

Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: **CONR 624** **or Degree Plan(s):**

		Q	P	I	O
	Campus-Level Academic Review				
	Change to a Course Include signatures from all program directors/chairs for cross-listed courses. ¹				
1.	Title (description unchanged)	A	A	I	I
2.	Description (not affecting content)	A	A	I	I
3.	Course term(s)	A	A	I	I
4.	Content (change of course outcomes)	A	A	I	A
5.	Number of credit hours	A	A	A	A
6.	Course number within the hundred	A	A	I	I
7.	Course number beyond the hundred	A	A	A	A
8.	Prerequisites	A	A	A	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A
11.	Cross list course	A	A	A	A
12.	Program/department of record	A	A	A	A
13.	Open or close a course	A	A	A	A
	Change to a Degree Plan				
14.	Educational Program — Revise	A	A	A	A
15.	Educational Program — Adopt or change admission requirements	A	A	A	A
16.	GPA — Revise program or cumulative requirement	A	A	A	A
17.	Minor — Revise	A	A	A	A

	Full Review	Program Director	Department Chair	Provost	Senior Vice President for Academic Affairs	President
	Change to Catalog Information (for Campus)					
18.	General requirements for Bachelor's and Associate Degrees	-	-	A	A	I
19.	Policies governing academic probation and suspension	-	-	A	A	I
20.	Requirements for graduating with honors	-	-	A	A	I
	Change to a Degree Plan					
21.	Educational Program — Add or Discontinue ²	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	R	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	I
24.	Minor — Discontinue (Provost-proposed)	R	R	A	A	I
25.	Degree — Add or Discontinue (proposed by Program or College)	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	R	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Program Director	Department Chair	Provost	Senior Vice President for Academic Affairs	President
27.	Change course outcomes of an included course	A	A	A	-	I
28.	Add or drop a required course from the General Education Requirements	A	A	-	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	A	-	-	I
30.	Comprehensive revision of General Education Requirements	-	-	-	A	I

Notes

¹ Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

² For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

³ When a program director or dean proposes closing a program, approval routing follows the typical process beginning with the program. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2024

Program Director/Department Chair

Kip R Fleming

05/15/2025

Program Director Signature

Date

Program Director/Department Chair Signature

Date

Dean(s)

Meghan Hope

05/16/2025

Signature

Date

Signature

Date

Campus Academic Council

Chair's Signature

Date

Provost

Signature

Date

University General Education Council

Chair's signature

Date

University Faculty

Dallas Faculty Council Chair's signature

Date

Abilene Faculty Senate Chair's signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Dallas New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	CONR 624
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Kipi Fleming
B	Course Instructor	Fleming, McAdoo
C	Course Title	Conflict Coaching
D	Course Abbreviation for Banner if title is more than 30 characters	
E	College	College of Leadership and Professional Studies ▾
F	Department (this is a Banner designation for courses, not an operational unit)	LD - Graduate Studies (Online) ▾
G	Number of Credit Hours	3 ▾
G1	Number of Lecture Contact Hours	3 ▾
G2	Number of Lab Contact Hours	0 ▾
H	Is the course for a fixed or variable number of credit hours?	Fixed ▾ If variable, explain rationale:
I	Is the course repeatable for additional credit?	No ▾
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	Lecture (LEC) ▾ See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	3 ▾ <i>Use same number as response to 1G unless under lead/facilitator model.</i>
M	Grading Mode	Standard ▾

N	Maximum Enrollment	
O	Catalog Description (50 words or less)	This course equips students with the knowledge and techniques to coach individuals through conflicts effectively. By integrating knowledge of conflict management strategies with coaching methodologies, students will learn how to coach clients toward constructive dialogue, problem solving, and self-awareness.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None
R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
S	Does this course require any additional student course fees?	No ▾ If yes, attach a completed course fee form .
T1	Will the course be offered in fall terms?	No ▾
T2	Will the course be offered in spring terms?	Yes, every year ▾
T3	Will the course be offered in summer terms?	Yes, every year ▾
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Summer 2 2026
V	Is this course required for a program(s)?	Yes ▾ If yes, submit a separate completed curriculum proposal to change the program(s).

W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No ▾ If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	No ▾ If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course will be a required course in the new MACMR coaching track. It will be an elective course for the practitioner, organizational, and healthcare MACMR tracks. It will also be an option for the fifth course in the general conflict management certificate.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course fills the coaching gap in our curriculum that was highly recommended by our last visiting committee.

3. Course Design

- A. Audience and Course Goal

1. The audience for this course will be students who want to become conflict coaches for individuals, teams, businesses, etc.
2. The goal of this course is to prepare students to become effective conflict coaches for individual clients as well as clients/groups in various fields such as business, healthcare, government, education, etc.
1. (For future ICF credentialing) In order for the program to meet International Coaching Federation guidelines, each online coaching course will have required synchronous meetings.

- B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Apply advanced conflict management theories and techniques to design tailored coaching interventions that transform disputes into opportunities for growth and resolution. (PO1)	Course assignments, discussions, and synchronous session evaluations
2	Synthesize coaching frameworks with conflict resolution principles to guide clients toward effective problem-solving and sustainable outcomes, enhancing clients' interpersonal communication skills. (PO1, PO2)	Course assignments, discussions, and synchronous session evaluations
3	Develop the ability to coach clients to recognize their own conflict triggers and behavioral patterns, using emotional intelligence tools to promote self-reflection and personal development. (PO2)	Course assignments, discussions, and synchronous session evaluations
4		
5		

C. Text and Resources

TBD

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	

4	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	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).
6	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.
7	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.
8	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/1/2023

CONR 624: Conflict Coaching

2025 Section CONR 624 3 Credits 10/14/2019 to 10/14/2020 Modified 04/11/2025

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

In the College of Leadership and Professional Studies our vision is to build engaging communities and empower students to become compassionate, ethical leaders who inspire positive change and drive innovation across diverse industries. Our exceptionally prepared and well-supported faculty strive to create an innovative, inclusive, and supportive academic environment where rigorous scholarship, practical experience, and spiritual growth converge to shape tomorrow's leaders. Through a commitment to excellence, ever-expanding educational opportunities, faith, and service, we seek to contribute to a more just and compassionate world, guided by the principles of Christian leadership.

Program Mission Statement

The academic mission of ACU's Conflict Management Program is to equip and motivate students to be active peacemakers and ministers of reconciliation.



Integration of Christian Faith

The Program of Conflict Management at ACU shares the university's commitment to preparing thoughtful and mature individuals for service and leadership throughout the world. In particular, the effective management of conflict requires people of integrity who rely on both moral and intellectual virtues in decision making and actions. This program seeks to challenge each student to carefully consider the implications of facilitating the management of conflict in all aspects of their personal and professional lives.

Course Description

This course equips students with the knowledge and techniques to coach individuals through conflicts effectively. By integrating knowledge of conflict management strategies with coaching methodologies, students will learn how to coach clients toward constructive dialogue, problem solving, and self-awareness.

Outcomes

	Student Learning Outcome	Measurement
1	Apply advanced conflict management theories and techniques to design tailored coaching interventions that transform disputes into opportunities for growth and resolution. (PO1)	Course assignments, discussions, and synchronous session evaluations
2	Synthesize coaching frameworks with conflict resolution principles to guide clients toward effective problem-solving and sustainable outcomes, enhancing clients' interpersonal communication skills. (PO1, PO2)	Course assignments, discussions, and synchronous session evaluations
3	Develop the ability to coach clients to recognize their own conflict triggers and behavioral patterns, using emotional intelligence tools to promote self-reflection and personal development. (PO2)	Course assignments, discussions, and synchronous session evaluations

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Saturday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Thursday by 11:59pm CST. You are expected to respond to at least two of your classmates' postings for each discussion question. Your

comments are due by Friday at 11:59pm. You are also expected to reply to any comments made by your instructor or classmates to your original post. These replies are due by Saturday at 11:59pm. No late posting will be accepted.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Success Advisor and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

MACMR/CONR Writing Expectations

Abilene Christian University has high expectations for the quality of student writing, especially in graduate-level programs. For this reason, 20 percent of the points of every individual written assignment is dedicated to meeting writing standards and APA guidelines. Although not explicitly spelled out in every assignment rubric, students are expected to meet the writing requirements outlined in the MACMR/CONR Writing Expectations. If a student's writing does not meet these expectations, faculty reserves the right to return the assignment ungraded for revision or to deduct points in specific rubric lines that are for content as well as in the APA and/or writing mechanics lines.

Paper Specifications

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted in addition to any late penalty deductions if the assignment was submitted late.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. For administrative purposes, a zero will be placed in the gradebook for work not submitted on time. If an assignment is submitted after the zero is given or if an arrangement for late submission has been made with the instructor, the noted penalty percentage will be used to re-assess the assignment (removing the zero). Extensions are allowed at the discretion of the instructor and/or Program Director. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

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, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage \(https://acu.edu/academic-integrity\)](https://acu.edu/academic-integrity), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

Title IX Statement

All members of the ACU community have a responsibility to help create a safe learning environment on our Abilene Christian University Dallas Online campus. In addition, faculty have a mandatory reporting responsibility related to their role as a professor. ACU seeks to ensure all students feel safe to share information related to their life experiences in classroom discussions, written work, and in-person meetings. To the extent possible, faculty seek to keep the information students share private; however, they are not considered a confidential reporting source at ACU. As such, they are required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred during periods of student enrollment at ACU. Students wishing to share information in a confidential setting should access counseling services through TimelyMD or reach out to the Dean of Vocational Services. All of your options are available for review by clicking on the link to [ACU's policy \(https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/\)](https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/).

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/> (<https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/>).

* ACU Learner Support, Resources, and Services

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

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 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 our office directly at (325) 674-2667 or alpha@acu.edu (<mailto:alpha@acu.edu>).

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance> (<http://guides.acu.edu/distance>). Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421> (<http://guides.acu.edu/c.php?g=824708&p=5887421>). For research assistance, you can visit <http://asklibrary.acu.edu> (<http://asklibrary.acu.edu>) and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
900-1000 points	A
800-899.9 points	B

700-799.9 points	C
600-699.9 points	D
599 points and lower	F

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: MAY 15, 2025
TO: Dr. Kipi Fleming
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – CONR 624 – Conflict Coaching

After reviewing the course application, the Library is able to tentatively support the proposed course. The Library will work with Instructional Design and Subject Matter Experts to provide resources supporting the course. Please contact Melissa Atkinson (melissa.atkinson@acu.edu), if additional library resources are needed for the course. Thank you for the opportunity to evaluate the course application