

	<p><b>Equip Biblical Institute</b></p> <p><b>Church Planting * Team Leadership * Pastors Institute</b></p> <p>2100 Greenfield Drive, El Cajon, CA 92019</p>	
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## Conflict Resolution

Professor:

Training Center City:

Semester and Year:

### Course Description

This course focuses on how to apply and teach the principles of conflict resolution in the church. Topics include the root causes of conflict, a biblical view of conflict, types of conflict, dealing with conflict, counterfeit peace, personal attacks, power plays, confession and forgiveness, discipline and restitution, when there is no resolution, ministering to problem people, and forced termination. Students will create visual projects and applications for transformational discipleship and leadership.

### Course Design

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

### Required Textbooks

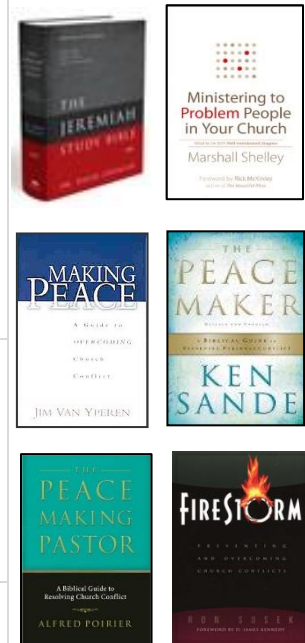
1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Marshall Shelley. *Ministering to Problem People in Your Church: What to Do with Well-Intentioned Dragons*. Minneapolis, MI: Bethany House, 2013. [CBD 9780764211447](#)
3. Ken Sande. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict*, 3<sup>rd</sup> ed. Grand Rapids, MI: Baker, 2004. [CBD 9780801064852](#)
4. Ron Susek. *Firestorm: Preventing and Overcoming Church Conflicts*. Grand Rapids, MI: Baker, 1999. [CBD 9780801090912](#)

### Additional Books for Pastors, Leaders, and Advanced Students

5. Dr. Alfred Poirier. *The Peacemaking Pastor: A Biblical Guide to Resolving Church Conflict*. Grand Rapids, MI: Baker, 2006. [9780801065897](#)
6. Jim Van Yperen. *Making Peace: A Guide to Overcoming Church Conflict*. Chicago, IL: Moody, 2002. [CBD 9780802431851](#)
7. Marshall Shelley. *Leading Your Church through Conflict and Reconciliation*. Minneapolis, MI: Bethany House, 1997.

### Internet Resources

<http://peacemaker.net/> \* [4truth.net](http://4truth.net/) \* [bible.org](http://bible.org) \* [blueletterbible.org](http://blueletterbible.org) \* [carm.org/apologetics](http://carm.org/apologetics) \* [gotquestions.org](http://gotquestions.org) \* [jeremiahstudybible.com](http://jeremiahstudybible.com) \* [lifeway.com](http://lifeway.com) \* [ministrygrid.com](http://ministrygrid.com) \* [sendnetwork.com](http://sendnetwork.com) \* [wayofthemaster.com](http://wayofthemaster.com)



Professors – [Click here to receive the Notes by email](#). The intent of this course is to equip you with the Word of God, to strengthen your character and integrity, and to develop your relational and servant-leadership skills for the glory of God.

**Learning Outcomes**

- The student who successfully completes this course will be able to implement 2 Timothy 2:2:
1. Apply and teach how to identify the root causes of conflict.
  2. Apply and teach how to develop a theology of reconciliation.
  3. Apply and teach how to apply a biblical view of conflict.
  4. Apply and teach how to identify different types of conflict.
  5. Apply and teach how to become a redemptive community.
  6. Apply and teach how to know when and how to confront.
  7. Apply and teach how to apply confession and forgiveness.
  8. Apply and teach how to apply church discipline and restitution.
  9. Participate in a group or individual presentation, mini-sermon, project, PowerPoint, mind-map, visuals, webpage, or YouTube video on a chapter in one of the textbooks.
  10. Type a 10- to 15-page term paper titled "Applications from Conflict Resolution for Leadership and Character Development."
  11. Coach other leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, the fruit of the Spirit, and the seven virtues with the goal of transformational discipleship.

**Methods of Instruction**

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

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



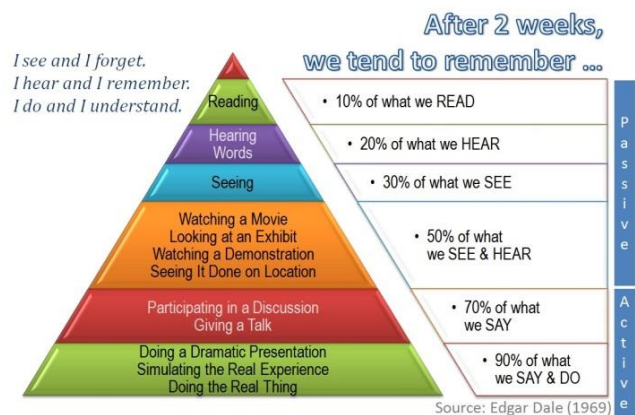
**Accelerated Adult Learning Strategies**

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

**TEAM-based Active Learning Principles**

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

**The Cone of Learning**



### Student Requirements

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

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

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

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

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

**Sixth**, type a 10- to 15-page **term paper** titled "Applications from Conflict Resolution for Leadership and Character Development." The ability to write well will multiply your influence, leadership, teaching, and preaching. Footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Font should be Times New Roman 12. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective biblical teaching, preaching, and servant-leadership. Week 13

**Seventh**, complete the **final exam** in the portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. Week 14

### Course Objective Is Life Change

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

### Accelerated Adult Learning Techniques

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

Session	Date	Professor Responsibilities	Student Responsibilities
1		<p><b>Complex Conflicts</b>  <b>Identifying a Dragon</b>  <b>Personal Attacks</b>  <b>Electronic Warfare</b></p> <p>Go over this syllabus and the portfolio.  Preview the study guides for the exams.  Discuss the appendix.  Discuss portfolio questions and journal applications.  Demonstrate how to get the most out of the Topical Index in the <i>Jeremiah Study Bible</i>, the <i>Holman Illustrated Bible Dictionary</i>, and the textbooks.  Group activity: Create a visual summary or mind-map of one of these chapters.  Review in class: <a href="http://www.living-stones.com/articles.htm">www.living-stones.com/articles.htm</a>, <a href="http://pastors.com/">http://pastors.com/</a>, <a href="http://peacemaker.net/">http://peacemaker.net/</a>.</p> <p>It is imperative that professors help students improve their term papers and character through coaching, feedback, encouragement, examples, and rubrics. These are crucial learning and leadership skills.</p> <p>Go over the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Print 232 Conflict Resolution portfolio and notes.</li> <li><input type="checkbox"/> Pay the honorarium to the director.</li> <li><input type="checkbox"/> Skim the textbooks and be prepared to discuss how these books are unique as learning tools.</li> <li><input type="checkbox"/> Study chapters 1-4 in <i>Ministering to Problem People: Well-Intentioned Dragons</i>.</li> <li><input type="checkbox"/> Explore the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or at <a href="http://www.jeremiahstudybible.com">www.jeremiahstudybible.com</a>.</li> <li><input type="checkbox"/> Explore the Internet resources on this topic at <a href="http://www.4truth.net">www.4truth.net</a>, <a href="https://bible.org/">https://bible.org/</a>, <a href="http://www.blueletterbible.org/study/">www.blueletterbible.org/study/</a>.</li> <li><input type="checkbox"/> Explore the Internet resources on Christian conflict resolution at <a href="http://www.living-stones.com/articles.htm">www.living-stones.com/articles.htm</a>, <a href="http://pastors.com/">http://pastors.com/</a>, <a href="http://peacemaker.net/">http://peacemaker.net/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity.</li> <li><input type="checkbox"/> Begin writing the term paper.</li> <li><input type="checkbox"/> Read <i>The Baptist Faith and Message</i> in Resources at <a href="http://www.sbc.net">http://www.sbc.net</a>.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
2		<p><b>When the Mind Isn't Quite Right</b>  <b>The Play for Power</b>  <b>The Best Defense</b></p> <p>Welcome guests and encourage students to share what they have learned so far.  Discuss portfolio questions and applications.  Coach students on how to improve their term papers and transformational conflict resolution skills.  Group activity: Create a visual summary or mind-map of one of these chapters.  Remind students that our relationships are to reflect our gratitude for how much we have been forgiven as described in the Sermon on the</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 5-7 in <i>Ministering to Problem People: Well-Intentioned Dragons</i>.</li> <li><input type="checkbox"/> Explore Internet resources on this topic to share with the class.</li> <li><input type="checkbox"/> Explore <a href="http://pastors.com/">http://pastors.com/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Make or update a reach list of every nonbeliever that you know.</li> <li><input type="checkbox"/> Go on an evangelistic visit during the course with your pastor, deacon, church leader, Sunday school worker, or friend.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		Mount and the parables of Jesus.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Invite friends and apprentice disciples to see how the course works.</li> </ul>
3		<p><b>The Second-Best Defense When the Dragon May Be Right When It Is Time to Confront When There Is No Resolution</b></p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational conflict resolution skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 8-11 in <i>Ministering to Problem People: Well-Intentioned Dragons</i>.</li> <li><input type="checkbox"/> Explore <a href="http://pastors.com/">http://pastors.com/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
4		<p><b>Conflict Provides Opportunities Life at Peace Trust in the Lord and Do Good The Peacemaker's Pledge</b></p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational conflict resolution skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 1-3, the Conclusion, and Appendix A in <i>The Peace Maker</i>.</li> <li><input type="checkbox"/> Explore <a href="http://www.peacemaker.net/">http://www.peacemaker.net/</a></li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
5		<p><b>Getting the Log Out of Your Eye: Is This Really Worth Fighting Over?</b></p> <p><b>Conflict Starts in the Heart Confession Brings Freedom</b></p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational conflict resolution skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 4-6 and Appendix B in <i>The Peace Maker</i>.</li> <li><input type="checkbox"/> Explore <a href="http://www.peacemaker.net/">http://www.peacemaker.net/</a></li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
6		<p><b>Gently Restore: Just Between the Two of You Speak the Truth in Love Take One or Two Others Along</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 7-9 and Appendix C in <i>The Peace Maker</i>.</li> <li><input type="checkbox"/> Explore <a href="http://www.peacemaker.net/">http://www.peacemaker.net/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational conflict resolution skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>Review for the midterm exam.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray for those on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
7		<p><b>Midterm Exam</b></p> <p>Take the midterm exam.</p> <p>Preview the second half of the course.</p> <p>Coach students on how to improve their term papers.</p> <p>Make corrections to the term paper in class.</p> <p>Discuss who would benefit from the EBI leadership training program.</p> <p>Order textbooks for next semester.</p> <p>Request next semester portfolios and notes by email.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the study guide in the notes to prepare for midterm exam. Four hours of study are recommended.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Make a list of leaders and future leaders you can pray for, share with, and encourage.</li> <li><input type="checkbox"/> Pay for textbooks for the next courses.</li> <li><input type="checkbox"/> Be involved in small groups and/or the Sunday school ministry of your church.</li> </ul>
8		<p><b>Forgive as God Forgave You</b>  <b>Look Also to the Interests of Others</b>  <b>Overcome Evil with Good</b>  <b>The Peacemaker's Pledge</b>  <b>Appendices</b></p> <p>Welcome guests and encourage students to share what they have learned.</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational conflict resolution skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 10-12 and Appendixes D-F in <i>The Peace Maker</i>.</li> <li><input type="checkbox"/> Explore <a href="http://www.peacemaker.net/">http://www.peacemaker.net/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Pray with people on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples</li> <li><input type="checkbox"/> Invite your friends and apprentice disciples to see how the course works.</li> </ul>
9		<p><b>The Life Cycle of a Firestorm:</b>  <b>Sparks, Igniting a Firestorm,</b>  <b>Firestorm in Full Fury,</b>  <b>Consuming Winds, Final Burn,</b>  <b>Rebuilding on Burnt Timbers</b></p> <p>Discuss portfolio questions and applications.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study Appendix A and chapters 1-6 in <i>Firestorm</i>.</li> <li><input type="checkbox"/> Explore <a href="http://www.living-stones.com/">www.living-stones.com/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Coach students on how to improve their term papers and transformational conflict resolution skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pray with people on your reach list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
10		<p><b>Causes of a Firestorm: Four Pillars of Strength, Psycho-social Needs, Common Causes, Fire from the Abyss, Fires from on High</b></p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational conflict resolution skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 7-11 in <i>Firestorm</i>.</li> <li><input type="checkbox"/> Explore <a href="http://www.living-stones.com/articles.htm">www.living-stones.com/articles.htm</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Let your light shine by doing acts of kindness for people on your list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
11		<p><b>Fighting a Firestorm: Actions the Board Can Take, Actions the Pastor Can Take, Actions the Church Can Take, Stopping the Hot Wind from Hell, Firestorm Consultants</b></p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational conflict resolution skills.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 12-16 in <i>Firestorm</i>.</li> <li><input type="checkbox"/> Explore <a href="http://www.living-stones.com/links.htm">http://www.living-stones.com/links.htm</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Let your light shine by doing acts of kindness for people on your list.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>
12		<p><b>Out of the Ashes: Addressing the Damage, the Church's Responsibility to the Pastor, Care for Badly Burned Pastors, Self-help, Care for Badly Burned Churches, The Interim Pastor, and Coming Forth as Gold</b></p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and transformational conflict resolution</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study chapters 17-24 in <i>Firestorm</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Invite someone on your list to come with you to small group or church.</li> <li><input type="checkbox"/> Share what you are learning with your apprentice disciples.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		skills. Group activity: Prepare for next week's student presentations.	
13		<b>Student Presentations and Term Papers</b> Welcome guests and disciples. Coach students on how to improve their presentations. Coach students on how to improve their term papers. Group activity: Peer-review and make corrections to the term paper in class. Review for final exam.	<input type="checkbox"/> Prepare to participate in a group or individual presentations on a chapter in the books. <input type="checkbox"/> Bring a rough draft of your term paper for peer-review and corrections. <input type="checkbox"/> Invite your friends and apprentice disciples to watch student presentations.
14		<b>Final Exam and Course Evaluation</b> Give final exam. Collect completed portfolio for review. Collect revised term paper for review. Students will debrief by sharing how they are using and sharing what they have learned. Discuss how to recruit students who would benefit from the EBI leadership training program. Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course. Time of fellowship.	<input type="checkbox"/> Review the study guide for the final exam. <input type="checkbox"/> Complete the portfolio. <input type="checkbox"/> Revise the term paper. <input type="checkbox"/> Share and/or email your revised term paper to pastors, deacons, small-group leaders, and your apprentice disciples in order to multiply your ministry in obedience to 2 Timothy 2:2-3. <input type="checkbox"/> Learning is about teaching others. Pass on the baton of transformational discipleship by sharing what you are learning.

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.

### Holman Bibliography

- Holman Book of Biblical Charts, Maps, and Reconstructions*. Edited by Marsha A. Ellis Smith. Nashville, TN: Holman Reference, 1993. 9781558193598
- Holman Concise Bible Commentary*. Edited by David S. Dockery. Nashville, TN: Holman Reference, 2011. 9780805495461
- Holman Guide to Interpreting the Bible*. Edited by David S. Dockery and George Guthrie. Nashville, TN: Holman Reference, 2004. 9780805428582
- Holman Illustrated Bible Dictionary*. Edited by Charles W. Draper and Chad Brand. Nashville, TN: Broadman & Holman, 2003. 9780805428360
- Holman Old Testament Commentary*. Edited by Max E. Anders. Nashville, TN: Holman Reference, 2002.
- Holman New Testament Commentary*. Edited by Max E. Anders. Nashville, TN: Holman Reference, 2002.
- Holman QuickSource Bible Atlas*. Edited by Holman. Nashville, TN: Holman Reference, 2011. 9780805495645
- Holman QuickSource Guide to Christian Apologetics*. Edited by Doug Powell. Nashville, TN: Holman



Reference, 2006. 9780805494600

*Holman QuickSource Guide to Understanding Creation.* Edited by Mark Whorton and Hill Roberts. Nashville, TN: Holman Reference, 2008. 9780805494860

*Holman Treasury of Key Bible Words: 200 Greek and 200 Hebrew Words Defined and Explained.* Edited by Dr. Eugene Carpenter and Dr. Philip Comfort. Nashville, TN: Holman Reference, 2000. 9780805493528

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Cosgrove, Charles H., and Dennis D. Hatfield. *Church Conflict: The Hidden System behind the Fights.* Nashville, TN: Abingdon, 1994.

Diehm, William J. *How to Get Along with Difficult People.* Nashville, TN: Broadman and Holman, 1992.

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Halverstadt, Hugh F. *Managing Church Conflict.* Westminster John Knox Press, 1991.

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Hicks, H. Beecher. *Preaching through a Storm: Confirming the Power of Preaching in the Tempest of Church Conflict.* Grand Rapids, MI: Zondervan, 1987.

June, Lee N., and Sabrina D. Black, eds. *Counseling in African-American Communities.* Grand Rapids, MI: Zondervan, 2002.

Leas, Speed. *Discover Your Conflict Management Style, 2<sup>nd</sup> ed.* Alban Institute, 1998.

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Leas, Speed. *Moving Your Church through Conflict.* Alban Institute, 1985.

Leas, Speed, and Paul Kittlaus. *Church Fights: Managing Conflict in the Local Church.* Philadelphia, PN: Westminster Press, 1973.

McSwain, Larry L., and William C. Treadwell. *Conflict Ministry in the Church.* Nashville, Broadman, 1981.

McSwain, Larry L. *Conflict Ministry in the Church: Ministerial continuing education.* Ministerial Association, General Conference of Seventh-day Adventists, 1997.

Parrott, Les. *High Maintenance Relationships: How to Handle Impossible People.* Wheaton, IL: Tyndale, 1996.

Poirier, Alfred. *The Peacemaking Pastor: A Biblical Guide to Resolving Church Conflict.* Grand Rapids, MI: Baker Books, 2006.

Rediger, G. Lloyd. *Clergy Killers: Guidance for Pastors and Congregations under Attack.* Westminster John Knox Press, 1997.

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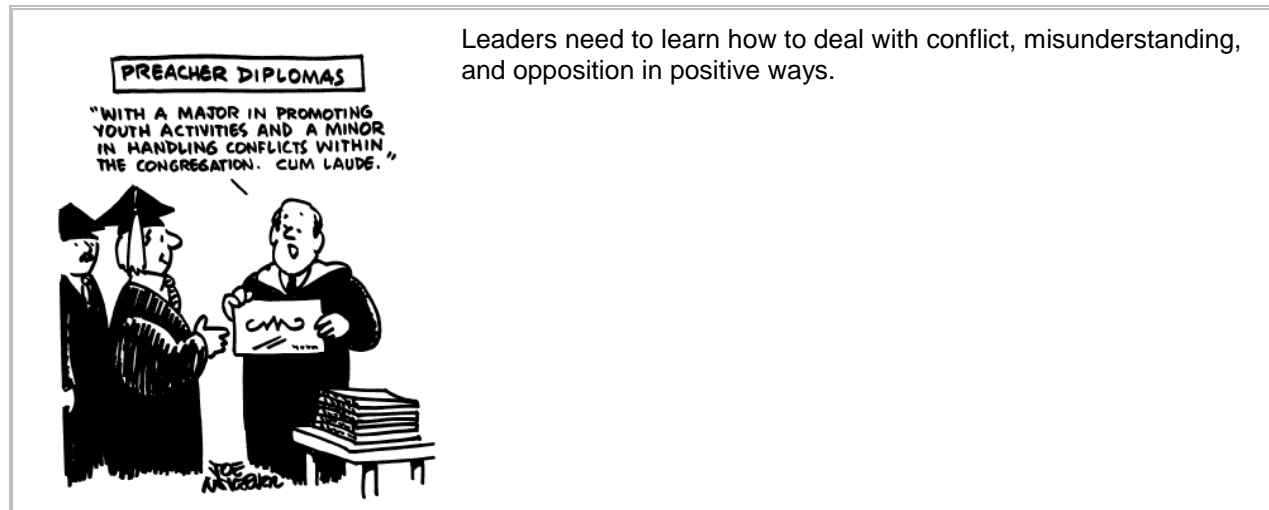
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Leaders need to learn how to deal with conflict, misunderstanding, and opposition in positive ways.

### 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 AU (Audit) will be recorded when a student is auditing the course, misses four sessions, does not complete coursework on time, or earns less than 700 points.

#### Class Time and Homework Policy

To transfer [Carnegie](#) 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. Students who plan to transfer must keep copies of portfolios and term papers to present to Equip Biblical Institute and Southern California Seminary upon request.

#### 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 for Transferring Students

To graduate or transfer credits from Equip Biblical Institute to Southern California Seminary, **students must submit their portfolio and term papers at the end of each course to the Registrar for formative assessment.** Upon successful completion of the Associate of Biblical Studies, students may transfer **60 units** into the Bachelor of Arts in Biblical Studies degree. If the portfolio or term papers are missing, the credits may not be transferable. Portfolios must be completed individually—not as couples.

Answers to portfolio questions are individual and subjective, so each student must do his or her own portfolio and term paper. As part of the EBI-SCS Articulation Agreement and to facilitate transfer of degrees to other schools, professors must submit the portfolios and term papers of transferring students to the EBI Registrar at [gwoods@socalsem.edu](mailto:gwoods@socalsem.edu) at the end of each course. The goal is to assist students in being successful in their studies and in their ministries.

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	
AU	= Below 70%	0-699	

Student Evaluation	Percent	Points
Portfolio/Group Activities .....	55%	550
Midterm Exam .....	10%	100
Student Presentations .....	10%	100
Term Paper .....	15%	150
Final Exam .....	10%	100
<b>Total .....</b>	<b>100%</b>	<b>1,000</b>

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Midterm 7	Session 8	Session 9	Session 10	Session 11	Session 12	Presenta-tion 13	Term Paper 13	Final Exam 14	Points	Grade
50	50	50	50	50	50	100	50	50	50	50	50	100	150	100	1,000	ABC

Course Grading Rubric		
Grade	Requirements	✓
A	Exams, portfolio, presentation, and the 12- to 15-page term paper with zero errors.	
A-	Exams, portfolio, presentation, and the 10- to 11-page term paper with less than 2 errors.	
B+	Exams, portfolio, presentation, and the 9-page term paper with less than 4 errors.	
B	Exams, portfolio, presentation, and the 8-page term paper with less than 6 errors.	
B-	Exams, portfolio, presentation, and the 7-page term paper with less than 8 errors.	
C+	Exams, portfolio, presentation, and a 6-page essay are completed with less than 10 errors.	
C	Exams, portfolio, presentation, and a 5-page essay are completed but need corrections.	
C-	Exams, portfolio, presentation, and a 4-page essay and/or tutoring or peer coaching.	
AU	Student audited the course for personal spiritual enrichment or earned less than 700 points or missed more than 3 sessions. (audit) EBI has levels for all students.	

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. 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 and journaling two 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 first goal is to affirm students who are doing all the work. The second goal is help students do even better by analyzing the term papers and to preparing next-generation leaders for university level education and ministry by helping them improve their writing skills, thinking skills, and leadership skills.

The mission of Equip Biblical Institute is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills. The goal is to provide leadership and teaching resources, intentional leadership development, disciple-making materials, Skype courses, YouTube videos, charts, notes, and visuals to pastors and churches around the world. EBI is equipping the next generation of pastors and leaders to multiply their influence by training leaders, creating videos, and writing books.

EBI is a religious exempt school and not accredited by the U. S. Department of Education; however, EBI Associate degrees are transferable to Southern California Seminary and other schools based on the EBI-SCS articulation agreement based on [Carnegie](#) Units, portfolios, and term papers.

One of the benefits of advanced training is that trained pastors do better and last longer in ministry than pastors with little or no training. Skills learned include administration, apologetics, attitude, belonging, biblical worldview, Bible interpretation, character development, church planting, college learning, communication, community development, counseling, creative thinking, critical thinking, disciple-making, encouragement, enrichment, equipping, ethical development, evangelism, faith-based, family-based disciple-making, financial intelligence, interaction, leadership, mentoring, ministry, motivational, online learning, organizational, parenting, pastoral ministry, people, project-based learning, preaching, relational, resilience, self-awareness, servant leadership, spiritual disciplines, spiritual gifts, spiritual growth, spiritual warfare, student success, strategic planning, teaching, technology, transformational learning, writing, and youth leadership skills. Every course assignment has a whole-brain learning rationale with the goal of life transformation. The goal is the effective ministry described in 2 Peter 1:2-8.

As students take each course, their brains will develop a multitude of new physical and chemical 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.

EBI incorporates seminary success skills and transformational teaching, including [Adult](#) Learner Model, the Affective Neuroscience Learning Model, Bloom’s Taxonomy of Learning Domains, the [Carnegie Unit and Student Hour](#) Rubric, the Cognitive [Neuroscience](#) Learning Model, the Seven Laws of Learning Model, the Learning Styles Model, Knowles’s [Adult](#) Learner Model, the [Maslow](#) Pyramid of Needs, the [Multiple Intelligences](#) Model, the Professional Development Rubric, the [Quality Matters](#) Rubric, the Seven Principles of Good Practice in Undergraduate Education Model, the Teaching to Change Lives Model, the [Visual Learning](#) Model, and the [Working Memory](#) Model.

EBI utilizes the power of [Formative Assessment](#) rather than summative assessment. Formative assessment promotes students’ learning by providing feedback on how to study better, develop integrity and leadership skills, and write better term papers. Summative assessment gives only a final grade or evaluation of proficiency (A, B, C, D, F).

Academic research indicates that when formative assessment is provided the amount of student learning is often double that of summative assessment. Formative assessment involves briefly reviewing portfolios each week to make sure students are not getting behind and assisting all students to improve their writing skills each week based on rubrics and samples of term papers.

Effective teachers enlist stronger students to help struggling students to improve. Rubrics help students gauge the quality of their work and see what else is needed to improve their writing and leadership skills. Samples of term papers demonstrate what is expected and required for leadership and character

development.

Effective teachers have students compare and peer-review one another's papers in class during specified times. Formative assessment is about providing students with feedback or tips aimed at improving their writing and critical thinking skills—not just giving them a letter grade. Feedback is most effective when it explicitly communicates to students about some specific aspects of their performance relative to specific target criteria, and when it provides information that helps students progress toward meeting that criterion.

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