

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/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

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 that could be applied to education at the elementary, secondary, and collegiate levels.

- 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. Interpret current data regarding trends in school conflict.
- E. Evaluate and develop a plan to address issues of gender, race, and socio-economic factors as they relate to violence in schools and conflict resolution.
- F. Synthesize and critique ideas and concepts about values, terms, and assumption about conflict and harmony restoration.
- G. Assert the importance of conflict to stability and change, and interpret current research in the field of conflict resolution.
- H. Analyze the increased aggression amongst adolescent girls, including the use of technology to bully, and identify techniques for managing conflict in schools.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, online articles, and PowerPoint presentations
- B. Course Requirements Checklist
After reading the Course Syllabus and [Student Expectations](#), the candidate will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (2)
Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in 2 Discussion Board Forums. Each forum will be completed in 2 parts. First, the candidate will create a 450 word thread in response to the prompt. The thread must include at least one in-text citation from the textbook, scholarly journals, and/or the Bible. The candidate will then submit 100 word replies to 2 peers. Each reply should include at least one in-text citation from the textbook, scholarly journals, and/or the Bible. While differing opinions are expected, professional respect and courtesy are also expected. (MLO: A, B, C, F, G, H)
- D. Journal Critiques (4)
For each Journal Critique, the candidate will choose an article to evaluate and critique. The chosen articles must relate to the specific assigned topic for that Module/Week and must be selected from varying professional journals. Additionally, all articles must be current (published within the last 5 years). The critique will include 3 sections in the main body: a summary, an analysis, and a personal response. Each section must be at least 100–150 words; thus, the main body of the assignment will be 300–450 words. The Journal Critiques must follow the template provided. (MLO: D, F, G, H)

E. Conflict Issue Project

The candidate will select an issue directly related to conflict resolution, write a paper and present a professional PowerPoint presentation appropriate for faculty in-service, parents, students, administrators, at conferences, or related venues that gives an overview of the topic, summary of the key issues surrounding the topic, and a strategic plan utilizing the conflict resolution strategies and skills presented throughout the course in the textbook and scholarly journal articles. This project is designed to give the candidate an opportunity to present a training for a targeted audience that deals with helping the audience utilize the conflict resolution strategies that have been gleaned from the course. It would be highly beneficial to select a topic that the candidate is familiar with through observations within the professional or personal settings. Candidates will be required to utilize at least 15 scholarly sources and will not be permitted to use direct quotes on the outline, paper, or presentation. This project will consist of 4 sections:

1. Reference List Chart

For the first task, the candidate will research at least 15 scholarly journal articles about the topic selected for the project and complete the Reference List Chart. Each journal article must be published within the last 5 years. (MLO: A, B)

2. Outline

For the second part of the project, the candidate will utilize the 15 sources and create an outline of the paper. The outline must include an overview of the topic, key issues surrounding the topic, and a strategic plan utilizing conflict resolution strategies and skills from the textbook. Each portion of the outline should have headings and short words/phrases with support from the literature. Candidates may not use any direct quotes in the outline. The outline should include a title page and a reference page formatted to APA standards. (MLO: A, B)

3. Paper

The candidate will expand the outline to a 4–6-page paper that clearly articulates the topic, key issues surrounding the topic, and the strategic plan. (The page range does not include the title page or reference pages.) The candidate should ensure all claims are adequately supported by the literature by paraphrasing research and appropriately citing throughout the paper from at least 15 scholarly sources. The candidate may not use any direct quotes. The paper should include a title page and reference page formatted to APA standards. (MLO: A, B)

4. Presentation

The candidate will prepare a professional PowerPoint Presentation which would be appropriate for faculty in-service, parents, teachers, students, administrators, at conferences, or related venues. The presentation must last 45 minutes and include at least 25 slides. All slides will contain minimal text, at least one appropriate image, and a complete Notes section with what the candidate plans to say during the presentation. Candidates are highly encouraged to utilize good pedagogical skills by engaging the audience to ensure audience participation. The presentation must include 3 key aspects: overview of the topic, summary of the issue related to the topic, and a strategic plan to address the issue with conflict resolution strategies and skills presented within the textbook. At least 15 research based articles must be used to support the presentation. The presentation will include a title slide; however, no reference slides are necessary. (MLO: A, B, C)

F. Midterm Reflection

The candidate will complete a midterm reflection that will require candidates to reflect on the course material in two parts. Part One requires candidates to explain three theoretical foundations for conflict resolution presented in the textbook. The candidate should rely heavily on paraphrasing and citing throughout Part One of the Midterm Reflection. Part Two requires candidates to identify at least two conflict resolution strategies he/she would like to improve on throughout the remainder of the course. The candidate will need to fully explain the strategies and how he/she plans to implement these strategies moving forward. (MLO: A, B, C, D, E, G, H)

G. Final Exam Paper

The candidate will take a Conflict Styles Assessment and complete the Final Exam Template provided in the Assignment Instructions folder in Blackboard. The Final Exam Template will require candidates to actively reflect on the course material and his/her Conflict Style. Furthermore, candidates will be required to read a chapter in the Bible, pull out the main ideas from the passage, and reflect on God-honoring conflict resolution strategies utilized in the passage and his/her personal life. (MLO: A, B, C, D, E, G, H)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea.)	100
Journal Critiques (4 at 50 pts ea.)	200
Conflict Issue Project	
Reference List Chart	75
Outline	50
Paper	125
Presentation	200
Midterm Reflection	100
Final Exam Paper	150
Total	1010

B. Scale

A = 960–1010 A- = 940–959 B+ = 920–939 B = 900–919 B- = 880–899
 C+ = 860–879 C = 840–859 C- = 820–839 D+ = 800–819 D = 780–799
 D- = 760–779 F = 0–759

C. Disability Assistance

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

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

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 Class Introductions Advising Guide Acknowledgement Journal Critique 1	10 0 0 50
2	Barsky: ch. 1 1 presentation 1 website	CIP: Reference List Chart	75
3	Barsky: pp. 129-155, chs. 4–6 1 presentation	DB Forum 1 Journal Critique 2	50 50
4	Barsky: ch. 9 1 presentation	CIP: Outline Midterm Reflection	50 100
5	Barsky: ch. 10 1 presentation	Journal Critique 3 CIP: Paper	50 125
6	Barsky: pp. 238–276, ch. 7 1 presentation	Journal Critique 4 Final Exam Paper	50 150
7	Barsky: ch. 8 1 presentation 3 websites	CIP: Presentation	200
8	1 presentation	DB Forum 2	50
TOTAL			1010

DB: Discussion Board

CIP: Conflict Issue Project

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**.