

	<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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Anger and Stress Management

Professor:

Training Center City:

Semester and Year:

Course Description

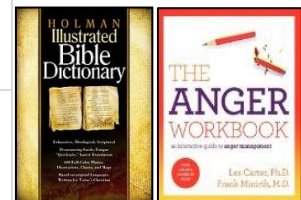
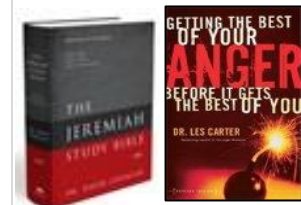
This course focuses on how to apply and teach the biblical teaching on anger and stress. Topics include sources of anger and stress, when anger can be good, when anger is wrong, how to handle "bad" anger, forgiveness, helping children handle anger, when you are angry at God, when you are angry at yourself, confronting an angry person, getting anger under control, and how to argue fairly. Students will create visual projects and applications for transformational discipleship and leadership.

Course Design

This 14-week course is designed to equip pastors, church planters, and next-generation leaders with Bible knowledge, Christian character, servant leadership, and disciple-making skills with the goal of life-change. It addresses the learning styles of adults through active discussion, charts, visuals, Internet resources, team-building, and presentations. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,200 leaders have completed EBI courses. *Suggestions for improving course design are appreciated.*

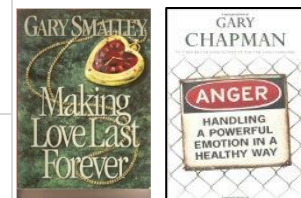
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Dr. Les Carter. *Getting the Best of Your Anger Before It Gets the Best of You*, revised edition. Grand Rapids, MI: Revel, 2007. [9780800731755](#)
3. Dr. Les Carter and Dr. Frank Minirth. *The Anger Workbook*. Grand Rapids, MI: Thomas Nelson, 2012. [9781401675431](#)
4. *Holman Illustrated Bible Dictionary*. Edited by Charles Draper. Nashville, TN: Holman Reference, 2003. [CBD](#) or [9780805428360](#)



Additional Books for Pastors, Leaders, and Advanced Students

5. Dr. Gary Chapman. *Anger: Handling a Powerful Emotion in a Healthy Way*. Chicago: Northfield, 2007. [9781881273882](#)
6. Dr. Les Carter. *The Anger Trap: Free Yourself from the Frustrations That Sabotage Your Life*. San Francisco: Jossey-Bass, 2004.
7. Dr. Gary Smalley. *Making Love Last Forever*. Nashville, TN: Broadman & Holman, 2001. [9780805497915](#)



Internet Resources www.gotquestions.org * www.4truth.net

- www.helpmewithbiblestudy.org/index.aspx
- www.jeremiahstudybible.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:

1. Explain and teach others about what anger is and why we experience it.
2. Explain and teach others how to identify your level of anger.
3. Explain and teach others the behaviors that make anger an enemy.
4. Apply and teach others how to express anger in a constructive way.
5. Apply and teach others how to argue fairly.
6. Explain and teach others how anger thrives on unmet needs for love and acceptance.
7. Explain and teach others how other emotions create anger.
8. Apply and teach others new insights about anger reduction to life and relationships.
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 Anger and Stress Management for Leadership and Character Development."
11. Coach other leaders to develop Christian character through the consistent practice of personal revival, spiritual disciplines, the seven virtues, and our identity in Christ 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.



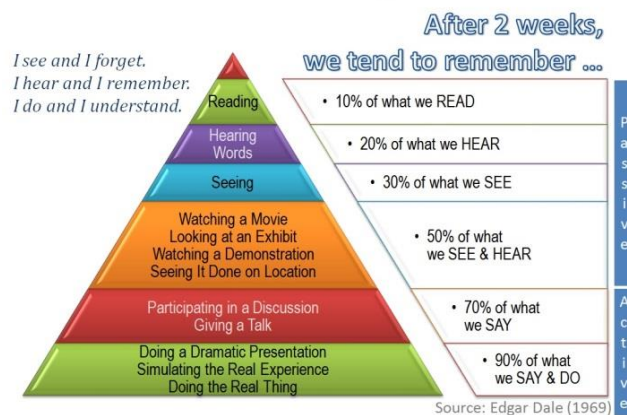
Accelerated Adult Learning Strategies

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 Anger and Stress Management 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 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 Know What Anger Is To Be or Not to Be 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 <i>Life Application Bible</i>, the <i>Holman Illustrated Bible Dictionary</i>, and the textbooks. Group Activity: Create a visual summary of one of these chapters. Review in class: YouTube videos by the authors of the textbooks. Review in class the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or “Exclusive Online Content” at www.JeremiahStudyBible.com. Review in class: resources for Bible knowledge, character development, and discipleship ministry coaching: www.4truth.net, www.biblestudytools.com, www.blueletterbible.org/resources/charts.cfm, www.gotquestions.org/. Help students improve their mindset and character through coaching, feedback, and rubrics. Go over the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print 483 Anger and Stress Management portfolio and notes. <input type="checkbox"/> Pay the honorarium to the director. <input type="checkbox"/> Skim the textbooks and be prepared to discuss how these books are unique as learning tools. <input type="checkbox"/> Study chapters 1-2 in <i>Getting the Best of Your Anger</i>. <input type="checkbox"/> Explore the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or “Exclusive Online Content” at www.JeremiahStudyBible.com. <input type="checkbox"/> Explore websites and YouTube videos by the authors. <input type="checkbox"/> Explore for 15 minutes the online resources for discipleship and coaching on anger and stress at: www.4truth.net, https://bible.org/, www.biblegateway.com, www.biblestudytools.com, www.blueletterbible.org/study/, www.crosswalk.com, www.gotquestions.org/, www.leestrobels.com, www.lifeway.com/biblestudy, www.theopedia.com/. <input type="checkbox"/> Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity. <input type="checkbox"/> Begin writing the term paper. <input type="checkbox"/> Read the <i>Baptist Faith and Message</i>. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
2		<p>Stand Up and Be Counted The Types of Anger Why Anger Gets Out of Hand, Part 1 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 disciple-making skills in class. Group Activity: Create a visual summary of one of these chapters. Remind students that our relationships</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-5 in <i>Getting the Best of Your Anger</i>. <input type="checkbox"/> Explore the resources on this topic in <i>Slaying the Giants</i>, the <i>Jeremiah Study Bible</i> or at www.jeremiahstudybible.com <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Make a list of people who bring up your anger and pray from them. <input type="checkbox"/> Go on an evangelistic visit during the course with your pastor, deacon, church leader, Sunday school

Session	Date	Professor Responsibilities	Student Responsibilities
		are to reflect our gratitude for how much we have been forgiven as described in the parables of Jesus.	worker, or friend. <input type="checkbox"/> Share what you are learning with your apprentice disciples. <input type="checkbox"/> Invite friends and apprentice disciples to see how the course works.
3		Why Anger Gets Out of Hand, Part 2 Discuss portfolio questions and applications. Coach students on how to improve their term papers and leadership skills in class. Group Activity: Create a visual summary of one of these chapters.	<input type="checkbox"/> Study chapters 6-8 in <i>Getting the Best of Your Anger</i> . <input type="checkbox"/> Explore online resources for 15 minutes. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for people on your list <input type="checkbox"/> Share what you are learning with your apprentice disciples.
4		Why Anger Gets Out of Hand, Part 2 How People Handle Anger, Part 1 Discuss portfolio questions and applications. Coach students on how to improve their term papers and leadership skills in class. Group Activity: Create a visual summary of one of these chapters.	<input type="checkbox"/> Study chapters 9-11 in <i>Getting the Best of Your Anger</i> . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for people on your list <input type="checkbox"/> Share what you are learning with your apprentice disciples.
5		How People Handle Anger, Part 2 Getting Anger Under Control Discuss portfolio questions and applications. Coach students on how to improve their term papers and leadership skills in class. Group Activity: Create a visual summary of one of these chapters.	<input type="checkbox"/> Study chapters 12-14 in <i>Getting the Best of Your Anger</i> . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for people on your list <input type="checkbox"/> Share what you are learning with your apprentice disciples.
6		Love Comes First Steps Toward a Life of Composure How to Argue Fairly Discuss portfolio questions and applications. Coach students on how to improve their term papers and leadership skills in class. Group Activity: Create a visual summary of one of these chapters. Review for the midterm exam.	<input type="checkbox"/> Study chapters 15-17 in <i>Getting the Best of Your Anger</i> . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for people on your list <input type="checkbox"/> Share what you are learning with your apprentice disciples.

Session	Date	Professor Responsibilities	Student Responsibilities
7		<p>Midterm Exam Give the midterm exam. Preview the second half of the course. Coach students on how to improve their term papers. Make corrections to the term paper in class. Discuss who would benefit from the EBI leadership training program. Order textbooks for next semester. Request next semester portfolios and notes by email.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide in the notes to prepare for the midterm exam. Four hours of study are recommended. <input type="checkbox"/> Work on the term paper. <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>What Is Anger? Managing Your Anger Welcome guests and encourage students to share what they have learned. Discuss portfolio questions and applications. Coach students on how to improve their term papers and leadership skills in class. Group Activity: Create a visual summary of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 1-2 in <i>The Anger Workbook</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing acts of kindness for someone on your list. <input type="checkbox"/> Invite friends to see how the course works. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
9		<p>Anger Thrives on Unmet Needs Why Can't You Just Love Me? Feeling Controlled Causes Anger Discuss portfolio questions and applications. Coach students on how to improve their term papers and leadership skills in class. Group Activity: Create a visual summary of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 in <i>The Anger Workbook</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing acts of kindness for someone on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
10		<p>Myths That Perpetrate Anger Self-Inflicted Anger How Pride Influences Anger Discuss portfolio questions and applications. Coach students on how to improve their term papers and leadership skills in class. Group Activity: Create a visual summary of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-7 in <i>The Anger Workbook</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing acts of kindness for someone on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
11		<p>Fear's Effect on Anger</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 8-10 in <i>The Anger</i>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Loneliness Causes Anger Anger Reflects Inferiority Feelings Discuss portfolio questions and applications. Coach students on how to improve their term papers and leadership skills in class. Group Activity: Create a visual summary of one of these chapters.</p>	<p><i>Workbook.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing acts of kindness for someone on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
12		<p>Managing a Child’s Anger Why Anger Lingers Being Accountable Discuss portfolio questions and applications. Coach students on how to improve their term papers and leadership skills in class. Group Activity: Prepare for next week’s student presentations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 11-13 in <i>The Anger Workbook</i>. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing acts of kindness for someone on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
13		<p>Student Presentations and Term Papers Welcome guests and disciples. Coach students on how to improve their presentations. Coach students on how to improve their term papers. Group activity: Peer-review and make corrections to the term paper in class. Review for final exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare to participate in a group or individual presentations on a chapter in the books. <input type="checkbox"/> Bring a rough draft of your term paper 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 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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide for the final exam. <input type="checkbox"/> Complete the portfolio. <input type="checkbox"/> Revise the term paper. <input type="checkbox"/> 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

Session	Date	Professor Responsibilities	Student Responsibilities
course does not imply that the opinions expressed represent the official position of EBI.			
Webliography			
<ol style="list-style-type: none"> 1. Alternative articles http://www.oneplace.com/Ministries/The_Alternative/Article_Archives.asp 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 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. Lumina Bible study tool https://lumina.bible.org/bible/Matthew+1 28. Malphurs Group http://www.malphursgroup.com 29. Moody Magazine articles http://www.moodymagazine.com 30. NAMB Video http://www.namb.net/video/ 31. Need Him http://www.needhim.org/ 32. New Churches http://www.newchurches.com/ 33. New Testament Summary http://www.bible.org/page.asp?page_id=2076 34. North American Mission Board http://www.namb.net 35. Old Testament Gateway http://www.otgateway.com/ 36. Old Testament Survey http://www.bible.org/series.asp?series_id=76 37. On Mission to Share Jesus http://www.namb.net 38. One Place Articles http://www.oneplace.com/articles/ 39. Online Bible links http://www.onlinebible.net/links.html 40. Pastors.com subscription http://www.pastors.com/aboutus/ 41. Pastors.com ministry articles http://www.pastors.com/articles/ 42. Send North America http://www.namb.net/Send_North_America_Video/ 43. Send Network church planters http://sendnetwork.com/ 44. Turning Point Articles http://www.turningpointradio.org/ 			
Holman Bibliography			
<p><i>Apologetics Study Bible</i>. Annotated by Ted Cabal, Chuck Colson, and Norm Geisler. Nashville, TN: Holman Bible, 2007. 9781586400248</p> <p><i>HCSB Study Bible</i>. Annotated. Nashville, TN: Holman Bible.</p> <p><i>Holman Book of Biblical Charts, Maps, and Reconstructions</i>. Edited by Marsha A. Ellis Smith.</p>			

Nashville, TN: Holman Reference, 1993. 9781558193598

Holman Concise Bible Commentary. Edited by David S. Dockery. Nashville, TN: Holman Reference, 2011. 9780805495461

Holman Guide to Interpreting the Bible. Edited by David S. Dockery and George Guthrie. Nashville, TN: Holman Reference, 2004. 9780805428582

Holman Illustrated Bible Dictionary. Edited by Charles W. Draper and Chad Brand. Nashville, TN: Broadman & Holman, 2003. 9780805428360

Holman Old Testament Commentary. Edited by Max E. Anders. Nashville, TN: Holman Reference, 2002.

Holman New Testament Commentary. Edited by Max E. Anders. Nashville, TN: Holman Reference, 2002.

Holman 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

New American Commentary. Edited by Kenneth A. Mathews and David S. Dockery. Nashville, TN: Holman Reference, 2002.

Course Bibliography

Briscoe, Stuart. *Overcoming Anger and other Dragons of the Soul*. Downers Grove: InterVarsity Press, 1987.

Carter, Les. *Getting the Best of Your Anger before it Gets the Best of You*. Grand Rapids, MI: Revell, 2007.

Carter, Les. *The Anger Trap: Free Yourself for the Frustrations that Sabotage Your Life*. San Francisco: Jossey-Bass, 2004.

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Chapman, Gary. *Anger: Handling a Powerful Emotion in a Healthy Way*. Chicago: Northfield, 2007.

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Felan, LMFT, Dr. Marcial. *Freedom from Destructive Anger*. San Diego, CA: Marcial Felan, 2008. Available from author. Harbin, Thomas J. *Beyond Anger: A Guide for Men*. New York: Marlowe, 2000.

LaHaye, Tim. *Anger Is a Choice*. Grand Rapids, MI: Zondervan, 1982.

Jeremiah, David. *Slaying the Giants in Your Life*. Nashville: W Publishing, 2001.

Jeremiah, David. *Turning Toward Joy: Philippians*. Wheaton, IL: Chariot Victor, 1992.

Jeremiah, David. *What Are You Afraid of?* Nashville: Lifeway, 2013.

MacArthur, John. *The Vanishing Conscience*. Nashville: Thomas Nelson, 1995.

Pegues, Deborah Smith. *30 Days to Taming Your Anger: How to Find Peace*. Eugene, OR: Harvest House, 2013.

Smalley, Gary. *Making Love Last Forever*. Nashville, TN: Broadman & Holman, 2001.

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
Total	100%	1,000

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Midterm 7	Session 8	Session 9	Session 10	Session 11	Session 12	Presenta-tion 13	Term Paper 13	Final Exam 14	Points	Grade
50	50	50	50	50	50	100	50	50	50	50	50	100	150	100	1,000	ABC

Course Grading Rubric		
Grade	Requirements	✓
A	Exams, portfolio, presentation, and the 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 7-page paper with 7 or 8 errors.	
C+	Exams, portfolio, presentation, and the 6-page paper with 9 or 10 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 type-over template to write their term papers. Since students have different abilities, goals, responsibilities, and schedules, students can choose the grade for which they are aiming.</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>		