

	<p><b>Equip Biblical Institute</b></p> <p><b>Church Planting * Team Leadership * Pastors Institute</b></p> <p>2100 Greenfield Drive, El Cajon, CA 92019</p>	
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## Marriage – Love and Respect

Professor:

Training Center City:

Semester and Year:

### Course Description

This course focuses on how to apply and teach the biblical roles in marriage. Topics include love and respect, the keys for a great relationship, handling conflict, speaker-listening techniques, friendship, supporting one another, playing together, sexuality, and spiritual intimacy. Students will create visual projects and applications for marriage and spiritual development.

### 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. Emerson Eggerichs. *Love and Respect: The Love She Most Desires, The Respect He Desperately Needs*. Nashville, TN: Integrity, 2004. [CBD](#) 9781591451877
3. Dr. Howard J. Markman, Dr. Scott M. Stanley, and Dr. Susan L. Blumberg. *Fighting for Your Marriage*. San Francisco, CA: Jossey-Bass, 2010. [CBD](#) 9780470485910
4. Stephen Kendrick and Alex Kendrick. *The Resolution for Men*. Nashville, TN: B&H Publishing, 2011. [CBD](#) 9781433671227  
Priscilla Shirer and Stephen Kendrick. *The Resolution for Women*. Nashville, TN: B & H Publishing, 2011. [CBD](#) 9781433674013



### Additional Books for Pastors, Leaders, and Advanced Students

1. Willard Harley. *His Needs, Her Needs: Building an Affair-proof Marriage*, 2<sup>nd</sup> ed.. Old Tappan, NJ: Fleming H. Revell, 2001. 9780857210777
2. Willard Harley. *Love Busters: Overcoming the Habits that Destroy Romantic Love*. Old Tappan, NJ: Fleming H. Revell, 1992.

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.

**Internet Resources** <http://www.focusonthefamily.com/> \* [4truth.net](http://4truth.net) \* [bible.org](http://bible.org) \* [blueletterbible.org](http://blueletterbible.org) \* [carm.org/apologetics](http://carm.org/apologetics) \* [gotquestions.org](http://gotquestions.org) \* [helpmewithbiblestudy.org](http://helpmewithbiblestudy.org) \* [jeremiahstudybible.com](http://jeremiahstudybible.com) \*

**Learning Outcomes**

The student who successfully completes this course will be able to:

1. Explain how understanding our different needs is the secret to a better marriage.
2. Explain how to spell love to a wife.
3. Explain how to show respect to a husband.
4. Explain the energizing cycle for improving a marriage.
5. Explain what to do if a husband is a workaholic.
6. Explain what men need from their wives—and why they need it.
7. Explain how to handle conflict with speaker-listener techniques and ground rules.
8. Explain how to enjoy each other as friends, supporters, and playmates.
9. Explain how to stay the course through expectations, hope, and commitment.
10. Write a 10- to 15-page term paper titled, “Applications from Love and Respect for Marriage and Spiritual Development.”

**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.



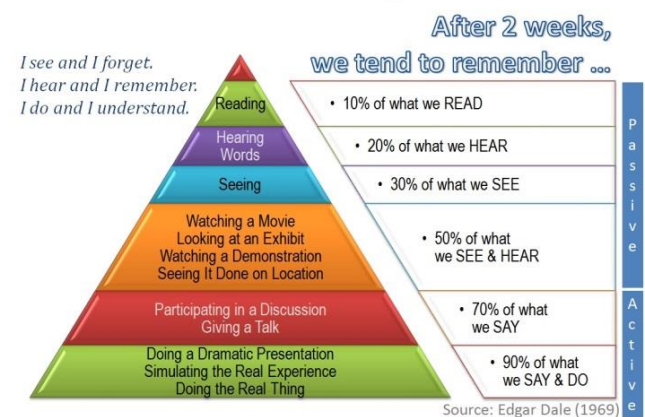
**Accelerated Adult Learning Strategies**

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 Love and Respect for Marriage and Spiritual 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	Session Content	Assignment Due
1		<p><b>The Simple Secret to a Better Marriage</b>  <b>Why She Won't Respect</b>  <b>Appendixes</b></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 Topical Index in the <i>Jeremiah Study Bible</i> and the textbooks.  Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Print 342 Marriage - Love and Respect portfolio and notes.</li> <li><input type="checkbox"/> Pay the honorarium to the director.</li> <li><input type="checkbox"/> Skim the textbooks and be prepared to discuss how these books are unique as learning tools.</li> <li><input type="checkbox"/> Study chapters 1-3 and the Appendixes in <i>Love and Respect</i>.</li> <li><input type="checkbox"/> Apply the introduction and chapter 1 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Explore the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or at <a href="http://www.jeremiahstudybible.com">www.jeremiahstudybible.com</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity.</li> <li><input type="checkbox"/> Begin writing the term paper.</li> <li><input type="checkbox"/> Read about marriage in the <i>Baptist Faith and Message</i> in Resources at <a href="http://www.sbc.net">http://www.sbc.net</a>.</li> </ul>
2		<p><b>What Men Fear Most</b>  <b>She Thinks She Can't Forgive Him</b></p> <p>Welcome guests and encourage students to share what they have learned so far.  Discuss portfolio questions and applications.  Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 4-7 in <i>Love and Respect</i>.</li> <li><input type="checkbox"/> Apply chapter 2 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Students are encouraged to invite friends to see how the course works.</li> </ul>
3		<p><b>How to Spell Love to Your Wife:</b>  <b>Closeness</b>  <b>Openness</b>  <b>Understanding</b></p> <p>Discuss portfolio questions and applications.  Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 8-11 in <i>Love and Respect</i>.</li> <li><input type="checkbox"/> Apply chapter 3 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> </ul>
4		<p><b>Peacemaking</b>  <b>Loyalty</b>  <b>Esteem</b></p> <p>Discuss portfolio questions and applications.  Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 12-14 <i>Love and Respect</i>.</li> <li><input type="checkbox"/> Apply chapter 4 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> </ul>

Session	Date	Session Content	Assignment Due
5		<p><b>How to Spell Respect to Your Husband</b>  <b>Conquest</b>  <b>Hierarchy</b>  <b>Authority</b></p> <p>Discuss portfolio questions and applications.            Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 15-18 and Appendixes in <i>Love and Respect</i>.</li> <li><input type="checkbox"/> Apply chapter 5 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> </ul>
6		<p><b>Insight</b>  <b>Relationship</b>  <b>Sexuality</b>  <b>The Energizing Cycle</b></p> <p>Discuss portfolio questions and applications.            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"> <li><input type="checkbox"/> Study chapters 19-22 in <i>Love and Respect</i>.</li> <li><input type="checkbox"/> Apply chapter 6 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> </ul>
7		<p><b>The Real Reason to Love and Respect</b>  <b>The Truth Can Make You Free</b>  <b>Pink and Blue can Make Purple</b>  <b>Appendixes</b></p> <p>Welcome guests and encourage students to share what they have learned.            Discuss portfolio questions and applications.            Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 23-24 and Appendixes in <i>Love and Respect</i>.</li> <li><input type="checkbox"/> Apply chapter 7 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Students are encouraged to invite friends to see how the course works.</li> </ul>
8		<p><b>Midterm Exam</b></p> <p>Take the midterm exam.            Preview the second half of the course.            Make corrections to the term paper in class.            Discuss who would benefit from the EBI leadership training program.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply chapter 8 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> <b>Review the study guide in the notes to prepare for midterm exam. Four hours of study are recommended.</b></li> <li><input type="checkbox"/> <b>Work on the term paper.</b></li> <li><input type="checkbox"/> <b>Pay for textbooks for the next courses.</b></li> </ul>
9		<p><b>Five Keys for a Great Relationship</b>  <b>Changing Roles, Changing Rules</b></p> <p>Discuss portfolio questions and applications.            Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 1-3 in <i>Fighting for Your Marriage</i>.</li> <li><input type="checkbox"/> Apply chapter 9 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> </ul>

Session	Date	Session Content	Assignment Due
10		<p><b>When What You Heard Isn't What I Said</b>  <b>Controlling the Home Fires</b> Discuss portfolio questions and applications.            Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 4-6 in <i>Fighting for Your Marriage</i>.</li> <li><input type="checkbox"/> Apply chapter 10 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> </ul>
11		<p><b>New Perspectives on Problems</b>  <b>Safe Harbor: Friendship</b>            Discuss portfolio questions and applications.            Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 7-9 in <i>Fighting for Your Marriage</i>.</li> <li><input type="checkbox"/> Apply chapter 11 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> </ul>
12		<p><b>Supporting One Anger in Life</b>  <b>Sense and Sensuality</b>            Discuss portfolio questions and applications.            Group Activity: Prepare for next week's student presentations.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 10-12 in <i>Fighting for Your Marriage</i>.</li> <li><input type="checkbox"/> Apply chapter 12 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> </ul>
13		<p><b>Student Presentations and Term Papers</b>            Welcome guests.            Participate in student presentations.            Review for final exam.            Make corrections to the term paper in class.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply chapter 13 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Prepare for group or individual presentations.</li> <li><input type="checkbox"/> Bring a rough draft of your term paper for peer-review and corrections.</li> <li><input type="checkbox"/> Students are encouraged to invite friends to watch student presentations.</li> </ul>
14		<p><b>Final Exam and Course Evaluation</b>            Take final exam.            Submit portfolio for grading.            Submit term paper.            Students will debrief by sharing how they are using what they have learned.            Discuss how to recruit students who would benefit from the EBI leadership training program.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply chapter 14 in <i>The Resolution</i>.</li> <li><input type="checkbox"/> Review the study guide for the final exam.</li> <li><input type="checkbox"/> Complete the 10- to 15-page term paper.</li> <li><input type="checkbox"/> Complete the portfolio.</li> <li><input type="checkbox"/> Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.</li> </ul>

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.

### Webliography

1. Alternative articles [http://www.oneplace.com/Ministries/The\\_Alternative/Article\\_Archives.asp](http://www.oneplace.com/Ministries/The_Alternative/Article_Archives.asp)
2. Apologetics 4Truth [www.4truth.net](http://www.4truth.net)

3. Bible.org <http://www.bible.org>
4. Focus on the Family <http://www.focusonthefamily.org>
5. Got Questions <http://www.gotquestions.org/>  
 Christianity Today <http://www.christianitytoday.com/marriage>  
<http://www.christianitytoday.com/parenting>  
 Family articles <http://www.family.org/topics/>  
 Focus on the Family marriage articles <http://www.family.org/married/>  
 Family Life Council <http://www.familylifecouncil.net/>  
 Family Life Today <http://www.familylife.com/>  
 Genesis Family Education [http://www.soulcare.org/General/articles\\_marriage\\_family.htm](http://www.soulcare.org/General/articles_marriage_family.htm)  
 Home Improvement Ministries <http://www.himweb.org/resources.htm>  
 Marriage and Parenting <http://www.faithwebbin.net/grow/marriage/index.html>  
 The Parsonage [www.parsonage.org](http://www.parsonage.org) <http://www.family.org/pastor/>  
 Smalley Relationship articles <http://www.dnaofrelationships.com/>

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- Holman QuickSource Bible Atlas*. Edited by Holman. Nashville, TN: Holman Reference, 2011. 9780805495645
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- Holman QuickSource Guide to Understanding Creation*. Edited by Mark Whorton and Hill Roberts. Nashville, TN: Holman Reference, 2008. 9780805494860
- Holman Treasury of Key Bible Words: 200 Greek and 200 Hebrew Words Defined and Explained*. Edited by Dr. Eugene Carpenter and Dr. Philip Comfort. Nashville, TN: Holman Reference, 2000. 9780805493528
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- Blue, Ron. *The Debt Squeeze: How Your Family Can Become Financial Free*. Colorado Springs, CO: Focus on the Family, 1989.
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- Wright, H. Norman. *The Premarital Counseling Handbook*. Chicago, IL: Moody, 1992.

### 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 NC (No Credit) will be recorded when a student misses four sessions, does not complete coursework on time, or earns less than 700 points.

#### Class Time and Homework Policy

To transfer credits to Southern California Seminary, **each 2-unit course must include at least 28 hours of class time discussion and 68 hours of portfolio homework during the 14-week semester.** Courses with less than 28 hours of class time do not meet EBI requirements. Since "time plus focus equals learning," increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the 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.**

#### 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%. The grade for work that is between 8 and 14 days late is lowered by 40%. **Work that is over 14 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 Policy**

To transfer credits from Equip Biblical Institute to Southern California Seminary, **students must present a complete portfolio of their course work.** The portfolio consists of the questions, journal applications and reflections, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer **66 units** into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable. Portfolios must be completed individually—not as couples. Answers to portfolio questions are subjective so each student must do his or her own work.

**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 Presentations .....	10%	100
Term Paper .....	15%	150
Final Exam .....	10%	100
<b>Total .....</b>	<b>100%</b>	<b>1,000</b>

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Midterm 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	50	100	50	50	50	50	100	150	100	1,000	ABC

Course Grading Rubric		
Grade	Requirements	✓
A	Exams, portfolio, presentation, and the 10- to 15-page paper with zero errors.	
A-	Exams, portfolio, presentation, and the 10- to 12-page paper with less than 2 errors.	
B+	Exams, portfolio, presentation, and the 10- to 11 page paper with less than 4 errors.	
B	Exams, portfolio, presentation, and the 8- to 9-page paper with less than 6 errors.	
B-	Exams, portfolio, presentation, and the 6- to 7-page paper with less than 8 errors.	
C+	Exams, portfolio, presentation, and essay are completed with few errors.	
C	Exams, portfolio, presentation, and essay are completed but need corrections.	
C-	Exams, portfolio, presentation, and essay need individual tutoring or peer coaching.	
NC	Students earn less than 700 points or miss more than 3 sessions.	
<p>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 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 <a href="#">type-over template</a> to write their term papers. Since students have different abilities, goals, responsibilities, and schedules, students can choose the grade for which they are aiming.</p>		
<p>Writing is one 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 goal is to catch students doing something right and affirming them. The objective is to recognize and analyze the best term papers and to prepare next generation leaders for university level education by helping them improve their writing skills, thinking skills, and leadership skills.</p>		
<p>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 preaching 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.</p>		
<p>EBI is a religious exempt school and not accredited by the US Department of Education; however, EBI Associate degrees are transferable to Southern California Seminary and other schools.</p>		
<p>As students take each course their brains will develop a multitude of new 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.</p>		