

	<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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Preaching with Power

Professor:

Training Center City:

Semester and Year:

Course Description

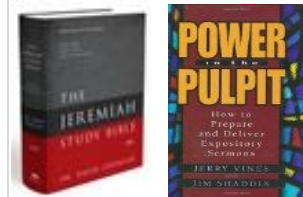
This course focuses on how to apply and teach the skills for preaching with power. Topics include teaching to change lives, the expository preaching process, the preparation for exposition, analyzing the text, unifying the theme, designing the structure, maturing the ideas, building the sermon, expressing the thoughts, playing the voice, making the connection, and preaching the Word. Students will analyze and preach sermons, and develop 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.*

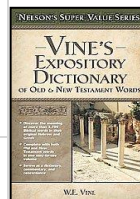
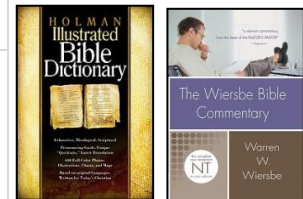
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Dr. Jerry Vines and Jim Shaddix. *Power in the Pulpit: How to Prepare and Deliver Expository Sermons*. Chicago: Moody Press, 1999. [CBD](#) [9780802477408](#)
3. *Holman Illustrated Bible Dictionary*. Edited by Charles Draper. Nashville, TN: Holman Reference, 2003. [CBD](#) or [9780805428360](#)



Additional Books for Pastors, Leaders, and Advanced Students


4. Dr. Warren W. Wiersbe. *Wiersbe Bible Commentary: New Testament*. Colorado Springs, CO: David C. Cook, 2007. [CBD](#) or [9780781445399](#)
5. Dr. Warren W. Wiersbe. *Wiersbe Bible Commentary: Old Testament*. Colorado Springs, CO: David C. Cook, 2007. [CBD](#) or [9780781445405](#)
6. Dr. Harold L. Willmington. *Willmington's Bible Handbook*. Wheaton, IL: Tyndale House, 1997. [CBD](#) or [9780842381741](#)
7. Dr. Harold L. Willmington. *Willmington's Guide to the Bible*. Wheaton, IL: Tyndale House, 2011. [CBD](#) or [9781414329710](#)



Internet Resources

<http://www.shadowmountain.org/default.aspx?page=3300>
[4truth.net](#) * [bible.org](#) * [blueletterbible.org](#) * [carm.org/apologetics](#) *
[gotquestions.org](#) * [jeremiahstudybible.com](#) * [leestrobels.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 develop as a man of God.													
2. Apply and teach how to analyze the text.													
3. Apply and teach how to unify the theme.													
4. Apply and teach how to design the sermon.													
5. Apply and teach how to build the sermon.													
6. Apply and teach how to express the thoughts in the text.													
7. Apply and teach how to make the connection with people.													
8. Apply and teach how to preach the Word from the heart.													
9. Preach a sermon from one of the Old Testament Prophets and one of the General Epistles.													
10. Coach other leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, the fruit of the Spirit, and the seven virtues with the goal of transformational discipleship.													
Methods of Instruction													
Instruction emphasizes active learning, problem-based learning, project-based learning, presentation-based learning, team-based learning, reflection, discussion, interactive lecture, collaboration, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change and leadership skills. The major pedagogical premise of this course is that students should be treated like the servant-leaders they are becoming.													
<p>Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University, Luther Rice Seminary, San Diego Christian College, and Southern California Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a pastor and church planter with the North American Mission Board, and as an elected governing board member of GUHSD with over 20,000 high school students.</p>													
<p>Accelerated Adult Learning Strategies</p> <p>Authentic learning involves observation, interpretation, and application. The goal of <i>balanced instruction</i> is to address the learning strengths of adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. <i>Student-centered instruction</i> is most effective when it impacts the mind, will, and emotions.</p>	<p>TEAM-based Active Learning Principles</p> <p>Students are encouraged to study in teams to develop application skills, leadership/relational skills, and presentations. Students are not to give answers to co-learners, but help them learn how to find the answers. TEAM = Together Everyone Accomplishes More.</p>												
<h2>The Cone of Learning</h2> <p style="text-align: right; color: #0070C0;">After 2 weeks, we tend to remember ...</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #0070C0; color: white; text-align: center;">Reading</td> <td>• 10% of what we READ</td> </tr> <tr> <td style="background-color: #0070C0; color: white; text-align: center;">Hearing Words</td> <td>• 20% of what we HEAR</td> </tr> <tr> <td style="background-color: #0070C0; color: white; text-align: center;">Seeing</td> <td>• 30% of what we SEE</td> </tr> <tr> <td style="background-color: #0070C0; color: white; text-align: center;">Watching a Movie Looking at an Exhibit Watching a Demonstration Seeing It Done on Location</td> <td>• 50% of what we SEE & HEAR</td> </tr> <tr> <td style="background-color: #0070C0; color: white; text-align: center;">Participating in a Discussion Giving a Talk</td> <td>• 70% of what we SAY</td> </tr> <tr> <td style="background-color: #0070C0; color: white; text-align: center;">Doing a Dramatic Presentation Simulating the Real Experience Doing the Real Thing</td> <td>• 90% of what we SAY & DO</td> </tr> </table> <p style="text-align: right; font-size: small;">Source: Edgar Dale (1969)</p>		Reading	• 10% of what we READ	Hearing Words	• 20% of what we HEAR	Seeing	• 30% of what we SEE	Watching a Movie Looking at an Exhibit Watching a Demonstration Seeing It Done on Location	• 50% of what we SEE & HEAR	Participating in a Discussion Giving a Talk	• 70% of what we SAY	Doing a Dramatic Presentation Simulating the Real Experience Doing the Real Thing	• 90% of what we SAY & DO
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Student Requirements

First, answer the **questions** in the **portfolio** before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory. Each student must do his or her own work.

Second, maintain the **journal** in the portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, participate in the **discussion** of the questions and applications in the portfolio during class. Through discussion, students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, no **midterm exam**.

Fifth, preach a brief expository **sermon from one of the Prophets**. This will assist student-leaders in developing long-term memory through applying the core material.

Sixth, preach a brief expository **sermon from one of the General Epistles**. This will assist student-leaders in developing long-term memory through applying the core material.

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>Introduction Defining the Task of Expository Preaching Appendixes</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 for personal revival, spiritual disciplines, integrity, and the seven Christian virtues. Demonstrate how to get the most out of the Topical Index in the <i>Jeremiah Study Bible</i>, the <i>Holman Illustrated Bible Dictionary</i>, and the textbooks. Group activity: Create a visual summary or mind-map of this chapter. Review in class: https://www.blueletterbible.org/resources/charts.cfm and www.biblestudytools.com. It is imperative that professors help students improve their character and preaching skills through coaching, feedback, examples, and rubrics. Go over the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print 346 Preaching with Power 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>Preaching with Power</i>. <input type="checkbox"/> Read the Prologue in <i>Preaching</i>. <input type="checkbox"/> Explore the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or at www.jeremiahstudybible.com. <input type="checkbox"/> Explore the Internet resources on this topic at www.4truth.net, https://bible.org/, www.blueletterbible.org/study/, www.gotquestions.org/, and www.theopedia.com/. <input type="checkbox"/> Explore the preaching resources on the Internet. <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 your sermon. <input type="checkbox"/> Read <i>The Baptist Faith and Message</i> in Resources at http://www.sbc.net. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
2		<p>The Man of God The Work of God</p> <p>Welcome guests and encourage students to share what they have learned so far. Discuss portfolio questions and applications. Coach students on how to improve their Christian character and transformational expository preaching in class. Group activity: Create a visual summary or mind-map of one of these chapters. Remind students that as ambassadors of Christ and ministers of reconciliation, it is our privilege and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapter 2 in <i>Preaching with Power</i>. <input type="checkbox"/> Explore YouTube and Internet resources on this topic to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your sermon. Select text from the Minor Prophets. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Make or update a reach list of every unchurched person that you know. <input type="checkbox"/> Go on an evangelistic visit during the course with your pastor, deacon, church leader, Sunday school worker, or friend. <input type="checkbox"/> Share what you are learning with your apprentice disciples.

Session	Date	Professor Responsibilities	Student Responsibilities
		duty to proclaim the transformational Word of God in the power of the Holy Spirit.	<input type="checkbox"/> Invite friends and apprentice disciples to see how the course works.
3		<p>Developing the Preacher Discuss portfolio questions and applications. Coach students on how to improve their Christian character and transformational expository preaching in class. Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<input type="checkbox"/> Study chapter 3 in <i>Preaching with Power</i> . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your sermon. <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>Analyzing the Text Discuss portfolio questions and applications. Coach students on how to improve their Christian character and transformational expository preaching in class. Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<input type="checkbox"/> Study chapter 4 in <i>Preaching with Power</i> . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your sermon. <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>Unifying the Theme Discuss portfolio questions and applications. Coach students on how to improve their Christian character and transformational expository preaching in class. Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<input type="checkbox"/> Study chapter 5 in <i>Preaching with Power</i> . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your sermon. <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>Designing the Structure Discuss portfolio questions and applications. Coach students on how to improve their Christian character and transformational expository preaching in class. Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<input type="checkbox"/> Study chapter 6 in <i>Preaching with Power</i> . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your sermon. <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>Maturing the Ideas Building the Sermon Discuss portfolio questions and</p>	<input type="checkbox"/> Study chapters 7-8 in <i>Preaching with Power</i> . <input type="checkbox"/> Type the answers to the portfolio.

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>applications. Coach students on how to improve their Christian character and transformational expository preaching in class. Group activity: Create a visual summary or mind-map of one of these chapters. Discuss who would benefit from the EBI leadership training program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on your sermon. <input type="checkbox"/> Share what you are learning with your apprentice disciples. <input type="checkbox"/> Pay for textbooks for the next courses. <input type="checkbox"/> Be involved in the small group and/or Sunday School ministry of your church.
8		<p>Expository Sermon Lab 1, Group 1 Preach Sermon 1 from One of the Minor Prophets Welcome guests and encourage students to share what they have learned. Discuss portfolio questions and applications. Coach students on how to improve their Christian character and transformational expository preaching 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"/> Type an expository sermon manuscript on a passage in one of the Minor Prophets. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your sermon. <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>Expository Sermon Lab 1, Group 2 Preach Sermon 1 from One of the Minor Prophets</p> <hr/> <p>Expressing the Thoughts Discuss portfolio questions and applications. Coach students on how to improve their Christian character and transformational expository preaching 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"/> Type an expository sermon manuscript on a passage in one of the Minor Prophets. <input type="checkbox"/> Study chapter 9 in <i>Preaching with Power</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your sermon. Select text from the General Epistles. <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>Playing the Voice Discuss portfolio questions and applications. Coach students on how to improve their Christian character and transformational expository preaching in class. Group activity: Create a visual</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapter 10 in <i>Preaching with Power</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your sermon. <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

Session	Date	Professor Responsibilities	Student Responsibilities
		summary or mind-map of one of these chapters.	your apprentice disciples.
11		<p>Making the Connection Discuss portfolio questions and applications. Coach students on how to improve their Christian character and transformational expository preaching 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 11 in <i>Preaching with Power</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your sermon. <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>Preaching the Word Conclusion</p> <hr/> <p>Expository Sermon Lab 2, Group 1 Preach Sermon 2 from One of the General Epistles Discuss portfolio questions and applications. Coach students on how to improve their Christian character and transformational expository preaching in class. Group activity: Prepare for next week's student presentations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Type an expository sermon manuscript on a passage in one of the General Epistles. <input type="checkbox"/> Study chapter 12 and Conclusion in <i>Preaching with Power</i>. <input type="checkbox"/> Re-read the Appendix in <i>Preaching</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on your sermon. <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>Expository Sermon Lab 2, Group 2 Preach Sermon 2 from One of the General Epistles Coach students on how to improve their presentations. Livestream student presentations on the church Facebook page. Post cell phone videos of student presentations on the church and association webpages to increase their impact. Review for final exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Type an expository sermon manuscript on a passage in one of the General Epistles. <input type="checkbox"/> Bring a rough draft of your sermon for peer-review and corrections. <input type="checkbox"/> Invite your friends and apprentice disciples to watch student presentations.
14		<p>Final Exam and Course Evaluation Give final exam. Collect completed portfolio for review. Collect sermon. Students will debrief by sharing how they are using and sharing what they have learned. Discuss how to recruit students who</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide for the final exam. <input type="checkbox"/> Complete your sermon. <input type="checkbox"/> Complete the portfolio. <input type="checkbox"/> Share and/or email your revised sermons to pastors, deacons, small-group leaders, and your apprentice disciples in order to multiply your

Session	Date	Professor Responsibilities	Student Responsibilities
		would benefit from the EBI leadership training program. Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course. Time of fellowship.	ministry in obedience to 2 Timothy 2:2-3. <input type="checkbox"/> Learning is about teaching others. Pass on the baton of transformational discipleship by sharing what you are learning.
EBI holds to <i>The Baptist Faith and Message</i> . 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

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

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46. Turning Point Articles <http://www.turningpointradio.org/>
47. Way of the Master Explore <http://www.wayofthemaster.com/>

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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 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.

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

To graduate or 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 **60-66 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
Sermon Lab 1	5%	50
Sermon Lab 2 Manuscript	20%	200
Final Exam	20%	200
Total	100%	1,000

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Sermon Lab 8	Session 9	Session 10	Session 11	Session 12	Sermon Lab 13	Final Exam 14	Points	Grade
50	50	50	50	50	50	50	50	50	50	50	50	200	200	1,000	ABC

Course Grading Rubric		
Grade	Requirements	✓
A	Exams, portfolio, sermon, and the sermon manuscript with zero errors.	
A-	Exams, portfolio, sermon, and the sermon manuscript with 1 or 2 errors.	
B+	Exams, portfolio, sermon, and the sermon manuscript with 3 or 4 errors.	
B	Exams, portfolio, sermon, and the sermon manuscript with 5 or 6 errors.	
B-	Exams, portfolio, sermon, and the sermon manuscript with 7 or 8 errors.	
C+	Exams, portfolio, sermon, and the sermon manuscript with 9 or 10 errors.	
C	Exams, portfolio, and sermon are completed with only a few errors.	
C-	Exams, portfolio, and sermon need individual assistance or peer coaching.	
NC	Students earn less than 700 points or miss more than 3 sessions.	
<p>It is possible to earn a “C” without writing a sermon manuscript, but it is necessary to write a sermon manuscript to earn an “A” or “B.” Writing clarifies one’s thoughts and is a key skill for an effective leader. Students should use the sermon rubric, sample sermon, and type-over template to write their sermons. It is important that professors help students improve their preaching skills.</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 affirm 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 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.</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>		