Introduction to Apologetics

Professor:

Training Center City:

Semester and Year:

Course Description
This course focuses on how to teach the major arguments in support of the Christian faith so that people can come to Christ in a postmodern world. Topics include arguments for the existence of God, the reliability of the Old Testament, the reliability of the New Testament, reasons for believing in miracles, the claims of Jesus, the problem of evil, and cultural challenges to Christian faith. Students will create visual projects and applications for leaders.

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

Additional Books for Pastors, Leaders, and Advanced Students
5. God’s NOT Dead DVD. CBD www.youtube.com/user/GodsNotDeadTheMovie

Internet Resources - 4truth.net * bible.org * blueletterbible.org * carm/apologetics * gotquestions.org * helpmewithbiblestudy.org * jeremiahstudybible.com * leestrobel.com * lifeway.com * ministrygrid.com * www.namb.net * nextgenleader.net * wayofthemaster.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 how faith and reason come together in apologetics.
2. Explain how to answer questions about God’s existence.
3. Explain how to answer questions about the reliability of the Old and New Testaments.
4. Explain how to answer questions about the claims of Christ.
5. Explain how to answer questions about prophecy, and miracles.
6. Explain how to answer questions about evolution and the problem of evil.
7. Explain how to answer questions about abortion, homosexuality, hypocrisy, and hell.
8. Explain how to ask the questions our friends need us to ask them.
9. Participate in a group presentation on a chapter in one of the textbooks.
10. Write a 10- to 15-page term paper titled, "Applications from Apologetics for Leadership and Character Development."

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.
### 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.

**Sixth**, type a 10- to 15-page **term paper** titled “Applications from Apologetics 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 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!
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>What Is Apologetics?</strong></td>
<td>Print 230 Introduction to Apologetics portfolio.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Does God Exist? The Cosmological Argument</strong></td>
<td>Pay the honorarium to the director.</td>
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<td>Go over this syllabus and the portfolio.</td>
<td>Skim the textbooks and be prepared to discuss how these books are unique as learning tools.</td>
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<td>Preview the study guides for the exams.</td>
<td>Study chapters 1-2 in <em>Guide to Christian Apologetics</em>.</td>
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<td></td>
<td>Discuss the appendix.</td>
<td>Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity.</td>
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<tr>
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<td></td>
<td>Discuss portfolio questions and journal applications.</td>
<td>Begin writing the term paper.</td>
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<td>Demonstrate how to get the most out of the Topical Index in the <em>Jeremiah Study Bible</em>, the <em>Holman Illustrated Bible Dictionary</em>, and the textbooks.</td>
<td>Read the <em>Baptist Faith and Message</em> in Resources at <a href="http://www.sbc.net">http://www.sbc.net</a>.</td>
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<td></td>
<td>Group Activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>Explore <a href="http://www.4truth.net/">http://www.4truth.net/</a> for 15 minutes.</td>
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<td>View God’s Note Dead DVD.</td>
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<tr>
<td>2</td>
<td></td>
<td><strong>Does God Exist? The Argument from Design</strong></td>
<td>Study chapters 3-4 in <em>Guide to Christian Apologetics</em>.</td>
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<td><strong>Does God Exist? The Moral Argument</strong></td>
<td>Type the answers to the portfolio.</td>
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<td>Welcome guests and encourage students to share what they have learned so far.</td>
<td>Work on the term paper.</td>
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<td>Discuss portfolio questions and applications.</td>
<td>Review the study guide.</td>
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<td>Group Activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>Students are encouraged to invite friends to see how the course works.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td><strong>Which God Exists?</strong></td>
<td>Study chapters 5-6 in <em>Guide to Christian Apologetics</em>.</td>
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<tr>
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<td><strong>What was the Origin of the New Testament?</strong></td>
<td>Type the answers to the portfolio.</td>
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<td>Discuss portfolio questions and applications.</td>
<td>Work on the term paper.</td>
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<td>Group Activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>Review the study guide.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td><strong>How Reliable is the New Testament?</strong></td>
<td>Study chapters 7-8 in <em>Guide to Christian Apologetics</em>.</td>
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<tr>
<td></td>
<td></td>
<td><strong>How Reliable is the Old Testament?</strong></td>
<td>Type the answers to the portfolio.</td>
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<tr>
<td></td>
<td></td>
<td>Discuss portfolio questions and applications.</td>
<td>Work on the term paper.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>Review the study guide.</td>
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<tr>
<td>Session</td>
<td>Date</td>
<td>Session Content</td>
<td>Assignment Due</td>
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| 5       |      | *Do Miracles Exist?*  
*What Place Does Prophecy Occupy?*  
*Was the Resurrection Real?*  
Discuss portfolio questions and applications.  
Group Activity: Create a visual summary or mind-map of one of these chapters.  
*View The Case for Faith DVD.* | ❑ Study chapters 9-11 in *Guide to Christian Apologetics*.  
❑ Type the answers to the portfolio.  
❑ Work on the term paper.  
❑ Review the study guide.  
| 6       |      | *Did Jesus Say that He Was God? The Only Way?*  
*Why Does God Permit Evil? Methodology*  
Discuss portfolio questions and applications.  
Group Activity: Create a visual summary or mind-map of one of these chapters.  
Review for the midterm exam. | ❑ Study chapters 12-14 in *Guide to Christian Apologetics*.  
❑ Type the answers to the portfolio.  
❑ Work on the term paper.  
❑ Review the study guide.  
| 7       |      | **Midterm Exam**  
Take the midterm exam.  
Preview the second half of the course.  
Make corrections to the term paper in class.  
Discuss who would benefit from the EBI leadership training program. | ❑ Review the study guide in the notes to prepare for midterm exam. Four hours of study are recommended.  
❑ Work on the term paper.  
❑ Pay for textbooks for the next courses. |
| 8       |      | *What Makes You So Sure that God Exists at All?*  
*Didn’t Evolution put God out of a job?*  
Welcome guests and encourage students to share what they have learned.  
Discuss portfolio questions and applications.  
Group Activity: Create a visual summary or mind-map of one of these chapters.  
*View The Case for Creation DVD.* | ❑ Study chapters 1-2 in *The Questions Christians Hope No One Will Ask*.  
❑ Type the answers to the portfolio.  
❑ Work on the term paper.  
❑ Review the study guide.  
❑ Students are encouraged to invite friends to see how the course works.  
❑ Explore [http://carm.org/apologetics](http://carm.org/apologetics) |
| 9       |      | *Why trust the Bible?*  
*Why Try to Make Jesus into the Son of God?*  
Discuss portfolio questions and applications. | ❑ Study chapters 3-4 in *The Questions Christians Hope No One Will Ask*.  
❑ Type the answers to the portfolio.  
❑ Work on the term paper.  
❑ Review the study guide. |
<table>
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<tr>
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<th>Session Content</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Group Activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>Explore <a href="http://carm.org/apologetics">http://carm.org/apologetics</a></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td><strong>How could a good God allow so much evil, pain, and suffering?</strong>&lt;br&gt;<strong>Why is abortion such a line in the sand for Christians?</strong>&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Group Activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>Study chapters 5-6 in <em>The Questions Christians Hope No One Will Ask.</em>&lt;br&gt;Type the answers to the portfolio.&lt;br&gt;Work on the term paper.&lt;br&gt;Review the study guide.&lt;br&gt;Explore <a href="http://www.gotquestions.org/Christian-apologetics.html">http://www.gotquestions.org/Christian-apologetics.html</a></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td><strong>Why do you condemn homosexuality when God loves all people the same?</strong>&lt;br&gt;<strong>How can I trust Christianity when so many Christians are hypocrites?</strong>&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Group Activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>Study chapters 7-8 in <em>The Questions Christians Hope No One Will Ask.</em>&lt;br&gt;Type the answers to the portfolio.&lt;br&gt;Work on the term paper.&lt;br&gt;Review the study guide.&lt;br&gt;Explore <a href="http://www.wayofthemaster.com/">http://www.wayofthemaster.com/</a></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td><strong>Why should I think that heaven really exists—and that God sends people to hell?</strong>&lt;br&gt;The questions our friends need us to ask them.&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Group Activity: Prepare for next week’s student presentations.</td>
<td>Study chapters 9-10 in <em>The Questions Christians Hope No One Will Ask.</em>&lt;br&gt;Type the answers to the portfolio.&lt;br&gt;Work on the term paper.&lt;br&gt;Review the study guide.&lt;br&gt;Explore <a href="http://www.wayofthemaster.com/">http://www.wayofthemaster.com/</a></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td><strong>Student Presentations and Term Papers</strong>&lt;br&gt;Welcome guests.&lt;br&gt;Participate in student presentations.&lt;br&gt;Review for final exam.&lt;br&gt;Make corrections to the term paper in class.</td>
<td>Prepare for group or individual presentations.&lt;br&gt;Bring a rough draft of your term paper for peer-review and corrections.&lt;br&gt;Students are encouraged to invite friends to watch student presentations.</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td><strong>Final Exam and Course Evaluation</strong>&lt;br&gt;Take final exam.&lt;br&gt;Submit portfolio for grading.&lt;br&gt;Submit term paper.&lt;br&gt;Students will debrief by sharing how they are using what they have</td>
<td>Review the study guide for the final exam.&lt;br&gt;Complete the 10- to 15-page term paper.&lt;br&gt;Complete the portfolio.&lt;br&gt;Distribute the textbooks, syllabi,</td>
</tr>
</tbody>
</table>
Session | Date | Session Content | Assignment Due
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 |  | learned. Discuss how to recruit students who would benefit from the EBI leadership training program. | portfolios, notes, and promotional materials for the next course.

EBI holds to the *Baptist Faith and Message*. The inclusion of articles, books, or external links in this course does not imply that the opinions expressed represent the official position of EBI.

**Webliography**

1. Alternative articles [http://www.oneplace.com/Ministries/The_Alternative/Article_Archives.asp](http://www.oneplace.com/Ministries/The_Alternative/Article_Archives.asp)
2. Apologetics 4Truth [www.4truth.net](http://www.4truth.net)
7. Bible Study Resources [www.bible.org](http://www.bible.org)
11. Church Starting [http://www.churchstarting.net](http://www.churchstarting.net)
20. Institute of Strategic Evangelism [http://bgc.gospelcom.net/ise/links.html](http://bgc.gospelcom.net/ise/links.html)
31. NAMB Video [http://www.namb.net/video/](http://www.namb.net/video/)
38. On Mission to Share Jesus [http://www.namb.net](http://www.namb.net)
40. Online Bible links [http://www.onlinebible.net/links.html](http://www.onlinebible.net/links.html)
43. Send North America [http://www.namb.net/Send_North_America_Video/](http://www.namb.net/Send_North_America_Video/)
44. Send Network church planters [http://sendnetwork.com/](http://sendnetwork.com/)

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www.shadowmountain.org/ebi
### Holman Bibliography

- **Apologetics Study Bible.** Annotated by Ted Cabal, Chuck Colson, and Norm Geisler. Nashville, TN: Holman Bible, 2007. 9781586400248
- **HCSB Study Bible.** Annotated. Nashville, TN: Holman Bible.
- **Holman Concise Bible Commentary.** Edited by David S. Dockery. Nashville, TN: Holman Reference, 2011. 9780805495461
- **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

### Course Bibliography

- **Archer, Gleason L. Encyclopedia of Bible Difficulties.** Grand Rapids, MI: Zondervan, 2001. 0310241464
- **Beckwith, Francis J., William Lane Craig, and J. P. Moreland, eds. To Everyone an Answer: A Case for the Christian Worldview.** Downers Grove, IL: InterVarsity, 2004. 0830827358
- **Colson, Charles, and Nancy Pearcey. How Now Shall We Live?** Wheaton, IL: Tyndale House, 1999. 0842318089
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.


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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 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>950-1,000</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>840-869</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>800-839</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td>740-769</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>700-739</td>
</tr>
<tr>
<td>NC</td>
<td>Below 70%</td>
<td>0-699</td>
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Student Evaluation

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<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>Portfolio/Group Activities</td>
<td>55%</td>
<td>550</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
<td>100</td>
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<tr>
<td>Student Presentations</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Term Paper</td>
<td>15%</td>
<td>150</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td>1,000</td>
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| Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 | Midterm 7 | Session 8 | Session 9 | Session 10 | Session 11 | Session 12 | Presen- | Term Paper | Final Exam | Points | Grade |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|-----------| tation | 13         | 15         | 14       |      |
| 50        | 50        | 50        | 50        | 50        | 50        | 100       | 50        | 50        | 50        | 50         | 50         | 100       | 15      | 150       | 100        | 1,000   | ABC   |
Course Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>A</td>
<td>Exams, portfolio, presentation, and a 10-15 page page paper with zero errors</td>
</tr>
<tr>
<td>A-</td>
<td>Exams, portfolio, presentation, and a 10-12 page page paper with less than 2 errors</td>
</tr>
<tr>
<td>B+</td>
<td>Exams, portfolio, presentation, and a 10-page paper with less than 4 errors.</td>
</tr>
<tr>
<td>B</td>
<td>Exams, portfolio, presentation, and an 8-page paper with less than 6 errors</td>
</tr>
<tr>
<td>B-</td>
<td>Exams, portfolio, presentation, and a 6-page paper with less than 8 errors</td>
</tr>
<tr>
<td>C+</td>
<td>Exams, portfolio, and presentation are completed with almost no errors</td>
</tr>
<tr>
<td>C</td>
<td>Exams, portfolio, and presentation are completed with only a few errors</td>
</tr>
<tr>
<td>C-</td>
<td>Exams and portfolio are completed but need individual assistance or peer coaching</td>
</tr>
<tr>
<td>NC</td>
<td>Students earn less than 700 points or miss more than 3 sessions</td>
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</tbody>
</table>

It is possible to earn a “C” without writing 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 sample term paper and type-over template to write their term papers. Since students have different abilities, goals, needs, responsibilities, and schedules, students can choose the grade for which they are aiming.

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 Registrar at gwoods@socalsem.edu. The objective is to prepare next generation leaders for university level education by helping them improve their writing skills, thinking skills, and leadership skills. Thank you.

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.

Every detail in each course is intentionally designed for life transformation (Romans 12:2). It is about passing on what you are learning to the next generation (2 Timothy 2:2). Faculty are the value-added portion of each course. For a training center to succeed it is important that pastors be involved in recruiting, teaching, and motivating students. For working students to receive maximum benefit from each course they take, the ideal semester load is 2 courses per semester; this allows time for family and church ministry.