University of Hawaii Maui College
Course Outline and CAR – 5-year Review/Amnesty Form

This form includes only those questions required for the 5-year review/amnesty process. Those questions not need have been omitted from the form; each question retains the same number as on the Course Outline and CAR for new and modified courses.

Numbers 1 to 10 and 29 cannot be modified using this form or via the 5-year review/amnesty process. The information in numbers 1 to 10 and 29 must match the published UHMC catalog.

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Department: Social Science

Date submitted to Curriculum Committee: 5/2/2011

ORIGINAL

Course:

1. Alpha: COM   2. Number: 215
3. Title: Conflict Resolution and Mediation
4. Credits: 3   5. Contact Hours/Type: 3 hours lecture

6. Course Description:
   Explores the reasons for conflict and the different approaches of seeking resolution for conflict. Studies personal and societal value systems, the psychology of how people respond to conflict, the impact of culture on conflict styles, communication skills useful in dealing with conflict, and alternative resolution strategies. Practices mediation skills as a third party intervention method.

7. Pre-requisites: COM 145 or BUS/COM 130 or PSY 100 with grade C or better, or consent

   Pre-requisite may be waived by consent ☒ yes ☐ no

8. Co-requisites: None

9. Recommended Preparation: ENG 100 with grade C or better

10. Cross-list: PSY 253

29. Function/Designation: Mark all that apply.

   ☒ AA* First Category CO - Human Understanding: Community   Second Category, if appropriate Category
   ☐ Fulfills Hawaii Emphasis (HI) Graduation Requirement

   ☒ AS Any HU - Humanities   List Additional Programs and Category:

   ☒ AAS Any HU - Humanities   List Additional Programs and Category:

☒ BAS Any   PQ - Pre-BAS Course   List Additional Programs and Category:

☐ Developmental/Remedial   ☐ Other/Additional: Explain:

12. 5-year Review Date 2017

Many previous course outlines have SLOs and what are now called Competencies/Concepts/Issues/Skills *combined in question number 6. In this form in number 15: SLOs are considered to be over arching "what the student will be able to do in the rest of life" type statements. In number 16: Competencies/Concepts/Issues/Skills are considered to be the more specific steps by which the SLOs are achieved.*

15. Student Learning Outcomes (SLOs). List one to four inclusive SLOs.
Use roman numerals (I., II., III.) to designate SLOs..
On successful completion of this course, students will be able to:

I. To describe conflict & conflict management and resolution
II. To apply basic theories of conflict and conflict resolution to interpersonal conflict
III. To discuss the impact of conflict at the local and global levels of society
IV. To demonstrate effective behaviors when interpersonal conflicts arise
V. To demonstrate constructive communication skills
VI. To distinguish between mediation and other third party processes
VII. To describe the role of the mediator
VIII. To apply appropriate the appropriate conflict style to a particular conflict situation

16. Competencies/Concepts/Issues/Skills. *Use lower case letters (a., b....zz) to designate competencies/concepts/issues/skills..*
On successful completion of this course, students will be able to:

a. To define conflict and the basic theories of conflict
b. To distinguish between conflict management and conflict resolution
c. To compare and contrast constructive and destructive patterns of communication
d. To distinguish between constructive and destructive behaviors during conflict
e. To identify the basic skills of the mediation process
f. To critically think about problem solving options for conflict scenarios
g. To analyze appropriate and inappropriate conflict styles for various conflict situations

17. Suggested Course Content and Approximate Time Spent on Each Topic
Linked to #15. Student Learning Outcomes and #16: Competencies/Concepts/Issues/Skills

Week 1   Introduction to the Field of Conflict Management (I, III, a, b, c)
Week 2   Communication and Conflict (V, c, d, f)
Week 3   The Inner Experience of Conflict (I, II, III, IV, V, c, d)
Week 4   Conflict Interaction (I, II, III, IV, V, a, b, c, d, f)
Week 5   Conflict Styles and Strategic Conflict Interaction (I, II, III, IV, V, VIII, a, b, c, d, f, g)
Week 6   The Architecture of Conflict (I, II, III, IV, V, VIII, a, b, c, d, f, g)
Week 7   Face-Saving (I, II, III, IV, V, VI, VIII, a, b, c, d, f, g)

Week 8   ADR Processes (I, VI, VII, a, b, e, f)
Week 9   The Context of Conflict Interaction (I, II, III, IV, V, VIII, a, b, c, d, f, g)
Week 10   Exam (I, II, III, IV, V,VIII, a, b, c, d,f, g)
Week 11   Mediation (I, III, VI, VII, b, e, f)
Week 12   Draft of Research Paper (I, II, III, IV, V, VIII, a, c, d, f, g)
Week 13   Managing Conflict (I, II, III, IV, V, VI, VII)
Week 14   Third Party Intervention (V, VI, a, d, f)
Week 15   Research Paper Due (I, II, III, IV, V, VIII, a, c, d, f, g)
Week 16   Reading Week (I, II, III, IV, VI, VII, b, c, e, f, g)
Week 17   Final Exam (I, II, III, IV, V, VI, VII, e, f)

18. Suggested Course Requirements and Evaluation
    Linked to #15. Student Learning Outcomes and #16:
    Competencies/Concepts/Issues/Skills
    Specific course requirements are at the discretion of the instructor at the time the
    course is being offered. Suggested requirements might include, but are not limited to:
    -
    Written examinations (I-VIII, a-g)
    Class Activities (I-VIII, a-g)
    Homework assignments (including journals, reflection papers, reading logs, etc.)(I-VIII,
    a-g)
    Projects or research (written reports) (I-VIII, a-g)
    Class participation (I-VIII, a-g)

    At least 20% of the final evaluation is to be based on activities that display the
    student's conflict resolution skills, such as their ability to apply the skill base to
    scenarios, and by example.

19. College-wide academic student learner outcomes (CASLOs) this course supports:
    (mark all that apply)

    ☒ Written Communications
    ☐ Quantitative Reasoning
    ☒ Information Retrieval and Technology
    ☒ Oral Communication
    ☒ Critical Reasoning
    ☐ Creativity

    If this course supports one or more CASLO, then either complete the Assessment of
       Intended Student Learning Outcomes Standards (CCOWIQ) Grid (see Curriculum
       Committee website for grid form and submit it with this form) OR in the box
       following explain briefly how this course supports the particular CASLO or
       CASLOs:

       See attached

20. Using the program student learning outcomes (PLOs) for the main program of which
    this course is a part, list only those PLOs this course supports:

PLO: Demonstrate knowledge of the individual in relation to behavior, ideas and values
PLO:
PLO:
PLO:
PLO:
PLO:
PLO:

22. Method(s) of delivery appropriate for this course: *(mark all that apply)*
    ☒ Traditional   ☐ HITS/Interactive TV   ☐ Cable TV   ☒ Online   ☒ Hybrid
    ☐ Other, explain:

23. Text and Materials, Reference Materials, and Auxiliary Materials
    Appropriate text(s) and materials will be chosen at the time the course is
    offered from those currently available in the field. Examples include: Folger, J. P.
    Poole, M. S. & Stutman, R. K. (2008) Working Through Conflict : strategies for
    relationships, groups, and organizations; handouts

    Appropriate reference materials will be chosen at the time the course is
    offered from those currently available in the field. Examples include: Online APA
    sources Purdue OWL: APA Formatting and Style Guide
        owl.english.purdue.edu/owl/resource/560/01, and books, such as: Getting to Yes:
    Negotiating Agreements without Giving In by Roger Fisher and William Ury;
    Interpersonal Conflict by William Wilmot and Joyce Hocker

    Appropriate auxiliary materials will be chosen at the time the course is offered from
    those currently available in the field. Examples include: Online videos and articles
    through Mediate.Com www.mediate.com and The State of Hawaii Judciary
    www.courts.state.hi.us/services/alternative_dispute/alternative_dispute_resolution.htm
    l, and informational websites such as JAMS Arbitration, Mediation, and ADR Services
    www.jamsadr.com and the Conflict Resolution Resource Center at: http://www.conflict-
    resolution.net/. Community mediation organizations, such as: Mediation Services of
    Maui, Inc.; Mediation Center of Molokai, Inc; Mediation Centers of Hawaii, Inc.

31. Course is:
    ☐ Not articulated.

    ☒ Is presently articulated* as a general education course at:
        ☒UHCC ☒UH Manoa ☒UH Hilo ☒UHWO

*Submit Course Articulation Form if course is already articulated, or is appropriate for
articulation, as a general education (100-, 200-level) course. Check Curriculum Committee
website under UH Courses for articulation sites.*

    ☐ Is presently articulated by PCC or other UH system agreement at:
        ☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO Explain:

☐ Is presently articulated to a specific department or institution:

☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO ☐ Outside UH system Explain:

☐ This course outline is standardized and/or the result of a community college or system-wide agreement. Name of the responsible committee/group:

33. Additional Information *(add additional pages if needed):* Although the alpha COM is in Humanities at UHMC this course is articulated within the system with diversification code DS.

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Course Outline and CAR – 5-year Review/Amnesty Form Signature Page

Claudia Wahl   5/2/2011

Author   Date

                        5/20/11

Department Representative to Curriculum Committee   Date

Kathryn Fletcher   5/20/11

Department: Department Chair   Date

                        6/30/11

Curriculum Chair on behalf of the committee and college   Date

Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for PSY 253

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

	PSY 253/ COM 215
Standard 1: Written Communication	
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	2
1.2 Identify and analyze the audience and purpose for any intended communication	0
1.3 Choose language, style and organization appropriate to particular purposes and audiences	0
1.4 Gather information and document sources appropriately	2
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	1
1.6 Develop a main idea clearly and concisely with appropriate content	2
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	1
1.8 Demonstrate proficiency in revision and editing	1
1.9 Develop a personal voice in written communication	3
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	0
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	0
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	0
2.6 Assess the validity of statistical conclusions	0
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	2
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	1
3.3 Recognize, identify, and define an information need	2
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	2
3.5 Create, manage, organize, and communicate information through electronic media	2
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	2
Standard 4: Oral Communication	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	
4.1 Identify and analyze the audience and purpose of any intended communication.	2
4.2 Gather, evaluate, select, and organize information for the communication.	2
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	2
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	0
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	0
4.6 Use competent oral expression to initiate and sustain discussion.	1
Standard 5: Critical Thinking	
Apply critical reasoning skills to effectively address the challenges and solve problems.	
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	2
5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
5.3 Formulate research questions that require descriptive and explanatory analyses.	0
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	0
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	2
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
5.7 Synthesize information from various sources, drawing appropriate conclusions.	1

5.8 Communicate clearly and concisely the methods and results of logical reasoning.	1
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	1
Standard 6: Creativity	
Able to express originality through a variety of forms.	
6.1 Generates responses to problems and challenges through intuition and non-linear thinking.	0
6.2 Explores diverse approaches to solving a problem or addressing a challenge.	2
6.3 Sustains engagement in activities without a preconceived purpose.	0
6.4 Demonstrates the ability to trust and follow one's instincts in the absence of external direction.	0
6.5 Applies creative principles to discover and express new ideas.	1
6.6 Builds upon or adapts the ideas of others to create novel expressions or new solutions.	0