

Faculty Orientation FAQ

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EBI has grown to over 1,100 students by providing innovative courses based on accelerated learning strategies. The goal is to maintain both flexibility to student needs and rigorous academic excellence. In the US students give an honorarium to their professors for each 2-unit course. In Latin America the honorarium varies. Students must keep the portfolios and term papers to transfer their courses to Southern California Seminary.

EBI Church Planting Leadership Training Centers use the church-based disciple-making process to prepare small group leaders, which results in new churches. This real-life training takes place in local churches with pastors and church planter-practitioners as the instructors and mentors.

This training includes the pastors, leaders, and the members which will be a part of church planting teams. This training is intentional about Bible knowledge and application, Christian character and integrity, and team leadership and relational skills.

This training includes strengthening the marriages and families of church planting team members. Each EBI Church Planting Leadership Training Center is self-supporting. To enhance learning students will use the *Holman Illustrated Bible Dictionary* in almost every course. Most Holman books are offered at a 50% discount to EBI Church Planting Training Centers.

1. What is the mission of Equip Biblical Institute?

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 vision is to impact entire congregations with the training, passion, and skills necessary to grow healthy churches and start essential churches and small groups by **establishing EBI Church Planting Leadership Training Centers at local churches and associations at no charge except the small honorarium of \$100 per student for the local professors** and a \$250 graduation fee at the end of the program. Local pastors with appropriate degrees and experience serve as our recruiters, professors, and mentors. The goal is to equip both new pastors and the core group members who can be sent out as church planting teams—or daughter churches.

2. What is the purpose of Equip Biblical Institute?

Equip Biblical Institute was organized in 2004 by the California Southern Baptist Convention, Shadow Mountain Community Church, and Southern California Seminary to assist churches in the preparation of urban and minority language church starters, pastors, teachers, and lay leaders. Over 700 church and community leaders have taken courses through local EBI Training Centers. This training is accomplished through the establishment of leadership training centers around the world. Each training center is financially independent of EBI. EBI provides academic oversight and direction. EBI provides the approved curriculum for each of the courses to ensure the transfer of credit. Through EBI leadership development Christian leaders from various people groups are equipped to start churches, evangelize, and minister so that there may be a culturally relevant church for every person. Graduates participate in Southern California Seminary commencement exercises held each May. Students can choose to work toward an accredited Bachelor of Arts in Biblical Studies degree with Southern California Seminary.

3. Do EBI credits transfer to an accredited Bachelor of Arts degree?

What makes EBI unique among Bible institutes is that the credits are transferable to a [TRACS](http://www.tracs.org/member.htm) (<http://www.tracs.org/member.htm>) accredited institution recognized by CHEA and the US Department of Education: [Southern California Seminary](http://www.socalsem.edu/) (<http://www.socalsem.edu/>), a ministry of [Shadow Mountain Community Church](http://shadowmountain.org/) (<http://shadowmountain.org/>), where Dr. David Jeremiah serves as senior pastor—and the low cost (\$100 honorarium per course to pay the professor). Under an articulation agreement with Southern California Seminary, EBI provides the syllabi and portfolios, sets the curriculum, and monitors the quality of instruction so that the credits earned in the 60-unit EBI Associate of Biblical Studies in Leadership degree can be transferred to the accredited Bachelor of Arts in Biblical Studies degree of Southern California Seminary. **Grades below 70% are not transferable and are counted as Audit. To assure academic and theological quality, only courses using approved EBI portfolios meet EBI requirements.**

4. How do EBI college-level courses use accelerated learning strategies?

Accelerated Learning Strategies	
1	Each 2-unit class is 2 hours for 14 weeks (or 28 hours total) as described in the syllabus. Professors can email gwoods@socalsem.edu for portfolios and course resources as MS Word documents that can be opened by the students. Each semester new students can join the existing 5-year cohort and take the first courses at the end of their program. The goal is for each class to have at least 15 students. Each course requires reading, writing, speaking, classroom discussion and application, group presentations, and individual projects based on principles of good practice for undergraduate education.
2	To maintain academic rigor there is a portfolio for each course. Everything available to the professor is also available to the students—learning is about covering (teaching) the material to the student-leaders, not covering (hiding) the material from the student-leaders. Learning is made “mind-easy” based on whole-brain learning research. Students hear how to remember what they read, to write with power, to think critically, to speak publically, to work together collaboratively, to teach and preach, and to write college-level papers as part of ministry skills. To assure academic and theological quality, only courses using approved EBI portfolios meet EBI requirements. Students must keep the portfolios if they intend to transfer their credits to Southern California Seminary.
3	EBI specializes in teaching the skills of reading, writing, analyzing, discussing, and applying the material to life, family, and ministry. The learning is student-centered, discussion-based, and project-based to develop long-term learning and real-life ministry skills. Much of the learning takes place in collaborative teams.
4	First, before class the students read the textbooks and answer the portfolio questions. Second, in class they discuss how to apply what they have studied to life, family, and ministry. Third, they create visuals that will help them remember what they have discussed. Fourth, the final exam is take-home, open-book, and found in the portfolio. This learning strategy results in maximum learning and life-change.
5	Research indicates that discussion-based and project-based learning to be more effective than short-term memorizing for multiple-choice quizzes because it focuses on real-life application, developing thinking skills, and the mentoring process. The goal is equipping effective servant-leaders and growing healthy evangelistic churches.
6	The books you read and the professors you study under become the mentors who change your life. The EBI curriculum guides each church planter, pastor, leader, and student in assembling a virtual leadership team of the mind comprised of Dr. Max Anders, Dr. Henry Blackaby, Dr. Tony Evans, Dr. Howard Hendricks, Dr. David Jeremiah, Dr. Tim LaHaye, Dr. Aubrey Malphurs, Dr. John Maxwell, Dr. Tom Rainer, Dr. Haddon Robinson, Dr. Daniel Sanchez, Dr. Ebbie Smith, Dr. Ed Stetzer, Dr. Jerry Vines, Dr. Warren Wiersbe, Dr. Bruce Wilkinson, Dr. Harold Willmington, and Dr. Roy Zuck. You will profit from the insights of Josh McDowell, Nelson Searcy, Andy Stanley, Lee Strobel, and Rick Warren. Their teachings will impact your life and ministry in incredible ways.
7	The Word of God is powerful—it can change your attitude and your life. The Bible is the foundational textbook of each course, and in each session professors are encouraged to have students read and apply selected passages of Scripture.
8	The EBI leadership training program is Bible focused. The curriculum includes a year of Old Testament courses, a year of New Testament courses, a year of Bible Interpretation and Application courses, a year of Theology courses, a year of Teaching and Preaching courses, a year of Leadership and Discipleship courses, and a year of Church Planting and Evangelism courses.
9	Courses include additional assignments for advanced students. Professors are encouraged to use one or more of the recommended books for advanced students to supplement the course. The goal of differentiated instruction is to stretch each student to achieve their full potential.
10	Courses are designed to use Bible reference books including <i>Holman’s Illustrated Bible</i>

Dictionary to better understand culture; *Holman Bible Handbook* to better understand context; *The Wiersbe Bible Commentary*, *Life Application Bible*, and *The New American Commentary* to better understand applications; and *Vine's Complete Expository Dictionary of Old and New Testament Words* to better understand the meaning of each inspired Greek and Hebrew word. Professors will model using both the *Holman Bible Dictionary* and *Vine's Expository Dictionary* in each course. The *Life Application Bible* and *Tyndale Handbook of Bible Charts & Maps* are great resources for applications, charts, maps, and life application megathemes for each course.

5. What makes EBI courses intentionally application-centered?

EBI is committed to life-changing learning that centers on biblical knowledge, character development, and ministry skills. If students are not changed, they have not learned. College-level courses incorporate a broad study of key issues which are vital to equipping effective church leaders and growing healthy evangelistic churches through a Bible-based disciple-making process. In addition to learning how to interpret the Bible for themselves, students learn how to teach others how to interpret the Bible in their own study. In addition to learning about discipleship, students learn how to align their churches through the disciple-making process. In addition to learning about inductive Bible study, students learn how to guide their members in daily inductive Bible study. In addition to learning about the teaching process, students learn how to equip Sunday school and Bible study leaders in the teaching and assimilation process. In addition to learning about the book of Romans, students learn how to apply the book of Romans to their lives and ministries. In addition to learning about servant leadership, students learn how to become servant leaders. In addition to learning about preaching, students will learn how to coach others in how to preach. In addition to learning about apologetics, students learn how to apply apologetics to evangelism and the disciple-making process. In addition to learning about theology, students participate in adoration of the Trinity who is worthy of worship. In addition to learning about the General Epistles, students participate in interpreting, applying, and teaching the General Epistles as part of a disciple-making ministry. Students are taught not to learn from a self-centered mindset ("What can I get out of this?") but to think with a disciple-making mindset ("How can I learn God's Word so that I am equipped to teach this Word to others?"). When students realize that believers have the responsibility to teach the Word as part of a disciple-making process, it changes everything about how they learn the Word. Making disciples by teaching people the Word of Christ and then enabling them to do the same thing in other people's lives—this is the plan God has for each believer. Jesus commands believers to plainly, humbly, and simply focus our lives on people.

7. What is the simple church-based model of disciple-making?

The simple church-based model seeks to multiply the effectiveness of the disciple-making process by aligning the preaching, Sunday school, small groups, and personal devotions of members. The personal reading of church members, the curriculum of small groups, and the sermons of the pastor all follow the same nine-year sequence of reading, teaching, and preaching through the Bible.

6. How does the use of portfolios enhance learning?

The course objective is to take student-leaders from where they are and move them to where they need to be. Portfolios help students 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.

Portfolio-Enhanced Learning

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The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these concepts of champion learners, students will improve with each course they take, as they are equipped in biblical knowledge, Christian character, and ministry skills. The portfolios are designed to guide students in training themselves in how to read with their brains, how to summarize information, how to write and speak effectively, how to reflect and apply what they are learning, and how to work in groups.

- 1 The purpose of the **Portfolio questions** is to train the mind to actively reflect, analyze, and summarize key concepts, which will then be synthesized and applied in journal reflection and group discussion. Learners remember more of what they actively discuss and apply than what they passively read and listen to. This is a key component of accelerated adult learning. Each student must do his part of the assignment so that the entire group can advance.
- 2 The purpose of the **journal** reflections is to guide/mentor you in discovering that genuine learning is about life change and developing Christian character. Thinking about what you are learning and discussing how to apply it with others has a way of making learning practical, meaningful, and transformative. Reflection on Christian virtues (purity, integrity, honesty, self-control, charity, generosity, diligence, persistence, patience, kindness, compassion, courage, and humility) is a key component of character development.
- 3 The purpose of the **group activities and presentations** is to train you in how to display your thinking in charts, graphs, illustrations, and drawings. Displaying your thinking brings ideas to life in a special way and engages the whole group in the creative thinking process. Students learn better together. Over 80% of adults are visual learners. This is a key component to creativity, collaboration, cooperation, and team leadership—as well as in teaching the Bible.
- 4 The purpose of the **exams** is to put your thoughts together so that you can act on them and experience life change. The final exam provides multiple exposures to key concepts. Writing clarifies and sharpens your thoughts. The final exam is where students collect the ideas of mentors in order to fully develop and utilize them. By reviewing the final exams on an annual basis you will be able to harvest and retrieve what you have learned when you need it (otherwise you will lose it). Evaluated writing is a key component of learning, communicating, and leading.
- 5 The purpose of the **group presentations** is for students to learn to work together. Students benefit from group interaction as they communicate, cooperate, and collaborate. The public speaking component of this assignment along with formative feedback helps students gain experience and confidence in front of others. Students learn best in professional learning communities.
- 6 The purpose of the **term paper** is for students to enhance their writing skills. Students multiply their ministry as they communicate what they are learning to family, friends, and those they minister to in written form. Writing helps clarify ideas. Students benefit from the opportunity to both write and speak in formal settings. The public speaking component of this assignment along with formative feedback helps students gain experience, confidence, and vital ministry skills.

8. What are the seven principles of good practice in undergraduate education?

Seven principles of good practice in undergraduate education	
1	<i>Good practice encourages student-faculty contact.</i> Frequent student-faculty contact in and out of class is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.
2	<i>Good practice encourages cooperation among students.</i> Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.
3	<i>Good practice encourages active learning.</i> Real learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.
4	<i>Good practice gives prompt feedback.</i> Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In class, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.
5	<i>Good practice emphasizes time on task.</i> Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.
6	<i>Good practice communicates high expectations.</i> Expect more and you will get it. High expectations are important for everyone--for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.
7	<i>Good practice respects diverse talents and ways of learning.</i> There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come easily.

9. How does “inverted learning” or the “flipped-classroom” make classroom instruction more valuable to students?

Inverted learning allows student to practice and apply what they are learning under the guidance of their professors. This adult teaching and learning style, often called “flipped” or “inverted” learning, makes the students the focus of the class, not the teacher, by having students read the textbook and watch YouTube videos at home and then apply the lesson with the teacher in the classroom. With inverted learning students can absorb the material as homework and then practice what they have learned with guided help from the professor and peers. This new learning style not only makes class time more productive for both teachers and students, but also increases student engagement, increases achievement, and caters to all forms of personalized learning. The main idea behind the “flipped” classroom is for teachers to be available when students need them most. Students need guided practice in developing problem-solving skills. Class time is then dedicated to practicing and using their preferred learning style. This may be small groups, hands-on, problem sessions, or class discussions. This allows students the space to ask questions for clarification and use one another as resources to develop their understanding. Students take responsibility for developing what they know.

10. Can professors use their own syllabus rather than follow the EBI syllabus?

Only courses that follow the EBI syllabi and portfolios are approved for transfer to the Bachelor of Arts in Biblical Studies degree of Southern California Seminary. However, EBI is always seeking ways to improve courses and learning. If a professor has suggestions for improving a course syllabus including textbooks, assignments, and/or topics, please submit them to the EBI Director for SCS approval at gwoods@socalsem.edu. Students are expected to keep their syllabi and portfolios if they plan to transfer to Southern California Seminary. This way there will be no unpleasant surprises for the students when it comes time to transfer courses.

11. How do professors submit exemplary student work to be posted on the EBI website?

EBI honors superior student work by posting this work on the EBI website. Professors are encouraged to email the best project of each course to EBI at gwoods@socalsem.edu. The projects and videos of the presentations will be uploaded to the EBI website both to publicly honor the student and to allow other students to learn from the exemplary work of their co-learners.

12. How and when should students order books?

Books should be ordered by the students from www.Amazon.com or a local bookstore six weeks before the next course. Each course has a portfolio assignment due the first day of the class to prepare them for discussion. Students may combine orders to get free shipping.

13. What are some recommendations for making the classes go smoothly?

Have a secretary monitor attendance, tardiness, and homework completed in the portfolio at the beginning of class as students arrive. Note that when work is not graded weekly students are tempted to procrastinate. What gets inspected and graded gets done.

Training Center Operations

14. How does a church or association organize a training center?

First, in order to start a training center, the training center must be sponsored by a church or association of churches (see the “Application for Training Center Certification”). In most cases the training center will be named after the city of the sponsoring church or associational office.

Second, once the training center has a sponsoring church or association, EBI will then certify the establishment of the training center.

Third, once the training center has been certified, the sponsoring church pastor or associational DOM will appoint a training center director, who then must be certified by EBI after receiving transcripts.

Fourth, the training center director works with EBI in planning the sequence of courses, gathering instructional resources, and recruiting qualified professors for the courses.

15. How often are undergraduate courses repeated?

College-level courses are designed to be offered two at a time but only once in a five-year sequence in which all students take the same two courses offered each semester. This allows for two large classes as new students replace those that move out of the area—and ensures that continuing students will be able to take their courses in the five-year sequence and graduate in the shortest time. In this way two large classes are offered each semester allowing students to attend school half-time while keeping their full-time jobs and ministries in the community. Students are not encouraged to take more than two courses at a time, since they also need time for God and family as well as to minister evangelistically through the church to the community. Each semester new students can join the existing five-year cohort and take the first courses at the end of their program. The goal is for each class to have at least 15 students.

16. How much do EBI college-level courses cost?

EBI courses are offered without charge to local churches and associations. Students pay an honorarium for their professors (usually \$100 per course for early enrollment and \$120 for late enrollment). The nonrefundable honorarium is collected by the training center director on the first day of class and given to the professors according to the faculty ministry agreement. Books cost \$30-\$50 per course. This makes Bible college-level church planting and leadership courses available to the entire membership of local churches.

17. How much should professors receive as an honorarium?

Each training center determines the amount of the professor honorarium. In the US, the local sponsoring church is responsible for disbursing honorariums. Recognizing that professors spend 60-100 hours in preparation and teaching each course and grading the portfolios, it is recommended that the honorarium be about \$100 per student (\$500 to \$1,400 total per course depending on local circumstances).

18. How do professors and training centers report honorariums to the IRS?

Training center directors let professors know in a **Faculty Ministry Agreement** what they will receive as an honorarium for teaching a course based on the number of students. A sample Faculty Ministry Agreement is provided. EBI does not give legal or financial advice. The IRS considers professors as “Employees” or “Contractors.” The IRS considers honorariums as “income” regardless of whether the honorarium is given directly by the students or by the association/training center director. Seeking legal advice through the association office is recommended.

19. Do training centers need to purchase additional books for students?

To reduce costs, students will use the *Holman Illustrated Bible Dictionary* and the *Life Application Bible* in every course. It is recommended that training centers gradually purchase a limited number of the best Bible reference books from the EBI bibliography—and use the Internet for the rest. Future EBI courses will include Internet links. Many of the resources needed for university level work can be found at <http://www.gotquestions.org/> and www.bible.org and <http://www.e-sword.com> and <http://www.blueletterbible.org> and <http://www.books.google.com>. Both professors and students are encouraged to use the following books in addition to the textbooks:

Bible Charts and Maps—*Tyndale Handbook of Bible Charts & Maps* is a great resource for applications, charts, maps, and megathemes for each course.

Bible Commentaries—such as *The Wiersbe Bible Commentary* or *The New American Commentary* or *Swindoll's New Testament Insights* to better understand interpretation and applications.

Bible Dictionaries—such as the *Holman Illustrated Bible Dictionary* to better understand culture.

Bible Expository Dictionary--*Vine's Complete Expository Dictionary of Old and New Testament Words* to better understand the meaning of each inspired Greek and Hebrew word.

Bible Handbooks—such as the *Homan Bible Handbook* to better understand context.

Bible Theology—such as Tony Evan's *The Understanding God Series* or Paul Enns's *The Moody*

Handbook of Theology or Wilmington's Guide to the Bible.

20. How do students apply to Equip Biblical Institute?

EBI accepts written applications sent through the local training center. Students are approved by their pastor, who signs their student applications.

21. Do Seminary Extension, CLD, and SCS credits transfer to EBI?

EBI accepts transfer credits from Southern Baptist educational institutions including Seminary Extension, Contextualized Leadership Development (CLD), and Southern California Seminary (SCS). Up to 50% of a degree can be transferred from approved institutions. Send official transcripts to Equip Biblical Institute.

22. How many courses do students take per semester?

Students take only two courses per semester or six courses per year so that they will have sufficient time for God, family, work, and ministry. Life is a marathon, not a 100-yard dash. Research reveals that adult students who work full time and attend school full time do not learn as well and have more family issues than students who attend school half time. We are concerned about Christian character over the long run, not just receiving a diploma. Training centers offer only two courses per semester to help students over the long haul.

23. How are grades submitted to the EBI registrar?

At the end of the course:

(1) The professor will grade the **Portfolios** and email or mail them to EBI to be reviewed and entered in the EBI database for transcripts. The best portfolios will be posted on EBI website's Exemplary Student Work. A grade of "C" is for average work. A grade of "B" is for above average work. And a grade of "A" is for exceptional work. Usually a third of the students in each class earns each grade.

(2) The training center director will sign and keep a copy of the **Course Roster and Grade Report** signed by the professor and the training center director in the training center files.

(3) The training center director will mail or email a copy of the **Course Roster and Grade Report** of all the students signed by the professor and the training center director to gwoods@socalsem.edu.

(4) The EBI registrar will enter the grades in the EBI database for the creation of transcripts.

24. What is a normal grade distribution?

Because EBI follows best practices of active learning and accelerated teaching techniques, grades are often higher than at community colleges. This is because adult students are usually more motivated. Normally the top 30% of students do more than is expected and earn an A. The next 50% to 60% do all their work with excellence and earn a B. The remaining 10% to 20% do most of the work, but struggle with the projects and earn a C. There are exceptions to this—but they are rare. EBI uses the Carnegie Unit and Student Hour—40 study hours per college unit or 80 hours per 2-unit course.

25. What is the best way to get textbooks to students?

Follow the sequence and have students purchase books six weeks before the next two courses. Distribute the books in session 14. Several training centers hold an orientation meeting one week before each semester where students (1) pay for the courses, (2) pick up their textbooks, and (3) receive their portfolios and handouts so that students are ready for the first class meeting. When ordering books from www.christianbook.com call (800) 247-4784 to get free shipping on orders over \$100 and the EBI discount. When ordering books from Holman en Español call (615) 251-3662 and ask for Margo Bradley at margo.bradley@lifeway.com to get the 50% discount. When ordering books from Portavoz call (877) 733-2607 and ask for Martha Zamora at martha@portavoz.com and ask for the 47% discount and free

shipping. For other books in English and Spanish contact Keith Jones or John Starke at “Equipping The Saints” 540-234-6222 ets.usa@hotmail.com www.etsusa.org

26. What are the best days to offer the two courses?

Our experience has been that **Sunday** or **Monday** evenings are the best days for courses. Mondays are great because they do not interfere with small group or school activities. It is challenging for students to give up Fridays or Saturdays for five years—this is normally family time.

27. Why are courses 14 weeks long rather than 8 weeks for the two courses?

When you study something for 8 weeks, it usually stays in short-term memory and is quickly forgotten. **When you study for 14 weeks it moves to long-term memory and is better remembered and applied to life and ministry.** This is why most colleges and universities have 14-week semesters. The goal is life change—to remember and apply what you are learning—not just to complete courses.

Pedagogical Rationale for Offering 14-week Courses	
EBI incorporates brain-friendly courses which result in long-term memory and life transformation.	
	EBI courses are based on whole brain-based learning, which results in life transformation. Educational psychology indicates that 14 weeks of instruction are critical for maximum learning to take place.
1	First: Research indicates that it takes 14 weeks to create new habits of thinking and to create new neural connections (neural highways) in the brain.
2	Second: Research indicates that it takes 14 weeks of reflection and review to activate long-term memory, which is what life transformation and leadership are all about.
3	Third: Research indicates that students remember more from 14-week courses because there are more opportunities to review and apply the content to real life situations. 14-week courses allow more time for discussion, reflection, application, presentations, and review, which activate long-term memory (i.e., active learning). Time + Focus = Learning
4	Fourth: Research indicates that the human brain can assimilate only about 2 hours of information, then the brain needs to take a break and think about something totally different—or it will shut down and stop assimilating what is being discussed. It is better to take two 2-hour courses on one day rather than one course for 5 hours. If you teach for 5 hours, but students assimilate only 2 hours of instruction before their brains are saturated, only 2 hours of learning have taken place.
5	Fifth: Research indicates that time plus focus equal learning. It takes 10,000 hours to become a top expert in a given field of study. A Bachelor of Arts normally requires between 5,760 and 6,192 hours.
Brain-based Learning = 14-week Courses	
1	Brain-based learning is the reason top universities change subjects every 2 hours. Brain-based learning is the reason top universities offer 14- or 16-week semesters. The only exceptions are advanced students at the master’s level and doctoral level when students have highly developed reading and writing skills. If a professor lectures for 3 hours, but students assimilate only 2 hours of instruction before their brains are saturated—then only 2 hours of learning have taken place.
2	EBI is designed for working adults, university students, married couples, and those serving in churches—these students need 14 weeks to complete the portfolios, term papers, presentations, and exams without being overwhelmed and dropping out of school.
3	Research indicates that students learn best in 14-week courses—especially adult students who are struggling with learning and who need time to review. The first law of the teacher is that it is the teacher’s responsibility to cause the students to learn by creating the best environment for learning

	and life transformation. The most common complaint of students is that there is not enough time to do the work.
4	Since the goal of EBI is life transformation—and not just receiving a diploma—EBI is committed to providing students with the best learning environment for success in life, family, and ministry.
5	EBI is designed to be completed in 6,240 hours. 65 courses x 96 hours = 6,240. EBI is committed to training the next generation leaders by utilizing maximum class time and active group application. This provides students with the most learning for their money while preparing them for expanded ministry and further seminary training. Students are well on their way to 10,000 hours.
Since EBI wants to equip all students, not just advanced students, we offer 14-week courses so that all students can succeed. EBI has received permission to offer 14-week courses for transfer to Southern California Seminary. EBI has not received permission to transfer courses lasting less than 14 weeks.	

28. Can students work together on the portfolios?

While students can work together, the answers on the portfolios must be in the student's own words as part of the learning process. Duplicate portfolios are not accepted because they do not reflect the individual thinking and work necessary for life change to occur. The goal is life change—to remember and apply what you are learning—not just to complete courses.

29. How much is the graduation fee?

There is a \$250 graduation fee payable to Equip Biblical Institute that covers gown rental and diploma. Commencement is held in early May of each year in San Diego, California. Graduations at local Training centers are held in January, June, or September. See Petition to Graduate under Forms.

30. How does a student apply for the Diploma of Biblical Studies in Leadership?

When a student has completed 16 courses or 32 units, the student may apply for the Diploma of Biblical Studies in Leadership by completing the Petition for Graduation in STUDENT FORMS. Graduation is held in May of each year. The graduation fee covers the diploma and the rental of a graduation robe. A complimentary alumni dinner for two is also provided.

31. How does a student apply for the Associate of Biblical Studies in Leadership?

When a student has completed 33 courses or 66 units, the student may apply for the Associate of Biblical Studies in Leadership by completing the Petition for Graduation in STUDENT FORMS. Graduation is held in May of each year. The graduation fee covers the diploma and the rental of a graduation cap and robe. A complimentary alumni dinner for two is also provided.

32. How does a student apply for the Bachelor of Biblical Studies in Leadership?

When a student has completed 65 courses or 130 units, the student may apply for the Bachelor of Biblical Studies in Leadership by completing the Petition for Graduation in STUDENT FORMS. Graduation is held in May of each year. The graduation fee covers the diploma and the rental of a graduation cap and robe. A complimentary alumni dinner for two is also provided.

33. In what languages are courses offered?

Courses are offered in English and Spanish. Courses will be offered in other languages as resources become available.

34. What is the penalty for homework turned in late?

Turning in work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. Work that is between 1 and 7 days late is lowered by 20%. Work that is between 8 and 14 days late is lowered by 40%. Work that is over 14 days late will not

be accepted as professors are to send to the EBI offices the Course Roster Grade Report within 15 days of the end of each course so that transcripts can be updated.

35. How does EBI incorporate whole brain learning?

Whole-brain Learning Focuses on Finding Key Ideas and Applications	
EBI incorporates whole-brain learning, which results in long-term memory and life transformation.	
1	Whole-brain questions are designed re-program students' minds to read for understanding. Searching for an answer to a specific question does not activate long-term memory and comprehension, but looking for key ideas and applications does activate long-term memory and comprehension.
2	Whole-brain reading and writing develops neural pathways or super highways of the mind. Each book you read increases your brain power by creating neural pathways. Each portfolio you complete reprograms your mind and increases your brain power by creating neural pathways in the brain. Each term paper you write increases your brain power by creating neural pathways in the brain.
3	Whole-brain questions cause you to begin to think like a leader. Readers are leaders and leaders are readers. Developing applications results in thinking like a leader and a pastor. Developing applications requires critical thinking plus creative thinking. Creative thinking + Critical thinking = Innovative thinking
4	Whole-brain questions allow students to be successful from the beginning. Students do not enjoy what they do not understand or are not successful at; therefore, portfolio assignments make sure students understand and are successful at what they are learning by providing the time and guidance they need in 14-week courses.
5	Whole-brain learning results in chemical and physical changes in the brain. Portfolio assignments are designed to reprogram the way students read and think by creating neural pathways or super highways of the mind. Whole-brain learning is about changing the way students read and think.
6	Whole-brain learning assignments are designed to change student attitudes and thus transform their lives (Romans 12:1-2; Galatians 5:13-26; Ephesians 6:10-20; Philippians 4:8; Hebrews 12:1-2; 1 Peter 2).
7	Whole-brain learning is sequential and cumulative. Each course guides students in reprogramming their minds and developing neural super highways that will increase their brain power—each course makes students smarter for the next course.

36. Why does EBI require term papers?

Writing Clarifies Thinking and Multiplies Influence	
EBI incorporates writing term papers in each course to multiply your leadership influence.	
1	Writing clarifies thoughts. Writing focuses your thoughts; it sharpens your thinking skills and increases your brain power. This is the reason keeping a journal and writing down reflections is so important.
2	Writing strengthens long-term memory. Writing slows down the mind so it can transfer information from the short-term memory into the long-term memory part of the brain.

	By writing something down you are programming your brain to remember beyond what you would if you just read the material.
3	Writing results in life transformation. “Reading makes a full man, conference a ready man and writing an exact man.” ~Francis Bacon When you write something down it becomes permanent. Writing down what you want to remember adds an additional brain function; it is not busy work.
4	Writing sermons improves your preaching. Writing will help you eliminate the superfluous, and polish your words to make them memorable. “Since reading makes a broad man, speaking makes a ready man, and writing an exact man, I suggest in the process of preparing your message, write out your thoughts—or you will be like that proverbial river, a mile wide and an inch deep.” ~Charles Swindoll
5	Writing improves your teaching. Writing ideas will help you become more creative in developing charts and visual organizers. The communicator needs to find delightful words and write words of truth correctly (Eccl. 12:10).
6	Writing multiplies influence. The two ways to increase your influence are (1) learn how to write and (2) write books. Writing an article or blog will begin to multiply your ministry. Writing a booklet will multiply your ministry even more. Writing a book will multiply your ministry even more. Writing well on the Internet blogs, Facebook, and websites will multiply your ministry.
7	Writing will transform your leadership. When others can read your vision statement they can better follow your example. “Keep a notebook or journal of lessons learned. This is a . . . record of what you are learning. Write down the insights and life lessons God teaches you about Him, about yourself, about life, relationships, and everything else. . . . The reason we must relearn lessons is that we forget them. Reviewing your spiritual journal regularly can spare you a lot of unnecessary pain and heartache.” ~Rick Warren
8	Writing will equip the next generation of leaders. What you write will form a great part of your legacy to the next generation. All teachers are responsible to teach critical thinking and writing skills. Writing term papers prepares you with the real life skills to write articles, booklets, and books that will help others. Great writing is about rewriting. By the time you complete EBI you will be able to write books.
9	Writing will meet a great need. Only 5% of people write well—we want to prepare you to be one of them. There is a great need for Christian authors who can study the Bible and apply it to real life. If you write out your sermons you can publish them as books like J. Vernon McGee, Charles Swindoll, and David Jeremiah.
10	Writing prepares you for seminary. You might even become a seminary professor—a pastor of pastors, a teacher of teachers, a leader of leaders.

37. What is the Holman Bibliography?



Holman Bibliography

- Apologetics Study Bible*. Annotated by Ted Cabal, Chuck Colson, and Norm Geisler. Nashville, TN: Holman Bible, 2007. \$26 9781586400248
- HCSB Study Bible*. Nashville, TN: Holman Bible.
- Holman Illustrated Bible Dictionary*. Edited by Charles W. Draper and Chad Brand. Nashville, TN: Broadman & Holman, 2003. \$19. 9780805428360
- Holman Book of Biblical Charts, Maps, and Reconstructions*. Edited by Marsha A. Ellis Smith. Nashville, TN: Holman Reference, 1993. \$12. 9781558193598
- Holman Concise Bible Commentary*. Edited by David S. Dockery. Nashville, TN: Holman Reference, 2011. \$10 9780805495461
- Holman Guide to Interpreting the Bible*. Edited by David S. Dockery and George Guthrie. Nashville, TN: Holman Reference, 2004. 9780805428582
- Holman New Testament Commentary – Galatians, Ephesians, Philippians, Colossians*. Authored by Max E. Anders. Nashville, TN: Holman Reference, 1999. \$15. 978-0805402087
- Holman QuickSource Bible Atlas*. Edited by Holman. Nashville, TN: Holman Reference, 2011. \$10 9780805495645
- Holman QuickSource Guide to Christian Apologetics*. Edited by Doug Powell. Nashville, TN: Holman Reference, 2006. \$10 9780805494600
- Holman QuickSource Guide to Understanding Creation*. Edited by Mark Whorton and Hill Roberts. Nashville, TN: Holman Reference, 2008. \$10 9780805494860
- Holman QuickSource Guide to Understanding Jesus*. Edited by Jeremy Royal Howard. Nashville, TN: Holman Reference, 2009. \$11 9780805495218

Biblical Languages

- Black, David Alan. *Learn to Read NT Greek*, 3rd ed. Nashville, TN: B&H Academic.
- Garrett, Duane A. *A Modern Grammar for Biblical Hebrew*. Nashville, TN: B&H Academic.
- Garrett, Duane A. *A Modern Grammar for Biblical Hebrew Workbook*. Nashville, TN: B&H Academic.
- Learn to Read NT Greek Workbook*. Nashville, TN: B&H Academic.
- Robertson, A. T. *Word Pictures in the New Testament*, Concise Edition. Nashville, TN: B&H Academic.
- Young, Richard A. *Intermediate New Testament Greek*. Nashville, TN: B&H Academic.

Recommended Commentaries

- The Wiersbe Bible Commentary
New American Commentary

38. What are the key instructions for training center directors and professors?

Instructions for Training Center Directors and Professors

Thanks for making EBI available to your students.
Together we are equipping the next-generation of leaders, pastors, and church planters that God is raising up. Your help in the following areas is appreciated.

1. Wait until the end of the course to send new student applications with the class grade reports so the Registrar can enter students and grades in the database.
2. Fill out student applications completely, including full name, date of birth, and email. Since EBI has over 1,000 students, there are many students with the same first and last name.

3. Fill out the complete names (including middle name and last names) of students in the class grade reports. Since EBI has over 1,000 students, there are many students with the same first and last name.
4. Start courses begin by the second week of January, May, and September as per the EBI Calendar. The database only allows for spring, summer, and fall semesters.
5. Courses must last 14 weeks and meet for a total of 28 classroom or online hours to be transferable to Southern California Seminary.
6. Use the EBI grading rubric. Students who earn an A must submit their term papers to EBI by email. When more than 20% of students in your class earn an A, then it is time to raise the academic standard and encourage students to move on to the next level of excellence. EBI is a real school and grades should reflect what students would earn at other real seminaries or universities.
7. Read the EBI Catalog on the website so you can answer student questions and follow the latest EBI policies.
8. Review the Faculty FAQ and Faculty Development Materials so you are current with recent changes required by Southern California Seminary and its accreditation agency. The goal is to take students from where they are to where they need to be.
9. Follow EBI Seminario on Facebook at to keep up with news and events—and upload photos of your EBI Training Center.
10. To transfer to Southern California Seminary students must keep copies of their portfolios, term papers, and exams.

EBI Seminario is one of the fastest growing open seminaries in the world.

Following these guidelines will make the work of the Registrar more efficient and allow for EBI to equip more leaders for the work of the ministry.

Following these guidelines is essential for keeping EBI Seminario in good standing with Southern California Seminary.

Contact Dr. Gary Woods via email, phone, and/or Skype to address issues or concerns at the Training Centers and encourage one another.

Dr. Gary Woods

(619) 590-2141

gwoods@socalsem.edu