



THE JEREMIAH SCHOOL OF BIBLICAL STUDIES

Transforming lives through the Word of God



The Great Adventure and Angels

Professor:

Training Center City:

Semester and Year:

Course Description

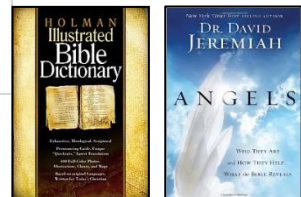
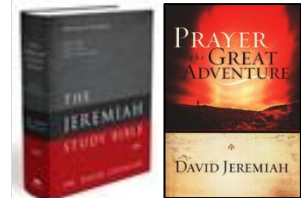
This course focuses on how to enter into the great adventure of prayer. Topics include teaching to change lives; the expository preaching process; the tremendous privilege of prayer; the vital importance of prayer; the components of prayer—praise, priorities, provision, personal relationships, and protection; how to align our will with God's will; how to live in the joy of forgiveness; who angels are; and how angels help us. 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.*

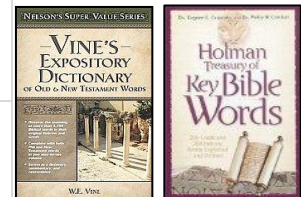
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Dr. David Jeremiah. *Prayer: The Great Adventure*. Sisters, OR: Multnomah, 2004. [9781590521823](#)
3. Dr. David Jeremiah. *Angels: Who They Are and How They Help*. Sisters, OR: Multnomah, 2009. [9781601422699](#)
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. *Holman Treasury of Key Bible Words: 200 Greek and 200 Hebrew Words Explained*. Dr. Philip Comfort and Dr. Eugene Carpenter. Nashville, TN: Holman Reference, 2003. [CBD](#) [9780805493528](#)
6. W. E. Vine. *Vine's Expository Dictionary of the Old & New Testament Words*. Nashville, TN: Thomas Nelson, 2003. [CBD](#) or [9780785250531](#)



Internet Resources

- [Turning Point Resources](#)
- <http://www.jeremiahstudybible.com>
- <http://www.davidjeremiah.org/site/>

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. Analyze the process of preaching expository sermons and teaching to change lives.
 2. Apply and teach about the tremendous privilege and the vital importance of prayer.
 3. Apply and teach about the components of prayer—praise, priorities, provision, personal relationships, and protection.
 4. Apply and teach how to align our will with God's will.
 5. Apply and equip others to live in the joy of forgiveness.
 6. Apply and assist others concerning how to seek safety from harm.
 7. Apply and equip others with the powerful confidence of the prayer-directed life.
 8. Explain and teach about who angels are and how they help us.
 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 the Doctrines of Prayer and Angels 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.

Students are mentored by the writings of **Dr. David Jeremiah**, the senior pastor of Shadow Mountain Community Church. Dr. Jeremiah is a sought-after conference speaker for organizations around the country. He frequently speaks at Cedarville College, Dallas Theological Seminary, Moody Bible Institute, Billy Graham Training Center, and NFL, NBA and baseball chapels. Dr. Jeremiah's commitment is to teaching the whole Word of God. His passion for people and his desire to reach the lost are evident in the way he communicates Bible truths and his ability to get right to the important issues.



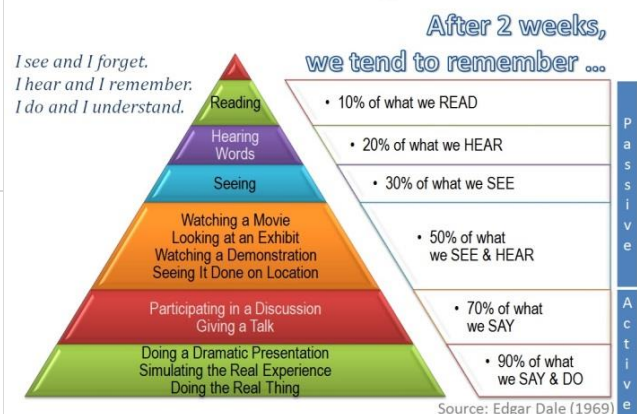
Accelerated Adult Learning Strategies

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 sermons 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 the Doctrines of Prayer and Angels 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 The Great Adventure of Prayer Too Busy Not to Pray Go over this syllabus and the portfolio. Preview the study guides for the exams. Discuss portfolio questions and journal applications. Demonstrate how to get the most out of 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 sermons. Watch http://WarRoomTheMovie.com. Review in class the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or “Exclusive Online Content” at www.JeremiahStudyBible.com. Help students improve their writing skills and character through coaching, feedback, and rubrics. Go over the Transformational Discipleship Covenant.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Print 495 Doctrines of Prayer and Angels 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>Prayer the Great Adventure</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 the online resources on prayer and angels at: www.4truth.net, www.biblegateway.com, www.biblestudytools.com, www.gotquestions.org/. <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 <i>The Baptist Faith and Message</i>. <input type="checkbox"/> Share what you are learning with three apprentice disciples. |
| 2 | | <p>It Pays to Pray A Roadmap for Prayer Welcome guests and encourage students to share what they have learned so far. Discuss portfolio questions and applications. Coach students on in improving their sermon preparation and transformational preaching skills. Group Activity: Create a visual summary or mind-map of one of these sermons. Remind students of how being a chosen generation, a royal priesthood, a holy nation, and God’s special people impacts our prayers and spiritual worldview.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 in <i>Prayer the Great Adventure</i>. <input type="checkbox"/> Explore Internet resources on this topic to share with the class. <input type="checkbox"/> Explore the resources on this topic in 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 or update a reach list of every nonbeliever that you know. <input type="checkbox"/> Go on an evangelistic visit during the course with your pastor, deacon, church leader, Sunday school 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 | | <p>Praise: Approaching a Holy Father Priorities: Aligning Your Will with</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-6 in <i>Prayer the Great Adventure</i>. |

| Session | Date | Professor Responsibilities | Student Responsibilities |
|---------|------|---|---|
| | | <p>God's Discuss portfolio questions and applications. Coach students in improving their sermon preparation and transformational preaching skills. Group Activity: Create a visual summary or mind-map of one of these sermons.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Explore the resources on this topic in 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"/> Pray for people on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 4 | | <p>Provision: Asking for What We Need Personal Relationships Discuss portfolio questions and applications. Coach students in improving their sermon preparation and transformational preaching skills. Group Activity: Create a visual summary or mind-map of one of these sermons.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 7-8 in <i>Prayer the Great Adventure</i>. <input type="checkbox"/> Explore the resources on this topic in 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"/> Pray for people on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 5 | | <p>Protection: Seeking Safety from Harm Ending Where We Began Discuss portfolio questions and applications. Coach students in improving their sermon preparation and transformational preaching skills. Group Activity: Create a visual summary or mind-map of one of these sermons.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 9-10 in <i>Prayer the Great Adventure</i>. <input type="checkbox"/> Explore the resources on this topic in 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"/> Pray for people on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 6 | | <p>The Greatest Prayer Ever Offered Secrets of the Directed Life A Personal Map to Buried Treasure Discuss portfolio questions and applications. Coach students in improving their sermon preparation and transformational preaching skills. Group Activity: Create a visual summary or mind-map of one of these sermons. Review for the midterm exam.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 11-13 in <i>Prayer the Great Adventure</i>. <input type="checkbox"/> Explore the resources on this topic at www.jeremiahstudybible.com topic in the <i>Jeremiah Study Bible</i> or 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 reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 7 | | <p>Midterm Exam Give the midterm exam.</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 |

| Session | Date | Professor Responsibilities | Student Responsibilities |
|---------|------|---|--|
| | | <p>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 at gwoods@socalsem.edu.</p> | <p>recommended.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Make or update a list of next-generation leaders you can pray for, share with, encourage and disciple. <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 in the World Are Angels Doing? In the Presence of Angels – Part 1 Welcome guests and encourage students to share what they have learned. Discuss portfolio questions and applications. Coach students in improving their sermon preparation and transformational preaching skills. Group Activity: Create a visual summary or mind-map of one of these sermons.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 1-2 in <i>Angels</i>. <input type="checkbox"/> Explore the resources on this topic in 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"/> Pray with someone on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 9 | | <p>In the Presence of Angels – Part 2 The Angels and God What Angels Are Discuss portfolio questions and applications. Coach students in improving their sermon preparation and transformational preaching skills. Group Activity: Create a visual summary or mind-map of one of these sermons.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-5 in <i>Angels</i>. <input type="checkbox"/> Explore the resources on this topic in 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"/> Pray with someone on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples. |
| 10 | | <p>When Angels Appear The Angels and Us Angels You’ve Heard about Discuss portfolio questions and applications. Coach students in improving their sermon preparation and transformational preaching skills. Group Activity: Create a visual summary or mind-map of one of these sermons.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 6-8 in <i>Angels</i>. <input type="checkbox"/> Explore the resources on this topic in 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"/> 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. |

| Session | Date | Professor Responsibilities | Student Responsibilities |
|---------|------|---|---|
| 11 | | <p>The Greatest Angel Showing Us How to Worship Showing Us How to Work Discuss portfolio questions and applications. Coach students in improving their sermon preparation and transformational preaching skills. Group Activity: Create a visual summary or mind-map of one of these sermons.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 9-11 in <i>Angels</i>. <input type="checkbox"/> Explore the resources on this topic in 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"/> 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>Coming to Carry Me Home Hell's Angels The Angels and Jesus Discuss portfolio questions and applications. Coach students in improving their sermon preparation and transformational preaching skills. Group Activity: Create a visual summary or mind-map of one of these sermons. Group Activity: Prepare for next week's student presentations.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 12-14 in <i>Angels</i>. <input type="checkbox"/> Explore the resources on this topic in 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"/> Invite someone to come with you to church or small group. <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 preaching skills. Coach students on how to improve their preaching skills 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,</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. |

| Session | Date | Professor Responsibilities | Student Responsibilities |
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| | | portfolios, notes, and promotional materials for the next course. Time of fellowship. | Pass on the baton of transformational discipleship by sharing what you are learning. |
| EBI holds to the <i>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

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