

ELR 851-Conflict Resolution-NewCrs-2017-12-01

- 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-CrsRvs-2015-08-10**

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

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

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

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

Fourth Step: Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

| | | | |
|-----------------------------------|--------------------------------|------------------------|----------------|
| Proposer* | David M. Piper | Proposer Email* | dpiper@iup.edu |
| Contact Person* | David M. Piper | Contact Email* | dpiper@iup.edu |
| Proposing Department/Unit* | Employment and Labor Relations | Contact Phone* | 724-357-4471 |


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| (A) Course Prefix* | ELR |
| (B) Course Number* | <i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> 851 |
| (C) Course Title* | Conflict Resolution |
| (D) Course Level* | graduate-level |

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| <p>(E) Cross Listed*</p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p> | <p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>YES</p> <p>If YES, with:ELR751 Conflict Resolution</p> |
| <p>(F) Variable Credit*</p> | <p>NO</p> <p>If YES, enter the number of credits:</p> |
| <p>(G) Variable Title*</p> | <p>YES</p> <p>If YES, enter the title(s):Conflict Resolution</p> |
| <p>(H) Number of Credits*</p> | <p>Class Hours per Week:3</p> <p>Lab Hours:0</p> <p>Credits:3</p> |
| <p>(I) Repeatable Course*</p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p> | <p>YES</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p> |
| <p>(J) Prerequisite(s)</p> | <p>None</p> |
| <p>(K) Co-requisite(s)</p> | <p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>none</p> |

| <p>(L) Additional Information</p> | <p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>distance-education</p> | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---------|-------------------------|---|---|--|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>(M) Recommended Class Size</p> | <p>Number (Enter Zero if No):26</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Other</p> <p>Explain (required):</p> <p>This is an applied skills doctoral level course. Students will engage in both individual and group conflicts. Large class sizes do not permit this instruction.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>(N) Catalog Description*</p> | <p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Provides students with an in-depth analysis of conflict resolution in many settings, primarily in the employment relationships. The student will examine the current theory in conflict resolution; the legal, ethical, and emotional issues that are common in disputes; and the format by which employment disputes are resolved.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</p> | <p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course. Hit Tab to add additional lines</i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="326 1068 1484 1701"> <thead> <tr> <th data-bbox="326 1068 415 1146">SLO #</th> <th data-bbox="415 1068 1057 1146">Outcome</th> <th data-bbox="1057 1068 1484 1146">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1146 415 1241">1</td> <td data-bbox="415 1146 1057 1241">Formulate skills in: communications, especially listening and giving feedback; creative idea generation and problem-solving; negotiation; mediation-facilitation.</td> <td data-bbox="1057 1146 1484 1241">Evaluation Method: Article Analysis, Reflection, Class Exercises, Outside Experimentation</td> </tr> <tr> <td data-bbox="326 1241 415 1335">2</td> <td data-bbox="415 1241 1057 1335">Explore the dynamics of various conflict/negotiation contexts and the resolution techniques that may be appropriate to use in given situations.</td> <td data-bbox="1057 1241 1484 1335">Evaluation Method: Reflection, Class Exercises, Article Analysis, Outside Experimentation</td> </tr> <tr> <td data-bbox="326 1335 415 1430">3</td> <td data-bbox="415 1335 1057 1430">Identify and differentiate between the various theoretical approaches to negotiation and mediation (distributive, integrative, interest-based, and transformational</td> <td data-bbox="1057 1335 1484 1430">Evaluation Method: Research Paper, Article Analysis, Class Exercises and Outside Experimentation</td> </tr> <tr> <td data-bbox="326 1430 415 1545">4</td> <td data-bbox="415 1430 1057 1545">Apply skills involving the resolution of conflict between interdependent groups or units, either intra- or inter-organizational</td> <td data-bbox="1057 1430 1484 1545">Evaluation Method: Class exercise, Reflection and Case Study</td> </tr> <tr> <td data-bbox="326 1545 415 1608">5</td> <td data-bbox="415 1545 1057 1608">Summarize the broad range of dispute resolution processes both in concept and in execution.</td> <td data-bbox="1057 1545 1484 1608">Evaluation Method: Outside Experimentation, Case Study</td> </tr> <tr> <td data-bbox="326 1608 415 1701">6</td> <td data-bbox="415 1608 1057 1701">Research relevant theories in conflict resolution, including change theory, language framing, nonverbal communication, and brain function during conflict situations.</td> <td data-bbox="1057 1608 1484 1701">Evaluation Method: Research Paper and Article Analysis</td> </tr> </tbody> </table> | SLO # | Outcome | How outcome is assessed | 1 | Formulate skills in: communications, especially listening and giving feedback; creative idea generation and problem-solving; negotiation; mediation-facilitation. | Evaluation Method: Article Analysis, Reflection, Class Exercises, Outside Experimentation | 2 | Explore the dynamics of various conflict/negotiation contexts and the resolution techniques that may be appropriate to use in given situations. | Evaluation Method: Reflection, Class Exercises, Article Analysis, Outside Experimentation | 3 | Identify and differentiate between the various theoretical approaches to negotiation and mediation (distributive, integrative, interest-based, and transformational | Evaluation Method: Research Paper, Article Analysis, Class Exercises and Outside Experimentation | 4 | Apply skills involving the resolution of conflict between interdependent groups or units, either intra- or inter-organizational | Evaluation Method: Class exercise, Reflection and Case Study | 5 | Summarize the broad range of dispute resolution processes both in concept and in execution. | Evaluation Method: Outside Experimentation, Case Study | 6 | Research relevant theories in conflict resolution, including change theory, language framing, nonverbal communication, and brain function during conflict situations. | Evaluation Method: Research Paper and Article Analysis |
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| <p>(P) Brief Course Outline*</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>Introduction into Conflict Paradigms, Knowing interests vs positions, differentiating and applying the different forms of negotiations including distributive, integrative, interest based and transformational bargaining.</p> <p>Understanding the alternatives to resolutions, what is your Best Alternative to a Negotiated Agreement. Tactics used to get past no in a deadlocked negotiations</p> <p>Understanding the power of communication and framing of words. Active listening and giving feedback.</p> <p>Generating options for mutual gain, understanding non-verbal communications and the basics of body language</p> <p>Securing closure and sustaining commitment in a negotiation. Presenting results from research and article analysis.</p> |
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| <p style="text-align: center;">Rationale for Proposal</p> | |
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| <p>(Q) Why is this Course Being Proposed?*</p> | <p>Currently the course is a required course for the Doctor of Education in Administration and Leadership Studies within the College of Education. This course is also taught at the Master's level for the Employment and Labor Relations Department. The Doctoral level course has an increased workload over the Master's level course, including dedicated research into potential dissertation topics.</p> |
| <p>(R) University Senate Summary of Rationale</p> | <p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>Conflict Resolution is a required course for Doctoral students in the ALS program. The course is also listed as a 751 course for Employment and Labor Relations and Health Service Administration students. A doctoral level only course provides more research opportunities within the course requirements and makes clear the distinction between the master level work requirements and the doctoral level work requirements.</p> |
| <p>(S) How Does it Fit into the Departmental Curriculum?*</p> | <p><i>Check all that apply</i></p> <p>Free Elective for ELR, Public Affairs, , Ph. D in both ALS and Nursing. Major Requirement for D. Ed program in ALS</p> <p>If Other, please explain:</p> |
| <p>(T) Is a Similar Class Offered in Other Departments?*</p> | <p>NO</p> <p>Please Provide Comment:</p> |
| <p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p> | <p>YES</p> <p>Please Provide Comment:</p> <p>Provides doctoral students with research experience needed for their dissertation.</p> |

| <p>(V) Who is the Target Audience for the Course?*</p> | <p>Course Designed for Doctoral Level majors in the D.Ed in ALS within the College of Education.</p> <p>Open to Any Student Doctoral Student as an Elective outside of ALS</p> <p>If Other, please explain:</p> | | | | |
|--|---|------|----------|---|--------------------------------|
| <p>(W) Implications for Other Departments*</p> | <p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>There should be none. ELR is the only department teaching Conflict Resolution. This course is not similar to COMM 611, which was developed after this conflict resolution course.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> | | | | |
| <p>(X) Attach Supporting Documents for Implications, if Necessary</p> | <table border="1"> <thead> <tr> <th data-bbox="316 892 917 934">File</th> <th data-bbox="917 892 1218 934">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 934 917 976">Microsoft Word 97 Document ELR851 - ALS Summer 18.doc</td> <td data-bbox="917 934 1218 976">Dec 01, 2017 by David M. Piper</td> </tr> </tbody> </table> <div data-bbox="316 976 820 1480" style="border: 1px solid #ccc; padding: 10px; text-align: center;">  <p>ELR851 - ALS Summer 18.doc</p> </div> | File | Modified | Microsoft Word 97 Document ELR851 - ALS Summer 18.doc | Dec 01, 2017 by David M. Piper |
| File | Modified | | | | |
| Microsoft Word 97 Document ELR851 - ALS Summer 18.doc | Dec 01, 2017 by David M. Piper | | | | |
| <p>(Y) Are the Resources Adequate?*</p> | <p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> | | | | |

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

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| <p>If Completing this Section, Check the Box to the Right:</p> | <p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p> |
| <p>Course Prefix /Number</p> | <p>ELR 851</p> |
| <p>Course Title</p> | <p>Conflict Resolution</p> |
| <p>Type of Proposal</p> | <p><i>See CBA, Art. 42.D.1 for Definition</i> itv</p> |
| <p>Brief Course Outline</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>Introduction into Conflict Paradigms, Knowing interests vs positions, differentiating and applying the different forms of negotiations including distributive, integrative, interest based and transformational bargaining.</p> <p>Understanding the alternatives to resolutions, what is your Best Alternative to a Negotated Agreement. Tactics used to get past no in a deadlocked negotiations</p> <p>Understanding the power of communciation and framing of words. Active listening and giving feedback.</p> <p>Generating options for mutual gain, understanding non-verbal communications and the basics of body language</p> <p>Securing closure and sustaining commitment in a negotiation. Presenting results from research and article analysis.</p> |
| <p>Rationale for Proposal (Required Questions from CBA)</p> | |
| <p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</p> | <p>The instructor of this course is well versed in Zoom technology. He has taught using this medium for the last 4 years in all of his classes. Currently the course is a required course for the Doctor of Education in Administration and Leadership Studies within the College of Education. This course is also taught at the Master's level for the Employment and Labor Relations Department. The Doctoral level course has an increased workload over the Master's level course. Further, by moving the course into an 800 course level, the University will seek additional funding because of the higher value of doctoral level credits</p> |

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| <p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p> | 1 | Formulate skills in: communications, especially listening and giving feedback; creative idea generation and problem-solving; negotiation; mediation-facilitation. | Similar to inclass students, Zoom students will be present when application exercises are used |
| | 2 | Explore the dynamics of various conflict/negotiation contexts and the resolution techniques that may be appropriate to use in given situations. | Submission of assigned work through the online learning management system |
| | 3 | Identify and differentiate between the various theoretical approaches to negotiation and mediation (distributive, integrative, interest-based, and transformational) | Submission of assigned work through the online learning management system |
| | 4 | Apply skills involving the resolution of conflict between interdependent groups or units, either intra- or inter-organizational | Similar to inclass students, Zoom students will be present when application exercises are used |
| | 5 | Summarize the broad range of dispute resolution processes both in concept and in execution. | Class exercises will occur with each lecture. Since the students will be live, the instructor will be able to view the students work Reflection and experiment submissions will be through the online learning management system |
| | 6 | <i>Research relevant theories in conflict resolution, including change theory, language framing, nonverbal communication, and brain function during conflict situations (Doctoral Only Objective)</i> | Submission through the online learning management system |
| <p>How will the instructor-student and student-student interaction take place? (if applicable)</p> | Through Zoom. The student and instructor will be in contact through technology | | |
| <p>How will student achievement be evaluated?</p> | Students in Zoom will upload assignments through the online learning management system. | | |
| <p>How will academic honesty for tests and assignments be addressed?</p> | There are no texts or quizzes, all assessments are application based. The student must turn their work into the online learning management system, and will be run through the program's turn-it-in application. All applications above 30% replication or yellow, will be investigated. | | |

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>