

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	CONR 617
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Joe L. Cope
2	Course Teacher	Joe L. Cope
3	Course Title	Conflict Resolution in the Church
4	Course Abbreviation (if title is over 30 characters)	Conflict Res. in the Church
5	College	Arts and Sciences
6	Department	Duncum Center for Conflict Resolution
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	0
11	Maximum number of hours credit	3
12	Explanation for variable credit	NA
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	40
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 credit hours
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	This course will offer an examination of the causes, arenas, and dynamics of conflict in churches with an introduction to conflict management and practice. A variety of instructional methods, including lec-tures, case

		studies, role-plays, media, expert resource persons, and per-sonal style instruments will be employed.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	NA
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	0
22b	How often will it be offered? Spring	1
22c	How often will it be offered? Summer	0
23	Frequency? All, odd, or even years?	All
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015 (Offered as CONR 640.01 in the spring semesters of 2013 and 2014.)
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	NA
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	No
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	Yes. Some students enrolled under the former degree plan may want to exercise their option to use this course as an elective.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes Spring 2013 – 9 students Spring 2014 – 6 students (The former policy was that the course could be taught twice as a Special Topic. This application was delayed as discussions were underway with GST whether a new course would be developed or if faculty from the Duncum Center could teach BIBM 645 within the GST.)
29	List any courses in which content overlaps the proposed course. (Course ID and Name)	BIBM 645 – Managing Conflict in Churches (see accompanying letter from Dr. Tim Sensing,

	<i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	Associate Dean in the Graduate School of Theology)
--	--	--

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course will be offered as an elective in the masters degree program in conflict resolution and reconciliation. It may be substituted for CONR 610 – Managing Conflict in the Workplace.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course will be offered as an elective instead of BIBM 645. BIBM 645 is no longer being offered by the Graduate School of Theology. However, GST plans to make this course available to its students as an elective in place of BIBM 645.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate students in the Conflict Resolution & Reconciliation program and the Graduate School of Theology
2	State the overarching course goal(s) in performance terms.	Students will be able to identify sources of church conflict and will be equipped to formulate specific actions for conflict management within a church organization.

2. Competencies and Measurements

	Competency	Measurement
1	The student will be able to recognize and distinguish the sources of interpersonal and intragroup conflict within the church setting and assess its severity.	(a) Book Synopsis (b) Conflict Case Study
2	The student will be able to employ empathy and will be equipped to identify and explore issues, interests and positions in parties to a church conflict.	(a) Reflection on Personal Assessments administered during the course. (b) Heart of a Peacemaker Assignments – Part 1 & 2.

3	The student will be able to envision and formulate processes designed to lead to resolution of conflict within a church.	Conflict Management Model.
4		
5		
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

- Required Reading:
 - Arbing Institute. *Leadership and Self-Deception: Getting Out of the Box*. San Francisco: Berrett-Koehler Publishers, Inc., 2000, 2002. ISBN: 978-1-57675-174-9.
 - Steinke, Peter L. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What*. Herndon, VA: The Alban Institute, 2006. ISBN: 978-1-56699-328-9.
 - Steinke, Peter. *Healthy Congregations*. Bethesda, MD: The Alban Institute, 1996, 2006. ISBN: 978-1-56699-330-2.
 - Susek, Ron. *Firestorm: Preventing and Overcoming Church Conflicts*. Grand Rapids: Baker Books, 1999. ISBN: 978-0-8010-9091-2.
 - Ury, William. *The Power of a Positive No: How to Say No and Still Get to Yes*. New York, NY: Bantam Books, 2007. ISBN: 978-0-553-38426-0.
 - CONR 617 Course Supplement. If additional reading is required, these materials will be posted online approximately one week before the first class session. Contact the professor at copej@acu.edu for a link to the materials on or after January 16, 2014.
- Required Assessment Instrument
 - DiSC® Classic Hard Copy Self-Scorable Assessment (available at the ACU Campus Store).
- Optional Reading:
 - Brubaker, David R. *Promise and Peril: Understanding and Managing Change and Conflict in Congregations*. Herndon, VA: The Alban Institute, 2009. ISBN: 978-1-56699-382-1.
 - Gench, Frances T. *Faithful Disagreement: Wrestling With Scripture in the Midst of Church Conflict*. Louisville, KY: Westminster John Knox Press, 2009. ISBN: 978-0-664-23338-9.
 - Halverstadt, Hugh F. *Managing Church Conflict*. Louisville: West-minster/John Knox, 1991. ISBN: 0-664-25185-4.
 - Rendle, Gilbert R. *Behavioral Covenants in Congregations: A Handbook for Honoring Differences*. Bethesda, MD: The Alban Institute. 1999. ISBN: 978-1-56699-209-1.
 - Sande, Ken. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict*. Grand Rapids, MI: Baker Books, 1991, 1997. ISBN: 0-8010-5741-8.

2. For **combined undergraduate/graduate** courses, make two lists:

- a. full publication information; label **Undergraduate**.
- b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

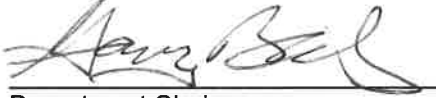
1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name CONR 617: Conflict Resolution in the Church

Primary Department



Department Chair

7-2-14
Date



Dean of the College

7/9/14
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

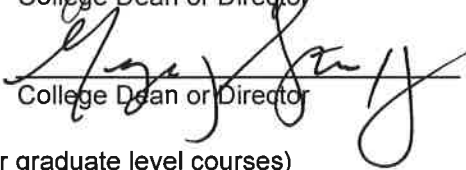
Course ID: CONR 617

Course Title: Conflict Resolution in the Church

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  9-30-14
College Dean or Director Date

Approved ☒ Denied ☐  9/30/14
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

CONR 617.01
CONFLICT RESOLUTION IN THE CHURCH
Syllabus

About the University:

ACU Mission Statement: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Arts and Sciences Mission Statement: The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Department of Conflict Resolution Mission Statement: The mission of the Department of Conflict Resolution is to equip and motivate students to be active peacemakers and ministers of reconciliation.

About the Course

- Title: Conflict Resolution in the Church
- Course Number: CONR 617.01
- Credit Hours: Three (3)
- Semester: Spring 2014
- Meeting Dates and Times:
 - Thursday, January 15, 2015: 1:00 p.m. – 5:00 p.m.; 6:30 p.m. – 10:00 p.m.
 - Friday, January 16, 2015: 8:00 a.m. – 12:00 noon; 1:00 p.m. – 5:30 p.m.
 - Saturday, January 17, 2015: 8:00 a.m. – 12:00 noon
 - Thursday, February 12, 2015: 1:00 p.m. – 5:00 p.m.; 6:30 p.m. – 10:00 p.m.
 - Friday, February 13, 2015: 8:00 a.m. – 12:00 noon; 1:00 p.m. – 5:30 p.m.
 - Saturday, February 14, 2015: 8:00 a.m. – 12:00 noon
- Course Location: Duncum Center for Conflict Resolution, 1541 N. Judge Ely Boulevard, Abilene, Texas 79601.

About the Professor

- Name: Joe L. “Joey” Cope, J.D.
- Title: Executive Director, Duncum Center for Conflict Resolution
- Rank: Associate Professor of Conflict Resolution
- Office: Room 108, Duncum Center for Conflict Resolution
- Telephone Numbers:
 - Office (preferred): 325-674-2015
 - Mobile: 325-829-4695
 - Home: 325-672-9613
- Email Address: copej@acu.edu

- Office Hours: Generally, 8:00 a.m. – 5:00 p.m., Mondays through Fridays; appointments encouraged

Course Content

- Catalog Description: This course will offer an examination of the causes, arenas, and dynamics of conflict in churches with an introduction to conflict management and practice. A variety of instructional methods, including lectures, case studies, role plays, media, expert resource persons, and personal style instruments will be employed.
- Course Synopsis: The course will examine the multiple sources of tension and conflict in churches, the identifiable levels of conflict, the major arenas of conflict, the diverse styles of conflict management, the implications of personality type, leadership styles, and communication protocols for understanding and managing conflicted situations, the applications of systems theory to church conflicts, and a variety of strategies and skills useful in the task of facilitating healing the wounds resulting from conflict.
- Course Highlight: *Conflict Resolution in the Church* is a weekend intensive course focusing on the unique challenges of dealing with conflict and change in the local church. Based on solid principles of biblical conflict resolution, the course examines the causes and dynamics of disputes and offers theological and practical answers. Drawing on current literature and both the experience of the instructor and the students, *Conflict Resolution in the Church* is a great resource for ministers, church leaders, and church members.
- Main Topics:
 - A spiritual and scriptural view of conflict in churches
 - An understanding of and appeal for peacemakers and peace builders
 - Analysis of conflict issues and interests
 - A model of healthy church leadership employing proactive and responsive practices in conflict management
 - An exploration of resources available for churches and individuals in conflict

Teaching/Learning Methods and Format of Class Sessions

- Lecture
- Collaborative learning
- Discussion
- Experiential Learning: Case studies, role plays, and simulations
- Video Sources

Texts, Readings, and Supplements

- Required Reading:
 - Arbinger Institute. *Leadership and Self-Deception: Getting Out of the Box*. San Francisco: Berrett-Koehler Publishers, Inc., 2000, 2002.
 - Steinke, Peter L. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What*. Herndon, VA: The Alban Institute, 2006.
 - Steinke, Peter. *Healthy Congregations*. Bethesda, MD: The Alban Institute, 1996.

- Susek, Ron. *Firestorm: Preventing and Overcoming Church Conflicts*. Grand Rapids: Baker Books, 1999.
- Ury, William. *The Power of a Positive No: How to Say No and Still Get to Yes*. New York, NY: Bantam Books, 2007.
- CONR 617 Course Supplement. If additional reading is required, these materials will be posted online approximately one week before the first class session. Contact the professor at copej@acu.edu for a link to the materials on or after January 8, 2015.
- Required Assessment Instrument
 - DiSC® Classic Hard Copy Self-Scorable Assessment (available at the ACU Campus Store).
- Optional Reading:
 - Brubaker, David R. *Promise and Peril: Understanding and Managing Change and Conflict in Congregations*. Herndon, VA: The Alban Institute, 2009.
 - Gench, Frances T. *Faithful Disagreement: Wrestling With Scripture in the Midst of Church Conflict*. Louisville, KY: Westminster John Knox Press, 2009.
 - Halverstadt, Hugh F. *Managing Church Conflict*. Louisville: West-minster/John Knox, 1991.
 - Rendle, Gilbert R. *Behavioral Covenants in Congregations: A Handbook for Honoring Differences*. Bethesda, MD: The Alban Institute. 1999.
 - Sande, Ken. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict*. Grand Rapids, MI: Baker Books, 1991, 1997.

Evidence of Christian Perspective

- Teaching Philosophy: Conflict has a constant presence in human existence. Since conflict is a constant in creation, God has a design for our interactions. In fact, every patent or latent conflict is a providentially provided opportunity to rehearse the gospel theme of reconciliation. Although rarely viewed from this perspective, conflict is part of God's creation and every individual has experience and, to some extent, expertise in managing it. The key to learning is understanding, not information transfer. Thus, every individual – professor and students – will stand on equal ground to question, discuss, and collaborate in the exploration of this important topic.
- Policy Regarding Questionable Materials: Occasionally, your professor may include readings or audio-visual materials in his courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of the following:
 - Does the material simulate or portray actual life experience that enhances the learning potential of this course?
 - Does the material deliver information or experience in a manner that does not overly exaggerate or exploit the portrayal?
 - Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

- Scripture Related to Course Content:

“For Christ’s love compels us, because we are convinced that one died for all, and therefore all died. And he died for all, that those who love should no longer live for themselves but for him who died for them and was raised again.

“So from now on we regard no one from a worldly point of view. Though we once regarded Christ in this way, we do so no longer. Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come! All this is from God, who reconciled us to himself through Christ and gave us the ministry of reconciliation: that God was reconciling the world to himself in Christ, not counting men’s sins against them. And he has committed to us the message of reconciliation. We are therefore Christ’s ambassadors, as though God was making his appeal through us. We implore you on God’s behalf: Be reconciled to God. God made him who has no sin to be sin for us, so that in him we might become the righteousness of God. As God’s fellow workers we urge you not to receive God’s grace in vain.” 2 Corinthians 5:14 – 6:1.

Overall Outcome and Competencies

- Course Learning Outcome/Goal Statement: Upon successful completion of this course, students will be able to identify and analyze the sources and intricacies of conflict within a church. Further, students will be equipped to formulate and evaluate effective, spiritual conflict management practices.
- Course Competencies: Upon successful completion of this course, students will exhibit competence in the following areas, as defined and measured below.

Competency	Measurement Instrument	Measurement Standard
1. The student will be able to recognize and distinguish the sources of interpersonal and intragroup conflict within the church setting and assess its severity.	1(a). “Book Synopsis” assignment. 1(b). “Conflict Case Study” assignment.	1(a). See grading rubric for “Book Synopsis” assignment. 1(b). See grading rubric for “Conflict Case Study” assignment.
2. The student will be able to employ empathy and will be equipped to identify and explore issues, interests and positions in parties to a church conflict.	2(a). “Reflection on Personal Assessments” assignment. 2(b). “The Heart of a Peacemaker” assignment.	2(a). See grading rubric for “Reflection on Personal Assessments” assignment. 2(b). See grading rubric for “Heart of a Peacemaker” assignment.
3. The student will be able to envision and formulate processes designed to lead to resolution of conflict	3. “Conflict Management Model” assignment.	3. See grading rubric for “Conflict Management Model” assignment.

within a church.		
------------------	--	--

Grading Criteria

- Grading Values and Allocations:
 - The Heart of a Peacemaker – Part 1 10%
 - The Heart of a Peacemaker – Part 2 10%
 - Book Synopsis 10%
 - Reflection on Personal Assessments 20%
 - Conflict Case Study 30%
 - Congregational Conflict Management Model 20%
- Grading Scale (Raw Score):
 - A = 92-100
 - B = 83-91
 - C = 74-82
 - D = 65-73
 - F = 64 or less
- Specific Grading Standards: See the information and rubrics provided in the *Assignments and Grading Rubrics* section.

Course Policies

- Late Assignments: All work is due on the dates designated in this syllabus. No assignments will be accepted after the due date absent a grant of mercy from the professor. Late assignments accepted by the professor may be subject to a reduction in grade.
- “Incomplete” Grades: Grades of “Incomplete” and “Incomplete – Passing” will not be granted in this course except in the rare cases of serious illness, death of a family member, or a similar emergency. In such cases, an agreement must be negotiated with the professor and documented in a written course completion statement.
- Failure to Submit Assignments: Failure to submit any assignment will automatically result in a grade of no better than "C" for the course.
- Attendance: This course meets on two weekends. Your professor believes that your contributions to the course, along with those of your classmates and your professor, are an essential element of your successful learning. Because of the course’s intensive nature, attendance will be closely monitored. Students who miss any class session will be responsible for the material covered in that session. Any student who misses eight (8) hours of class meetings will forfeit one letter grade in the course. For periods of time less than eight (8) hours, the professor may make reductions in the class participation score, depending on the circumstance. Any student who misses more than eight (8) hours of class meetings may be unilaterally dropped from the course by the professor.
- ADA Compliance Statement: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with the Alpha Scholars Program, and you must complete

a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars Program office directly at 325-674-2667.

Academic Integrity Policy

Rationale for Policy

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Consequences of Breach

Academic dishonesty may result in, but is not limited to, the following:

- A first offense will result in a grade reduction (lowering the grade on the assignment in which academic dishonesty occurred and/or assigning an F for the final course grade).

- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Appeal Process

If you would like to appeal a decision, then please follow this link to learn about how to file an appeal: <http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>

- Plagiarism: Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:
 - Wholesale copying of passages from works of others into an assignment, paper, discussion posting, thesis or dissertation without acknowledgment.
 - Using the views, opinions, or insights of another without acknowledgment.
 - Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

The professor monitors student work for evidence of plagiarism. Plagiarism is treated as a violation of academic integrity.

Assignments and Grading Rubrics

- The Heart of a Peacemaker – Parts 1 and 2: This is a graduate course in conflict resolution with a focus on the church setting. An essential skill in this quest for peace is identifying and demonstrating an understanding of the issues forming a particular matter. Five books constitute the reading requirements for this course. The first 3 will be the focus of Part 1 of this assignment (Steinke's *Congregational Leadership*, Susek's *Firestorm*, and Ury's *The Power of a Positive No*). The last 2 will be the focus of Part 2 of this assignment (Steinke's *Healthy Congregations* and Arbinger Institute's *Leadership and Self-Deception*). Part 1 of this assignment is due on Thursday, January 15, 2015 at 1:00 p.m. – the first meeting period of the first weekend. Part 2 of this assignment is due on Thursday, February 12, 2015 at 1:00 p.m. – the first meeting period of the second weekend.

For each of the respective Parts, the student should identify three central themes from each assigned book for that Part. On Part 1, the student does not need to include the book selected for the Book Synopsis (below) as part of this assignment.

- Each student should identify three central themes from each book assigned.
- For each theme, the student should write a brief paragraph (175 to 250 words) that explains why the theme is important within the context of church conflict resolution.
- The student should be prepared to discuss and defend his/her selection in class discussion.

- Grading Rubric for The Heart of a Peacemaker (for Parts 1 and 2, graded separately)

Criteria	Full Credit: 90-100%	Partial Credit: 70-89%	Limited Credit: Less Than 70%	Possible Points
Content	Paper met the word count requirement.	Paper met at least 75% of the word count requirement.	Paper was less than 75% of the word count requirement.	20
	Paper demonstrates that the student completed the reading.	Paper demonstrates that the student partially completed the entire reading.	Paper demonstrates that the student did not read beyond a cursory review of the text.	20
	Paper demonstrates the student's comprehension of the subject matter by student's identification of 3 central themes for each book and a reflection of each theme's importance.	Paper demonstrates the student's partial comprehension of the subject matter by student's identification of 2 central themes of each book and a reflection of each theme's importance.	Paper demonstrates the student's lack of comprehension of the subject matter. Identification of central themes and reflection on themes is inadequate.	60
Total Possible Points				100

- Book Synopsis: Each student should write a synopsis of either Susek's *Firestorm* or Steinke's *Congregational Leadership in Anxious Times*. This assignment is due on Monday, January 20, 2015 at 11:59 p.m.
 - The synopsis should be 1,400 to 2,100 words. Format: one inch (1") margins with 1.5 line spacing. Type preference is Times New Roman or Arial (12 pica).
 - The synopsis should be submitted in Word (.doc or .docx) or Pages (.pages) format via email to copej@acu.edu.
 - Save and submit your document as "[last name][first initial] Synopsis." Example: "CopeJ Synopsis."
 - Be certain to include your full name in the heading of the document.
 - A synopsis is a digested version of the contents of the book, i.e., a boiled down summary of the book.
 - After the summary, give your own personal response to the book's perspectives on how the book will impact your life and, if applicable, your ministry in your local congregation. This is not a critique, but a reflection of the book's content from the context of your experience.

Grading Rubric for Book Synopsis

Criteria	Full Credit: 90-100%	Partial Credit: 70-89%	Limited Credit: Less Than 70%	Possible Points
Content	Paper met the word count requirement.	Paper met at least 75% of the word count requirement.	Paper was less than 75% of the word count requirement.	20
	Paper demonstrates that the student completed the reading.	Paper demonstrates that the student partially completed the entire reading.	Paper demonstrates that the student did not read beyond a cursory review of the text.	20
	Paper demonstrates the student's comprehension of the subject matter and showed thoughtful outlining and reflection.	Paper demonstrates the student's partial comprehension of the subject matter, but outlining and reflection lacked depth.	Paper demonstrates the student's lack of comprehension of the subject matter. Outlining and reflection inadequate.	60
Total Possible Points				100

- **Reflection on Personal Assessments:** Each student should write a reflection on the results of his or her personal assessments (the DiSC® and the Hall Conflict Survey, along with other assessments administered during the course). **This assignment is due on Monday, February 23, 2015 at 11:59 p.m.**
 - The reflection should be 1,400 to 1,750 words. Format: one inch (1") margins with 1.5 line spacing. Type preference is Times New Roman or Arial (12 pica).
 - The reflection should be submitted in Word (.doc or .docx) or Pages (.pages) format via email to copej@acu.edu.
 - Save and submit your document as "[last name][first initial] Reflection." Example: "CopeJ Reflection."
 - Be certain to include your full name in the heading of the document.
 - The reflection should provide a personal perspective on the results of your assessment instruments. Generally, these assessments do not assign positive or negative values to various traits and characteristics. You may want to discuss how the results coincide or differ from your personal self-image. Spend a portion of the reflection thinking through the implications of the results. For example, if you are to be actively involved as a church peacemaker, what traits or characteristics would be most useful to you? Or what traits and characteristics need to be overcome?
 - God made each of us to be unique. Celebrate your uniqueness as you explore this topic and cast a vision for your potential.

Grading Rubric for Reflection on Personal Assessments

Criteria	Full Credit: 90-100%	Partial Credit: 70-89%	Limited Credit: Less Than 70%	Possible Points
Content	Paper met the word count requirement.	Paper met at least 75% of the word count requirement.	Paper was less than 75% of the word count requirement.	20
	Paper demonstrates that the student comprehends the meanings and implications of the results.	Paper demonstrates that the student has a partial understanding of the meanings and implications of the results.	Paper demonstrates that the student does not have a viable understanding of the meanings and implications of the results.	40
	Paper demonstrates that the student understands how to utilize information from the assessments to enhance his or her effectiveness in church conflict resolution.	Paper demonstrates that the student partially understands how to utilize information from the assessments to enhance his or her effectiveness in church conflict resolution.	Paper demonstrates the student's lack of understanding of the way information from the assessments could be used to enhance his or her effectiveness in church conflict resolution.	40
Total Possible Points				100

- **Conflict Case Study:** Each student should write a case study based on an actual church conflict situation (either in their own or some other church). If confidentiality is an issue, you may change some details. Unless you agree to have your case study discussed in class, all details will remain confidential with the professor. **This assignment is due on Wednesday, February 11, 2015 at 11:59 p.m.**
 - The case study should be 2,100 to 2,800 words. Format: one inch (1") margins with 1.5 line spacing. Type preference is Times New Roman or Arial (12 pica).
 - The case study should be submitted in Word (.doc or .docx) or Pages (.pages) format via email to copej@acu.edu.
 - Save and submit your document as "[last name][first initial] Case Study." Example: "CopeJ Case Study."
 - Be certain to include your full name in the heading of the document.
 - The Case Study should include the following:
 - One of the following statements at the beginning of your case study:
 - "I give my permission to have my Case Study discussed in class."
 - "I do not give my permission to have my Case Study discussed in class."
 - A brief description of the **context** of the conflict (approximately 350 words).
 - The general identity (size, type, style) and context (location, social setting, cultural environment) of the congregation.
 - The person(s) involved in the immediate problem.

- The extent of your involvement, if any, in the case (your role in the church/in the case, relationship to other parties involved).
- Any significant statements (verbal comments) or actions (decisions, behaviors, moves) that precipitated, ignited, or escalated the situation.
- Any identifiable groups or polarities involved in the situation.

A statement of the pertinent **background** of the conflict (approximately 350 words).

- Any previous incidents related to this problem or situation.
- Any previous flare-ups involving these same persons or groups.
- Previous reactions or attempted solutions and their results
- Any relationship between this situation and the congregation's overall story or track record

Your **analysis** of the dynamics of the problem(s) presented in the case (approximately 700 words).

- From your other studies and experience, what theories of conflict, communication, or family systems are present in the conflict?
- Is a significant level of self-differentiation evident among any of the participants? If so, in whom?
- What patterns of behavior are evident in the previous generations of leaders and members in this congregation? Are any of these evident in this situation?
- What emotional triangles exist? Who are the chronic or repeat participants in these triangles? Which triangles appear to be at the core of the conflict?
- What communications dynamics (personal or corporate) are involved?
- What personal type or style differences (personality, leadership, conflict, communication, etc.) are involved?
- What power dynamics (personal, structural, balance, distribution) are involved?
- What parts of the problem are caused by "process" breakdowns?
- What insights emerged from applying the diagnostic instruments used in the class (the Alban Institute tools, the scales of the Congregational Systems Inventory, etc.)?
- What level(s) of conflict (1, 2, 3, 4, 5) is evident in this situation?

Any **theological dimensions**, themes, or issues involved in the case (approximately 350 words).

- What biblical issues or scriptural themes are involved in the case?
- What scriptures or biblical themes are involved in the conflict?
- What other biblical concepts should be involved in an intervention/mediation?

A description of the **intervention** which has been/could be attempted by you or someone else (approximately 700 words).

- What options exist for responding to the situation?
- Should an outside consultant/mediator be contacted?

- Who should take initiative and what should they do?
- What positive steps could you or other leaders and members take?
- If the case is about events in the past, what could have been done differently?

Your **evaluation** of your experience as a participant or observer in the case, including any lessons learned that will guide your ministry in the future (approximately 250 words).

- What would you do the same?
- What would you do differently?
- What additional knowledge or skills would you need in order to handle this kind of case better next time?

Note: Only pertinent dimensions of the case should appear in your paper.

Grading Rubric for Conflict Case Study

Criteria	Full Credit: 90-100%	Partial Credit: 70-89%	Limited Credit: Less Than 70%	Possible Points
Content	Paper met the word count requirement.	Paper met at least 75% of the word count requirement.	Paper was less than 75% of the word count requirement.	20
	Paper fully addressed the itemized description elements (e.g., context background, etc.) detailed in the assignment	Paper addressed a substantial number of the itemized description elements (e.g., context background, etc.) detailed in the assignment	Paper inadequately addressed the itemized description elements (e.g., context background, etc.) detailed in the assignment.	50
	Paper demonstrates the student's mastery in recognizing conflict issues and interests and in the student's evaluation of present and future value of the experience.	Paper demonstrates the student's partial mastery in recognizing conflict issues and interests and in the student's evaluation of present and future value of the experience.	Paper demonstrates the student lacks mastery in recognizing conflict issues and interests and in the student's evaluation of present and future value of the experience.	30
Total Possible Points				100

- **Conflict Management Model:** Each student will produce a final project consisting of a congregational conflict management model describing how you would propose to manage conflict in your congregation (present or future). The project will be due on **Monday, March 23, 2015 at 11:59 p.m.** This statement should meet the following criteria:
 - The paper should be approximately 1,200 to 1,800 words (up to 2,000 words accepted without penalty), typed and single spaced, and ready for distribution to present in the future to church leaders and members.

- The paper should apply the theories and strategies discovered in the course, plus any additional ideas of your own.
- The paper should be written with both preventive (future) and curative (present) dimensions in mind.
- The paper should include any central biblical/theological passages or instructions that you propose to serve as anchors for conduct in the church. (Matthew 18, Romans 14, Ephesians 4, Philippians 2 could be useful examples.)
- The paper should include any specific ground rules you would propose for (a) establishing standards for appropriate conduct among leaders, between leaders and members, and among members in conflict situations, (b) for structuring group process (information-sharing, decision-making, communication, participation) in various contexts (elders meetings, deacons meetings, congregational meetings, committee meetings), and (c) for ensuring accountability among leaders and between leaders and members.
- The paper should include specific guidelines for when and how third-party mediation should be used.
- Consider formatting the paper as a proposed policy manual for use in your church or as an official resolution of the elders and ministers of your church, stating their specific strategies for dealing with conflict in the congregation.

Grading Rubric for Conflict Management Model

Criteria	Full Credit: 90-100%	Partial Credit: 70-89%	Limited Credit: Less Than 70%	Possible Points
Content	Paper met the word count requirement.	Paper met at least 75% of the word count requirement.	Paper was less than 75% of the word count requirement.	20
	Paper fully addressed all assignment prompts.	Paper substantially addressed all assignment prompts.	Paper only partially addressed all assignment prompts.	20
	Paper demonstrates the student's comprehension of the subject matter and ability to construct and implement a conflict resolution model in churches.	Paper partially demonstrates the student's comprehension of the subject matter and ability to construct and implement a conflict resolution model in churches.	Paper demonstrates the student's comprehension of the subject matter is incomplete and struggles to construct and implement a conflict resolution model in churches.	60
Total Possible Points				100

SPECIAL NOTE: Please submit your assignments by email attachment to copej@acu.edu in Microsoft Word or Pages format. Please do *not* send assignments in PDF format.

Course Calendar and Outline

Date	Reading	Assignment	Course Outline
1/15/2015	- Steinke: <i>Congregational Leadership in Anxious Times</i> - Susek: <i>Firestorm</i> - Ury: <i>The Power of a Positive No</i>	Heart of a Peacemaker – Part 1	1. Course Introduction 2. Conflict Theory 3. Individual Response to Conflict
1/16/2015			4. Theological Perspectives on Unity and Conflict 5. Common Sources of Conflict in Churches 6. Systems Theory and Churches
1/17/2015			7. Interests and Issues: The Power of a Positive No
1/20/2015		Book Synopsis	
2/11/2015		Conflict Case Study	
2/12/2015	- Steinke: <i>Healthy Congregations</i> - Arbinger Institute: <i>Leadership and Self-Deception</i>	Heart of a Peacemaker – Part 2	8. Church Leadership Characteristics and Models 9. Change and Transition Management
2/13/2015			10. Crisis Management 11. Mediation 12. Group Facilitation
2/14/2015			13. Principle-Centered Decision Making 14. Church Conflict Management Models 15. Course Summary 16. Course Evaluation
2/23/2015		Reflection on Personal Assessments	
3/23/2015		Conflict Management Model	

Calendar Notes:

1. Any Course Supplement materials will not be assigned as pre-reading.
 2. The professor reserves the right to modify the course calendar and outline, as necessary.
-

**M.A. in Conflict Resolution and Reconciliation
Degree Plan (Revised 2014)**

Foundational Course

1. CONR 605 – Negotiation and Mediation (6 credit hours)

Comprehensive study of the conceptual and interpersonal skills required to engage in effective negotiation and mediation. Topics include analysis of conflict, negotiation and mediation planning, effective negotiation and mediation skills and process, impasse resolution, and agreement documentation. Emphasis on skill development and strategic approach to creating opportunity for agreement.

CONR 605 is the prerequisite for all other courses in the degree and is offered during each of the six course sessions scheduled throughout the year. All other courses are offered in a "carousel" arrangement that allows students to take them in any sequence after CONR 605 has been completed.

Residency Session

Each student is required to participate in a one-week residency session where additional skills training and practice occur. Students in the masters degree program may attend the Residency Session after successful completion of CONR 605. Residency Sessions are scheduled for January and June of each year.

Carousel Courses

2. CONR 601 – Conflict Theory and Communication (3 credit hours)

Introduces essential theories of conflict and communication. Provides advanced opportunities to analyze case studies, critique basic assumptions of conflict theories, explore various communication theories within the context of conflict resolution, and model appropriate behavior in conflict scenarios.

3. CONR 610 – Managing Conflict in the Workplace (3 credit hours)

Provides students with opportunities to develop skills in identifying the signs and root causes of friction, anger, violence, and conflict in the work environment.

OR

**M.A. in Conflict Resolution and Reconciliation
Degree Plan (Revised 2014)**

Foundational Course

1. CONR 605 – Negotiation and Mediation (6 credit hours)

Comprehensive study of the conceptual and interpersonal skills required to engage in effective negotiation and mediation. Topics include analysis of conflict, negotiation and mediation planning, effective negotiation and mediation skills and process, impasse resolution, and agreement documentation. Emphasis on skill development and strategic approach to creating opportunity for agreement.

CONR 605 is the prerequisite for all other courses in the degree and is offered during each of the six course sessions scheduled throughout the year. All other courses are offered in a "carousel" arrangement that allows students to take them in any sequence after CONR 605 has been completed.

Residency Session

Each student is required to participate in a one-week residency session where additional skills training and practice occur. Students in the masters degree program may attend the Residency Session after successful completion of CONR 605. Residency Sessions are scheduled for January and June of each year.

Carousel Courses

2. CONR 601 – Conflict Theory and Communication (3 credit hours)

Introduces essential theories of conflict and communication. Provides advanced opportunities to analyze case studies, critique basic assumptions of conflict theories, explore various communication theories within the context of conflict resolution, and model appropriate behavior in conflict scenarios.

3. CONR 610 – Managing Conflict in the Workplace (3 credit hours)

Provides students with opportunities to develop skills in identifying the signs and root causes of friction, anger, violence, and conflict in the work environment.

OR

3. CONR 615 – Managing Conflict in Schools (3 credit hours)

Provides a basic understanding of the nature and management of conflict in schools. Students will learn to identify and apply appropriate strategies, processes and interpersonal skills in a wide range of contextual conflicts involving students, teachers, administration and parents. (CONR 615 is available to MACRR students by request for course substitution. However, the course is included as an element in the conflict resolution core courses offered in online Masters of Education programs.)

OR

3. ~~CONR 617 – Conflict Resolution in the Church~~ (3 credit hours)

~~This course will offer an examination of the causes, arenas, and dynamics of conflict in churches with an introduction to conflict management and practice. A variety of instructional methods, including lectures, case studies, role-plays, media, expert resource persons, and personal style instruments will be employed. (CONR 617 is not offered online and made available to MACRR students by request for course substitution.)~~

4. CONR 630 – ~~Advanced Mediation~~: Marital Disputes (3 credit hours)

Applies the concepts of negotiation and mediation to the resolution of conflicts that arise during and after the termination of a marital relationship. Addresses issues of property distribution, child custody, and future relationship.

5. MGMT 636 – Organizational Behavior (3 credit hours)

Presents individual, group, and organizational variables that inhibit or facilitate effective organizational functioning.

6. CONR 612 – Conflict Management Systems Design (3 credit hours)

Provides a framework for understanding organizational conflict prevention and resolution systems. Analysis of case studies and practical application featured throughout the course.

Joe L. Cope 7/2/14 9 39 AM

Deleted: BIBM 645 – Managing Conflict in Churches

Joe L. Cope 9/9/14 10 43 AM

Formatted: Font: 12 pt

Joe L. Cope 7/2/14 9 44 AM

Formatted: Indent: First line: 0"

Joe L. Cope 9/9/14 10 42 AM

Deleted: Examines causes, arenas, and dynamics of conflict in churches with an introduction to five major approaches to interviewing in conflicted situations. A variety of instructional methods, including lectures, case studies, roleplays, media, expert resource persons, and personal style instruments will be employed.

Joe L. Cope 7/2/14 9 40 AM

Deleted: (Additional course fee required. BIBM 645 is not offered online and is made available to MACRR students by request for course substitution.)

7. CONR 635 – Identity, Culture and Conflict (3 credit hours)

Examines self and social contexts where people have incompatible goals, assumptions, logics and behaviors because of cultural differences. Course addresses cultural conflict from differences in cultural patterns, variables, problem perspectives of self and identity, and race, gender, and class. Intercultural competence is the primary strategy for managing cultural conflict.

8. CONR 637 – Dispute Resolution and the Legal System (3 credit hours)

Explores the dispute resolution process in a variety of cultures and provides context to its application in legal systems. Provides students with an overview of topics such as the negotiation, mediation, arbitration, and litigation.

9. CONR 638 – Ethics and Conflict Resolution (3 credit hours)

Prepare students to reach a higher critical and reflective consciousness of the relationship of ethics to decision-making and problem-solving in conflict resolution.

Practicum

Students are required to complete 6 credit hours in a practicum environment. Options include the completion of two 3-credit hour practica, each requiring a minimum of 125 hours of participation, or one 3-credit hour practicum, requiring a minimum of 125 hours of participation and successful completion of CONR 645 (see item 12 below).

12. CONR 645 - Practical Skills and Theory in Conflict Resolution (3 credit hours)

Explores higher levels of involvement in conflict and its resolution. CONR 645 is delivered face-to-face as an alternative to 3 credit hours of practicum participation.

June 1, 2014

Academic Council
College of Arts and Sciences
Abilene Christian University

Graduate Council
Abilene Christian University

RE: New Course Application, CONR 617: Conflict Resolution in the Church

Dear Colleagues:

I have been in discussion with Joe L. Cope, associate professor in the Duncum Center for Conflict Resolution, regarding the development of a new course, CONR 617: Conflict Resolution in the Church.

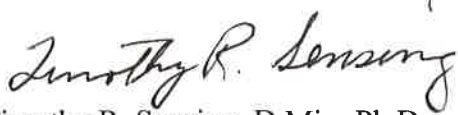
Our course, BIBM 645: Managing Conflict in Churches, is not presently being offered through the Graduate School of Theology. I am aware that there are similarities and some overlap of content between our course and the proposed CONR 617.

Because BIBM 645 has not been available, I have encouraged GST students to consider CONR 617 (previously offered as CONR 640, a special topics course) as an elective in appropriate cases and will continue to do so.

I have no reservations about the development of CONR 617 and would, with consideration given to other university, college, and graduate policies, endorse its approval.

Please let me know if you have any questions. Thank you for your consideration.

Sincerely,



Timothy R. Sensing, D.Min, Ph.D.
Professor of Homiletics
Associate Dean of the Graduate School of Theology

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: July 2, 2014
TO: Dr. Joey Cope
FROM: Mark McCallon, Library Assistant Director
RE: Course Application for CONR 617 – Conflict Resolution in the Church

Thank you for letting us review the course proposal. The library can support the proposed course. If additional library resources are needed, please contact your Librarian Liaison, Karen Hendrick, at hendrick@acu.edu. Thank you for letting us review the course proposal.

May 23, 2014

Dr. Joey Cope
Room 108, Duncum Center for Conflict Resolution
Abilene Christian University
Email: copej@acu.edu
Tel: 325 674 2015

Re: Review of CONR617.01: Conflict Resolution in the Church

Dear Dr. Cope,

Thank you for the submission of CONR617.01: Conflict Resolution in the Church. I reviewed the syllabus based on the ACU Syllabus Guidelines. This is an exceptionally well-developed syllabus in which you have aligned the course objectives, competencies, instructional strategies and resources. I especially like your clear instructions and the thorough rubrics to grade student work. You describe elements of your course so clearly that it does not seem to leave much room for misunderstanding.

Here are a few minor things I noticed:

- Usually course syllabi include university, school and department missions. I did not see them in this draft.
- Quite a number of words in the course content sections have unnecessary hyphens in them (such as "lec-tures" and "manage-ment"). I wonder if it is because the text has been converted or copied from another format or location, which could result in having such hyphens. You might want to fix them.
- In the "Grading Criteria" section, the percentages are not aligned. You might want to align them, for instance, by using a table whose cells could help with the alignment.
- Does "92-100" in your grading section refer to percentage or raw score?
- You have several calendar parts, divided by type of activities. I wonder if you'd consider using a matrix format, holding the dates constant, while having one column for reading, one column for assignment, and another column for lecture outlines, etc. I personally found that this is easier for students to have an overview of various activities to be due before a certain date.

Again, this is an outstanding syllabus, and all such suggestions are rather minor. Please adjust as needed if you choose to. We would like to thank you for allowing the Adams Center team to review your course application. Congratulations on having developed such an exemplary syllabus.

Berlin Inf