



- ***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** 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*

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Proposing Department/Unit*	ELR	Contact Phone*	(724) 357-2724

Course Level*	graduate-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 580
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"> • Introducing the concepts and processes of Negotiations and Conflict Resolution. • Examining the 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 • Applying Evidence-based Best Practices to Negotiations and Conflict Resolutions • Researching issues of ethics and cross-cultural differences within negotiations to increase student's ability to understand strategies related to effective negotiations. • Research issues of communication style and perception within conflict resolution to understand conflict resolution applications.
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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 profs P Tm (Researcddne lop ET icatplepastdue Dynmy atreerot</p>
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	<ol style="list-style-type: none"> 1. 2. 3. 4.
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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>Negotiation Exercises = 20% (Objective 3)</p> <p>Quizzes from Assigned Readings = 10% (Objective 1)</p> <p>Research Paper #1 = 10% (Objective 4)</p> <p>Midterm Exam = 10% (Objective 3)</p> <p>Case Analysis = 20% (Objective 2)</p> <p>Research Paper #2 = 10% (Objective 4)</p> <p><u>Final Exam</u> = 20% (Objective 3)</p> <p>Total 100%</p>
<p>How will academic honesty for tests and assignments be addressed?*</p>	<p>Academic Honesty 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 http://www.iup.edu/page.aspx?id=127235.</p>

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>