five Key Questions</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational church and leadership development skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 15-19 and Appendixes in <i>Sticky Church</i>. <input type="checkbox"/> Explore http://larryosbornelive.com/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
5		<p>The Emerging Global Context Breaking the Missional Code</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 1-4 in <i>Breaking the</i>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Responding to the Commissions of Jesus The Missional Church Shift Discuss portfolio questions and applications. Coach students on how to improve their term papers and transformational church skills. Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<p><i>Missional Code.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore https://edstetzer.com/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
6		<p>Transitions to Missional Ministry Values of Leaders and Churches That Break the Code Contextualization: Making the Code Part of Your Strategy Emerging Strategies Discuss portfolio questions and applications. Coach students on how to improve their term papers and transformational church and leadership development skills. 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 5-8 in <i>Breaking the Missional Code</i>. <input type="checkbox"/> Explore https://edstetzer.com/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
7		<p>Midterm Exam Give the midterm exam. Preview the second half of the course. Coach students on how to improve their term papers. Make corrections to the term paper in class. Discuss who would benefit from the EBI leadership development. Order textbooks for next semester. Request next semester portfolios and notes by email.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide in the notes to prepare for the midterm exam. Four hours of study are recommended. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Next-generation leadership: As a disciple-maker update your list of next-generation leaders you can pray for, share with, and encourage or disciple. <input type="checkbox"/> Disciple-making: as a believer-priest get involved in the small group and/or Sunday school ministry of your church. <input type="checkbox"/> Pay for textbooks for the next courses.
8		<p>Spiritual Formation and Churches That Break the Code Revitalization to Missional Ministry Planting Missional Ministries</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 9-12 in <i>Breaking the Missional Code</i>. <input type="checkbox"/> Explore https://edstetzer.com/. <input type="checkbox"/> Type the answers to the portfolio.

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Emerging Networks: New Paradigms of Partnership Welcome guests and encourage students to share what they have learned. Discuss portfolio questions and applications. Coach students on how to improve their term papers and transformational church and leadership development skills. Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on the term paper and bring to class for coaching. <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>Breaking the Code without Compromising the Faith Best Practices of Leaders and Churches That Break the Code The Process of Breaking the Code Breaking the Unbreakable Code Discuss portfolio questions and applications. Coach students on how to improve their term papers and transformational church and leadership development 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 13-16 in <i>Breaking the Missional Code</i>. <input type="checkbox"/> Explore https://edstetzer.com/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray with people on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
10		<p>Meet the Millennials A Millennial's Perspective It's a Family Affair Discuss portfolio questions and applications. Coach students on how to improve their term papers and transformational church and leadership development skills. 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 1-3 in <i>The Millennials</i>. <input type="checkbox"/> Explore http://thomrainer.com/category/podcasts/. <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"/> Let your light shine by doing acts of kindness for people on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
11		<p>The New Normal of Openness and Diversity Motivating the Millennials The New Workplace The Mediating Generation Discuss portfolio questions and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 4-7 in <i>The Millennials</i>. <input type="checkbox"/> Explore http://thomrainer.com/2016/01/top-10-podcasts-of-2015/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>applications.</p> <p>Coach students on how to improve their term papers and transformational church and leadership development skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<p>class for coaching.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing acts of kindness for people on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
12		<p>The Millennials and the Media The Millennials and Money Their Strange Religious World The Church Responds to the Millennials</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational church and leadership development skills.</p> <p>Group activity: Prepare for next week's student presentations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 8-11 in <i>The Millennials</i>. <input type="checkbox"/> http://thomrainer.com/category/podcasts/. <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"/> 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 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</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

Session	Date	Professor Responsibilities	Student Responsibilities
		leadership development. Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course. Time of fellowship.	2 Timothy 2:2-3. □ 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

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

Course Bibliography

Aldrich, Joseph C. *Life-Style Evangelism: Crossing Traditional Boundaries to Reach the Unbelieving World*. Portland, OR: Multnomah Press, 1981.

Anderson, Leith. *A Church for the 21st Century: Bringing Change to Your Church to Meet the Challenges of a Changing Society*. Minneapolis, MN: Bethany House, 1992.

Benavides, Victor H. *Inner City Evangelism (ICE)*. Alpharetta, GA: North American Mission Board, 2003.

Boone, Wellington. *Breaking Through: Taking the Kingdom into the Culture by Out-Serving Others*. Nashville, TN: Broadman & Holman, 1996.

Coleman, Robert E. *Evangelism in Perspective*. Harrisburg, PA: Christian Publishing, 1975.

Ferm, Robert O. *The Power of Cooperative Evangelism*. Wheaton, IL: Evangelism and Missions Information Service, 2002.



- Henrichsen, Walter A. *Disciples Are Made—Not Born: Making Disciples out of Christians*. Wheaton, IL: Victor, 1978.
- Hutchcraft, Ron, and Hutchcraft-Whitmer, Lisa. *The Battle for a Generation: Life-changing Youth Ministry That Makes a Difference*. Chicago, IL: Moody, 1996.
- Hybels, Bill. *Becoming a Contagious Christian*. Grand Rapids, MI: Zondervan, 1994. 0310210089
- Lewis, Larry. *Organize to Evangelize: A Manual for Church Growth* (Revised Edition). Nashville, TN: Broadman, 1988.
- Malphurs, Aubrey. *Planting Growing Churches for the 21st Century: A Comprehensive Guide for New Churches and Those Desiring Renewal*, 3rd ed. Grand Rapids, MI: Baker Books, 2004.
- Mittelbert, Mark. *Building a Contagious Church: Revolutionizing the Way We View and Do Evangelism*. Grand Rapids, MI: Zondervan, 2000.
- Mosley, Ernest E. *Called to Joy: A Design for Pastoral Ministries*. Nashville, TN: Convention, 1973.
- Romo, Oscar I. *American Mosaic: Church Planting in Ethnic America*. Nashville, TN: Broadman, 1993.
- Sanchez, Daniel R., Ebbie C. Smith, and Curtis E. Watke. *Starting Reproducing Congregations: A Guidebook for Contextual New Church Development*. Atlanta, GA: Church Starting Network, 2001.
- Schaller, Lyle E. *Looking in the Mirror: Self-Appraisal in the Local Church*. Nashville, TN: Abingdon, 1984.
- Smith, Bailey E. *Real Evangelism: Exposing the Subtle Substitutes*. Nashville, TN: Word, 1999.
- Starr, Timothy. *Church Planting Always in Season*, 2nd ed. Canada: Publications Chretiennes, 1978.
- Stedman, Ray C. *Body Life: The Church Comes Alive!* Ventura, CA: Regal, 1972.
- Stetzer, Ed. *Planting New Churches in a Postmodern Age*. Nashville, TN: Broadman and Holman, 2003.
- Strobel, Lee. *Inside the Mind of Unchurched Harry and Mary*. Grand Rapids, MI: Zondervan, 1993.
- Thompson, W. Oscar, and Carolyn Thompson. *Concentric Circles of Concern*. Nashville, TN: Broadman, 1981.

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	Presentation 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	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.

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.

Webliography

1. Alternative articles www.oneplace.com/Ministries/The_Alternative/
2. Apologetics 4Truth www.4truth.net
3. Bible Bulletin Board www.biblebb.com/
4. Bible History www.bible-history.com/
5. Bible Land Photos <http://bibleplaces.com/>
6. Bible Study Resources www.bible.org
7. Bible study tools www.biblestudytools.net/
8. Blue Letter Bible Study Tools/Charts www.blueletterbible.org/study/
9. Christian Apologetics & Research Ministry <http://carm.org/>
10. Christian Classics Ethereal Library "World Wide Study Bible" www.ccel.org/wwsb/
11. Church Starting www.churchstarting.net
12. Cooperative Program www.sbc.net/cp/ - www.youtube.com/watch?v=lkgJaagIS7A
13. Crosswalk Articles www.crosswalk.com/
14. David Jeremiah www.davidjeremiah.org/
15. E-sword.net Bible study tools www.e-sword.net/
16. Ed Stetzer www.newchurches.com/
17. Focus on the Family www.focusonthefamily.org
18. Got Questions www.gotquestions.org/
19. Holy Land Photos www.holylandphotos.org/
20. Injoy John Maxwell pastoral leadership articles www.injoy.com/
21. Institute of Strategic Evangelism <http://bgc.gospelcom.net/ise/links.html>
22. Jeremiah Study Bible Online Content www.JeremiahStudyBible.com
23. Larry Osborn sticky small groups [http://larryosbornelive.com/;](http://larryosbornelive.com/)
24. Leading from your Strengths www.leadingfromyourstrengths.com/
25. Leadership Journal Past Issues www.christianitytoday.com/le/issues/
26. Leadership Transformations www.leadershiptransformations.org/
27. Leadership U www.leaderu.com/menus/ministry.html
28. Leadership Wired www.injoy.com/newsletters/subscribe.asp
29. LifeWay.com church planting articles www.lifeway.com
30. Lee Strobel videos www.leestrobel.com
31. LifeWay Ministry Grid – Training made simple www.ministrygrid.com/guest-home
32. Lumina Bible study tool <https://lumina.bible.org/bible/Matthew+1>
33. Malphurs Group www.malphursgroup.com
34. Moody Magazine articles www.moodymagazine.com
35. NAMB Video www.namb.net/video/
36. Need Him www.needhim.org/
37. New Churches with Ed Stetzer www.newchurches.com/
38. New Testament Summary www.bible.org/page.asp?page_id=2076
39. North American Mission Board www.namb.net
40. Old Testament Gateway www.otgateway.com/
41. Old Testament Survey www.bible.org/series.asp?series_id=76
42. On Mission to Share Jesus www.namb.net
43. One Place Articles www.oneplace.com/articles/

44. Online Bible links www.onlinebible.net/links.html
45. Pastors.com www.pastors.com/
46. Pastors.com ministry articles www.pastors.com/articles/
47. Ray Stedman sermons www.raystedman.org
48. Send North America www.namb.net/Send_North_America_Video/
49. Send Network church planters <http://sendnetwork.com/>
50. Theopedia www.theopedia.com/
51. Thom Rainer <http://thomrainer.com/>
52. Thriving Small Groups <http://thrivingsmallgroups.com/>
53. Thru the Bible www.thruthebible.org/
54. Turning Point Articles www.turningpointradio.org/
55. Way of the Master www.wayofthemaster.com/