	<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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Principles of Learning

Professor:

Training Center City:

Semester and Year:

Course Description

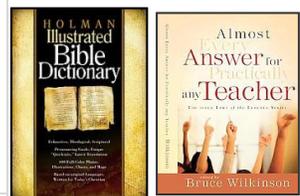
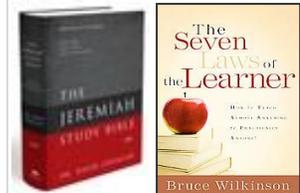
This course focuses on how to teach according to the ways adults learn. Topics include teaching to change lives, the importance of lifelong learning, high expectations, making application, aiding retention, meeting needs, equipping skills, and asking for a decision. Students will create visual projects 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. Bruce H. Wilkinson. *The Seven Laws of the Learner*. Sisters, OR: Multnomah, 1992. [CBD](#) or [9781590524527](#)
3. Dr. Bruce H. Wilkinson, ed. *Almost Every Answer for Practically Any Teacher*. Portland, OR: Multnomah, 2005. [9781590524534](#)
4. Dr. La Verne Tolbert. *Teaching like Jesus*. Grand Rapids, MI: Zondervan, 1999. [CBD](#) or [9780310223474](#)
5. *Holman Illustrated Bible Dictionary*. Edited by Charles Draper. Nashville, TN: Holman Reference, 2003. [CBD](#) or [9780805428360](#)



Additional Books for Pastors, Leaders, and Advanced Students

6. Dr. Bruce H. Wilkinson. *7 Laws of the Learner DVD Set*. WorldTeach [B008GG2VE8](#) (currently unavailable) [Request VHS set](#). http://worldteachers.com/estore/view_product.php?product=THE6E8KA1



Internet Resources - [4truth.net](#) * [bible.org](#) * [blueletterbible.org](#) * [gotquestions.org](#) * [helpmewithbiblestudy.org](#) * [jeremiahstudybible.com](#) * [leestrobels.com](#) * [lifeway.com](#) * [ministrygrid.com](#) * [www.namb.net](#) * [nextgenleader.net](#) * [sendnetwork.com/](#) * [wayofthemaster.com/](#)

Professors – [Click here to receive the Notes for students by email](#). The intent of this course is to equip you with the Word of God, to strengthen your character and integrity, and to develop your relational and servant-leadership skills for the glory of God.

Learning Outcomes

- The student who successfully completes this course will be able to implement 2 Timothy 2:2:
1. Apply and teach the law of the **learner** in the learning process to change lives.
 2. Apply and teach the law of **expectation** in the learning context.
 3. Apply and teach the law of **application** in the learning context.
 4. Apply and teach the law of **retention** in the learning context.
 5. Apply and teach the law of **need** in the learning context.
 6. Apply and teach the law of **equipping** in the learning context.
 7. Apply and teach the law of **revival** in the learning context.
 8. Create and teach lesson plans that apply the seven laws of the learner for teaching that meets needs. There is no term paper in this course.
 9. Apply and teach the Bible with the goal of transformational discipleship.
 10. Coach other leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, personal revival, the spiritual disciplines, 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.



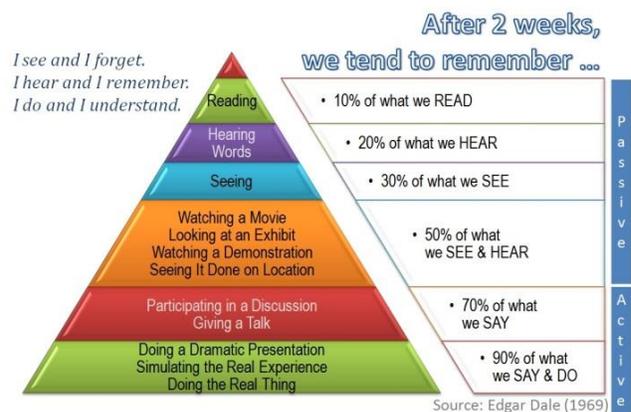
Accelerated Adult Learning Strategies

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, teach **Lesson Plan 1** applying **The 7 Laws of the Learner**. This will assist student-leaders in developing long-term memory through applying the core material to a topic in the Teacher's Topical Index in the *Jeremiah Study Bible*. This lesson may include 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. (Optional—lessons can be taught in teams of 2 or 3.) Week 8

Sixth, teach **Lesson Plan 2** applying **The 7 Laws of the Learner**. This will assist student-leaders in developing long-term memory through applying the core material to a topic in the Teacher's Topical Index in the *Jeremiah Study Bible*. This lesson may include 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. (Optional—lessons can be taught in teams of 2 or 3.) 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 transformational learning skills. Week 14

Course Objective Is Life Change

Our mission is to bring glory to God by assisting local churches to equip believers to live and minister biblically based on the inerrant Word of God. This equipping includes Bible knowledge, Christian character, and ministry skills. The objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains; (2) to remember what they have read; (3) to sharpen their thoughts through journaling; (4) to speak effectively before others; (5) to work as learning teams of leaders; and (6) to biblically apply what they are learning to life, family, and ministry.

Accelerated Adult Learning Techniques

Adults learn in unique ways and so this course incorporates multiple learning styles. According to the **Cone of Learning**, writing, discussing, and applying concepts are the keys to accelerated adult learning. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these principles of champion learners, students will experience transformational growth. Welcome to the accelerated disciple-making process!

Session	Date	Professor Responsibilities	Student Responsibilities
1		<p>Law One: Law of the Learner 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>Jeremiah Study Bible</i>, the <i>Holman Illustrated Bible Dictionary</i>, and the textbooks. Watch “Law of the Learner” DVD (optional). Group activity: Create a visual summary or mind-map of one of these chapters. Review in class: YouTube videos by the authors of the textbooks. 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/ Review in class: resources for leaders and pastors: https://edstetzer.com/, http://larryosbornelive.com/, http://thomrainer.com/, https://vimeo.com/namb/videos www.lifeway.com/n/All-Articles?type=learn, www.joelcomiskeygroup.com/articles, www.malphursgroup.com/, www.pastors.org Help students improve their term papers and character through coaching, feedback, and rubrics. These are crucial learning and leadership skills. Go over the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> ❑ Print 106 Principles of Learning portfolio and notes. ❑ Pay the honorarium to the director. ❑ Skim the textbooks and be prepared to discuss how these books are unique as learning tools. ❑ Study the introduction and chapters 1-2 in <i>The 7 Laws</i> and chapter 1 in <i>Almost Every Answer</i>. ❑ Explore the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or at www.jeremiahstudybible.com ❑ Explore for 15 minutes the online Bible study resources on this topic at: https://bible.org/, www.4truth.net, www.biblegateway.com, www.biblestudytools.com, www.blueletterbible.org/study/, www.gotquestions.org/, www.lifeway.com/biblestudy, www.raystedman.org, www.theopedia.com/. ❑ Explore for 15 minutes the online articles for discipleship and coaching at: http://breakpoint.org/, http://carm.org/evangelism, www.crosswalk.com, www.gotquestions.org/, www.leestrobels.com, www.wayofthelife.com/. ❑ Explore the resources at http://larryosbornelive.com/; www.leestrobels.com; http://thrivingsmallgroups.com/. ❑ Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity. ❑ Read the <i>Baptist Faith and Message</i> in Resources at http://www.sbc.net. ❑ Share what you are learning with your apprentice disciples.
2		<p>Law Two: Law of Expectation Welcome guests and encourage students to share what they have learned so far. Discuss portfolio questions and applications. Coach students on how to improve</p>	<ul style="list-style-type: none"> ❑ Study chapters 3-4 in <i>The 7 Laws</i> and chapter 2 in <i>Almost Every Answer</i>. ❑ View videos about learning and/or teaching on YouTube by Bruce H. Wilkinson. ❑ Explore and be prepared to share the resources at http://4truth.net/ with the

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>their lesson plan 1 and transformational learning skills.</p> <p>Watch "Law of Expectation" DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>Remind students that as royal priests and spiritual warriors it is their privilege and duty to pray for people by name.</p>	<p>class.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on your lesson plan 1. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Make or update a reach list of every nonbeliever that you know so that you can pray from them by name. <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 your friends and disciples to see how the course works.
3		<p>Law Three: Law of Application</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Watch "Law of Application" DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-6 in <i>The 7 Laws</i> and chapter 3 in <i>Almost Every Answer</i>. <input type="checkbox"/> View videos about learning and/or teaching on YouTube by Bruce H. Wilkinson. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 1. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples
4		<p>Law Four: Law of Retention</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Watch "Law of Retention" DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 7-8 in <i>The 7 Laws</i> and chapter 4 in <i>Almost Every Answer</i>. <input type="checkbox"/> View videos about learning and/or teaching on YouTube by Bruce H. Wilkinson. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 1. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples
5		<p>Law Five: Law of Need</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Watch "Law of Need" DVD (optional).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 9-10 in <i>The 7 Laws</i> and chapter 5 in <i>Almost Every Answer</i>. <input type="checkbox"/> View videos about learning and/or teaching on YouTube by Bruce H. Wilkinson. <input type="checkbox"/> Type the answers to the portfolio.

Session	Date	Professor Responsibilities	Student Responsibilities
		Group activity: Create a visual summary or mind-map of one of these chapters.	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 1. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples
6		<p>Law Six: Law of Equipping Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Watch “Law of Equipping” DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 11-12 in <i>The 7 Laws</i> and chapter 6 in <i>Almost Every Answer</i>. <input type="checkbox"/> View videos about learning and/or teaching on YouTube by Bruce H. Wilkinson. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 1. <input type="checkbox"/> Ask for permission to pray a blessing for someone on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
7		<p>Law Seven: Law of Revival Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Watch “Law of Revival” DVD (optional).</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>Make a list of leaders and future leaders you can pray for, share with, and encourage.</p> <p>Prepare for Teaching Lab.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 13-14 in <i>The 7 Laws</i> and chapter 7 in <i>Almost Every Answer</i>. <input type="checkbox"/> View videos about learning and/or teaching on YouTube by Bruce H. Wilkinson. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 1. <input type="checkbox"/> Pray with people on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
8		<p>Midterm Exam Take the midterm exam.</p> <hr/> <p>Teaching Lab Lesson Plan 1: Students will practice teaching a lesson plan on a topic in the Teacher’s Topical Index in the <i>Jeremiah Study Bible</i>, applying the seven laws of the learner.</p> <p>Provide students with coaching feedback.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on Lesson Plan 1 using the 7 Laws of a Learner rubric. <input type="checkbox"/> Review the study guide in the notes to prepare for midterm exam. Four hours of study are recommended. <input type="checkbox"/> Pay for textbooks for the next courses. <input type="checkbox"/> Make or update a list of next-generation leaders you can pray for, share with, and encourage. <input type="checkbox"/> Be involved in the small group and/or ministry of your church. <input type="checkbox"/> Pray a blessing on someone on your

Session	Date	Professor Responsibilities	Student Responsibilities
			reach list..
9		<p>What Is Christian Education? Jesus, the Master Teacher</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 1-2 in <i>Teaching like Jesus</i>. <input type="checkbox"/> View videos about teaching like Jesus on YouTube by La Verne Tolbert. <input type="checkbox"/> Select an interesting article in <i>Almost Every Answer</i> to review. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 2. <input type="checkbox"/> Let your light shine by doing something nice to someone on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples
10		<p>Most Memorable Teacher Through the Learner's Lens</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 in <i>Teaching like Jesus</i>. <input type="checkbox"/> View videos about teaching like Jesus on YouTube by La Verne Tolbert. <input type="checkbox"/> Select an interesting article in <i>Almost Every Answer</i> to review <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 2. <input type="checkbox"/> Let your light shine by doing something nice to someone on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples
11		<p>In the Learner's Skates Pray . . . Plan . . . Prepare Children</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their learning and transformational learning skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-7 in <i>Teaching like Jesus</i>. <input type="checkbox"/> View videos about teaching like Jesus on YouTube by La Verne Tolbert. <input type="checkbox"/> Select an interesting article in <i>Almost Every Answer</i> to review <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 2. <input type="checkbox"/> Let your light shine by doing something nice to someone on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples

Session	Date	Professor Responsibilities	Student Responsibilities
12		<p>Earning the Right to be Heard Teachable Moments Stay on the Wall Discuss portfolio questions and applications. Coach students on how to improve their learning and transformational learning skills. Group activity: Prepare for next week's student presentations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 8-10 in <i>Teaching like Jesus</i>. <input type="checkbox"/> View videos about teaching like Jesus on YouTube by La Verne Tolbert. <input type="checkbox"/> Select an interesting article in <i>Almost Every Answer</i> to review <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Work on your lesson plan 2. <input type="checkbox"/> Invite someone on your reach list to small group or church. <input type="checkbox"/> Do something nice to someone on your reach list.
13		<p>Final Teaching Lab Lesson Plan 2 Welcome guests and disciples. Give students coaching feedback as they teach a brief lesson on a topic in the Teacher's Topical Index in the <i>Jeremiah Study Bible</i>. Discuss what made the lessons effective. Review for final exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work individually or in teams on Lesson 2. Four hours of lesson planning are recommended. <input type="checkbox"/> Prepare for group or individual presentations. <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. 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"/> Share and/or email your lessons 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.

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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. Blue Letter Bible Study Tools/Charts <http://www.blueletterbible.org/study/>

8. Christian Classics Ethereal Library "World Wide Study Bible" <http://www.ccel.org/wwsb/>
9. Church Starting <http://www.churchstarting.net>
10. Concise Old Testament Survey http://www.bible.org/series.asp?series_id=76
11. Crosswalk.com Bible study tools <http://www.biblestudytools.net/>
12. E-sword.net Bible study tools <http://www.e-sword.net/>
13. Ed Stetzer <http://www.newchurches.com/>
14. Focus on the Family <http://www.focusonthefamily.org>
15. Got Questions <http://www.gotquestions.org/>
16. Holy Land Photos <http://www.holylandphotos.org/>
17. Jeremiah Study Bible Online Content <http://www.JeremiahStudyBible.com>
18. Institute of Strategic Evangelism <http://bgc.gospelcom.net/ise/links.html>
19. Leadership Wired <http://www.injoy.com/newsletters/subscribe.asp>
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21. Lumina Bible study tool <https://lumina.bible.org/bible/Matthew+1>
22. Malphurs Group <http://www.malphursgroup.com>
23. NAMB Video <http://www.namb.net/video/>
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26. New Testament Summary http://www.bible.org/page.asp?page_id=2076
27. North American Mission Board <http://www.namb.net>
28. Old Testament Gateway <http://www.otgateway.com/>
29. Old Testament Survey http://www.bible.org/series.asp?series_id=76
30. Online Bible links <http://www.onlinebible.net/links.html>
31. On Mission to Share Jesus <http://www.namb.net>
32. Pastors.com subscription <http://www.pastors.com/aboutus/>
33. Send North America http://www.namb.net/Send_North_America_Video/
34. 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 first week of January, May, and September. For maximum learning, **it is recommended that working students take 2 courses per semester** or 6 courses per year.

Late Work Policy

Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. **Work that is over 7 days late will not be accepted.** Professors are to send to the EBI offices the grade sheet within 15 days of the end of each course so that transcripts can be updated each semester.

Portfolio and Term Paper Policy

To graduate or transfer credits from Equip Biblical Institute to Southern California Seminary, **students must present a complete portfolio of their course work.** The portfolio consists of the questions, journal applications and reflections, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer **60-66 units** into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable. Portfolios must be completed individually—not as couples. Answers to portfolio questions are subjective, so each student must do his or her own work.

Term Paper Policy

As part of the EBI-SCS Articulation Agreement and to facilitate transfer of degrees to other schools, professors need to submit the term papers of “A” students by email to the registrar at gwoods@socalsem.edu.

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
Teaching Lab Lesson Plan 1		10%	100
Mid-term Exam		10%	100
Final Teaching Lab Lesson Plan 2		15%	150
Final Exam		10%	100
Total		100%	1,000

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Teaching Lab 1 Session 8	Midterm Exam Session 8	Session 9	Session 10	Session 11	Session 12	Teaching Lab 2 Session 13	Final Exam Session 14	Points	Grade
50	50	50	50	50	50	50	100	100	50	50	50	50	150	100	1,000	ABC

EBI utilizes the power of formative assessment rather than summative assessment. Formative assessment promotes students’ learning by providing feedback on how to study better, develop integrity and leadership skills, and write better term papers. Summative assessment gives only a final grade or evaluation of proficiency (A, B, C, D, F). Research indicates that when formative assessment is provided the amount of student learning is often double that of summative assessment. Formative assessment involves briefly reviewing portfolios each week to make sure students are not getting behind, and working with students to improve their writing skills each week based on rubrics and samples of term papers. Effective teachers enlist stronger students to help struggling students to improve. Rubrics help

students gauge the quality of their work and see what else is needed to improve their writing and leadership skills. Samples of term papers demonstrate what is expected and required for leadership and character development. Effective teachers have students compare and peer-review one another's papers in class during specified times. Formative assessment is about providing students with feedback or tips aimed at improving their writing and critical thinking skills—not just giving them a letter grade. Feedback is most effective when it explicitly communicates to students about some specific aspects of their performance relative to specific target criteria, and when it provides information that helps students progress toward meeting that criterion.

Course Grading Rubric		
Grade	Requirements	✓
A	Exams, portfolio, and the final lesson plan with zero errors.	
A-	Exams, portfolio, and the final lesson plan with less than 2 errors.	
B+	Exams, portfolio, and the final lesson plan with less than 3 errors.	
B	Exams, portfolio, and the final lesson plan with less than 4 errors.	
B-	Exams, portfolio, and the final lesson plan with less than 6 errors.	
C+	Exams, portfolio, and the final lesson plan with less than 8 errors.	
C	Exams, portfolio, and the final lesson plan with less than 10 errors.	
C-	Exams, portfolio, and the final lesson plan need additional tutoring or peer coaching.	
NC	Students earn less than 700 points or miss more than 3 sessions.	
<p>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 affirm them. The objective is to recognize and analyze the best term papers and to prepare next generation leaders for university level education by helping them improve their writing skills, thinking skills, and leadership skills.</p>		
<p>The mission of Equip Biblical Institute is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills. The goal is to provide preaching and teaching resources, intentional leadership development, disciple-making materials, Skype courses, YouTube videos, charts, notes, and visuals to pastors and churches around the world. EBI is equipping the next generation of pastors and leaders to multiply their influence by training leaders, creating videos, and writing books.</p>		
<p>EBI is a religious exempt school and not accredited by the U. S. Department of Education; however, EBI Associate degrees are transferable to Southern California Seminary and other schools based on the EBI-SCS articulation agreement.</p>		
<p>As students take each course, their brains will develop a multitude of new neural connections, increasing their ability to read with comprehension; make practical applications from what they are learning; and improve their communication, leadership, and writing skills.</p>		
<p>EBI incorporates college success skills and transformational teaching, including the Adult Learner Model, the Affective Neuroscience Learning Model, the Carnegie Unit and Student Hour Rubric, the Cognitive Neuroscience Learning Model, the Seven Laws of Learning Model, the Learning Styles Model, the Maslow pyramid, the Multiple Intelligences Model, the Professional Development Rubric, the Quality Matters Rubric, the Seven Principles of Good Practice in Undergraduate Education Model, the Teaching to Change Lives Model, the Visual Learning Model, and the Working Memory Model.</p>		