

	<p>Equip Biblical Institute</p> <p>Church Planting * Team Leadership * Pastors Institute</p> <p>2100 Greenfield Drive, El Cajon, CA 92019</p>	
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Basic Training for Church Planters

Professor:

Training Center City:

Semester and Year:

Course Description

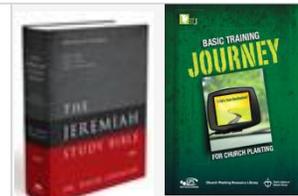
This course focuses on basic training for church planters. Topics include biblical foundations, vision, core values, ministry area and focus group, evangelism strategy, discipleship and leadership strategy, gathering strategy, small group strategy, stewardship strategy, worship strategy, administrative strategy, church master design, developing teams, and mileposts. Students will create visual projects and applications for transformational discipleship and leadership. **Contact your Director of Missions for a Church Planting Strategist to teach this course.**

Course Design

This 14-week course is designed to equip pastors, church planters, and next-generation leaders with Bible knowledge, Christian character, servant leadership, and disciple-making skills with the goal of life change. It addresses the learning styles of adults through active discussion, charts, visuals, Internet resources, team-building, and presentations. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,200 leaders have completed EBI courses. *Suggestions for improving course design are appreciated.*

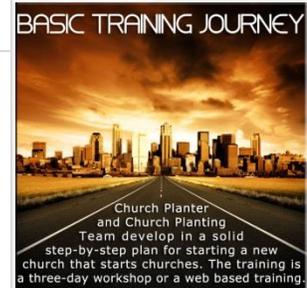
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. *Basic Training Journey for Church Planting*. GPS—Church Planting Resource Library, North American Mission Board, 2010. Free [online copy](#).
3. *Basic Training Journey* [online videos](#).



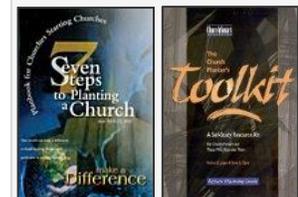
Additional Books for Pastors, Leaders, and Advanced Students

4. Robert E. Logan & Steve L. Ogne. *The Church Planter's Toolkit: A Self-Study Resource Kit for Church Planters and Those Who Supervise Them*. Alta Loma, CA: Church Smart Resources, 1994. [9781889638089](#)
5. Tom Cheyney, David Putman, and Van Sanders, eds. *Seven Steps for Planting Churches*. Alpharetta, GA: North American Mission Board, SBC, 2003. Free [online book Amazon](#) B000J318N6 [www.namb.net/catalog](#)



Internet Resources

http://www.namb.net/Basic_Training_Journey/ * namb.net/overview-why-send/ * sendnetwork.com * wayofthemaster.com * 4truth.net * bible.org * blueletterbible.org * carm.org/apologetics * gotquestions.org * helpmewithbiblestudy.org * jeremiahstudybible.com * leestobel.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 implement 2 Timothy 2:2:
1. Apply and teach the biblical foundation of church planting.
 2. Apply and teach how to develop a vision and core values.
 3. Apply and teach how to analyze the ministry areas and focus group.
 4. Apply and teach how to create an evangelism strategy.
 5. Apply and teach how to create a discipleship and leadership strategy.
 6. Apply and teach how to create a gathering strategy.
 7. Apply and teach how to create a small group strategy.
 8. Apply and teach how to create a stewardship strategy.
 9. Apply and teach how to create a worship strategy.
 10. Apply and teach how to create an administrative strategy.
 11. Apply and teach how to create a church master design, developing team, and mileposts.
 12. Develop a 10- to 20-page action plan for planting churches.
 13. 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

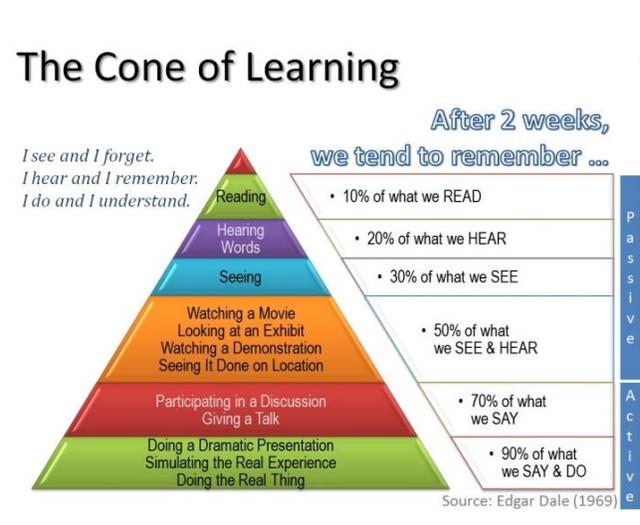
Instruction emphasizes active learning, problem-based learning, project-based learning, presentation-based learning, team-based learning, reflection, discussion, interactive lecture, collaboration, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change 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, no **midterm exam**.

Fifth, type a 10- to 20-page **term paper** titled "Action Plan for Planting Churches." 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 14

Course Objective Is Life Change

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

Accelerated Adult Learning Techniques

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

Session	Date	Professor Responsibilities	Student Responsibilities
1		<p>Introduction Biblical Foundations Go over this syllabus and the portfolio. Discuss portfolio questions and journal applications. Demonstrate how to use the Study Bible and the <i>Holman Illustrated Bible Dictionary</i>. Explore the Basic Training Website http://www.namb.net/Basic_Training_Journey/. Demonstrate examples of the term paper. Group activity: Create a visual summary or mind-map of this unit. Review in class: https://www.blueletterbible.org/resources/charts.cfm and www.biblestudytools.com. Encourage students to “Like” EBI Leadership Development - Church Planting Training Centers on Facebook in order to keep up with what is happening at EBI. It is imperative that professors help students improve their term papers and writing skills through coaching, feedback, encouragement, examples, and rubrics. This is a crucial learning skill. Go over the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print 339 Basic Training for Church Planters Portfolio. <input type="checkbox"/> Pay the honorarium to the director. <input type="checkbox"/> Skim the textbooks and be prepared to discuss how these books are unique as learning tools. <input type="checkbox"/> Explore http://www.namb.net/Basic_Training_Journey/. <input type="checkbox"/> Study unit 1 in <i>Basic Training</i>. <input type="checkbox"/> Watch http://www.namb.net/Biblical_Foundations/. <input type="checkbox"/> Explore the resources at https://edstetzer.com/, http://larryosbornelive.com/; www.leestrobel.com; www.joelcomiskeygroup.com/articles; www.malphursgroup.com/; http://thomrainer.com/; http://thrivingsmallgroups.com/. <input type="checkbox"/> Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity. <input type="checkbox"/> Begin writing the term paper. <input type="checkbox"/> Read <i>The Baptist Faith and Message</i> in Resources at http://www.sbc.net. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
2		<p>Vision 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 church planting skills in class. Group activity: Create a visual summary or mind-map of this unit. Remind students how being a chosen generation, royal priests, a holy nation, and God’s special people impacts our discipleship and leadership development.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study unit 2 in <i>Basic Training</i>. <input type="checkbox"/> Watch http://www.namb.net/Unit_2_Vision/. <input type="checkbox"/> Explore Internet resources on this topic to share with the class. <input type="checkbox"/> Type the answers to the portfolio questions in preparation for the discussion and activity. <input type="checkbox"/> Make or update a reach list of every unchurched person that you know. <input type="checkbox"/> Invite your friends and disciples to see how the course works. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
3		<p>Core Values Discuss portfolio questions and applications.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study unit 3 in <i>Basic Training</i>. <input type="checkbox"/> Watch http://www.namb.net/Unit_3_Core_V

Session	Date	Professor Responsibilities	Student Responsibilities
		Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.	alues/ . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
4		Ministry Area and Focus Group Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.	<input type="checkbox"/> Study unit 4 in <i>Basic Training</i> . <input type="checkbox"/> Watch http://www.namb.net/Unit_4_Ministry_Area_and_Focus_Group/ . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
5		Evangelism Strategy Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.	<input type="checkbox"/> Study unit 5 in <i>Basic Training</i> . <input type="checkbox"/> Watch http://www.namb.net/Unit_5_Evangelism_Strategy/ . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
6		Discipleship and Leadership Strategy Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.	<input type="checkbox"/> Study unit 6 in <i>Basic Training</i> . <input type="checkbox"/> Watch http://www.namb.net/Unit_6_Discipleship_and_Leadership_Strategy/ . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
7		Gathering Strategy Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.	<input type="checkbox"/> Study unit 7 in <i>Basic Training</i> . <input type="checkbox"/> Watch http://www.namb.net/Unit_7_Gathering_Strategy/ . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Enroll in the next course. <input type="checkbox"/> Pay for textbooks for the next course. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
8		Small Group Strategy Welcome guests and encourage students to share what they have learned. Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.	<input type="checkbox"/> Study unit 8 in <i>Basic Training</i> . <input type="checkbox"/> Watch http://www.namb.net/Unit_8_Small_Group_Strategy/ . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Students are encouraged to invite friends to see how the course works. <input type="checkbox"/> Share what you are learning with three apprentice disciples.

Session	Date	Professor Responsibilities	Student Responsibilities
9		<p>Stewardship Strategy Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study unit 9 in <i>Basic Training</i>. <input type="checkbox"/> Watch http://www.namb.net/Unit_9_Stewardship_Strategy/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
10		<p>Worship Strategy Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study unit 10 in <i>Basic Training</i>. <input type="checkbox"/> Watch http://www.namb.net/Unit_10_Worship_Strategy/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
11		<p>Administrative Strategy Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study unit 11 in <i>Basic Training</i>. <input type="checkbox"/> Watch http://www.namb.net/Unit_11_Administrative_Strategy/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
12		<p>Church Master Design Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study unit 12 in <i>Basic Training</i>. <input type="checkbox"/> Watch http://www.namb.net/Unit_12_Church_Master_Design/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
13		<p>Developing Team Welcome guests. Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study unit 13 in <i>Basic Training</i>. <input type="checkbox"/> Watch http://www.namb.net/Unit_13_Developing_Team/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Students are encouraged to invite friends to see how the course works. <input type="checkbox"/> Share what you are learning with three apprentice disciples.
14		<p>Mileposts Discuss portfolio questions and applications. Coach students on how to improve their church planting skills in class. Group activity: Create a visual summary or mind-map of this unit. Collect completed portfolio for review.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study unit 14 in <i>Basic Training</i>. <input type="checkbox"/> Watch http://www.namb.net/Unit_14_Mileposts/. <input type="checkbox"/> Complete the portfolio. Find more resources at SendNetwork.com. <input type="checkbox"/> Share and/or email your revised term paper to pastors, deacons, small-

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Collect revised term paper for review. Students will debrief by sharing how they are using and sharing what they have learned.</p> <p>Discuss how to recruit students who would benefit from the EBI leadership training program.</p> <p>Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.</p> <p>Time of fellowship.</p>	<p>group leaders, and your apprentice disciples in order to multiply your ministry in obedience to 2 Timothy 2:2-3.</p> <p>□ Learning is about teaching others. Pass on the baton of transformational discipleship by sharing what you are learning.</p>

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
2. Apologetics 4Truth www.4truth.net
3. Bible.org <http://www.bible.org>
4. Bible Bulletin Board <http://www.biblebb.com/>
5. Bible History <http://www.bible-history.com/>
6. Bible Land Photos <http://bibleplaces.com/>
7. Bible Study Resources www.bible.org
8. Bible study tools <http://www.biblestudytools.net/>
9. Blue Letter Bible Study Tools/Charts <http://www.blueletterbible.org/study/>
10. Christian Apologetics & Research Ministry <http://carm.org/>
11. Christian Classics Ethereal Library "World Wide Study Bible" <http://www.ccel.org/wwsb/>
12. Church Starting <http://www.churchstarting.net>
13. Crosswalk Articles <http://www.crosswalk.com/>
14. David Jeremiah <http://www.davidjeremiah.org/>
15. E-sword.net Bible study tools <http://www.e-sword.net/>
16. Ed Stetzer <http://www.newchurches.com/>
17. Focus on the Family <http://www.focusonthefamily.org>
18. Got Questions <http://www.gotquestions.org/>
19. Holy Land Photos <http://www.holylandphotos.org/>
20. Injoy.com pastoral leadership articles <http://www.injoy.com/>
21. Institute of Strategic Evangelism <http://bgc.gospelcom.net/ise/links.html>
22. Jeremiah Study Bible Online Content <http://www.JeremiahStudyBible.com>
23. Leading from your Strengths <http://www.leadingfromyourstrengths.com/>
24. Leadership Journal Past Issues <http://www.christianitytoday.com/le/issues/>
25. Leadership U <http://www.leaderu.com/menus/ministry.html>
26. Leadership Wired <http://www.injoy.com/newsletters/subscribe.asp>
27. LifeWay.com church planting articles <http://www.lifeway.com>
28. LifeWay Ministry Grid – Training made simple <http://www.ministrygrid.com/guest-home>
29. Lumina Bible study tool <https://lumina.bible.org/bible/Matthew+1>
30. Malphurs Group <http://www.malphursgroup.com>
31. Moody Magazine articles <http://www.moodymagazine.com>

32. NAMB Video <http://www.namb.net/video/>
33. Need Him <http://www.needhim.org/>
34. New Churches <http://www.newchurches.com/>
35. New Testament Summary http://www.bible.org/page.asp?page_id=2076
36. North American Mission Board <http://www.namb.net>
37. Old Testament Gateway <http://www.otgateway.com/>
38. Old Testament Survey http://www.bible.org/series.asp?series_id=76
39. On Mission to Share Jesus <http://www.namb.net>
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/
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Transfer of Credits to Southern California Seminary

Attendance Policy

Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 68 homework hours) courses, more than 10 minutes late is a *tardy*; more than 20 minutes late is an *absence*. Two tardies count as one absence. **College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions.** A grade of NC (No Credit) will be recorded when a student misses four sessions, does not complete coursework on time, or earns less than 700 points.

Class Time and Homework Policy

To transfer credits to Southern California Seminary, **each 2-unit course must include at least 28 hours of class time discussion and 68 hours of portfolio homework during the 14-week semester.** Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equals learning,” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the first week of January, May, and September. For maximum learning, **it is recommended that working students take 2 courses per semester** or 6 courses per year.

Late Work Policy

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

Portfolio and Term Paper Policy

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

Term Paper Policy

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

Grade Scale		
Grade	Percent	Points
A	= 95-100%	950-1,000
A-	= 90-94%	900-949
B+	= 87-89%	870-899
B	= 84-86%	840-869
B-	= 80-83%	800-839
C+	= 77-79%	770-799
C	= 74-76%	740-769
C-	= 70-73%	700-739
NC	= Below 70%	0-699



Student Evaluation		Percent	Points
Portfolio/Group Activities		70%	700
Term Paper		30%	300
Total		100%	1,000

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10	Session 11	Session 12	Session 13	Session 14	Term paper	Points	Grade
50	50	50	50	50	50	50	50	50	50	50	50	50	50	100	1,000	ABC

Course Grading Rubric		
Grade	Requirements	✓
A	Exams, portfolio, presentation, and the 10- to 15-page paper with zero errors.	
A-	Exams, portfolio, presentation, and the 10- to 12-page paper with less than 2 errors.	
B+	Exams, portfolio, presentation, and the 10- to 11-page paper with less than 4 errors.	
B	Exams, portfolio, presentation, and the 8- to 9-page paper with less than 6 errors.	
B-	Exams, portfolio, presentation, and the 6- to 7-page paper with less than 8 errors.	
C+	Exams, portfolio, presentation, and essay are completed with few errors.	
C	Exams, portfolio, presentation, and essay are completed but need corrections.	
C-	Exams, portfolio, presentation, and essay need individual tutoring or peer coaching.	
NC	Students earn less than 700 points or miss more than 3 sessions.	
<p>It is possible to earn a “C” by writing an essay rather than a term paper, but it is necessary to write a term paper to earn an “A” or “B”. Writing clarifies one’s thoughts and is a key skill for an effective leader. Initially students may have difficulties in developing writing skills, but they will improve and gain confidence with each course they complete. It is important that professors help students improve their writing skills to maximize their thinking and leadership skills. Students should use the term paper rubric, sample term paper, and type-over template to write their term papers. Since students have different abilities, goals, responsibilities, and schedules, students can choose the grade for which they are aiming.</p>		
<p>Writing is one of the most important skills that a leader can develop. As part of the academic agreement with Southern California Seminary, to earn an "A" students are required to email or mail a copy of their academic work to the EBI Registrar. The goal is to catch students doing something right and affirming them. The objective is to recognize and analyze the best term papers and to prepare next generation leaders for university level education by helping them improve their writing skills, thinking skills, and leadership skills.</p>		
<p>The mission of Equip Biblical Institute is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills. The goal is to provide preaching and teaching resources, intentional leadership development, disciple-making materials, Skype courses, YouTube videos, charts, notes, and visuals to pastors and churches around the world. EBI is equipping the next generation of pastors and leaders to multiply their influence by training leaders, creating videos, and writing books.</p>		
<p>EBI is a religious exempt school and not accredited by the U. S. Department of Education; however, EBI Associate degrees are transferable to Southern California Seminary and other schools based on the EBI-SCS articulation agreement.</p>		
<p>As students take each course, their brains will develop a multitude of new neural connections, increasing their ability to read with comprehension; make practical applications from what they are learning; and improve their communication, leadership, and writing skills.</p>		