


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

- 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

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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*	Dennis D. Frketic	Proposer Email*	dfrketic@iup.edu
Contact Person*	Dennis D. Frketic	Contact Email*	dfrketic@iup.edu
Proposing Department/Unit*	ELR	Contact Phone*	(724) 357 - 2724

Course Level*	undergraduate-level
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Distance Education Section

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

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

<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>Brief Course Outline:</p> <ul style="list-style-type: none"> • Introduction/Overview of Negotiations and Conflict Resolution. • Historical Background and Present Nature of Negotiations and Conflict Resolutions. • Underlying Concepts, Approaches and Tactics of Distributive Bargaining. • Underlying Concepts, Approaches and Tactics of Integrative Bargaining. • Applying Bargaining approaches to Negotiations Planning. • Analyzing the Impact of Perception, Cognition and Communication Styles on Conflict Resolution. • Analyzing the Impact of Emotion on Conflict Resolution. • Synthesizing research-based strategies in Effective Negotiations and Conflict Resolution. • Ethics in Negotiations • Creating Productive Relationships in Negotiations • Analyzing the Dynamics of Team-based Negotiations • Comparing the Dynamics of International and Cross-cultural Negotiations <p>Applying Evidence-based Best Practices to Negotiations and Conflict Resolutions</p>
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Rationale for Proposal (Required Questions from CBA)

<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</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>Quality Matters Program severyHM 116.2"T /F2 7.5 Tf 1 0 0 1 132.75 56225veryHM 116.2"T /F2 7.5 Tf 1 0 0 1 132.75 5.2"T /F2 7.5</p>
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	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. <ul style="list-style-type: none"> • • • •
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<p>How will the instructor-student and student-student interaction take place?* (if applicable)</p>	<p>Student-student interaction 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>Instructor-Student Interaction 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>How will student achievement be evaluated?</p>	<p>How will student achievement be evaluated?</p> <p>Class participation = 10% (Objective 1,2,3,4,& 6)</p> <p>Negotiation Exercises = 20% (Objective 2,3,4,& 6)</p> <p>Quizzes from Assigned Readings = 10% (Objective 1&2)</p> <p>Midterm Exame 1&2)</p>