## **THE TEXAS INTERNATIONAL**

## **BIBLE INSTITUTE**

## **Final TIBI Logo PNG**

**School Catalog**

**2020-2021**

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# INTRODUCTION AND OVERVIEW

# Demographics

The Hispanic population in the United States is exploding. In 1990, the Hispanic population numbered 22.4 million—9% of the U.S. population. In 2003, that jumped to 39.9 million—13.7%. And by the year 2050, some projections state those numbers will rise to 102.6 million and 24.4%. The Hispanic population has spread more rapidly throughout the country than any immigrant group in history, to all the expected places like Los Angeles, Miami, Houston, and New York, as well as other centers such as Phoenix, Riverside, Austin, and Dallas.

In the world, there are 22 countries whose primary language is Spanish, including Equatorial Guinea in Africa. These countries represent a population of more than 650 million people. The challenge of taking the gospel to them is immense.

# Formation of the Texas International Bible Institute—TIBI

This rapid growth presents us with an unparalleled opportunity for evangelism. The church desperately needs many more qualified Spanish-speaking leaders to be able to respond to this challenge.

After much prayer, investigation, and research by a number of Christians in the Houston area, the Texas International Bible Institute (TIBI) was begun. A board of directors was selected in November 2003, and the school began night classes in fall 2004.

The school is incorporated in the state of Texas and has received 501c (3) status as a tax-exempt organization. The school is supported by a growing number of Houston-area churches and individuals, and also receives help from individuals and churches in other cities and states.

# Mission

TIBI’s mission is that which Jesus gave in Matthew 28:18-20. The primary goal of TIBI is to train Hispanic men and women to make disciples who can make other disciples, who will be gathered into churches with that mission. These people are active in community development, character formation, family enrichment, conflict resolution, counseling, and social justice. Following Paul’s advice in 2 Timothy 2:2, TIBI wants to train people in ways that will help them train others in a never-ending process.

God has opened doors at every step of the way for this work, providing people, resources, challenges, and opportunities. The people of TIBI are his co-workers. Although he calls them to do their part, he has given and will give the increase. (I Cor. 3:5-9) He will initiate and guide—TIBI wants to follow his lead. (John 5:19)

# PERSONNEL

###### Board

Randy King, Greg Lemon, Jamie Lemon, Alan Mashburn, Flo Mata, Dick Nill, Gustavo and Micaela Villanueva, Lewis Norman, and Paul Gidden currently form the board of TIBI. These people represent 7 different churches in Texas, Colorado, and Oklahoma. The school is blessed by their Christian commitment and varied expertise.

###### Faculty/Staff

Stephen Austin serves as the executive director of TIBI, and Kevin Montgomery as assistant director in Houston.[[1]](#footnote-1) (Austin serves in his capacity from Abilene, thanks to current technology). Carlos Camacho supervises the practical work of the scholarship students, from Mexico. Pedro and Silvia del Pozo coordinate the online video course program from Ecuador. Daniel Urdaneta, a graduate of TIBI, works part-time as our IT expert from Spain. Liudmila Bencosme is coordinator of TIBI’s program in Cuba. God has also blessed TIBI with 26 faculty members from 8 different countries in Latin America.

# ACADEMIC INFORMATION

###### Curriculum

The curriculum of TIBI is a blend of text and ministry courses designed to prepare the student to competently understand and apply the Word in all manner of situations related to church planting and nurture. These courses are taught both live and by video recordings, on several platforms.[[2]](#footnote-2)

###### Registration

Registration for live video conferencing classes for full or part-time students, begins shortly before each semester of study. Each student wishing to take a class must fill out a registration form and inform the leadership of TIBI of his or her desire to study with us. In this way the various teachers, administrators, and leaders can plan and coordinate the schedules and connections necessary for the classes. Otherwise, it is possible the student will not be able to study during that cycle.

Anyone is welcome to register for classes if they are willing to comply with school policies and the instructor’s requirements.

###### Full-time students

Full-time students are mainly those who receive a scholarship from a supporting church or individual to help cover their living expenses while they study and work in churches full-time. Some full-time students support themselves and study with us. Some are from the United States; many are from other countries all around Latin America.

These students attend classes Mondays, Tuesdays, Thursdays, and Fridays, from 9 A.M. to 2 P.M (Houston time). On Wednesdays, students focus on homework and field work.

Beginning this fall of 2020, we are separating the students into first and second-year groups, to give more individualized attention and room for growth.

There are five 8-week cycles of courses each year. Four courses are offered to each group of students (first years and second years) during each cycle; thus, the students take 40 courses during the two-year program, for a total of 1600 hours in class. One other course is taken during the application process, and the practicum counts as a course, for a total of 42 courses during their study with us. At the end of their time with us, each student who has finished the course requirements satisfactorily will graduate.

If anyone is interested is being considered as a full-time student, and/or for a full-time scholarship, he or she can fill out our online application that can be downloaded from our website at this link, <https://ibitibi.org/es/oferta-educativa>. The deadline for receiving scholarship applications each year is March 1.

AETH

The Asociación de Educación Teológica Hispana (Association for Hispanic Theological Education) is a group based in the United States, made up of many different schools, institutes, ministries, and non-profits, whose goal is to improve the academic and practical training of Hispanic men and women for service in God’s Kingdom. Together with the Association of Theological Schools (the accrediting organization for all graduate seminaries in the US), they have developed a program which can certify degree plans or programs of schools and institutes like TIBI.

This is a rigorous process in which a school examines every aspect of its program--courses, faculty, board, staff, finances, physical plant, strategic plans, and much more. If a school meets each of nine separate criteria, they can be certified by AETH. This serves as an external validation for the school’s program and degree and challenges the school to constantly improve its program and end results. In addition, this certification enables our graduates to apply to study at any ATS graduate seminary for postgraduate work.

TIBI is a member of AETH and this summer (2020) completed the certification process.

Degrees and certificates

*Bachelor--Texas*

In the fall of 2008, the Texas Higher Education Coordinating Board granted authority to TIBI to grant a Bachelor of Biblical Studies degree to its graduates. This degree is offered to all graduates, whether local or foreign, who have satisfactorily completed our program, either by video conferencing, by online courses, or a combination of both. Our graduating class of December 2008 was the first to receive this degree.

*Bachelor--AETH*

AETH has certified our Bachelor of Biblical Studies and Ministry program. Specifically, in order to receive this degree, a student must take at least the designated 29 courses live by video conferencing, to take advantage of the interaction with the professors and other students as part of the learning process. (These 29 include the practicum requirement described below). Then they may take the other 13 courses either live or online, if necessary.[[3]](#footnote-3) With this degree, students are eligible to apply to any seminary in the United States for graduate work.

*Certificates*

For those who do not seek or need the full Bachelor’s degree, TIBI offers three different certificate programs. The first is the Bible Study certificate, which focuses on acquiring the tools and biblical knowledge to be a competent teacher or preacher of the Word of God. This includes 16 courses on important biblical books, and 7 courses on Hebrew, Greek, exegesis, hermeneutics, and critical thinking.

The second is the Christian Worker certificate, which offers a mix of 10 courses on biblical books, and 6 courses on different aspects of ministry—homiletics, biblical history and geography, spiritual formation, counseling, small groups, and evangelism.

The third is the Ministry certificate, which focuses on various ministerial skills with 12 courses in all—Life of Christ 1 and 2, spiritual formation, Christian family, counseling, leadership, Christianity and culture, introduction to ministry, small groups, church planting, evangelism, and the church work practicum.

TIBI generated these different options to provide churches the chance to select what would best fit their ministry context and congregational needs. Most of these are completed in the context of the EBL program (Local Bible Schools), in places which study our courses with a local facilitator, on their own schedule. Questions about this program may be directed to Silvia Acuña at [silvia@ibitenlinea.org](mailto:silvia@ibitenlinea.org).

Practicum

In addition to course work, TIBI requires its students to do at least 10 hours per week of practical work in their respective churches, under the supervision of a local coordinator, with the help and guidance of our full-time church mentor, Carlos Camacho. Camacho has 37 years successful experience in planting and nurturing churches in Venezuela and now in Mexico.

In weekly meetings with each student, Camacho utilizes various resources to help the students learn how to share the gospel and disciple believers, and how to integrate them into the life of a local church—whether a new church plant or an existing work. He guides and challenges them to continue their spiritual formation. They review strategies, discuss problems, and troubleshoot various situations that may arise in their lives, families, or churches.

Camacho requires each student to complete certain specific requirements regarding personal devotional life, invitations to Bible studies, conversions, discipleship, leading small groups, and being accountable to him, on a weekly basis. Each student must achieve a grade of at least 70% on these requirements in order to graduate.

For those who are not scholarship or full-time students, yet seek to earn the bachelor’s degree, they must complete at least 28 weekly meetings with Camacho. They will cover and implement the first two sections of Gregory Ogden’s Discipleship Manual. They will form and lead a cell group focusing on discipleship and evangelism. They must disciple at least two other people using these principles and evangelize at least two people. Finally, these students must provide two letters at the end of their training from church leaders where they did their practical work, affirming that they have completed these tasks and been faithful workers in the local church.

This practicum grade is part of the students’ overall GPA. Each cycle, Camacho gives a report to the TIBI director regarding each student’s progress. If the student does not complete this practicum with a passing grade in one cycle, he will be put on probation for the following cycle. If he still does not fulfill the practicum requirements, he can be dismissed from the program, at the discretion of the director, assistant director, and field work supervisor.

Thus the students have the chance to learn both academically and practically during the same two-year period, allowing the two areas to influence and improve each other.

Obviously, the character and abilities of these full-time students is crucial. They represent a significant investment of time and resources for the future of the church. TIBI has specific policies in place for screening and accepting these students.[[4]](#footnote-4)

The Red de Institutos Biblicos (RIB—or Bible Institute Network)

The growing cooperation of schools, churches, and professors in Latin America has led to the establishment of a network that helps provide efficient stewardship of kingdom financial and personnel resources. Students, teachers, and ministers from all Latin America communicate and work with each other on a daily basis. The best professors teach their best courses to all; the most successful, experienced church planters, and ministers mentor and teach students and church members. This network interacts through video conferencing and the online program.

In August 2018, the RIB began to offer a Masters of Practical Theology, focused on further academic and ministerial preparation for ministers to use in the local congregations. This masters’ degree has 12 courses offered over three years, for 36 total hours. The courses are taught through video conferencing, using TIBI’s Zoom system. For more information about the program and requirements for students, you may visit [www.redinbi.org](http://www.redinbi.org). The second cohort of MPT students began in August 2019, and the third in August 2020.

Directors of the network’s schools will consider the best ways to take advantage of online courses and live, interactive courses through video conferencing, as part of future diplomas or certificates that may be offered.

Israel

As part of a well-rounded education, TIBI offers its full-time scholarship students the opportunity to take an intensive two-week trip to Israel sponsored by TIBI. During this time, we visit between 50-60 sites relating to biblical history, geography, archaeology, and ancient culture. As long as TIBI continues to sponsor trips to Israel, three conditions apply to be able to participate in the trip:

1. The student must have satisfactorily completed their Bachelor of Biblical Studies degree before going.
2. TIBI will pay 30% of the trip cost for each full-time scholarship student which TIBI sponsors.
3. Since it may take some time for the student to save up the other 70%, they may go in any of the next three trips after their graduation. For example, if a student graduates in 2020, he may go on the 2021, 2023, or 2025 trips.

**STUDENT POLICIES**

###### Attendance

Students taking a course for credit are expected to attend all classes. If the student misses any classes, he or she must provide an excuse acceptable to the professor and director, watch the videos of classes missed, (located on each class page), and make up any work missed during the absence. Two unexcused absences will result in the student being put on probation for the rest of the quarter. A third unexcused absence in the same cycle can result in the student being dismissed from the school. Each unexcused absence will result in losing two points off the final average for that course that cycle.

The professor, director, and church planting coordinator will meet with the student to determine what measures are needed (preventive, punitive, or instructive) to help the student make the necessary improvements to his work.

All students are expected to arrive on time for class. Two unexcused tardies will be counted as one unexcused absence. If a student is having problems with Zoom and cannot enter the class, he or she must send a time-stamped email to the professor telling him the problem, and then watch the video of the class as soon as possible. This will alert the professor to his situation.

Each unexcused tardy will result in losing one point off the final average for that course that cycle.

###### Class participation

The fact that courses are taken by video conferencing from remote professors means that students will often be studying at home or church without a local professor. This requires a certain degree of maturity and self-discipline. Students will be expected to remain in class at all times, paying attention to the remote professor, with their cameras turned on. Students should not engage in any activity that would distract other students or teachers from the class at hand or lead to a perceived lack of respect by professors or other students.

Zoom recorded videos

As mentioned, if the students cannot be in class for whatever reason, they must inform the professor, watch the video of the class, and then make up all necessary work. The links to the video of each class are on the class page of that course, listed by title and/or date. Videos are kept for all classes for the duration of the cycle, then discarded.

###### Conduct

All students represent Christ, the church, their families, and the school. Their behavior should be Christ-like and biblical in all respects. Their physical appearance, grooming, and clothing should be modest, clean, and well-kept. Any problems in these areas will be dealt with according to Matthew 18:15-22.

Within the school environment, students should be respectful, hard-working, kind, good-humored, and humble. Their academic work should be thorough, well-organized, concise, practical, and punctual.

Appropriate disciplinary measures will be taken by the professor and/or director and assistant director for the following reasons:

1. Incompetent work
2. Cheating of any kind, including plagiarism, letting others see your work to copy, and working together on assignments meant for individuals.
3. Immoral behavior, as defined by the Bible.
4. Ungodly attitudes, as defined by the Bible.

All disciplinary measures should first of all be instructive, then preventive, and last, if necessary, punitive, so that the students may learn and grow from their mistakes.

During their orientation, new students will be required to undergo a short seminar about how to research well, and how to avoid plagiarism. Students will also be required to sign a statement of integrity regarding their academic participation.

###### Personnel

It should be obvious that all faculty and staff members will be expected to provide a Christian example for each other and the students in all areas of behavior, at all school activities, as well as in their churches, their marriages, and their families.

###### Grading

The director will meet with each local professor concerning the syllabus requirements and grading policies for each course. If a course is taught by a professor from another site, the TIBI leadership will talk to either the professor or school director for that site, or both. It is understood that, due to differences in class material, course requirements will vary, including tests and projects.

Upon approval of these requirements, all students will be expected to complete them to the satisfaction of each professor.

The following general policies will apply to all grading:

1. If a student does not turn in an assignment by the time specified by the professor, he or she will be penalized 10 points per day, up to a week, when the grade will be a 0.
2. We realize that there are emergencies and circumstances in life and ministry which will interfere with turning in work, and if the student talks to the professor, the professor may make special arrangements with the students to avoid the above penalties. However, such arrangements by nature should be rare. If the professor sees a pattern of late, incomplete, or absent work from a student, he should communicate with the student, yet also apply the penalties, so that the student will learn, and the professor can be fair to other students who are doing their work well and on time.
3. The final course grade will be registered in the student’s transcript. A grade of 70 is the lowest passing grade for a course; anything lower is a failing grade.
4. If a scholarship student does not pass a course, he will be put on probation during the following cycle, and an official letter noting the details of the probation will be sent to the student, his local coordinator, the field work supervisor, the assistant director, and entered into his permanent record. At the end of the following cycle, the student’s status will be reviewed. If there is no improvement, the student may lose his scholarship. However, if the student passes all his courses, he will be removed from probation.

If a scholarship student fails two or more courses in the same cycle, he will be allowed to stay in the program one more cycle to show improvement. Two courses with a failing grade may result in losing the scholarship and/or being dismissed from the institute, at the discretion of the director, assistant director, and field work supervisor.

1. Students must pass 42 courses in order to receive the Bachelor of Biblical Studies degree. One of these 42 is the practical ministry credit supervised by Carlos Camacho.

It is our goal and desire to maintain high standards and expectations, while at the same time extending the grace and mercy of Jesus Christ to all.

Due to the video conferencing nature of our courses, most students will turn in all assignments by e-mail to the professor of each course, unless the professor has chosen to utilize another method to receive and grade them. For this reason, students should learn how to turn in homework by whatever means needed—email, scanning and attaching documents, etc—and allow for the technological problems that may arise, in order to turn assignments in on time. Occasional tech troubles are understandable; persistent tech troubles, at exactly the time assignments are due, are suspicious!

Sometimes the local site coordinator will participate in the administration and grading of assignments, always coordinating such work with the professor of each class.

Legal information

TIBI accepts any student for its courses, with or without papers, as long as financial support is not involved.

TIBI requires all full-time scholarship students in the US to have valid papers of some kind in order to enter and continue in the program. This is required when individuals or churches are providing recognized ongoing financial support. Since the US Immigration Services requires employers (including churches) to show an I-9 for any employee, we want to help protect those who financially support our students. The student’s papers may reflect normal citizen status, permanent residency status, temporary resident status, religious worker status, or a student or work visa.

TIBI will also accept a US full-time student if he or she can show evidence from the Immigration and Naturalization Service that they are in the legal process of receiving papers, even if such papers are not in hand.

Furthermore, TIBI will do everything it can legally to help students obtain legal papers in order to live, study, and work here.

There are only two basic restrictions on TIBI in this regard;

1. TIBI cannot and will not do anything illegal to help people gain papers.
2. TIBI cannot serve as guarantors of financial backing for anyone, according to INS requirements.

Obviously, students in other countries should also have any legal paperwork necessary to live and work in those countries, if they are in a country other than that of their birth.

**FINANCIAL INFORMATION**

Scholarships

Through donations received from individuals and churches, TIBI gives scholarships to help cover living expenses for full-time scholarship students, while they are in the two-year course of study. This scholarship varies according to the country and each student’s situation. Upon beginning study, TIBI and each student enter into an agreement which specifies the responsibilities of those involved in the project.[[5]](#footnote-5) TIBI does not charge tuition to scholarship students.

For other non-scholarship students who wish to study by video conference with the goal of receiving a degree, the tuition cost is $25 for each course, payable in advance, until finishing the 42 courses required to graduate ($1050 total cost for 42 courses). If the student needs to study at a slower pace than the full-time students, that is fine. If the student pays the fee, then drops out, the fee will not be refunded. If the student pays the fee and then is forced to drop out (not his own choice), then TIBI will consider the possibility of a partial refund based on the circumstances of each case.

In some cases, partial scholarships are given to students to study live or online. For these, students need to consult with TIBI’s admin team.

Scholarship applicants who do not fulfill the criteria to be accepted as full-time students are invited to study free of charge, either live or online.

If people just desire to learn more information about the Bible or ministry, and do not seek a degree, they may watch our videos free to learn, either on our YouTube channel (below) or on our online video course site (also below). They will not have to pay any fee, nor do they have to do the homework, but they will not receive the degree.

**TECHNOLOGY**

Video conferencing

As part of its long-distance program, TIBI transmits and receives classes by video conferencing, which lets students participate with students in other locations in a live, interactive format. Currently, TIBI shares classes in some form with students in 16 countries.

In addition, our Zoom video conferencing system is used by other schools and ministry entities and churches to transmit classes, services, or activities to other countries and languages, especially during the pandemic.

Lord willing, we will continue to add sites of all kinds, and in many more languages, in order to be efficient, aggressive stewards of this technology for the kingdom.[[6]](#footnote-6)

###### Online courses

The online video program was launched in April 2008, a cooperative effort of Sunset personnel, TIBI, and other participants in Latin America. Currently (August 2020), there are 40 courses recorded and available online to people anywhere in the world. Three more courses are in production. Several courses have been updated and re-recorded.

This year we transferred all our courses to our own server, at [www.ibitenlinea.org](http://www.ibitenlinea.org). Any student may sign up for an account to study, as long as they comply with the requirements. Any questions may be directed to Pedro del Pozo, the online course supervisor, at [pedro@ibitenlinea.org](mailto:pedro@ibitenlinea.org).

In some instances, when internet is limited or non-existent, we put these video courses on a hard drive, flash drives, or DVDs, to be copied and taken to people in those areas. We also can give links to our Dropbox for these courses, so that people can download them once, then have access to them, with or without internet.

We work with local coordinators to administer and implement the program. Any questions about this may be directed to Silvia Acuña, the coordinator of this program, at [silvia@ibitenlinea.org](mailto:silvia@ibitenlinea.org). So far, we have distributed this kind of technology to 25 sites in 12 different countries.

Website

TIBI’s website in English and Spanish is [www.ibitibi.org](http://www.ibitibi.org). There one may find information regarding all aspects of the school’s mission, policies, and program. There are pictures, videos, documents, school catalogs, power point presentations, and other resources which can be downloaded and studied.

Each live course which TIBI students take has a web page which describes the course, gives the professor’s picture and contact information, the link to the virtual classroom, and the resources which the professor chooses to make available to everyone, including links to recorded class videos. This page serves as the information center for the class.

The professors send the documents they want to place on the page to Steve Austin or Kevin Montgomery, who administer the site. TIBI recommends that professors make available the course syllabus, class notes, and whatever other resource is possible. It is the student’s responsibility to check each course page frequently to read, use, and download the necessary documents to fulfill course requirements.

Computers and Internet

TIBI requires its full-time students to have a good computer to be able to participate in school activities. Each student also needs a good internet connection (at least 1 MB/sec download and at least 384k/sec upload) wherever he or she will be taking the classes. Occasionally TIBI has donors who provide help with funds for laptops, but we cannot guarantee that to every full-time student.

Logos software

TIBI helps provide outstanding Bible software from Logos (the world’s foremost Bible software provider) for the scholarship students, downloadable from the Internet. Since we require this software, Logos gives our students a 30% discount, then TIBI pays half of the remaining cost of the basic library we require (Estudio), and the students pay the other half. If they complete a rigorous assignment which helps them learn how to use Logos, their part will be paid by TIBI. If they do not pass the assignment, they must pay for their part over several months. Logos does offer a monthly payment plan if needed also. Students have the opportunity to purchase most future academic software from Logos at a discount.

YouTube

Beginning in 2015, we made all our teaching videos from our online courses and from Israel available on YouTube, so a wider audience can access them, in <https://www.youtube.com/channel/UC215-ugL_KU32VotdJEbgiQ/playlists>. As of June 2020, we have had about 995,000 views (about 7 million minutes!), and currently have 10,100 subscribers. We will continue to search out new and creative ways to use our materials.

Refugee training project

With the influx of millions of refugees from the Middle East and African countries into Turkey and Europe, tens of thousands of Muslims are converting to Christianity. TIBI sees this a one of the major areas in which God is working in today’s world. In discussing it with people and organizations working in places like Greece, Austria, and Germany, they said they had two primary needs. The first is help in discipling these new brothers and sisters in Christian living. The second is a way to stay connected with these new Christians after they move and resettle to countries all over the world.

Since these are our main two tasks, we offered to help leaders in these places, using our Zoom system. We also wrote a 14-week curriculum for new Christians, and had it translated into Farsi. We helped organize and guide the first two groups of students in Austria through this course, and currently are teaching a weekly class on the Life of Christ to anyone interested in Austria. We are eager to see what the Lord does with this project.

# DECLARATIONS AND SIGNATURES

Administrative declaration:

The faculty and staff of TIBI promise to inform and orient students regarding all institute rules and policies, and help them conform to them, as well as immigration laws that may apply. The faculty and staff also pledge to follow these same rules and policies in letter and in spirit.

The goal of TIBI, the supporting churches, the local churches, and the students is and will be to train men and women to plant effective, growing, biblical churches. We will do this according to biblical principles, guidelines, and attitudes.

We want to be efficient and responsible in our use of all resources. We want to be proactive and preventive in our approach to solving any problems or concerns. We will be assertive in pursuing our goals, and at the same time will respect the local student and church in their work and responsibilities. We see ourselves as equippers, not controllers. We will be constant and open in our communication about all matters and expect the same from all our colleagues.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of administrator and/or faculty member

Student declaration:

I affirm that I have read and understand clearly the school handbook and the information, policies and guidelines in it. I accept my responsibility regarding these rules and will do everything in my power to fulfill and obey them. I will respect the authority of the board, the administration, and those to whom authority is given. I pledge to be honest in my academic studies and my relationships at TIBI and at my church. My signature below affirms my approval and acceptance of these policies.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of student

CONTACT INFORMATION

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**Website:** <http://ibitibi.org>

**YouTube:** <https://www.youtube.com/channel/UC215-ugL_KU32VotdJEbgiQ/playlists>

**Facebook:** <https://www.facebook.com/IBIT-y-Sunsetonline-111879462197567/?fref=ts>

**Twitter:** <https://twitter.com/IBITcursos>

**Masters:** [www.redinbi.org](http://www.redinbi.org)

# APPENDIX A

# Faculty and staff information\*\*

# The following men serve as professors for the Texas International Bible Institute, either locally, from remote video conferencing sites, or through recorded online video courses:

## 

## Oswaldo Albarracin, M.A. (Quito, Ecuador)

## Armando Alaniz\* Ph. D (Houston, TX)

1. Tim Archer, MA in Communications, MA in Biblical Studies (Abilene, TX)

## Stephen Austin, M.A., M.Div., D.Min (Houston)

1. Ignacio Barcenas, M.A. Sunset International Bible Institute (Houston, TX)
2. Luis Betanco, Baxter (Houston, TX)
3. Carlos Camacho, B.A. (Merida, Mexico)
4. Rolando Camacho, B.BS TIBI, M.S. (España)
5. Guillermo Dominguez, Instituto Baxter (Panama City, Panama)
6. Reynaldo Dominguez, B.BS, TIBI (Leon, Nicaragua)
7. Jim Holway, M.Th. Harding University (Miami, Florida)
8. Esteban Lopez, (Mexicali, Mexico)
9. Kirk McAfee, M.M. (Miami, FL)
10. Joshua Marcum, M.Div. (Quito, Ecuador)
11. Juan Meza, M.Th, Harding University (Memphis, Tennessee)
12. Kevin Montgomery, M.A. (El Paso, TX)
13. Alirio Ortega, Universidad de Zulia, Instituto Bíblico de Caracas (Maracaibo, Venezuela)
14. Liberato Ovalle, (Ensenada, Mexico)
15. Omar Palafox, M.Div. (Lubbock, TX and Leon, Mexico)
16. Jorge Pineda, Sunset International Bible Institute (Miami, FL)
17. Arturo Puente, M.A., SIBI (Lubbock, TX)
18. Sixto Rivera, B.A. (Dallas, TX)
19. Pablo Sanabria, M.A. (Managua, Nicaragua)
20. Carlos Ingles Sanchez Instituto Baxter (Houston, TX)
21. Bernie Villalobos, B.BS, TIBI (San Jose, Costa Rica)
22. Rudy Wray, M.A., D.Min (Portland, OR)
23. Edgar Yungan, Instituto Baxter (Quito, Ecuador)

\*Although Armando passed away in 2010, we are still blessed by his teaching through our recorded videos online.

\*\*Other professors are added as new sites come online.

# APPENDIX B

COURSES AND COURSE DESCRIPTIONS\*\*

## **BIBLICAL TEXT COURSES**

**Old Testament**

101 Genesis (AT 1)

Chronological study of the Old Testament, focusing on the book of Genesis and the patriarchs. Applications for today’s church.

102 Exodus-Deuteronomy (AT 2)

Chronological study of the Old Testament, from Exodus-Deuteronomy—the life and death of Moses, the law, and the people of Israel. Applications for today’s church.

103 Joshua-United Kingdom (AT 3)

Chronological study of the Old Testament, beginning with the

conquest until the end of the United Kingdom, including studies of relevant passages from the prophets who are contemporaries of the historical characters mentioned. Applications for today’s church.

104 Divided Kingdom-Exile (AT 4)

Chronological study of the Old Testament--the Divided Kingdom, including studies of relevant passages from the prophets who are contemporaries of the historical characters mentioned. Applications for today’s church.

105 Wisdom literature

Textual study of Job-Song of Solomon, giving attention to the

characteristics of wisdom literature, as well as application to

today’s church.

106 Minor Prophets

Textual study of Hosea-Malachi, with application to today’s

church.

107 Isaiah

Textual study of this major prophetic book, with special

attention to its ties to Christ and the New Testament, as well as

application to today’s church.

108 Ezekiel/Daniel

Textual study of these major prophetic books, including

attention to the characteristics of apocalyptic literature and

connections to New Testament apocalyptic literature. Applications for

today’s church.

109 Jeremiah/Lamentations

Textual study of these major prophetic books, with attention to the circumstances of the end of the kingdom of Judah and the

beginning of the exile. Applications for today’s church.

150 Guided study, Old Testament

General category covering other OT courses which may be given at special times, such as Sacrificial System.

**New Testament**

201 Life of Christ 1

Chronological study of the life of Christ (part 1) as revealed in the four gospels, with attention to the historical context. Applications for today’s church.

202 Life of Christ 2

Chronological study of the life of Christ (part 2) as revealed in the four gospels, with attention to the historical context. Applications for today’s church.

203 Johannine literature

Textual study of the Gospel of John and the three letters to the

Ephesian church. Applications for today’s church.

204 Acts

Textual study of the history of the early church and its relation

to the rest of the New Testament. Includes studies of other

New Testament letters when applicable. Applications for

today’s church.

205 Romans/Galatians

Textual study of these important doctrinal books, and their

application to today’s church.

206 1-2 Corinthians

Textual study of Paul’s letters to the Corinthians, with emphasis on cultural backgrounds, contextualization, and application to today’s church.

207 Prison epistles

Textual study of Philippians, Ephesians, Colossians, and Philemon, their historical context, and application to today’s church. Sometimes these letters may be taught in different combinations with other letters.

208 General epistles

Textual study of James, 1-2 Peter, and Jude, with application

to today’s church. Sometimes these letters may be taught in different combinations with other letters.

209 Pastoral epistles

Textual study of Paul’s letters to Timothy and Titus, with

application to today’s church.

210 Hebrews

Textual study of this important doctrinal letter, giving attention to Old Testament references, and application to today’s church.

211 Revelation

Textual study, with special attention to background information, Old Testament references, apocalyptic literature, and methods of interpretation, as well as practical applications for the individual and the church of today.

250 Guided study, New Testament

General category covering other NT courses which may be given at special times, such as Sermon on the Mount or Parables of Jesus.

## **BIBLICAL STUDY TOOLS**

301 Hebrew 1

Beginning study of Hebrew grammar and vocabulary, with

emphasis on developing basic language skills for the study of

the Hebrew Old Testament.

302 Hebrew 2

Continuation of Hebrew 1, with emphasis on developing basic language skills for the study of the Hebrew Old Testament.

303 Greek 1

Beginning study of Greek grammar and vocabulary, with

emphasis on developing basic language skills for the study of

the Greek New Testament.

304 Greek 2

Continuation of Greek 1, with emphasis on basic reading, and how to use linguistic resources for basic studies.

# 305 Exegesis/Hermeneutics 1

Principles and practice of the exegesis and interpretation of the biblical text, with attention given to the history of interpretation. Includes

how the results of biblical exegesis combine with the tools of

hermeneutics to result in practical, coherent, biblical lessons for

today’s church.

# 306 Exegesis/Hermeneutics 2

Continuation of 305.

# 

307 Homiletics

Principles and practice of preaching the Word. Emphasis on

how to present a combination of responsible, thorough Bible

study and practical application to the church.

308 Analytical Thinking

Processes and methods for analyzing and organizing information. This is applied to all manner of topics and situations, with the goal of helping students become logical, creative, balanced thinkers.

350 Guided Study, tools

## **HISTORY**

402 History and geography of the Bible

Study of the historical and geographical setting of the Bible, in order to better understand the overall setting of the story of the people of God throughout history.

404 Church history I (Alaniz/Montgomery)

Survey of the history of the church from the end of the first

century through 1500.

405 Church History 2

Survey of church history (500 AD – 1800 AD)

406 Restoration History

A study of the roots of the Restoration Movement, its people, principles and practices, and how they affect the church of Christ today.

407 Christian Evidences

In-depth look at some of the scientific and historical bases for

the Christian faith, directed primarily at strengthening the faith.

450 Guided Study, history

**MINISTRY**

501 Spiritual Formation

Study of the student’s relationship to Christ. Spiritual disciplines

and their application in the student’s life.

502 Faith and Human Development

Survey of basic aspects of Christian family dynamics and family

problems, and biblical applications for them, as well as a review

of the some of the resources available to the Christian family.

503 Pastoral Counseling/Conflict Resolution

Principles and practice of pastoral counseling, particularly in the

local church. Study of healthy processes and methods to

resolve conflict on the levels of church, family, and individuals.

504 Effective leadership

Principles of church leadership and leadership training, using

biblical teaching, practical experience, various church-planting

methods, and case studies.

506 Christianity and Culture

A Christian’s response to the difficult issues facing him or her

(and the church) in today’s society and culture. Emphasis on

developing a biblical paradigm for responding to these issues.

507 Introduction to Ministry

Explores biblical perspectives on the work of ministry focusing especially on the ministry of Jesus and Paul as examples of how effective incarnational mission and ministry are conceived and accomplished.

508 Small groups/Cell groups

This course helps students understand the basic principles of church growth as used within small or cell groups. Students will study applicable biblical passages and small group principles, and learn how to apply these in a small group setting.

509 Religious groups

Concentrated study of other major religious groups—their origins, doctrines, and practices. Emphasis is placed on how to understand and relate to them in a biblical, godly fashion.

510 Church planting

Explores the biblical and missiological literature on urban church planting techniques and models to determine what church planting methods have been most effective in North American urban contexts.

511 Worship

A practical orientation regarding developing a biblical theology of praise and worship, with emphasis on the process involved. Instruction and practice of basic music theory as training for worship leaders.

512 Heaven

A textual study of the biblical teaching of heaven and how it impacts our present and future Christian life. Other resources are also utilized as appropriate.

513 Evangelism (Fernandez, Cuba)

Principles of evangelism, especially in difficult environments, such as Cuba.

514 General religious contexts 1

Study of various academic disciplines dealing with humanity and society, including anthropology and sociology. Other related topics such as homosexuality, abortion, euthanasia, and social discrimination are covered.

515 General religious contexts 2

Study of various academic disciplines dealing with humanity and society, including political sciences, government, war, social media, and the environment.

516 The Godly Woman

Biblical study of the Christian woman, her roles, participation in the world, based on Proverbs and other biblical texts and principles.

550 Guided study, ministry

A variety of courses, any of which can the student’s skill set for ministry, such as Analytical Thinking.

551 Practicum

Material relating to the student´s work in his local congregation, supervised by Carlos Camacho.

**APPENDIX C**

AETH degree transcript

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  | **PROFESOR** | **GF** |
|  | **OLD TESTAMENT (8)** |  |  |
| **101** | **OT 1 Genesis** | R. Camacho |  |
| **102** | **OT 2 Éxodus-Deuteronomy** | Villalobos |  |
| **103** | **OT 3 Joshua-United Kingdom** | R. Camacho |  |
| **104** | **OT 4 Divided Kingdom till end of OT** | Villalobos |  |
| **105** | Wisdom literature | Pineda |  |
| **106** | Minor prophets | Montgomery |  |
| **107** | Isaiah | C. Camacho |  |
| **108** | **Ezekiel/Daniel** | Puente |  |
|  |  |  |  |
|  | **NEW TESTAMENT (9)** |  |  |
| **201** | **Life of Christ 1** | Austin |  |
| **202** | **Life of Christ 2** | Austin |  |
| **204** | **Acts** | Montgomery |  |
| **205** | **Romans/Galatians** | Palafox |  |
| **206** | **1-2 Corinthians** | R. Dominguez |  |
| **207** | Prison epistles | Montgomery/Wray |  |
| **209** | **Pastoral epistles** | C. Camacho |  |
| **210** | **Hebrews** | C. Camacho |  |
| **211** | **Revelation** | Archer |  |
|  |  |  |  |
|  | **TOOLS (8)** |  |  |
| **301** | **Hebrew 1** | Austin |  |
| **302** | **Hebrew 2** | Austin |  |
| **303** | **Greek 1** | Montgomery |  |
| **304** | **Greek 2** | Montgomery |  |
| **305** | **Exegesis/Hermeneutics 1** | Montgomery |  |
| **306** | **Exegesis/Hermeneutics 2** | Montgomery |  |
| **307** | Homiletics | Pineda |  |
| **308** | **Critical thinking** | C. Camacho |  |
|  |  |  |  |
|  | **HISTORY (4)** |  |  |
| **402** | History and geography of the Bible | Austin |  |
| **404** | **Church history 1 (33 CE - 1500 CE)** | Meza |  |
| **405** | **Church history 2 (1500 CE - present)** | Meza |  |
| **407** | **Christian evidences** | Betanco/Sanchez |  |
|  |  |  |  |
|  | **MINISTRY (13)** |  |  |
| **501** | Spiritual formation | McAfee |  |
| **502** | Faith and human development | Barcenas |  |
| **503** | Pastoral counseling | Barcenas |  |
| **506** | **Christianity and culture** | Austin |  |
| **507** | **Introduction to ministry** | Austin |  |
| **508** | **Small groups** | C. Camacho |  |
| **509** | Religious groups | Austin/Montgomery |  |
| **510** | Church planting | Rivera |  |
| **511** | Worship | Austin |  |
| **513** | Evangelism | Fernandez |  |
| **514** | **General religious contexts 1** | Pineda |  |
| **515** | **General religious contexts 2** | C. Camacho |  |
| **551** | **Practicum** | C. Camacho |  |
|  |  |  |  |
|  | **FINAL AVERAGE** |  |  |

**\*\*Courses in bold must be taken live by video conferencing**

**APPENDIX D**

**EVALUATION PROCESS FOR FULL-TIME SCHOLARSHIPS**

1. Candidates must complete the current scholarship application. This is found on the school website, (on the Estudiar en IBIT page, <http://ibitibi.org/es/oferta-educativa>).
2. **If the application is not completely filled out, or references are not included, the application will not be evaluated.**
3. The deadline for presenting an application is **March 1**. All applications turned in after this date will be held for the next cycle of evaluations.
4. A committee will evaluate the applications according to established criteria and grade each applicant.
5. Once all are evaluated, the committee will select a smaller group of students to continue on to take an online course. This course will count for credit toward a degree. It will also help the committee assess the students’ academic and organizational skills, their self-discipline, their technological abilities, and the internet capacities where they live.
6. After the students complete the course, the committee will select from them those promising students with whom the committee will arrange personal interviews and will meet with them by Zoom.
7. After finishing the interviews, and after prayer and seeking God´s will, the committee will determine which candidates will be invited to be full-time students in the Institute.
8. The number of candidates accepted will depend on the amount of funds and scholarships available at the time, as well as the candidates who apply.
9. The committee will notify each candidate of its decision regarding them, no later than **May 31**.
10. From June 1 to August 1, the accepted full-time applicants and the Institute will finalize all the details concerning their studies with TIBI.
11. The first scholarship payment will be made to the August students on **August 1** and the student orientation will take place the Friday of the second full week of August.
12. The scholarship payments are made for the month to come; for example, the August 1 payment will be for the month of August.
13. Normally the full-time students’ classes begin on the second or third Monday of August.
14. **Special exception:** If a church, group of brethren, or a person on their own wishes to sponsor a specific brother or group of brethren to study full-time, they can do so.

* In any case the interested candidates will need to go through the application process, and fulfill the points in #1-4, 10, and 13 above.
* The applicant will not be accepted by the Institute if, in the application or the interview, some matter arises that is not in agreement with the moral or biblical standards of the Institute.
* These special sponsored students will not take scholarships already destined for other scholarship recipients and cannot demand that the Institute sponsor them if for some reason they lose their special sponsorship.
* If there is a student who wishes to study on his or her own, they may do so, if they follow the guidelines required of any TIBI student. In some cases, there may be a cost for this study, if he or she wished to receive credit toward our degree. In general, we charge $25 per course for non-scholarship students, whether online or in live video conferencing.

# APPENDIX E

# Video Conferencing

One of a minister’s primary goals is to multiply the number of Christians. After some time, another goal assumes more importance for him—to multiply ministers, who can multiply Christians.

At the Texas International Bible Institute, we believe God has given us a way to multiply schools, which can multiply ministers, who can multiply Christians.

In Houston and through the video conferencing network, we have in place our faculty, facilities, curriculum, and most of the school infrastructure. Instead of duplicating this with much cost and effort in every city which wants to train Hispanic men and women in ministry, one can link to our resources through the technology of videoconferencing—live, interactive, audio/visual classes transmitted to you by camera.

For a low initial cost and some logistical cooperation from one’s local site, one will be able to tap into not only our resources, but those from other places as well who are connected to us. If one chooses, he or she can extend his or her education beyond just information into developing a church planting effort.

**Description of necessary equipment**

Most of the sites will already have several pieces of the technology required to connect. These are:

* A computer, preferably one with a processor speed of at least 2 Ghz and RAM of at least 2 GB. The system can function with less, but the video conferencing experience is better if you have these basic capabilities.
* A webcam connected by USB, if possible. Such a camera can be moved to show different parts of the room as needed. But some sites with one or two students could use the integrated webcam that most computers already have.
* Headphones or speakers connected by USB, if possible. If there are one or two students, we recommend that each one have headphones, that the sound received is not channeled back into the microphone as feedback.
* A microphone connected by USB, if possible. One can also use one integrated in the computer. If there is a larger class, we recommend a microphone that can capture sound from several feet away, and that can be muted when local students are not speaking, to avoid sharing background noise with other sites.
* Video projector: If the site is expected to host a number of students in a large room, we recommend using a video projector, connected to the computer, to transmit a larger image on a screen or wall for all to see. If it is a small group of 1 or 2, they can easily use just the computer screen.
* Broadband internet connection: This is a key part of the success of this system. We recommend acquiring a connection that has at least 2 MB/second download speed and at least 512k/second upload speed, or even more, if possible. Check with your Internet provider to see what speeds are available to you. The faster the connection, the better will be the video conferencing experience.

### Room requirements for multiple students

* One fairly large room, suited to the needs of the number of students expected for the class, with a little more room for the equipment and moving around. It’s helpful if the room can be set up so that the screen will not have windows behind it, and if there are curtains to block out light from any windows.
* If the room has a floor, ceiling, or walls of concrete or some other hard surface that creates echoes, we recommend you take whatever steps possible to reduce that ambient noise, so that the sound you receive and send is as clear and ungarbled as possible.
* The room needs to be accessible for whatever internet connection used.
* Take appropriate measures to install equipment and provide security when classroom is not in use.

###### Personnel

One person is needed to coordinate the activities related to hosting the classes. Duties would include such things as:

* Making sure equipment is on and functioning for classes, and off and stored afterwards.
* Periodic communication with the teacher of the remote class to take care of any special requirements for a particular class session—receiving and preparing for tests, any materials needed, etc. The teacher will be responsible for all grading, unless other arrangements have been made with the sound coordinator.
* Collecting any fee for the class from the students. Such fees are flexible and generally will go toward any materials or incidental costs for the course. Some sites do not charge for classes.
* Helping recruit students, along with others doing the same.
* Serving as a liaison between the remote teacher and the local students.

This covers most of the tasks related to hosting a site. Some of these are occasional, and others necessary for each class.

We recommend that coordinators, especially in church settings, consider charging students a small fee for the course. This can help cover the initial or ongoing costs, and helps the student invest more in his or her studies.

If the local church and/or students decide to include the church planting element in their Hispanic work, they will also be in charge of that. It is not the desire of TIBI to control or oversee others’ local church plants; however, we will always be happy to share ideas, and to learn from you as well. Carlos Camacho is willing to consult with whatever person or site seeking advice in how to plant and nurture churches.

If you would like to talk more about these opportunities, please contact Steve Austin: [slaustin@cebridge.net](mailto:Austin@texasbible.org)

# APPENDIX F

**Sample working agreement between \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student/minister)**

**and the Texas International Bible Institute**

# Student/minister responsibilities

1. Equip himself with the academic and practical skills taught at TIBI.
2. Work in  **\_\_\_\_\_\_,** under the supervision of TIBI’s leadership, in particular Carlos Camacho (mentor).
3. Work with the local leadership of the  **\_\_\_\_\_\_\_**  congregation, as well as  **\_\_\_\_\_\_\_**. (designated local coordinator(s). The student generally must stay in the same church for the duration of his two years at TIBI.
4. Provide a progress report to the leadership of TIBI and the local leaders during the first five days of every month.
5. Provide a stable place to study, which has good internet. If the student does not maintain these two important elements, he will be put on probation for the next academic cycle, and if the situation does not improve, his scholarship may be canceled.
6. Comply with all TIBI policies as described in the school handbook.

## **TIBI responsibilities**

1. Oversee all work of the student/minister.
2. Provide at least 42 textual and ministry courses over two years, giving the best instruction and academic support possible.
3. Teach the student/minister how to plant and nurture a church and provide him constant support and practical supervision in the field, under the guidance of Carlos Camacho and others, as needed and possible.
4. Offer clear, consistent communication between TIBI, the student/minister, Carlos, and the local church regarding all aspects of the student/minister’s progress and any related issues.
5. Verify that the student/minister has the video conferencing equipment necessary to take classes and instruction from TIBI. Unless otherwise arranged, the local church and/or the student/minister are responsible for providing the necessary Internet connection, and the location for the classes, whether in the local church building, the student’s home, or some other location deemed best by the local church and TIBI.
6. TIBI commits to give  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (student/minister) a scholarship to study for a period of two years while he is completing the TIBI program, assuming that he complies with all school requirements and policies, including those of practical ministry, to the satisfaction of TIBI. If the student does not comply with school requirements and policies to the satisfaction of TIBI, the institute can terminate the scholarship with 30 days’ notice.

The scholarship will be in the amount of **$\_\_\_\_**  US/month, paid monthly directly from TIBI to the student/minister, through the most efficient, economical means possible. This scholarship will begin on  **\_\_\_\_\_\_\_**, and go through at least  **\_\_\_\_\_\_\_\_\_**. No other benefits of any kind are guaranteed by TIBI.

Future plans beyond the two years will be determined by the congregation and the student/minister, depending on the first two years.

Stephen Austin, TIBI\* Carlos Camacho, mentor\*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student Local coordinator\*

\*Typed name serves as valid electronic signature

1. For more information on these faculty and staff members, see Appendix A. [↑](#footnote-ref-1)
2. For a complete list of the courses and a description of their content, see Appendix B. [↑](#footnote-ref-2)
3. To see a sample of the AETH transcript with its requirements, see appendix C. [↑](#footnote-ref-3)
4. To see the process for application, see Appendix D. [↑](#footnote-ref-4)
5. To see a sample working agreement, see Appendix F. [↑](#footnote-ref-5)
6. For more information about how to host video conferencing classes, see Appendix E. [↑](#footnote-ref-6)