# Theology of Suffering

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<th>Professor:</th>
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## Course Description

This course focuses on developing a theology of suffering. Topics include the problem of evil, the problem of pain, the problem of trials, and the proper response to persecution. 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

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<tr>
<th>Textbook</th>
<th>Title</th>
<th>Author</th>
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## Additional Books for Pastors, Leaders, and Advanced Students

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<tr>
<th>Book</th>
<th>Title</th>
<th>Author</th>
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## Internet Resources:

- 4truth.net
- bible.org
- blueletterbible.org
- carm/apologetics
- gotquestions.org
- jeremiahstudybible.com
- leestrobel.com
- sendnetwork.com
- wayofthemaster.com

Professors — *Click here to receive the Notes for students by email.* The purpose of this course is to equip you with the Word of God, to strengthen your character and integrity, and to develop your relational and 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 about the problem of evil and suffering: its origins, nature, and consequences.

2. Apply and teach about evil and suffering in the great drama of Christ’s redemptive work.

3. Apply and teach about the ethical problems for non-theists: moral standards, goodness, and extreme evil.

4. Apply and teach about divine sovereignty and meaningful human choice: accounting for evil and suffering.

5. Apply and teach about the two eternal solutions to the problem of evil: Heaven and hell.

6. Apply and teach about God’s allowance and restraint of evil and suffering.

7. Apply and teach about how evil and suffering are used for the glory of God, and why God allows suffering.

8. Apply and teach about how to live meaningfully in suffering.

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 Theology of Suffering for Leadership and Character Development.”

11. Coach other leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, the fruit of the Spirit, and the seven virtues with the goal of transformational discipleship.

Methods of Instruction

Instruction emphasizes active learning, problem-based learning, project-based learning, presentation-based learning, team-based learning, reflection, discussion, interactive lecture, collaboration, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change and leadership skills. The major pedagogical premise of this course is that students should be treated like the servant-leaders they are becoming.

Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University, Luther Rice Seminary, San Diego Christian College, and Southern California Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a pastor and church planter with the North American Mission Board, and as an elected governing board member of GUHSD with over 20,000 high school students.

Accelerated Adult Learning Strategies

Authentic learning involves observation, interpretation, and application. The goal of balanced instruction is to address the learning strengths of adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. Student-centered instruction is most effective when it impacts the mind, will, and emotions.

TEAM-based Active Learning Principles

Students are encouraged to study in teams to develop application skills, leadership/relational skills, and presentations. Students are not to give answers to co-learners, but help them learn how to find the answers. TEAM = Together Everyone Accomplishes More.
Student Requirements

**First**, answer the **questions** in the **portfolio** before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory. Each student must do his or her own work.

**Second**, maintain the **journal** in the portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

**Third**, participate in the **discussion** of the questions and applications in the portfolio during class. Through discussion students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

**Fourth**, complete the **midterm exam**. This will assist student-leaders in developing long-term memory through multiple reviews of the core material.

**Fifth**, participate in an individual or **group presentation** on one of the chapters in the textbooks. The ability to make engaging presentations will multiply your influence, leadership, teaching, and preaching. Discuss applications found in that book. This presentation can be a PowerPoint, drama, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 13

**Sixth**, type a 10- to 15-page **term paper** titled “Applications from Theology of Suffering 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!
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<th>Session</th>
<th>Date</th>
<th>Professor Responsibilities</th>
<th>Student Responsibilities</th>
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| 1       |      | **Introduction**  
Understanding the Problem of Evil and Suffering  
Three Views on Evil  
Go over this syllabus and the portfolio.  
Preview the study guides for the exams.  
Discuss the appendix.  
Discuss portfolio questions and journal applications.  
Demonstrate how to get the most out of the Topical Index in the Jeremiah Study Bible, the Holman Illustrated Bible Dictionary, and the textbooks.  
Watch and discuss  
Group Activity: Create a visual summary or mind-map of one of these chapters.  
View God’s NOT Dead DVD.  
Review in class: Apologetics resources on suffering:  
[www.4truth.net](http://www.4truth.net)  
[http://carm.org/apologetics](http://carm.org/apologetics)  
[www.gotquestions.org](http://www.gotquestions.org)  
It is imperative that professors help students improve their term papers and character through coaching, encouragement, and feedback.  
Go over the Transformational Discipleship Covenant. | - Print 466 Theology of Suffering 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 chapters 1-5 in *If God Is Good*.  
- Study chapter 1 in *If God, Why Evil*.  
- Explore the resources in the Topical Index of the Jeremiah Study Bible or “Exclusive Online Content” at [www.JeremiahStudyBible.com](http://www.JeremiahStudyBible.com).  
- Explore for 15 minutes online apologetics resources on suffering at:  
  - [www.4truth.net](http://www.4truth.net)  
  - [https://bible.org/](http://www.sbc.net)  
  - [http://carm.org/apologetics](http://carm.org/apologetics)  
  - [www.gotquestions.org](http://www.gotquestions.org)  
  - [http://leestrobel.com](http://leestrobel.com)  
  - [www.theopedia.com](http://www.theopedia.com).  
- Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity.  
- Begin writing the term paper.  
- Read the Baptist Faith and Message in Resources at [http://www.sbc.net](http://www.sbc.net).  
- Share what you are learning with your apprentice disciples. |
The Nature of Evil  
Welcome guests and encourage students to share what they have learned so far.  
Discuss portfolio questions and applications.  
Coach students on how to improve their term papers and mindset in class. | - Study chapters 6-10 in *If God Is Good*.  
- Study chapter 2 in *If God, Why Evil*.  
- Explore for 15 minutes online resources on suffering at [www.4truth.net](http://www.4truth.net).  
- Type the answers to the portfolio.  
- Work on the term paper.  
- Review the study guide.  
- Make or update a reach list of every unchurched person that you know.  
- Go on an evangelistic visit during the course with your pastor, deacon, |

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<th>Student Responsibilities</th>
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<td>3</td>
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<td><strong>Group Activity:</strong> Create a visual summary or mind-map of one of these chapters. Remind students how being a chosen generation, royal priests, a holy nation, and God’s special people impacts our discipleship and leadership development.</td>
<td><strong>church leader, Sunday school worker, or friend.</strong>&lt;br&gt;☑ Share what you are learning with your apprentice disciples.&lt;br&gt;☑ Invite friends and apprentice disciples to see how the course works.</td>
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<td><strong>Ethical Problems for Non-Theists</strong>&lt;br&gt;The Origin of Evil&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Coach students on how to improve their term papers and mindset in class.&lt;br&gt; <strong>Group Activity:</strong> Create a visual summary or mind-map of one of these chapters.&lt;br&gt;<strong>View God’s NOT Dead 2 DVD.</strong></td>
<td><strong>Study chapters 11-14 in <em>If God Is Good.</em></strong>&lt;br&gt;☑ Study chapter 3 in <em>If God, Why Evil.</em>&lt;br&gt;☑ Explore online resources on suffering at <a href="http://www.4truth.net/">www.4truth.net/</a> for 15 minutes.&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;☑ Pray for those on your reach list.&lt;br&gt;☑ Share what you are learning with your apprentice disciples.</td>
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<td>4</td>
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<td><strong>Proposed Solutions to the Problem of Evil and Suffering</strong>&lt;br&gt;The Persistence of Evil&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Coach students on how to improve their term papers and mindset in class.&lt;br&gt; <strong>Group Activity:</strong> Create a visual summary or mind-map of one of these chapters.</td>
<td><strong>Study chapters 15-18 in <em>If God Is Good.</em></strong>&lt;br&gt;☑ Study chapter 4 in <em>If God, Why Evil.</em>&lt;br&gt;☑ Explore online resources on suffering at <a href="http://www.4truth.net/">www.4truth.net/</a> for 15 minutes.&lt;br&gt;☑ Study chapters 19-22 in <em>If God Is Good</em> and chapter 4 in <em>If God, Why Evil.</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;☑ Pray for those on your reach list.&lt;br&gt;☑ Share what you are learning with your apprentice disciples.</td>
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<td><strong>Evil and Suffering in the Great Drama of Christ’s Redemptive Work</strong>&lt;br&gt;The Purpose of Evil&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Coach students on how to improve their term papers and mindset in class.&lt;br&gt; <strong>Group Activity:</strong> Create a visual summary or mind-map of one of these chapters.</td>
<td><strong>Study chapters 19-21 in <em>If God Is Good.</em></strong>&lt;br&gt;☑ Study chapter 5 in <em>If God, Why Evil.</em>&lt;br&gt;☑ Explore online resources on suffering at <a href="http://leestrobel.com/">http://leestrobel.com/</a> for 15 minutes.&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;☑ Pray for those on your reach list.&lt;br&gt;☑ Share what you are learning with your apprentice disciples.</td>
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| 6       |      | **Divine Sovereignty and Meaningful Human Choice**  
**The Avoidability of Evil**  
Discuss portfolio questions and applications.  
Coach students on how to improve their term papers and mindset in class.  
Group Activity: Create a visual summary or mind-map of one of these chapters.  
Work on term paper in class.  
Review for the midterm exam. | - Study chapters 22-27 in *If God Is Good*.  
- Study chapter 6 in *If God, Why Evil*.  
- Type the answers to the portfolio.  
- Work on the term paper.  
- Review the study guide.  
- Pray for those on your reach list.  
- Share what you are learning with your apprentice disciples. |
| 7       |      | **Midterm Exam**  
Give the midterm exam.  
*View The Case for Faith* DVD  
Preview the second half of the course.  
Coach students on how to improve their term papers and mindset 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. | - Review the study guide in the notes to prepare for the midterm exam.  
Four hours of study are recommended.  
- Work on the term paper.  
- Make or update a list of next-generation leaders you can pray for, share with, encourage and disciple.  
- Pay for textbooks for the next courses.  
- Be involved in the small group and/or Sunday school ministry of your church. |
| 8       |      | **The Two Eternal Solutions to the Problem of Evil: Heaven and Hell**  
**The Problem of Physical Evil**  
Welcome guests and encourage students to share what they have learned.  
Discuss portfolio questions and applications.  
Coach students on how to improve their term papers and mindset in class.  
Group Activity: Create a visual summary or mind-map of one of these chapters. | - Study chapters 28-29 in *If God Is Good*.  
- Study chapter 7 in *If God, Why Evil*.  
- Explore online resources on suffering at [http://carm.org/apologetics](http://carm.org/apologetics)  
- Type the answers to the portfolio.  
- Work on the term paper.  
- Review the study guide.  
- Pray with people on your reach list.  
- Share what you are learning with your apprentice disciples  
- Invite your friends and apprentice disciples to see how the course works. |
| 9       |      | **God’s Allowance and Restraint of Evil and Suffering**  
**Miracles and Evil**  
Discuss portfolio questions and applications. | - Study chapters 30-33 in *If God Is Good*.  
- Study chapter 8 in *If God, Why Evil*.  
- Explore online resources on suffering at [http://carm.org/apologetics](http://carm.org/apologetics)  
- Type the answers to the portfolio. |
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<th>Student Responsibilities</th>
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<td>Coach students on how to improve their term papers and mindset in class. Group Activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>Work on the term paper. Review the study guide. Pray with people on your reach list. Share what you are learning with your apprentice disciples.</td>
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<td>10</td>
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<td><strong>Evil and Suffering Used for God’s Glory</strong>&lt;br&gt;The Problem of Eternal Evil (Hell)&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Coach students on how to improve their term papers and mindset in class.&lt;br&gt;Group Activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>Study chapters 34-36 in <em>If God Is Good</em>. Study chapter 9 in <em>If God, Why Evil</em>. Explore online resources on suffering at <a href="http://www.gotquestions.org/Christian-apologetics.html">www.gotquestions.org/Christian-apologetics.html</a> Type the answers to the portfolio. Work on the term paper. Review the study guide. Let your light shine by doing acts of kindness for people on your list. Share what you are learning with your apprentice disciples.</td>
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<td>11</td>
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<td><strong>Why Does God Allow Suffering? What about Those Who Have Never Heard?</strong>&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Coach students on how to improve their term papers and mindset in class.&lt;br&gt;Group Activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>Study chapters 37-41 in <em>If God Is Good</em>. Study chapter 10 in <em>If God, Why Evil</em>. Explore online resources on suffering at <a href="http://www.gotquestions.org/Christian-apologetics.html">www.gotquestions.org/Christian-apologetics.html</a> Type the answers to the portfolio. Work on the term paper. Review the study guide. Let your light shine by doing acts of kindness for people on your list. Share what you are learning with your apprentice disciples.</td>
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<td>12</td>
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<td><strong>Living Meaningfully in Suffering Evidence for the Existence of God A Critique of The Shack</strong>&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Coach students on how to improve their term papers and mindset in class.&lt;br&gt;Group Activity: Prepare for next week’s student presentations. Work on term paper in class.</td>
<td>Study chapters 42-45 in <em>If God Is Good</em>. Study Appendices 2-3 in <em>If God, Why Evil</em>. Explore online resources on suffering at <a href="http://www.wayofthemaster.com/">www.wayofthemaster.com/</a> Type the answers to the portfolio. Work on the term paper. Review the study guide. Invite someone on your list to come with you to small group or church. Share what you are learning with your apprentice disciples.</td>
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<td>Session</td>
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<td>13</td>
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<td><strong>Student Presentations and Term Papers</strong>&lt;br&gt;Welcome guests and disciples.&lt;br&gt;Coach students on how to improve their presentations.&lt;br&gt;Coach students on how to improve their term papers.&lt;br&gt;Group activity: Peer-review and make corrections to the term paper in class.&lt;br&gt;Review for final exam.</td>
<td>Prepare to participate in a group or individual presentations on a chapter in the books.&lt;br&gt;Bring a rough draft of your term paper for peer-review and corrections.&lt;br&gt;Invite your friends and apprentice disciples to watch student presentations.</td>
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<td>14</td>
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<td><strong>Final Exam and Course Evaluation</strong>&lt;br&gt;Give final exam.&lt;br&gt;Collect completed portfolio for review.&lt;br&gt;Collect revised term paper for review.&lt;br&gt;Students will debrief by sharing how they are using and sharing what they have learned.&lt;br&gt;Discuss how to recruit students who would benefit from the EBI leadership training program.&lt;br&gt;Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.&lt;br&gt;Time of fellowship.</td>
<td>Review the study guide for the final exam.&lt;br&gt;Complete the portfolio.&lt;br&gt;Revise the term paper.&lt;br&gt;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.&lt;br&gt;Learning is about teaching others. Pass on the baton of transformational discipleship by sharing what you are learning.</td>
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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)
12. Church Starting [http://www.churchstarting.net](http://www.churchstarting.net)
17. Focus on the Family [http://www.focusonthefamily.org](http://www.focusonthefamily.org)
23. Leading from your Strengths http://www.leadingfromyourstrengths.com/
27. LifeWay.com church planting articles http://www.lifeway.com
29. Lumina Bible study tool https://lumina.bible.org/bible/Mark+1
32. NAMB Video http://www.namb.net/video/
33. Need Him http://www.needhim.org/
34. New Churches http://www.newchurches.com/
40. One Place Articles http://www.oneplace.com/articles/
41. Online Bible links http://www.onlinebible.net/links.html
42. Pastors.com subscription http://www.pastors.com/aboutus/
43. Pastors.com ministry articles http://www.pastors.com/articles/
44. Send North America http://www.namb.net/Send_North_America_Video/
45. Send Network church planters http://sendnetwork.com/
46. Turning Point Articles http://www.turningpointradio.org/
47. Way of the Master Explore http://www.wayofthemaster.com/

**Holman Bibliography**


*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

Alcorn, Randy C. *If God is Good: Faith in the Midst of Suffering and Evil*. Multnomah, 2014. 9781601425799


Guinness, Os. *Unspeakable: Facing Up to Evil in an Age of Genocide and Terror*, 2005. 0060586362


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.

Term Paper Policy
To earn an “A” in the course students must submit their term papers by email.

Grade Scale

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<th>Percent</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>95-100%</td>
<td>950-1,000</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>870-899</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<td>C</td>
<td>74-76%</td>
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<td>NC</td>
<td>Below 70%</td>
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Student Evaluation

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www.shadowmountain.org/ebi
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 the 10- to 15-page paper with zero errors.</td>
</tr>
<tr>
<td>A-</td>
<td>Exams, portfolio, presentation, and the 10- to 12-page paper with 1 or 2 errors.</td>
</tr>
<tr>
<td>B+</td>
<td>Exams, portfolio, presentation, and the 10- to 11-page paper with 3 or 4 errors.</td>
</tr>
<tr>
<td>B</td>
<td>Exams, portfolio, presentation, and the 8- to 9-page paper with 5 or 6 errors.</td>
</tr>
<tr>
<td>B-</td>
<td>Exams, portfolio, presentation, and the 7-page paper with 7 or 8 errors.</td>
</tr>
<tr>
<td>C+</td>
<td>Exams, portfolio, presentation, and the 6-page paper with 9 or 10 errors.</td>
</tr>
<tr>
<td>C</td>
<td>Exams, portfolio, presentation, and essay are completed but need corrections.</td>
</tr>
<tr>
<td>C-</td>
<td>Exams, portfolio, presentation, and essay need individual tutoring or peer coaching.</td>
</tr>
<tr>
<td>NC</td>
<td>Students earn less than 700 points or miss more than 3 sessions.</td>
</tr>
</tbody>
</table>

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.

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.

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.

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.

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.