

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. Note: 700 level courses are only for students enrolled in the Ed.S. or Ed.D. program.

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. PREREQUISITES

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

Course Requirements Checklist	10
Group Discussion Board Forums (6 at 25 pts ea.)	150
Journal Critiques (4 at 25 pts ea.)	100
Conflict Resolution Website Resource List	150
Conflict Issue Paper and Bibliography	50
Conflict Issue PowerPoint Presentation	300
Midterm Exam	100
Final Exam	150
Total	1010

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. 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.

COURSE SCHEDULE

EDUC 746

Textbook: Barsky, *Conflict Resolution for the Helping Professions* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Barsky: pp. 2–21, ch. 2 1 presentation	Course Requirements Checklist Journal Critique 1 Group Discussion Board Forum 1	10 25 25
2	Barsky: ch. 1 1 presentation	Group Discussion Board Forum 2 Conflict Resolution Website Resource List	25 150
3	Barsky: chs. 4–6	Group Discussion Board Forum 3 Journal Critique 2 Journal Critique 3	25 25 25
4	Barsky: ch. 9 1 presentation	Midterm Exam	100
5	Barsky: ch. 10 1 presentation	Group Discussion Board Forum 4 Conflict Issue Paper and Bibliography	25 50
6	Barsky: pp. 238–276, ch. 7 1 presentation	Group Discussion Board Forum 5 Journal Critique 4	25 25
7	Barsky: ch. 8 1 presentation	Final Exam	150
8	1 presentation	Group Discussion Board Forum 6 Conflict Issue PowerPoint Presentation	25 300
TOTAL			1010

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