



Manual for Community Colleges Developing Programs in Peace and Conflict Studies

Chapter Outline and Descriptions

This manual is a working publication and we hope that those with the expertise in various areas will be willing to contribute to the expansion of these types of programs by sharing their work with others. Those who have direct experience implementing or developing such programs are invited to contribute. Below includes a list of chapters we need contributed. If you have direct experience in any of these areas (or a relevant area, not included in the list) you are encouraged to write and submit the chapters to be added to the manual. **The next deadline is February 1, 2010.** Please see the manuscript expectations for submission details.

1. Study Abroad. Study abroad can be a valuable dimension of learning about peace and conflict. How would a college initiate a distance learning program on these topics?
2. Credit vs. Non-credit Courses. Examples of credit versus non-credit courses and programming on these topics.
3. Faculty Development - Strategies for Faculty Development. Questions to be explored might include: How to prepare faculty to teach peace and conflict issues? (Many colleges and universities do not have faculty which have a degree, specialization, or concentration in the content area). What professional development opportunities are offered? How do you encourage faculty to receive additional training? What is some of the basic content needed for those who wish to teach an elective versus a required course?
4. Career Options for Students. Listing career options for students obtaining peace and conflict degrees or certificates should be explored. In addition, an examination of experiential opportunities that position students for the job market could be considered.
5. Developing a Traditional Academic Program. Related to the question of whether the strategy is credit or non-credit, there could be a discussion of how to go about designing a traditional degree or certificate. Issues considered should include: learning objectives, course development, selection of electives, and materials/book selections.
6. Transfer Preparation. If one of objectives of the program is transfer, questions related to designing the course(s) to transfer to a four year should be addressed as well as how to prepare for articulation agreements.
7. Conflict Management/Peace Centers. How does one design a center? Development of the mission statement, and other things to consider.
8. Program Management. Issues related to the overall management of students, faculty, and other dimensions of a program could be addressed.

Manuscript Expectations

1. In that the publication is designed as a handbook, extensive referencing is discouraged. However, when necessary, please follow APA guidelines for citation.
2. The tone of the writing should be in the third person and directed toward practical non theoretical strategies for development. This should be actual “how to”, with strategies in order of what needs to be done first, etc.
3. Specific examples, such as sample courses, transfer agreements, market surveys, etc. are highly encouraged for each segment – reference them in your segment and they will be placed in an appendix.
4. As is the nature of a “how To” handbooks, lengthy articles are discouraged. Generally, shorter pieces in the range of 2000 to 3000 words should be the goal.
5. The use of graphs, charts, hyper-text links and other visual aids within an article are encouraged. The author is assumed to have obtained all necessary permissions before submission.
6. Submissions must be made in MS word.
7. Editing will be done by the conference organizers; however, it will be kept to minimum.
8. Submission does not imply that an article will be accepted. The editors’ retain sole right to determine whether a submission will be published.
9. Once published, copyright will be held by Cuyahoga Community College, but all content will be made available at no charge through the www.CREducation.org web site with the hopes that all contributing organizations will also link from their sites to the documents as a resource to all.
10. **Submissions for the next chapters should be received by February 1, 2010.** (Please contact Jennifer Batton prior to this date if you are interested in submitting a chapter in order that colleagues across the country do not duplicate efforts and/or may choose to collaborate on segments. She can be reach at 216-987-2231 or by e-mail at: Jennifer.Batton@tri-c.edu). All final chapters should be sent to: Shawn McElroy at Global Issues Resource Center, Cuyahoga Community College by e-mail at: Shawn.McElroy@tri-c.edu or via regular mail (on a cd-rom) to:

Shawn McElroy, MPA

Global Issues Resource Center

Cuyahoga Community College

4250 Richmond Rd., EEC 115

Highland Hills, Ohio 44122

Questions? Contact Jennifer Batton at Jennifer.Batton@tri-c.edu or by phone at 216-987-2231.