

# ELR 480/580 Introduction to Negotiation and Conflict Resolution-CrsRvs-2016-10-11

- 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**” 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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<b>Proposing Department/Unit*</b>	Employment and Labor Relations	<b>Contact Phone*</b>	724-357-4470

<b>Course Level*</b>	graduate-level, undergraduate-level
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## Course Revisions

(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:  add_dual_level course_prefix_number_change course_revision  <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i>  <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>  <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>
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## Rationale for Proposed Changes (All Categories)

<p><b>(A) Why is the course being revised /deleted:*</b></p>	<p>This course revision to a dual level course provides graduate and undergraduate students with an introduction to the background, theoretical frameworks, modern approaches and distinct tactics within negotiations and conflict resolution. The study of negotiations and conflict resolution provides an introduction to these processes within collective bargaining setting and also in large organizational settings.</p> <p>This graduate course will provide students in the Employment and Labor Relations degree program to examine and critique foundation concepts within their field of study. It will also enable students in other degree programs to be prepared for the experiences of conflict resolution in any work setting by addressing the approaches and challenges within decision-making and conflict resolution.</p> <p>Early admission students will receive an introduction to the theory, concepts, approaches and research based strategies that will be analyzed and applied throughout their degree program.</p>
<p><b>(B) 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>This course provides undergraduate and graduate students with an introduction to the nature, background, research-based approaches and effective strategies for negotiations and conflict resolution within employment settings. It provides a framework to address the underlying concepts, tactics and challenges of effective negotiations, both within collective bargaining environments and in larger organizational settings.</p> <p>In addition to serving as an elective graduate course for Employment and Labor Relations majors, this course will be offered as an elective to students in other degree programs whose interest includes these workplace processes. As a dual level course, it will also be available to early admission students in the Employment and Labor Relations program.</p>
<p><b>(C) Implications of the change on the program, other programs and the Students:*</b></p>	

Current Course Information*		Proposed Changes	
<b>Category A</b>			
<b>(D) Current Prefix*</b>	ELR	<b>Proposed Prefix</b>	ELR
<b>(E) Current Number*</b>	480	<b>Proposed Number</b>	480/580
<b>(F) Current Course Title*</b>	Introduction to Negotiations and Conflict Resolution	<b>Proposed Course Title</b>	Introduction to Negotiations and Conflict Resolution
<b>(G) Prerequisite(s)</b>	None	<b>Proposed Prerequisite(s)</b>	None
<b>(H) Current Catalog Description</b>	Deals with negotiations and conflict resolution techniques. Introduces students to current concepts and theories of negotiations and resolving conflict and their application generally to everyday issues. Prepares students to engage in these techniques in workplace issues such as collective bargaining, negotiating contracts and agreements internally as well as externally.	<b>Proposed Catalog Description</b>	Deals with negotiations and conflict resolution techniques. Introduces students to current concepts and theories of negotiations and resolving conflict and their application generally to everyday issues. Prepares students to engage in these techniques in workplace issues such as collective bargaining, negotiating contracts and agreements internally as well as externally.
<i>If changing Category A, no further action required.</i>			
<b>Category B (if no change, leave blank)</b>			

<p><b>(I) Repeatable Course</b></p>	<p>If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:</p>	<p><b>Proposed Repeatable Course</b></p>	<p>If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:</p>
<p><b>(J) Number of Credits</b></p>	<p>Class Hours:3 Lab Hours: Credits:3</p>	<p><b>Proposed Number of Credits</b></p>	<p>Class Hours:3 Lab Hours: Credits:3</p>
<p><b>(K) 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 alternatives to successfully negotiate and resolve conflict practical settings.</li> <li>3. Differentiate between 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, relative strength, effective tactics, objective outcomes, and the resulting impact on the ongoing relationship of the parties as a result of a negotiation.</li> <li>6. Simulate workplace setting involving negotiations such as for a collective bargaining agreement, a commercial contract, a landowner negotiation agreement, etc.</li> </ol>	<p><b>Proposed 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> <li><b>7&amp;8 are additional Course Outcomes for Graduate Students</b></li> <li>7. Research issues of ethics and cross cultural differences within negotiations to increase students ability to understand strategies related to effective negotiations.</li> <li>8. Research issues of communication style and perception within conflict resolution to understand conflict resolution applications.</li> </ol>
<p><b>(L) Dual Listed Courses Only:  List Current Learning  Outcomes for the  Higher-Level Course</b></p>		<p><b>Dual Listed Courses Only:  List Proposed Learning  Outcomes for the  Higher-Level Course</b></p>	

<p><b>(M) Brief Course Outline</b></p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>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>• The Nature of Negotiations and Conflict Resolution</li> <li>• Strategy and Tactics of Distributive Bargaining</li> <li>• Strategy and Tactics of Integrative Bargaining</li> <li>• Negotiation Strategy and Planning</li> <li>• Perception, Cognition, and Communication</li> <li>• Communication, Perception and Emotions</li> <li>• Finding and Using Negotiation Power</li> <li>• Ethics in Negotiations</li> <li>• Relationships in Negotiations</li> <li>• Multiple Parties and Teams</li> <li>• International and Cross-Cultural</li> <li>• Best Practices in Negotiations</li> </ul>	<p><b>Brief Course Outline</b></p> <p>For each outcome, describe how the outcome will be achieved</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>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</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>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> <li>• Applying Evidence-based Best Practices to Negotiations and Conflict Resolutions</li> </ul>
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## Distance Education Section

*- 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>Course Prefix/Number</b></p>	
<p><b>Course Title</b></p>	
<p><b>Type of Proposal</b></p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

<b>Brief Course Outline</b>	<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>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>	
<b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b>	
<b>How will the instructor-student and student-student interaction take place? (if applicable)</b>	
<b>How will student achievement be evaluated?</b>	
<b>How will academic honesty for tests and assignments be addressed?</b>	

## Liberal Studies Section

*- Complete this section only for a new Liberal Studies course or Liberal Studies course revision*

<b>If Completing this Section, Check the Box to the Right:</b>	<input type="checkbox"/>
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<b>Liberal Studies Course Designations (Check all that apply)</b>	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	

<b>Liberal Studies Elective</b>	<i>Please mark the designation(s) that apply - must meet at least one</i>
<b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b>	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i>  <i>See <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></i>
<b>Description of the Required Content for this Category</b>	<i>Narrative on how the course will address the Selected Category Content</i>

**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**


**Please answer the following questions.**

<b>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</b>	
<b>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</b>	

### Teacher Education Section

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

<b>If Completing this Section, Check the Box to the Right:</b>	
<b>Course Designations:</b>	
<b>Key Assessments</b>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <table border="1" data-bbox="412 275 1425 359"> <thead> <tr> <th data-bbox="412 275 1089 317">File</th> <th data-bbox="1089 275 1425 317">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="412 317 1089 359">Microsoft Word 97 Document ELR 480 &amp; 580 Syllabus Revised-1.doc</td> <td data-bbox="1089 317 1425 359">Nov 01, 2016 by Dennis D. Frketich</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>	File	Modified	Microsoft Word 97 Document ELR 480 & 580 Syllabus Revised-1.doc	Nov 01, 2016 by Dennis D. Frketich
File	Modified				
Microsoft Word 97 Document ELR 480 & 580 Syllabus Revised-1.doc	Nov 01, 2016 by Dennis D. Frketich				
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></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>