

# 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

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

<p><b>(E) Cross Listed*</b></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><b>(F) Variable Credit*</b></p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p><b>(G) Variable Title*</b></p>	<p>YES</p> <p>If YES, enter the title(s):Conflict Resolution</p>
<p><b>(H) Number of Credits*</b></p>	<p>Class Hours per Week:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<p><b>(I) Repeatable Course*</b></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><b>(J) Prerequisite(s)</b></p>	<p>None</p>
<p><b>(K) Co-requisite(s)</b></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><b>(L) Additional Information</b></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><b>(M) Recommended Class Size</b></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><b>(N) Catalog Description*</b></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><b>(O) Student Learning Outcomes* (SLO)</b></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. <b>Hit Tab to add additional lines</b></i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="326 1066 1485 1703"> <thead> <tr> <th data-bbox="326 1066 415 1146">SLO #</th> <th data-bbox="415 1066 1058 1146">Outcome</th> <th data-bbox="1058 1066 1485 1146">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1146 415 1241">1</td> <td data-bbox="415 1146 1058 1241">Formulate skills in: communications, especially listening and giving feedback; creative idea generation and problem-solving; negotiation; mediation-facilitation.</td> <td data-bbox="1058 1146 1485 1241"><b>Evaluation Method: Article Analysis, Reflection, Class Exercises, Outside Experimentation</b></td> </tr> <tr> <td data-bbox="326 1241 415 1335">2</td> <td data-bbox="415 1241 1058 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="1058 1241 1485 1335"><b>Evaluation Method: Reflection, Class</b></td> </tr> <tr> <td data-bbox="326 1335 415 1430"></td> <td data-bbox="415 1335 1058 1430"></td> <td data-bbox="1058 1335 1485 1430"></td> </tr> <tr> <td data-bbox="326 1430 415 1524"></td> <td data-bbox="415 1430 1058 1524"></td> <td data-bbox="1058 1430 1485 1524"></td> </tr> <tr> <td data-bbox="326 1524 415 1619"></td> <td data-bbox="415 1524 1058 1619"></td> <td data-bbox="1058 1524 1485 1619"></td> </tr> <tr> <td data-bbox="326 1619 415 1703"></td> <td data-bbox="415 1619 1058 1703"></td> <td data-bbox="1058 1619 1485 1703"></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.	<b>Evaluation Method: Article Analysis, Reflection, Class Exercises, Outside Experimentation</b>	2	Explore the dynamics of various conflict/negotiation contexts and the resolution techniques that may be appropriate to use in given situations.	<b>Evaluation Method: Reflection, Class</b>												
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<p><b>(P) 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>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;"><b>Rationale for Proposal</b></p>	
<p><b>(Q) Why is this Course Being Proposed?*</b></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><b>(R) University Senate Summary of Rationale</b></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><b>(S) How Does it Fit into the Departmental Curriculum?*</b></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><b>(T) Is a Similar Class Offered in Other Departments?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p>
<p><b>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>YES</p> <p>Please Provide Comment:</p> <p>Provides doctoral students with research experience needed for their dissertation.</p>

<p><b>(V) Who is the Target Audience for the Course?*</b></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><b>(W) Implications for Other Departments*</b></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><b>(X) Attach Supporting Documents for Implications, if Necessary</b></p>	<table border="1"> <thead> <tr> <th data-bbox="370 890 418 915">File</th> <th data-bbox="938 890 1024 915">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 947 911 972">Microsoft Word 97 Document ELR851 - ALS Summer 18.doc</td> <td data-bbox="927 947 1214 972">Dec 01, 2017 by David M. Piper</td> </tr> </tbody> </table> 	File	Modified	Microsoft Word 97 Document ELR851 - ALS Summer 18.doc	Dec 01, 2017 by David M. Piper
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<p><b>(Y) Are the Resources Adequate?*</b></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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b></p>
<p><b>Course Prefix /Number</b></p>	<p>ELR 851</p>
<p><b>Course Title</b></p>	<p>Conflict Resolution</p>
<p><b>Type of Proposal</b></p>	<p><i>See CBA, Art. 42.D.1 for Definition</i> itv</p>
<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 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 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>
<p><b>Rationale for Proposal (Required Questions from CBA)</b></p>	
<p><b>How is/are the instructor</b></p>	

