

# ELR 480 Introduction to Negotiations and Conflict Resolution-DEAdd-2016-12-08

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-DEAdd-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

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**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

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*\*Indicates a required field*

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<b>Course Level*</b>	undergraduate-level
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## Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<b>Course Prefix /Number*</b>	ELR 480
<b>Course Title*</b>	Introduction to Negotiations and Conflict Resolution
<b>Type of Proposal*</b>	<i>See CBA, Art. 42.D.1 for Definition</i> online

<p><b>Brief Course Outline*</b></p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p><b>Brief Course Outline:</b></p> <ul style="list-style-type: none"> <li>• Introduction/Overview of Negotiations and Conflict Resolution.</li> <li>• Historical Background and Present Nature of Negotiations and Conflict Resolutions.</li> <li>• Underlying Concepts, Approaches and Tactics of Distributive Bargaining.</li> <li>• Underlying Concepts, Approaches and Tactics of Integrative Bargaining.</li> <li>• Applying Bargaining approaches to Negotiations Planning.</li> <li>• Analyzing the Impact of Perception, Cognition and Communication Styles on Conflict Resolution.</li> <li>• Analyzing the Impact of Emotion on Conflict Resolution.</li> <li>• Synthesizing research-based strategies in Effective Negotiations and Conflict Resolution.</li> <li>• Ethics in Negotiations</li> <li>• Creating Productive Relationships in Negotiations</li> <li>• Analyzing the Dynamics of Team-based Negotiations</li> <li>• Comparing the Dynamics of International and Cross-cultural Negotiations</li> </ul> <p>Applying Evidence-based Best Practices to Negotiations and Conflict Resolutions</p>
<p><b>Rationale for Proposal (Required Questions from CBA)</b></p>	
<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</b></p>	<p>Qualifications to teach online can be attributed to past experience and professional development completed during my career in academia. I have taught online courses with several higher education institutions for the past 8 years and I have completed required training programs offered by Higher education institutions. I have significant experience with different online platforms to deliver course material. I have utilized Blackboard and Desire2learn tools to build and conduct online classes. I have participated in professional development that has enhanced my online teaching skills. I have completed the following:</p> <p><b>Quality Matters Program (QM).</b> QM is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. The Quality Matters Rubric has become the most widely used set of standards for the design of online and blended courses at the college level.</p> <p><b>EDUC-495: Online Virtual Teaching and Learning.</b> A course that covered best practices, standards, models of online learning, course design and delivery, new technologies and their applications, social media, and practical experience in designing an online or hybrid class. There was a heavy emphasis on the use of new and emerging technologies in adult and K-12 education.</p>
<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</b></p>	<p><b>Current Course Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Formulate skills in communication including active listening and providing effective feedback necessary to engage in successful negotiations and conflict resolution.</li> <li>2. Problem-solve and generate alternative approaches to successfully negotiate and resolve conflict practical settings.</li> <li>3. Analyze and compare integrative and distributive negotiation techniques.</li> <li>4. Explain conflict in a workplace setting and apply techniques in an effective manner that resolves the conflict without harming the relationship.</li> <li>5. Analyze the negotiating process with reference to goals, underlying concepts, effective tactics, objective outcomes, and the impact on the relationships of the parties as a result of a negotiation.</li> <li>6. Use concepts and approaches of distributive and integrative negotiation to simulate an in-class collective bargaining experience.</li> </ol> <p><b>These learning outcomes will be accomplished primarily through:</b></p> <ul style="list-style-type: none"> <li>• Student outcomes 1,2,3,4 &amp; 5 will be accomplished primarily through the use of real-time videoconferencing (Zoom) connections between the students and the instructor, along with instructional strategies that enable the students to use distance education features in addition to their active, "live" participation in every class session. <b>(Student outcomes 1,2,3,4,&amp; 5)</b></li> <li>• Students can participate in instructor-led discussions and debates on the concepts, strategies and issues related to negotiations and conflict resolution; they can also engage in the Discussion Board posts that are follow-up, extended thinking applications of the information covered in the live classroom sessions. <b>(Student Outcomes 1,3,&amp; 4)</b></li> <li>• Students will participate in face-to-face instructional activities, including whole group work and small group, applied learning experiences. The simulated negotiations will use additional Zoom meetings rooms during class so that students may caucus between negotiating sessions; students will interact face-to-face, and use the Discussion Board, chat option, and Collaborate as they plan, execute and assess each portion of the simulation. <b>(Student outcomes 1,2,3,4,5,&amp; 6)</b></li> <li>• A summative assessment of the student's simulation performance, including student's self-evaluation, will be submitted via the Desire2Learn platform of the course. Individual student case studies will be based on independent student research on topics within the study of ethics and the impact of cross-cultural differences in relation to negotiations and conflict resolution. <b>(Student outcomes 2, 4,&amp; 5)</b></li> </ul>

<p><b>How will the instructor-student and student-student interaction take place?*</b> (if applicable)</p>	<p><b>Student-student interaction</b> will be achieved in several ways. Students will be encouraged to share personal items of interest through two discussion forums dedicated for this purpose: a Bio Forum in which students post information about themselves, their careers, and their interests, and a Cafe Forum in which students can exchange ideas and questions on topics not specifically related to the course. There will also be a General Course Forum in which students can pose questions and comments about the course as a whole.</p> <p><b>Instructor-Student Interaction</b> is achieved through the instructor being an active participant in the module discussion forums by posting initial questions for discussion, sharing in documentation that is pertinent and useful, and by providing comments and critiques on students' posts</p>
<p><b>How will student achievement be evaluated?</b></p>	<p><b>How will student achievement be evaluated?</b></p> <p>Class participation = 10% (Objective 1,2,3,4,&amp; 6)</p> <p>Negotiation Exercises = 20% (Objective 2,3,4,&amp; 6)</p> <p>Quizzes from Assigned Readings = 10% (Objective 1&amp;2)</p> <p>Midterm Exam = 20% (Objective 3 &amp; 5)</p> <p>Case Analysis = 20% (Objective 2 &amp; 3)</p> <p><u>Final Exam = 20% (Objective 3 &amp; 5)</u></p> <p>Total = 100%</p>
<p><b>How will academic honesty for tests and assignments be addressed?*</b></p>	<p><b>Academic Honesty</b> will be addressed in the following:</p> <p>1.The following academic integrity policy will appear in the syllabus for this course:</p> <p>Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. Students will be required to submit all papers involving referenced work to Turn-it-in. Assignments will be designed to minimize the potential for violations of academic integrity.</p> <p>Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Graduate Catalog, which is available at <a href="http://www.iup.edu/page.aspx?id=127235">http://www.iup.edu/page.aspx?id=127235</a>.</p>

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