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Welcome Message from the Department Chair



It is with great pleasure that I welcome you to the Master's Program in Conflict Analysis and Dispute Resolution (MACADR) at Salisbury University. Our program enjoys a well-known reputation and has grown rapidly in the last few years. I am glad to note that the program continues to demonstrate immense potential to become an organization of national and international distinction. There are two specific reasons for this. The first is we always attract a diverse and highly qualified pool of applicants, most of whom have considerable real-life experience in conflict and peace related issues. More than 25 percent of our students come from other countries. This makes the classroom experience unique. In addition, our students are gaining employment in a wide range of critical social sectors and some of our alum heading for academic posts has already begun to publish in reputed journals. The second reason is that our faculty probably are the most diverse and international within Salisbury University. They constantly publish and engage in academic and a wide range of professional activities. Our students always appreciate the friendly attitude and approachability of the faculty. Working with them will be fun. In addition, the Center for Conflict Resolution (CCR), an integral part of the program that provides valuable practical training and research opportunities, is available should you be interested. I strongly urge you to make use of the vast experience of our faculty and the resources at the CCR. Also, the University offers a multitude of tools for personal and academic development. I am sure you will take advantage of these opportunities as well. I look forward to working with you in the coming two years and beyond.

Dr. Soosaipillai I. Keethaponcalan
Chair, Conflict Analysis and Dispute Resolution
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Message from Maarten Pereboom, Dean, Fulton School of Liberal Arts



Welcome to Salisbury University and one of its outstanding graduate programs! Our Master of Arts Program in Conflict Analysis and Dispute Resolution has drawn a full cohort of students every year since we launched it in 2009. It is a diverse group in every sense, from recent college graduates to experienced professionals, from local residents to students from around the world, and they bring a rich variety of experiences to the program. This exciting, but relatively new, academic field has a great many professional applications, and our program prepares individuals for mediation and conflict resolution work in a great many sectors across the workforce, including justice and law enforcement, government, business, education and nongovernmental organizations. Our students increase their skills in research, analysis and communications as they draw on their reasoning skills as well as their emotional intelligence to work with parties in conflict. We have an excellent team of faculty members, and they promote a great sense of camaraderie among students. I am proud of the early successes of our M.A. graduates and wish you every success as you complete our program and put your education to work.

Dr. Maarten Pereboom
Dean, Fulton School of Liberal Arts
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410-543-6450 or ext. 36450
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Message from Clifton Griffin, Dean, Graduate Studies and Research



Welcome to graduate studies at Salisbury University! The Master of Arts Program in Conflict Analysis and Dispute Resolution (MACADR) is one of our most outstanding programs! The CADR faculty members are recognized for their international prominence, and during the course of your program, you will be immersed in real-world examples from faculty who have participated actively in the field of dispute resolution. Aside from your particular program, this is an exciting time to be a graduate student at SU! We are actively increasing the number of graduate programs at SU and now offer two doctoral programs. The Graduate Student Council gives graduate students a dependable opportunity to participate in University shared governance. I urge you to participate in the council and other cultural and social activities outside of your program. Learn all you can within your program, but also enjoy yourself! You should work hard, delve deep into your studies and have some fun all at the same time. Please do not hesitate to contact the Office of Graduate Studies and Research if we can help you have a meaningful experience.

Sincerely,
Dr. Clifton P. Griffin
Dean, Graduate Studies and Research
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Message from the Executive Director, Center for Conflict Resolution



The Center for Conflict Resolution Inc. (CCR) is a nonprofit organization that is fully integrated into the Department of Conflict Analysis and Dispute Resolution and Salisbury University. The Center began operations in 1992 and in 2000 underwent a redesign to mimic the teaching hospital model found in medical schools. The academic mission of the Center is to mentor conflict analysis and dispute resolution students, when feasible and practical, as well as to act as a resource to the entire university and local community. Center staff and faculty have worked with hundreds of students on independent fieldwork, research, program development, training and teaching projects across the state and region as well as in over 20 countries.

The Center has three complimentary teams:

- We are home to one of the longest established and well-respected training and service teams in the state. We work to meet a variety of local community needs, providing services such as mediation and facilitation for individuals or groups, conflict coaching, mediation training, the moderation of public dialogues or the training of teachers and students in a variety of problem solving skills.
- We are home to a world-class research team that conducts major evaluation projects of statewide, national and international conflict management systems, programs and processes. The team employs several graduates of the master's program. Recent research projects include a comprehensive evaluation of ADR processes across Maryland courts, a classified multi-year study of the Transportation Security Administration's Integrated Conflict Management System, a nationwide study of the U.S. Equal Employment Opportunity Commission's mediation program, an evaluation of the State (Maryland) Highway Administration's construction partnering program, and the State of California's Department of Fair Housing and Employment's mediation program – to name a few.
- The Center is also home to a world-class practice team of retired U.S. Ambassadors, federal officials who have led agency-wide alternative dispute resolution programs, retired law professors and others who spent a large portion of their professional careers developing conflict prevention and mitigation programs. Since 2000, the practice team has worked in over 30 countries and across the U.S. intervening in and moderating challenging issues relating to topics such as water rights and water management in the Middle East, retooling government legal systems in order to conform to European Union standards, developing a nationwide system of conflict resolution centers and practitioners for entire countries (in process), and billion dollar construction management projects. Since 2000, we have aided nearly 20 academic programs located across the globe as well as a dozen in North America.

Dr. Brian Polkinghorn

Professor and Executive Director, Center for Conflict Resolution, Inc.

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DEPARTMENT OF CONFLICT ANALYSIS AND DISPUTE RESOLUTION

Mission/Vision

The Master of Arts in Conflict Analysis and Dispute Resolution addresses the local, regional, state, national and international need for highly skilled conflict resolvers to work within judicial, governmental and social service systems, as well as in educational and religious communities. This program empowers students with the knowledge and advanced skills needed to work effectively in this field. Conflict resolvers currently find employment in virtually every aspect of society, working in international capacities as well as within local towns and neighborhoods helping people deal productively with conflict and training others to do so for themselves.

Faculty



Dr. Soosaipillai I. Keethaponcalan

Dr. S.I. Keethaponcalan obtained his Ph.D. in conflict resolution from Nova Southeastern University (FL) in 2001. He also has a Bachelor of Arts in political science from the University of Jaffna, Sri Lanka, a Master of Arts in international relations from the University of Colombo, Sri Lanka, and a Master of Science in conflict resolution from George Mason University (VA). Dr. Keethaponcalan currently serves as the chair of the Department of Conflict Analysis and Dispute Resolution at Salisbury University.

Formerly, he was professor of political science and head of department of the Department of Political Science and Public Policy, University of Colombo, Sri Lanka. Dr. Keethaponcalan has served as researcher and research fellow in several international agencies including the United Nations Institute for Disarmament Research in Geneva; the Bonn International Center for Conversation in Bonn, Germany; and the Peace and Governance Program of the United Nations University in Tokyo, Japan. He was a recipient of such honors as JSPS–UNU (Japan Society for the Promotion of Science – United Nations University) Post-doctoral Fellowship (2007); Asialink Teaching Fellowship in the Department of Social Anthropology, University of Bielefeld, Germany (2005); Mahbub Ul Haq Research Fellowship of the Regional Center for Strategic Studies (RCSS), Colombo (2003); German Academic Exchange Program (DAAD) fellowship in the University of Heidelberg, Germany (2002); and the Rotary Foundation Ambassadorial Scholarship in the U.S.A (1995).

Dr. Keethaponcalan has published widely on conflict and peace related issues in Sri Lanka and South Asia. The following are some of his publications; *Conflict and Peace in Sri Lanka: Major Document* (Kumaran Books, 2009), *Sri Lanka, Perspectives on the Ceasefire Agreement of 2002* (co-edited, South Asia Peace Institute, 2009), *Maritime Cooperation Between India and Sri Lanka* (co-authored, Manohar Publishers, 2006), “The Indian Factor in the Peace Process and Conflict Resolution in Sri Lanka,” in Jonathan Goodhand, Jonathan Spencer and Benedikt Korf (eds.) *Conflict and Peace-building in Sri Lanka: Caught in the Peace Trap* (Routledge, 2011), “Ethno-political Conflict and the Civil War: Domestic and International Impact,” in V.R.Raghavan (ed) *Conflict in Sri Lanka, Internal and External Consequences* (Vij Books, 2011), and “Conflict Resolution Research in Sri Lanka,” in Moonis Ahmar (ed.) *Conflict Resolution Research in South Asia* (University of Karachi, 2010).



Dr. Brian Polkinghorn

Professor Polkinghorn was the University System of Maryland Wilson Elkins Professor and a Distinguished Professor of Conflict Analysis and Dispute Resolution. Since 2000, he has been the program director in the Department of Conflict Analysis and Resolution and Executive Director of the Center for Conflict Resolution (CCR) at Salisbury University. Prior to 2000, he was the senior faculty member in the Department of Conflict Analysis and Resolution, Nova Southeastern University. He has worked in the conflict intervention field since 1985 as a mediator, arbitrator, facilitator, trainer, researcher, academic program developer, conflict coach, dispute systems designer and ombudsman. His primary research and publications are in the areas of environmental disputes, graduate program developments in the English-speaking world, post-conflict development projects, conflict intervention programs, ADR court program assessment and, the evaluation of major government ADR programs. He has published over 40 articles, books and book chapters and has been the principle (co-)investigator or recipient of more than 50 grants. He has practiced in several dozen countries primarily in the areas of environmental policy dispute intervention, labor-management, cross border cooperative enterprises, support of peace talks and civil society training. He is currently facilitating dialogues between Palestinian, Jordanian and Israeli parties on water rights/usage, waste to energy and collaborative agricultural in the Jordan River basin. He has also worked on the peace process in Nepal.

Polkinghorn is an alumnus of the Institute for Conflict Analysis and Dispute Resolution (ICAR), George Mason University (M.S., conflict resolution, 1988) and the Program on the Analysis and Resolution of Conflicts (PARC), Syracuse University (M.A., M.Phil., Ph.D. 1994). He was also a Fellow with the Program on Negotiation (PON), Harvard University Law School (1991-1992), a National Fellow with the US Environmental Protection Agency (1991-1993), a United States Presidential Fellow (1991), and more recently a Senior American Fulbright Scholar with the Evens Program in International Conflict and Mediation at Tel Aviv University (2010).



Dr. Thomas Boudreau

Thomas Boudreau, Ph.D., is professor in the Conflict Analysis and Dispute Resolution Department at Salisbury University. As a graduate student, he attended the Maxwell School of Citizenship and Public Affairs at Syracuse University where he served as the research assistant for Donald T. Campbell, the Schweitzer Chair of Humanities, as well as the administrative assistant for Dean Guthrie Birkhead, a decorated combat veteran of Patton's Third Army in World War II.

While in graduate school, Boudreau was appointed as project director for the Crisis Management Research Project at the Carnegie Council for Ethics and International Affairs in New York City. While there, he served as a private consultant to the Executive Office of the United Nations Secretary-General (1982-1987), which resulted in his first book *Sheathing the Sword*, which is the definitive legal interpretation of Article 99 of the U.N. Charter. At Salisbury University, he teaches courses in Theories of Conflict, International Negotiations and a course on Communications, Conflicts and Critical Incidents with personnel from the FBI Academy in Quantico, VA.

Since leaving graduate school, Boudreau has taught international law at American and Syracuse universities, as well as the University of Pennsylvania. He served as an unpaid legal advisor with Robert Silk, Esq. and his law firm

to the Permanent Bosnian Mission to the United Nations during the Bosnian War (1992-1995). Boudreau has written several law journal articles on the new Law of Nations, including "The Modern Law of Nations: *Jus Gentium*[The Digest] and the Roman Jurisprudence in Shaping the Post World War II International Legal Order," and "the Law of Nations and John Locke Second Treatise" (2012 *The Journal Jurisprudence*.) He also plans to complete the book *Law of Nations: Legal Order in a Violent World*.

Dr. Jacques Koko



Dr. Koko is the graduate program director for the Master of Arts Program In Conflict Analysis and Dispute Resolution. He earned a Master of Arts in conflict transformation and peacebuilding from Eastern Mennonite University in Virginia, and a Ph.D. in conflict analysis and resolution from Nova Southeastern University in Florida. His work, teaching and research encompass organizational conflict analysis and resolution, peacemaking, peacekeeping, peacebuilding, culture and conflict resolution, religion and conflict resolution, school conflict resolution, indigenous methods of conflict resolution, national security, leadership development, Somali piracy, and local capacity building for development and peace.

He has conducted trainings and participated in high-level negotiations in Africa. He also has conducted workshops in my many regions of the world, including in the United States. In addition to English, Dr. Koko speaks French, Spanish and several African languages. He has published in both French and English on conflict resolution-related issues. Some recent publications include *National Conference as a Strategy for Conflict Transformation and Peacemaking: The Legacy of the Republic of Benin Model*, published by Adonis & Abbey Publishers (London, U.K.) in 2008; *Determinants of Success in the United Nations Peacekeeping Operations*, published by the University Press of America in 2012; "Counteracting Dynamics of Violent Communication in Bullying," published in 2013 by the *Peace and Conflict Studies*, 20 (2), 187-210; "A Theology of Mediation for Peacemaking in Africa," published in 2013 by the *Journal for Peace and Justice Studies*, 23(1), 23-43.



Dr. Vitus Ozoke

Dr. Vitus Ozoke is originally from Nigeria where he read and practiced law before coming to the United States. He obtained a Master of Laws (L.L.M.) from the University of Miami (FL) and a doctorate in conflict analysis and resolution from Nova Southeastern University, Fort Lauderdale, FL.

Dr. Ozoke's research interests include civil wars and other ethnopolitical violence, their dynamics and their resolution, multiculturalism, indigenous systems of conflict resolution, civil societies and mass movements and their roles in conflict, socio-cultural aspects of conflict and its management, governance, governmental institutions and legal reforms, social identity and its conflict dynamics, social media, gender, human rights, and social justice.

Dr. Ozoke is an assistant professor in the Department of Conflict Analysis and Dispute Resolution, Salisbury University. He is a member of the Nigeria Bar Association, a member of the Editorial Board of *African Journal of Conflict Management*. Dr. Ozoke recently published a book titled, *Civil War Outcomes: A Predictive Insight*.



Rob La Chance, M.A.

La Chance is lecturer for the Conflict Analysis and Dispute Resolution Department at Salisbury University and the managing director at the Center for Conflict Resolution, Inc. His primary research is in the areas of conflict analysis dispute resolution in higher education, court alternative dispute resolution program evaluation, environmental disputes, international conflict intervention, conflict intervention through athletics, collective bargaining in sports, negotiation theory, partnering in construction and industrial application as well as conflict process and dispute systems design model building.

He received bachelor's degrees from Salisbury University in both conflict analysis and dispute resolution and philosophy. He earned a master's degree in international peace and conflict resolution at Arcadia University.



Ambassador Todd Becker

A native of the Washington, D.C., area, Ambassador Robert (Todd) Becker grew up with government and politics. He studied in Munich, Germany, and Vienna, Austria, and did his undergraduate and graduate work in German studies in Minnesota. His Washington roots and European experience led to a career as a U.S. diplomat and international civil servant that stretched over some 45 years, focusing his work on political analysis, practical negotiations and conflict management, prevention and settlement. In his teaching, he draws extensively on his diplomatic experience and assignments in conflict areas in Europe and the Balkans.

Since leaving diplomatic service, Becker has taught U.S.-European relations at Lawrence University and has offered courses in Diplomacy and Conflict, Complex Conflicts and Third Party Involvement in Dispute Resolution in the CADR Department at Salisbury University. He also teaches courses on European Comparative Government, The European Union and American Foreign Policy for the Political Science Department.

Courses & Course Descriptions

CADR 500 - INTRODUCTION TO CONFLICT ANALYSIS AND DISPUTE RESOLUTION

3 hours credit

Introduction to the various practices, history and formative theories of the field; basic analytical and conceptual frameworks; and how theory and practice reinforce each other. Explores how values and world views shape practices and will include reflective exercises to individual styles, value sets and approaches to conflict and intervention. **Three hours per week.**

CADR 510 - PROBLEM SOLVING, NEGOTIATION AND CONFLICT ASSESSMENT

3 hours credit

Explores basic negotiation and problem-solving theory and practice, from basic “two-party, one-issue disputes” to more complex cases requiring additional intervention skills. Familiarizes with the negotiation process; provides experience with conflict analysis and assessment; examines issues of effective data gathering, identification of stakeholders and getting people to the negotiation table; and reviews the process of assessment as it relates to selecting appropriate conflict resolution practices. **Three hours per week.**

CADR 520 - STRUCTURAL AND SYSTEMIC CONFLICT AND DISPUTE SYSTEM DESIGN

3 hours credit

Examines the hidden sources of conflicts that are often embedded in social, legal, political and organizational structures and systems. Emphasizes rules, regulations, roles, contractual obligations, laws, informal agreements and other ties that bind people together to conflict among individuals and groups. Examines organization, institution or government for root causes of conflict and create a new system that addresses the underlying issues, including internal conflict management programs within the new system. **Three hours per week.**

CADR 530 - MEDIATION THEORY AND PRACTICE

3 hours credit

Go beyond basic mediation and negotiation to engage in the major debates and nuances of practice in the field, specifically focusing on the interpersonal level of intervention. Distinctions are made concerning various mediation styles and various schools of thought on how and when to intervene in a case. Create your own models of practice from a wide range of process skills and approaches and apply process and analytical knowledge to cases possessing various levels of complexity. **Prerequisite:** CADR 510. **Three hours per week.**

CADR 540 - THEORIES OF CONFLICT AND CONFLICT RESOLUTION

3 hours credit

Examines theoretical base relating to conflict sources and conflict intervention. Provides a series of frameworks to place conflicts into various conflict maps and conflict models that will be used to analyze complex conflict dynamics. Theory frames conflict and practical intervention decisions. Theory and practice serve to inform each other in a cyclical, synergistic learning fashion. **Three hours per week.**

CADR 550 - RESEARCH METHODS

3 hours credit

Explores various research methods for collecting, tracking, managing and analyzing quantitative and qualitative data. Learn how research drives process, practical and theoretical developments. Includes a research project that employs various forms of data collection and analysis. **Prerequisite:** CADR 500. **Three hours per week.**

CADR 600 - GROUP PROCESSES AND COMPLEX CONFLICTS

3 hours credit

Explores the complexities of large group interventions including organizational, intergroup and international work. Familiarizes students with the challenges of large-group consensus processes like multi-party arbitration, negotiated rule making, large case mediation and facilitation. Cover the special challenges of large-party disputes, such as working with representatives and constituents, external dynamics shaping the interaction at the table, engaging multiple levels of government and community, working internationally and dealing with the media. **Prerequisites:** CADR 500 and CADR 510. **Three hours per week.**

CADR 610 - WORKSHOPS, TRAINING AND CONFLICT COACHING

3 hours credit

Examines services provided by conflict resolution practitioners. Learn how to construct a workshop and training from beginning to end. Design and implement a short training program for a local organization. Use the exercise to examine questions pertaining to professional development such as: self-marketing, developing and presenting conflict intervention products, developing and maintaining a solid client base and how to delicately write productive reports and evaluations. **Prerequisite:** CADR 500. **Three hours per week.**

CADR 620 - SPECIAL TOPICS

3 hours credit

A special topics course with varying content developed in response to faculty and student interests. **Three hours per week.**

CADR 630 - STUDIES IN CONFLICT ANALYSIS AND DISPUTE RESOLUTION

3 hours credit

Selected areas of study within varied subfields of conflict analysis AND dispute resolution. The content of this course varies over time in response to faculty and student interests. **Three hours per week.**

CADR 640 - FIELD PRACTICUM I

3 hours credit

Develop and undertake an intensive, semester-long practicum, focusing on practical field-based experiential learning. Develop practicum sites/projects with the assistance of the academic program coordinator. Provides the chance to test analytical and process skills in a live setting. The practicum will be mentored by a faculty advisor. Students must gain written permission from a faculty member to be their advisor on a particular practicum project. Students will need to have their site or project approved and a contract specifying their intentions approved before the semester begins. Requires an average of five-six hours per week throughout the semester in addition to time reserved for classroom activity, reading and research for the final project. **Prerequisites:** CADR 500 and CADR 520.

CADR 641 - FIELD PRACTICUM II

3 hours credit

An advanced self-guided practicum. Have the option to continue previous practicum experience begun in CADR 640 or create a new practicum experience [subject to faculty approval]. Students seeking a second practicum experience different than their first need to create a new contract with a faculty member design their practicum experience and have it approved by the faculty before the semester begins. Requires an average of five-six hours per week throughout the semester in addition to time reserved for classroom activity, reading and research for the final project. **Prerequisites:** CADR 640.

CADR 650 - RESEARCH THESIS PROJECT

3 hours credit

Permission of the instructor is required to take this course. Students wishing to conduct a thesis must take this course. Students who will pursue a thesis must make their intention known in their first year of study. In order to finish on time, students need to begin the process at least one semester before the semester they undertake the course. This course is a seminar that assists students through the thesis process and helps them create a thesis project of publishable quality. It also provides students the opportunity to act as peer reviewers for one another. Thesis students are expected to meet incremental goals identified by the faculty advisor. Finally, the thesis needs to be completed and publicly presented prior to the end of the student's final semester. **Prerequisite:** CADR 550 and permission of instructor. **Three hours per week.**

CADR 651 - PROFESSIONAL DEVELOPMENT PROJECT

3 hours credit

Permission of the instructor is required to take this course. It is a requirement for students working on a professional development project. Students who choose to focus on professional development must make their intention known in their first year of study. In order to complete the project on time, students need to begin the process at least one semester before the semester they undertake the course. This course is a seminar that helps students execute their professional development project. Professional development project students are expected to meet incremental goals identified by the faculty advisor. It also provides students the opportunity to act as peer reviewers for one another. The project needs to be completed and publicly presented prior to the end of the student's final semester. **Prerequisite:** CADR 610 and permission of instructor. **Three hours per week.**

Academic Advising

Academic advising is one of the most important services offered by Salisbury University. It is a process that helps students identify their career goals and assists them in the development of an educational plan designed to meet these goals. **Degree-seeking** students at Salisbury University are assigned an academic advisor. Students who have a declared major are assigned a faculty advisor within their major department, while students who have not declared their major are assigned faculty or professional advisors by the Office of Academic Affairs.

It is the CADR Department's belief that the quality of education that graduate students receive is greatly enhanced if students receive good academic advising at all stages of their program. This means that the students need good advising when they are being recruited, when they first register, at later stages in the program, and when they are graduating and looking for a job. Since academic advising is an on-going, intentional, educational partnership dedicated to student academic success, each graduate student is assigned a faculty member to be their advisor and mentor throughout their academic program.

It is to the students' advantage to meet with their academic advisor at least once a semester and to know the advisor well. The student can always count on their academic advisor to give them accurate and complete information about the degree requirements and refer them to the appropriate source for the information they need to be a successful student. The advisor is knowledgeable about University policies and can help the student learn to make decisions about their University experience. The advisor can help the student investigate degree programs and careers and be of assistance in case they experience academic difficulty. The academic advisor cares for the students' success and the student as a person; however, it is the responsibility of the student to take the lead in developing a relationship with the advisor by communicating with their advisor on a regular basis.

Practicum I and II

Field Practicum is a distinguishing feature of graduate-level education as it plays a crucial role in the educational preparation of professional practitioners. Field instruction is the integrating component of the total graduate educational process. In practicum settings students can both apply their knowledge as well as use and develop skills to test, practice and evaluate specific approaches to practice. In addition, students learn to appropriately apply the values and ethics of the conflict resolution profession to complex situations, especially as they relate to conflict situations.

In coordination with their faculty supervisor, all practicum students must develop an individualized field practicum learning contract, based upon all pertinent field course objectives, that defines the focus of student learning, during the first three weeks of practicum placement each semester. The contract is reviewed, critiqued and approved by the student's faculty supervisor and the on-site field supervisor. The field learning plan must include approaches to meet all field practicum objectives by using the resources of the school, experiences provided by the practicum site as well as the wider community and the student's particular area(s) of interest.

MACADR prepares graduate students for advanced level professional work in their chosen specific area of concentration. Additionally, the graduate practicum program is based on the assumption that mastery of advanced level competencies must include both structured and supervised experiential learning opportunities. The course objectives reflect the belief that graduate students are adult learners who must be actively and openly engaged in the teaching/learning process. It is expected that through the structured experiential learning process of field practicum placement, students will continue to develop and apply the advanced level critical thinking skills that are taught throughout the wider conflict analysis and dispute resolution curriculum.

Through fieldwork, students translate their theoretical and intellectual understanding of conflict resolution into practice. They apply knowledge of practice skills, research and evaluation techniques to real life practice settings. Graduate field practicum placement also provides a context for students to analyze, integrate, synthesize, apply and evaluate their knowledge and skills. In addition, it allows students to use the values and ethics that are taught throughout the graduate curriculum in both the foundation and concentration years of study. Additionally, through field's experiential learning opportunities, students are able to deepen their commitment to the ideals, values and ethics of the profession as they apply them in advanced and complex ways to think critically, assess, plan, implement and evaluate over all practice levels. Practicum students have the opportunity to increase their experience with cultural diversity, human rights issues, and the general dispute resolution strengths and challenges on local, regional, national and international levels.

At the end of the practicum, the student must submit to the faculty coordinator/supervisor a copy of the field experience report and a journal of the activities and the experiences during the practicum placement.

Capstone Project

All students must complete the Capstone Project. Students have two options, either the Professional Development Track or the Thesis Project Track to be done in their selected area of specialization.

Professional Development Track

The aim of the professional development project is to enhance the student's professional effectiveness in their specific area of concentration. Engagement in professional development project is also critical for enhancing transferable skills, expanding professional networks, and creating partnerships and collaborations. Students who

choose to focus on professional development must make their intention known in their first year of study. In order to complete the project on time, students need to begin the process at least one semester before the semester they undertake the course. As with the practicum placement, in coordination with their faculty supervisor, all students must develop an individualized learning contract, based upon all pertinent field course objectives, that defines the focus of student learning, during the first week of professional development. The contract is reviewed, critiqued and approved by the student's faculty supervisor and the on-site field supervisor (if any).

Thesis Project Track

During the first term of study, students in the MACADR program may choose the option of completing a thesis. Students taking the thesis option will complete the same coursework as students in the course-based option, with the exception of CADR 651, the course associated with professional development. Instead of enrolling in CADR 651, students enroll in Research Thesis Project (CADR 650). Any further coursework will be based on individual student needs and will be determined at the discretion of the supervisor and the thesis committee members. The student will propose and conduct original research that will be the basis for their thesis. CADR requirements pertaining to master's thesis, including supervisory committees and deadlines, will apply to these students.

Requirements for the thesis track, CADR 650, include all of the academic requirements outlined for the course-based track, with the exception of the CADR 651, Professional Development Project. In place of the project, thesis-track students complete a thesis. Additional coursework in research design, statistics, or specialized content may be recommended by the supervisor and thesis committee. Students taking the thesis option are advised to begin the process at least one semester before the semester they undertake the course to allow ample time for completion.

To be eligible for the optional thesis track, students must be in good standing and have identified a department faculty member who is willing to supervise their thesis research. Students are encouraged to state their desire to pursue the thesis option at the time of admission. However, they may declare this intent as late as the end of the first year of the graduate program. During CADR 550, Research Methods, students have the opportunity to apply for the thesis track by submitting an application form and a 5-10 page prospectus. Thesis specific course work can be incorporated in CADR 550. CADR faculty meet over the spring semester to review applications.

The MACADR program expects students invited to complete the Thesis Project Track to produce an academic work of publishable quality. Based on the intense nature of this type of project, it is anticipated that only a select few Thesis Project Track applications will be approved for each cohort. All other graduate students are expected to complete a professional development project.

For more information see the Master's of Arts Conflict Analysis and Dispute Resolution, Thesis Track Policy document.

CENTER FOR CONFLICT RESOLUTION

Purpose / Mission



Celebrating 20 years of service

The mission of the Center for Conflict Resolution is to foster peace building through the teaching and training of both conflict analysis techniques and conflict process skills. This requires the careful study of conflict process dynamics, introspection and practice all of which prepares an individual to effectively promote and foster nonviolent, collaborative and peaceful ways to resolve conflicts.

History

It is ironic that the evolution of the University's conflict curriculum was surrounded in controversy. Two courses offered by Dr. Phillip Bosserman (1989) – The Sociology of War and Peace and The Sociology of Conflict and Nonviolence – were met with campus protests. Classes were disrupted and eventually a dialogue of tolerance emerged in student publications and editorials. Attitudes changed toward "peace" studies after a campus talk was delivered by *Washington Post* writer Coleman McCarthy on violence and the environment. Shortly after (1992-93), a peace studies minor was added to the University's curriculum.

The Center for Conflict Resolution evolved from the need to address Salisbury community school's rising incidence of violence. McCarthy was brought back to speak to teachers and administrators and he proposed the formation of a satellite of his parent center in Washington, D.C.. The Center for Teaching Peace was established at Salisbury University with funds that McCarthy recently had received from the Schumann Foundation (Bill Moyers, president). In addition to providing curriculum and training support for Salisbury's community schools, the Center (1994) began providing mediation services for the community as directed by the courts in areas of divorce and parenting disputes. The practice of mediation expanded from there to include labor, business, landlord-tenant and governmental mediation cases.

The Center has always maintained a holistic view of conflict, its social and structural causes and the need to address these causes to transform society. The scope of the Center's work covers the spectrum from interpersonal disputes between family members to global international conflict situations.

Today the Center for Conflict Resolution has a paid staff of 12 persons and 13 affiliates engaged in research, mediation, training/workshops and education.

Teaching Hospital Model

In 2000, the Center shifted focus and merged community programs into a larger student centered vision. Dr. Brian Polkinghorn developed the B.A. program in 2001 and with Robert LaChance developed the M.A. program in 2007. In a parallel track, he developed the Center's "teaching hospital" model that incorporates teaching/training, practice/application and research/scholarship teams. Through many grants and contracts these teams form the

foundation of the teaching hospital model that serves the academic needs to students along with community service needs. The teaching hospital model is integrated and interfaces seamlessly to support the mission for the CADR academic programs at Salisbury University. Numerous opportunities are available to the CADR students to interact with the Center's staff in these areas. Student who are required to conduct practicum and professional development projects are encouraged to engage members of the faculty and staff of the Center.

Other Activities

Community Mediation - The Center mediates disputes from local to international in scope and in a variety of areas including neighborhood, family, parent/teen, business, community association, organizational, consumer, prisoner reentry, personal, landlord/tenant and employment.

Research - The research team is actually composed of two groups. One is a faculty group primarily engaged in workplace and court Alternative Dispute Resolution (ADR) as well as program evaluation and process assessment. The second group is composed of a mix of faculty, private conflict resolution practitioners and individuals from NGOs. This group works on a variety of issues including but not limited to school-based conflict resolution programs, mediator competencies, mediation styles, best practices in environmental public policy disputes, cross-cultural conflict and internationally based dispute interventions.

Educational - The Center staff works with SU CADR Department to develop/deliver relevant course materials, training programs and special lectures including the One Person Can Make a Difference series noted for the list of Nobel Laureates and Heads of State who have visited campus.

Practice – The Center engages in other services, including construction arbitration and mediation; construction partnering (on major long term mega-construction projects); facilitating intercommunal disputes in hot spots around the world, monitoring and managing cross-border agreements; facilitating dialogues between representatives from contending communities and countries; as well as several other needs driven forms of conflict intervention.

RESOURCES

Student Club

Salisbury University boasts a wide array of student clubs and organizations, each with a unique purpose and a diverse group of members. Participating in clubs is a key part of the student experience at Salisbury University. There are several clubs across the SU campus that students can become involved in. Participating in these clubs are a great way to meet other students and faculty, while also becoming more involved with the larger community. In the CADR department, there exists a club; The Conflict Resolution Club (CRC), which officially began in fall 2001, is open to any Salisbury University student regardless of major.

For more information: www.salisbury.edu/cadr/club.html

Graduate Lounge

The graduate lounge, multi-purpose space for the exclusive use of CADR graduate students. It has a couch, chairs, tables, a computer, refrigerator and microwave. Any graduate student may request to reserve the lounge for any purpose, and when the lounge is not reserved, any CADR graduate student may simply swipe in with his or her ID and hang out in the lounge.

Graduate Student Council

The Graduate Student Council (GSC) is the voice of graduate students in academic, administrative and residential matters for graduate students. The GSC at Salisbury University is a student-run governing body dedicated to improving the quality of life for the diverse population of graduate students. Through regular meetings and ongoing dialogue, the GSC brings student concerns to the attention of the deans and administrative staff of the Graduate School. The GSC was created in fall 2011. It represents over 700 students on issues from graduate assistantship rights, to parking. The GSC hosts social activities for all graduate students a few times a semester. The goal of the GSC is to help create a stronger graduate student and a stronger graduate program at SU.

Mission:

The GSC is the official political and social body for the graduate students at SU. The GSC's goal is to provide avenues for intellectual, professional, personal and social development through grants, advocacy, public presentation of research, graduate community events and campus service support.

Library Research Assistance

For assistance with research students are encouraged to contact the friendly research/instructional librarian Krista Knapp for help. To get in touch with her, visit her office: Blackwell Library 128 (best to make an appointment); by

phone: 410-677-0118; by IM on Facebook; or send a message to blackwellref via yahoo, meebo, gtalk, AIM or MSN during regular Research Desk hours

Help is also available at the Research Desk. You can also get help **24 hours a day/7 days a week** through the Maryland AskUsNow chat reference service: <http://askusnow.info/>

Grievance Appeal Procedures

Salisbury University is committed to ensuring students have access to formal appeals and grievance processes so disputes and problems can be solved in a fair and timely manner. An important goal is to maintain harmonious relations among students, faculty and staff. Graduate education is based upon a mutuality of interests and respect among faculty, staff and students. It is important that this mutual concern for the quality of education and the persons involved be fostered and preserved. The use of or participation in a grievance procedure shall not subject the graduate student, any witness or any graduate student's representative to reprisal in any way by the professor, the department, the major professor, the staff or the University. Nor shall participation in the grievance procedure be reflected in any way in efficiency ratings, grades, evaluations, academic opportunities or graduate student employment relations.

For further information read the Student Appeals and Grievance Procedure Policy.

Academic Honesty Statement

Integrity is a principle that permeates all the activities of the University and guides the behavior of faculty, students and staff. The spirit of academic integrity denotes adherence to the precept that "one's work is one's own." The process by which integrity is upheld assumes clear communication of University expectations, standards and policies and clear communication of students' and faculty's rights and responsibilities

USEFUL RESOURCES

These resources are intended to be useful to the students and to help them to be successful in school and beyond.

- **Accord: Conciliation Resources:** www.c-r.org - Website with information about conflict resolution, with information about various conflicts.
- **Armed Groups Project:** www.armedgroups.org
- **Beyond Intractability** (resources about conflict): www.beyondintractability.org
- **BBC News:** www.news.bbc.co.uk - News and country profiles.
- **Bonn International Center for Conversion:** www.bicc.de - BICC is an independent, non-profit organization dedicated to promoting peace and development. Organizes its work around the topics of arms, peacebuilding and conflict.
- **Center for Systemic Peace:** www.systemicpeace.org - Research and analysis on conflict and violence.
- **CIA – the World Fact Book:** www.cia.gov/cia/publications/factbook/index.html - Contains facts on all countries on geography, people, history, government, economy, etc.
- **Households in Conflict Network:** www.hicn.org - Research network on the impact of conflict at the household level.
- **Human Rights Watch:** www.hrw.org
- **Human Security Report and Briefs:** www.humansecurityreport.info and www.hsrgroup.org (to reach the briefs). The report and the briefs look at trends in armed conflict and examine related issues. Also houses research resources on human security at www.humansecuritygateway.info
- **Global IDP Project:** www.idpproject.org (see also Internal Displacement Monitoring Centre: www.internal-displacement.org)
- **Global Peace Index:** www.visionofhumanity.org/gpi/home.php - Ranks the nations of the world by their peacefulness and identifies some of the drivers of that peace.
- **INCORE:** www.incore.ulst.ac.uk/services/cds/countries/index.html - Resources about various conflicts in the world.
- **Information from the Norwegian government and ministries:** www.government.no

- **Inter-Agency Network for Education and Emergencies:** www.ineesite.org - A global, open network of non-governmental organizations, UN agencies, donors, practitioners, researchers and individuals from affected populations working together within a humanitarian and development framework.
- **International Crisis Group:** www.crisisgroup.org - Updated information and reports about conflict situations around the world.
- **International Institute for Strategic Studies:** www.iiss.org/publications/armed-conflict-database
- **The International Journal of Peace Studies:** www.gmu.edu/academic/ijps/vol1_1/cover1_1.htm (Part of the International Peace Research Association)
- **International Peace Institute:** www.ipacademy.org - Devoted to policy research and development with the aim of promoting conflict prevention and resolution.
- **Nansen Dialogue Network:** www.nansen-dialog.net - Promotes dialogue between conflicting parties.
- **NISAT** (Norwegian Initiative on Small Arms Transfers) www.nisat.org.
- **PRIO:** www.prio.no - and also Forum for Peacebuilding Ethics: www.prio.no/peaceethics.
- **Relief Web:** www.reliefweb.int - UN site for information about humanitarian situations and complex emergencies.
- **Small Arms Survey:** www.smallarmssurvey.org
- **Stockholm Peace Research Institute:** www.sipri.org - Swedish research institute studying peace and conflict.
- **Swiss Peace:** www.swisspeace.ch - A peace research institute.
- **United Nations:** www.un.org - Official website of the United Nations. Links to the various entities, which contain valuable country information and statistics.
- **UN Peace-building Commission:** www.un.org - Peace/peacebuilding/inter-governmental advisory body assists with peace efforts.
- **UN Peacekeeping:** www.un.org/Depts/dpko/dpko
- **UNDP Department of Crisis Prevention and Recovery:** www.undp.org/cpr
- **United States Institute of Peace:** www.usip.org - Non-profit institute with information about conflict resolution, including access to many peace agreements.
- **Uppsala Conflict Database:** www.pcr.uu.se/database - Short description of armed conflicts in all countries, with actors, histories, etc.

- **University of Bradford Department of Peace Studies:** www.bradford.ac.uk/acad/peace - The world's largest university department dedicated to peace studies.
- **University of Maryland Center for International Development and Conflict Management:** www.cidcm.umd.edu - Houses the Correlates of War and Minorities at Risk projects. Access to research resources.
- **World Bank Conflict Prevention and Reconstruction Unit:** www.worldbank.org/conflict - Contains information on country reports and statistics.

USEFUL LITERATURE

This list covers readings in Peace and Conflict Research that are of interest to the student and that are a relevant source of information and data for learning purposes.

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Journal of Conflict Resolution

Journal of Conflict and Security Law

Journal of Conflict Studies

Journal of International Peacekeeping

Journal of Peace Research

Journal of Peacebuilding and Development

Journal of Religion, Conflict and Peace (online, open-access)

Peace and Change: A Journal of Peace Research

Peace, Conflict and Development: An interdisciplinary Journal (peer-reviewed? Online, open-access)

Peace and Conflict: Journal of Peace Psychology

Peace and Conflict Studies

Peace Review: A Journal of Social Justice and Security Studies