Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
EDUC 746
CONFLICT RESOLUTION

COURSE DESCRIPTION
The effective means of solving conflicts are explored through conceptualizing and practicing interpersonal leadership skills, testing assumptions about other people, taking other people into account by listening and testing the meaning of what they have said.

RATIONALE
As educational institutions reflect cultural issues, school leaders face increasingly complicated challenges related to conflict resolution and the responsibility to provide a learning environment conducive to learning. Leaders need to proactively develop and implement conflict resolution policies and practices appropriate for the culture and needs of learning communities. Leaders must continually keep abreast with trends including the increased role of technology in conflicts.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio and video equipment
B. Internet access (broadband recommended)
C. Microsoft Office
D. The Holy Bible

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the candidate will be able to:
A. Develop an understanding of conflict and conflict resolution from Christian and secular perspectives.
B. Analyze, synthesize, interpret, integrate, assess, and evaluate truths and values concerning the nature of conflict, confluence, and restoration of harmony in schools and society.
C. Apply various Christian perspectives to the study of theories, strategies, tactics, and practices of how to inhibit or stop conflict, restore harmony and confluence, and come to a peaceful resolution.

D. Analyze and interpret current data regarding trends in school conflict.

E. Discuss the role media and technology play in the continued emergence of aggression.

F. Analyze and evaluate issues of gender, race, and socio-economic factors as they relate to violence in schools and conflict resolution.

G. Reflect upon and comment in writing about your own experiences with conflict and conflict resolution.

H. Provide examples of value conflict in education at elementary, secondary, and collegiate level.

I. Synthesize and critique ideas and concepts about values, terms, and assumption about conflict and harmony restoration.

J. Assert the importance of conflict to stability and change, and interpret current research in the field of conflict resolution.

K. Analyze and discuss the increased aggression amongst adolescent girls, including the use of technology to bully.

L. Research and develop a plan of action to address specific issue/conflict in a school setting.

M. Identify techniques for managing conflict in schools.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings, online articles and PowerPoint presentations

B. Course Requirements Checklist

As the first activity in this course, please read the syllabus and Student Expectations. After reading the syllabus and Student Expectations, the student will then complete the related checklist found in Module/Week 1.

C. Group Discussion Board Forums (6)

Candidates will participate in 6 Discussion Board forums specifically related to the weekly content. All forums will be completed in two parts: 1) the posting of a 450–500-word thread in response to the prompt, and 2) the posting of a 100–150-word reply to each group member’s thread. The thread is due by Thursday at 11:59 p.m. (ET) of the respective week. Candidates will then reply to EACH group member by Sunday at 11:59 p.m. (ET) of the same week. Groups will be established the first week of class. While differing opinions are expected, professional respect and courtesy is also expected.

D. Journal Critiques (4)
For each critique, candidates will choose an article to evaluate and critique. The chosen articles should relate to the specific assigned topic and should be selected from varying professional journals. Additionally, all articles must be current (published within the last five years). The critique should include three sections in the main body: 1) a summary, 2) an analysis, and 3) a personal response. Each section should be written in 100-150 words thus the main body of the assignment should contain 300 words minimum - 450 words maximum. The assignment should be written using APA format and include a title page and reference page. (No abstract is required and the word count does not include the title page and reference.)

E. Conflict Resolution Website Resource List

Candidates will develop a resource list of 25–30 professional organization websites. The organizations selected should include government, NGOs, faith-based, community-based, and other similar organizations. The websites should provide information related to issues surrounding school violence, aggression, bullying, cyber-bullying, peace and reconciliation, gender and race, and values in conflict resolution. For each website listed, candidates should give the name of organization, the link to the website, and a brief description of information available (one to two sentences). The resource list should be organized by topics. This assignment will be completed in Module/Week 2.

F. Conflict Issue Paper and Bibliography

This assignment is the beginning of the Conflict Issues PowerPoint Presentation. As such, candidates will write a 2–3-page summary overview or outline of their PowerPoint presentation. The bibliography and title page are required but they do not count toward the minimum page limit. This assignment will be completed in Module/Week 5.

G. Conflict Issue PowerPoint Presentation

Candidates will select an issue directly related to conflict resolution and prepare a professional PowerPoint presentation appropriate for faculty in-service, PTF, conferences, or related venues. The presentation should be prepared to last 50–60 minutes. The presentation should include three key aspects: 1) research the topic, 2) summarize the issue related to topic, and 3) offer a strategic plan to address the issue. It is very important to select a topic that impacts one’s position of influence. Based on this research, candidates will then develop a PowerPoint presentation that includes a 4–6-page summary report and bibliography. The summary report and bibliography are an updated version of the initial paper submitted Module/Week 5. This assignment is completed in Module/Week 8.

H. Exams (2)

Candidates will complete 2 open-book essay assessments: a midterm exam and a final exam. Each exam will focus on the readings, Discussion Board forums, presentations, and research related to the content of the course. The exams will be completed in Modules/Weeks 4 and 7 respectively.

VI. COURSE GRADING AND POLICIES
A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirements Checklist</td>
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<tr>
<td>Group Discussion Board Forums (6 at 25 pts ea.)</td>
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<tr>
<td>Journal Critiques (4 at 25 pts ea.)</td>
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<tr>
<td>Conflict Resolution Website Resource List</td>
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<td>Conflict Issue Paper and Bibliography</td>
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<td>Conflict Issue PowerPoint Presentation</td>
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<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
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<td><strong>Total</strong></td>
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B. Scale

- A = 960–1010
- A- = 940–959
- B+ = 920–939
- B = 890–919
- B- = 870–889
- C+ = 850–869
- C = 820–849
- C- = 800–819
- D+ = 780–799
- D = 750–779
- D- = 730–749
- F = 729 and below

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Candidates with a documented disability may contact the Liberty University Online Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

<table>
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<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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**TOTAL 1010**

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.