

	<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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## Scientific Models of Origins – Dembski and McDowell

Professor:

Training Center City:

Semester and Year:

### Course Description

This course focuses on how to apply and teach the scientific models of origins. Topics include scientific models of origins, the case for a Creator, intelligent design, Darwin's theory of macro-evolution, and the scientific method. 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

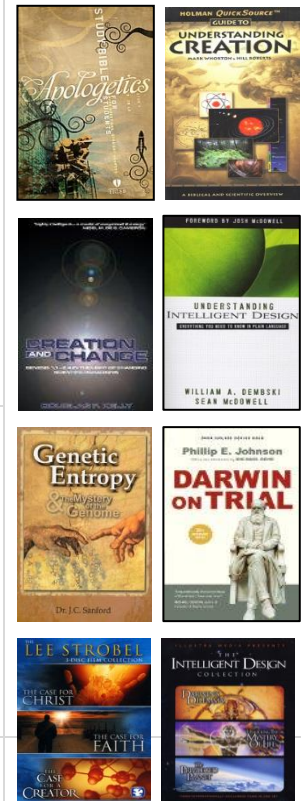
1. *Apologetics Study Bible for Students*. Holman Christian Standard Bible. Notes by Sean McDowell. Nashville, TN: Holman, 2010. [CBD](#) 9781433614835
2. Dr. Mark Whorton and Hill Roberts. *Holman Guide to Understanding Creation: A Biblical and Scientific Overview*. Nashville, TN: Holman Reference, 2008. [CBD](#) 9780805494860
3. Dr. William Dembski and Sean McDowell. *Understanding Intelligent Design: Everything You Need to Know in Plain Language*. Eugene, OR: Harvest House, 2008. [CBD](#) 9780736924429
4. Dr. Phillip E. Johnson. *Darwin on Trial*. IVP Books, 2010. [CBD](#) [9780830838318](#)

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

5. Dr. Douglas Kelley. *Creation and Change: Genesis 1:1-2:4 in the Light of Changing Scientific Paradigms*. Mentor, 2000 [9781857922837](#)
6. Dr. Guillermo Gonzales and Jay Richards. *The Privileged Planet: How Our Place in the Cosmos Is Designed*. Regnery, 2004. [9780895260659](#)
7. Dr. J. C. Sanford. *Genetic Entropy & the Mystery of the Genome*. FMS Publications, 2014. [CBD](#) [9780981631608](#)
8. The Lee Strobel DVD Collection. [CBD](#) [Amazon](#)
9. The Intelligent Design Collection 3-DVD set. [CBD](#)

**Internet Resources** [4truth.net](#) \* [bible.org](#) \* [blueletterbible.org](#) \* [gotquestions.org](#) \* [jeremiahstudybible.com](#) \* <http://www.catholiceducation.org/en/science/>

Professors – [Click here to receive the Notes by email.](#)



**Learning Outcomes**

- The student who successfully completes this course will be able to implement 2 Timothy 2:2:
1. Apply and teach the models for relating science and the Bible.
  2. Apply and teach the three models of Creationism.
  3. Apply and teach the significance of the days of creation.
  4. Apply and teach concerning science and the age of the earth.
  5. Apply and teach concerning geology in light of Noah’s flood.
  6. Apply and contrast Darwinism and Intelligent Design.
  7. Apply and teach just how unique and privileged the earth is and how it shows intelligent design.
  8. Apply and teach the scientific and logical weaknesses of Darwin’s theory of macro-evolution.
  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 Scientific Models of Origins 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.



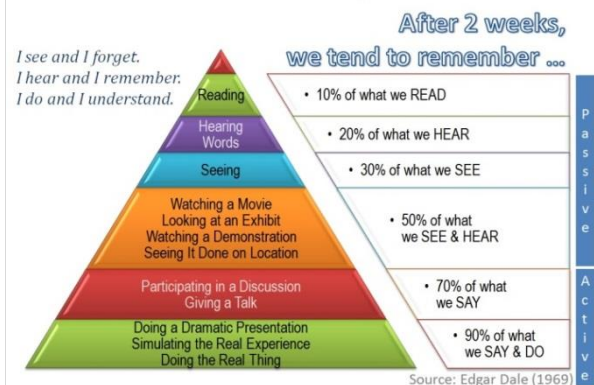
**Accelerated Adult Learning Strategies**

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.**

**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 Scientific Models of Origin 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 apply biblically 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><b>Ancient Stories about Creation and the Creator</b></p> <p><b>Revelation in Scripture and Creation</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>, the <i>Holman Illustrated Bible Dictionary</i>, and the textbooks. Group Activity: Create a visual summary or mind-map of one of these chapters. Review in class: <a href="http://www.4truth.net">www.4truth.net</a>, <a href="http://www.answersingenesis.org">www.answersingenesis.org</a>, <a href="http://carm.org/apologetics">http://carm.org/apologetics</a>, <a href="https://creationmuseum.org/">https://creationmuseum.org/</a>. It is imperative that professors help students improve their term papers and character through coaching, feedback, encouragement, examples, and rubrics. These are crucial learning and leadership skills. Go over the Transformational Discipleship Covenant</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Print 455 Scientific Models of Origins 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 1-7 in <i>Understanding Creation</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"/> Explore the Internet resources on this topic at <a href="http://www.4truth.net">www.4truth.net</a>, <a href="http://www.answersingenesis.org">www.answersingenesis.org</a>, <a href="http://carm.org/apologetics">http://carm.org/apologetics</a>, <a href="https://creationmuseum.org/">https://creationmuseum.org/</a>, <a href="http://www.gotquestions.org/">www.gotquestions.org/</a>, <a href="http://leestrobels.com/">http://leestrobels.com/</a>, and <a href="http://www.theopedia.com/">www.theopedia.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 the <i>Baptist Faith and Message</i> in Resources at <a href="http://www.sbc.net">http://www.sbc.net</a>.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
2		<p><b>The Creator's Week of Creation</b></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 term papers and scientific thinking skills in class. Group Activity: Create a visual summary or mind-map of one of these chapters. View <i>The Privileged Planet</i> DVD. Remind students that as a chosen generation, royal priests, a holy nation, and God's special people, it is our privilege and duty to pray for people by name and to share the</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 8-15 in <i>Understanding Creation</i>.</li> <li><input type="checkbox"/> Check out "creation" at <a href="http://www.4truth.net">www.4truth.net</a></li> <li><input type="checkbox"/> Watch "Privileged Planet" on <a href="https://www.youtube.com/watch?v=JnWyPIzTOTw">https://www.youtube.com/watch?v=JnWyPIzTOTw</a></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"/> Make or update a reach list of every unchurched person that you know.</li> <li><input type="checkbox"/> Go on an evangelistic visit during the course with your pastor, deacon, church leader, Sunday school worker, or friend.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>



Session	Date	Professor Responsibilities	Student Responsibilities
		love of God.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Invite friends and apprentice disciples to see how the course works.</li> </ul>
3		<p><b>Eden, Fall, and Flood</b>  <b>Genesis and the Age of Earth</b>                      Discuss portfolio questions and applications.                      Coach students on how to improve their term papers and scientific thinking skills in class.                      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 16-24 in <i>Understanding Creation</i>.</li> <li><input type="checkbox"/> Explore the Internet resources on this topic at <a href="http://www.answersingenesis.org">www.answersingenesis.org</a>,</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"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
4		<p><b>Science and the Age of the Earth</b>  <b>Darwinism and Intelligent Design</b>  <b>The Adam Equation</b>                      Discuss portfolio questions and applications.                      Coach students on how to improve their term papers and scientific thinking skills in class.                      Group Activity: Create a visual summary or mind-map of one of these chapters.                      View <i>Unlocking the Mystery of Life</i> DVD.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 25-31 in <i>Understanding Creation</i>.</li> <li><input type="checkbox"/> Watch “Unlocking the Mystery of Life” on <a href="https://www.youtube.com">https://www.youtube.com</a></li> <li><input type="checkbox"/> Explore the resources on science at <a href="http://www.answersingenesis.org">www.answersingenesis.org</a>,</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"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
5		<p><b>Six Impossible Things: Nature’s Story of Creation</b>  <b>Apes, Bones, and Human Ancestry</b>  <b>Concluding Thoughts: Understanding Creation in the Twenty-first Century</b>                      Discuss portfolio questions and applications.                      Coach students on how to improve their term papers and scientific thinking skills in class.                      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 32-37 in <i>Understanding Creation</i>.</li> <li><input type="checkbox"/> Explore the resources on apologetics at <a href="http://carm.org/apologetics">http://carm.org/apologetics</a>.</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"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
6		<p><b>Apes, Bones, and Human Ancestry</b>  <b>Concluding Thoughts: Understanding Creation in the Twenty-first Century</b>                      Discuss portfolio questions and applications.                      Coach students on how to improve</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 38-40 in <i>Understanding Creation</i>.</li> <li><input type="checkbox"/> Check out “creation” at <a href="http://www.4truth.net">www.4truth.net</a></li> <li><input type="checkbox"/> Watch “<i>Darwin’s Dilemma</i>” on <a href="https://www.youtube.com">https://www.youtube.com</a></li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>their term papers and scientific thinking skills in class.</p> <p>Group Activity: Create a visual summary or mind-map of one of these chapters.</p> <p>Review for the midterm exam.</p> <p>View <i>Darwin's Dilemma</i> DVD.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
7		<p><b>Midterm Exam</b></p> <p>Give the midterm exam.</p> <p>Preview the second half of the course.</p> <p>Coach students on how to improve their term papers.</p> <p>Make corrections to the term paper in class.</p> <p>Discuss who would benefit from the EBI leadership training program.</p> <p>Order textbooks for next semester.</p> <p>Request next semester portfolios and notes by email.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the study guide in the notes to prepare for the midterm exam. Four hours of study are recommended.</li> <li><input type="checkbox"/> Work on the term paper.</li> <li><input type="checkbox"/> Make or update your list of next-generation leaders you can pray for, share with, encourage and disciple.</li> <li><input type="checkbox"/> Pay for textbooks for the next courses.</li> <li><input type="checkbox"/> Be involved in the small group and/or Sunday School ministry of your church.</li> </ul>
8		<p><b>Welcome to the Debate Intelligent Design to the Rescue! Appendices</b></p> <p>Welcome guests and encourage students to share what they have learned.</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and scientific thinking skills in class.</p> <p>Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study appendixes and chapters 1-2 in <i>Understanding Intelligent Design</i>.</li> <li><input type="checkbox"/> Check out "miracles" at <a href="http://www.gotquestions.org/">http://www.gotquestions.org/</a></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"/> Pray with people on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples</li> <li><input type="checkbox"/> Invite your friends and apprentice disciples to see how the course works.</li> </ul>
9		<p><b>The Surprising Truth What Story Do the Rocks Tell?</b></p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and scientific thinking skills in class.</p> <p>Group Activity: Create a visual summary or mind-map of one of these chapters.</p> <p>View <i>The Case for a Creator</i> DVD.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 3-4 in <i>Understanding Intelligent Design</i>.</li> <li><input type="checkbox"/> Check out "naturalism" at <a href="http://www.gotquestions.org/">http://www.gotquestions.org/</a></li> <li><input type="checkbox"/> Watch "<i>The Case for a Creator</i>" on <a href="https://www.youtube.com">https://www.youtube.com</a></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"/> Pray with people on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
10		<p><b>Science or Religions? The Design Inference</b></p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and scientific thinking skills in class.</p> <p>Group Activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 5-6 in <i>Understanding Intelligent Design</i>.</li> <li><input type="checkbox"/> Check out “intelligent design” at <a href="http://www.gotquestions.org/">http://www.gotquestions.org/</a></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"/> Let your light shine by doing acts of kindness for people on your list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
11		<p><b>An Unsolved Mystery: The Origin of Life Putting Darwin’s Theory to the Test</b></p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and scientific thinking skills in class.</p> <p>Group Activity: Create a visual summary or mind-map of one of these chapters. View <i>The Case for Faith</i> DVD.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 7-8 in <i>Understanding Intelligent Design</i>.</li> <li><input type="checkbox"/> Check out “creationism” at <a href="http://www.gotquestions.org/">http://www.gotquestions.org/</a></li> <li><input type="checkbox"/> Watch “<i>The Case for Faith</i>” on <a href="http://youtube.com">youtube.com</a></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"/> Let your light shine by doing acts of kindness for people on your list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
12		<p><b>At Home in the Universe Joining the Design Revolution Appendices</b></p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and scientific thinking skills in class.</p> <p>Group Activity: Prepare for next week’s student presentations.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 9-10 in <i>Understanding Intelligent Design</i>.</li> <li><input type="checkbox"/> Explore the resources on science at <a href="http://www.answersingenesis.org">www.answersingenesis.org</a>,</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"/> Invite someone on your list to come with you to small group or church.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
13		<p><b>Student Presentations and Term Papers</b></p> <p>Welcome guests and disciples.</p> <p>Coach students on how to improve their presentations.</p> <p>Group activity: Peer-review and make corrections to the term paper in class.</p> <p>Review for final exam.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare to participate in a group or individual presentations on a chapter in the books.</li> <li><input type="checkbox"/> Bring a rough draft of your term paper for peer-review and corrections.</li> <li><input type="checkbox"/> Invite your friends and apprentice disciples to watch student presentations.</li> </ul>
14		<p><b>Final Exam and Course Evaluation</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the study guide for the final</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		Give final exam. Collect completed portfolio for review. Collect revised term paper for review. Students will debrief by sharing how they are using and sharing what they have learned. Discuss how to recruit students who would benefit from the EBI leadership training program. Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course. Time of fellowship.	exam. <input type="checkbox"/> Complete the portfolio. <input type="checkbox"/> Revise the term paper. <input type="checkbox"/> Share and/or email your revised term paper to pastors, deacons, small-group leaders, and your apprentice disciples in order to multiply your 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 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. 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](http://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 Classics Ethereal Library "World Wide Study Bible" <http://www.ccel.org/wwsb/>
11. Church Starting <http://www.churchstarting.net>
12. Crosswalk Articles <http://www.crosswalk.com/>
13. David Jeremiah <http://www.davidjeremiah.org/>
14. E-sword.net Bible study tools <http://www.e-sword.net/>
15. Ed Stetzer <http://www.newchurches.com/>
16. Focus on the Family <http://www.focusonthefamily.org>
17. Got Questions <http://www.gotquestions.org/>
18. Holy Land Photos <http://www.holylandphotos.org/>
19. Injoy.com pastoral leadership articles <http://www.injoy.com/>
20. Institute of Strategic Evangelism <http://bgc.gospelcom.net/ise/links.html>
21. Jeremiah Study Bible Online Content <http://www.JeremiahStudyBible.com>
22. Leading from your Strengths <http://www.leadingfromyourstrengths.com/>
23. Leadership Journal Past Issues <http://www.christianitytoday.com/le/issues/>
24. Leadership U <http://www.leaderu.com/menus/ministry.html>
25. Leadership Wired <http://www.injoy.com/newsletters/subscribe.asp>
26. LifeWay.com church planting articles <http://www.lifeway.com>
27. LifeWay Ministry Grid – Training made simple <http://www.ministrygrid.com/guest-home>
28. Lumina Bible study tool <https://lumina.bible.org/bible/Matthew+1>
29. Malphurs Group <http://www.malphursgroup.com>
30. Moody Magazine articles <http://www.moodymagazine.com>
31. NAMB Video <http://www.namb.net/video/>
32. Need Him <http://www.needhim.org/>
33. New Churches <http://www.newchurches.com/>
34. New Testament Summary [http://www.bible.org/page.asp?page\\_id=2076](http://www.bible.org/page.asp?page_id=2076)



35. North American Mission Board <http://www.namb.net>
36. Old Testament Gateway <http://www.otgateway.com/>
37. Old Testament Survey [http://www.bible.org/series.asp?series\\_id=76](http://www.bible.org/series.asp?series_id=76)
38. On Mission to Share Jesus <http://www.namb.net>
39. One Place Articles <http://www.oneplace.com/articles/>
40. Online Bible links <http://www.onlinebible.net/links.html>
41. Pastors.com subscription <http://www.pastors.com/aboutus/>
42. Pastors.com ministry articles <http://www.pastors.com/articles/>
43. Send North America [http://www.namb.net/Send\\_North\\_America\\_Video/](http://www.namb.net/Send_North_America_Video/)
44. Send Network church planters <http://sendnetwork.com/>
45. Turning Point Articles <http://www.turningpointradio.org/>

### Holman Bibliography

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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 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 **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
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	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 10- to 15-page paper with zero errors.	
A-	Exams, portfolio, presentation, and the 10- to 12-page paper with 1 or 2 errors.	
B+	Exams, portfolio, presentation, and the 10- to 11-page paper with 3 or 4 errors.	
B	Exams, portfolio, presentation, and the 8- to 9-page paper with 5 or 6 errors.	
B-	Exams, portfolio, presentation, and the 6- to 7-page paper with 7 or 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 U. S. 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>		