

BAS ABIT - Applied Business and Information Technology **GE - General Education**
List Additional Programs and Category: Other BAS
degrees, General Education elective

Developmental/Remedial

Other/Additional: Explain:

COPY

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 identify and apply constructive communication skills to manage and resolve conflict
- II. To recognize and demonstrate behaviors conducive to cooperative conflict management and resolution
- III. To connect and explain the relationships between personal history, culture, gender, and power
- IV. To recognize the social, political, and cultural influences on conflict, conflict management and resolution
- V. To analyze and describe conflict components, and then apply appropriate resolution processes to conflict in personal and professional contexts
- VI. To demonstrate conflict management and resolution skills to enhance interpersonal relationships
- VII. To recognize decision making biases and demonstrate critical thinking skills to enhance the decision making process
- VIII. To demonstrate skills and knowledge in the areas of mediation, negotiation and arbitration

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 behavior and communication that escalate conflict
- d. To identify potentially destructive local community conflicts
- e. To compare and contrast areas of Western and Polynesian conflict management and resolution processes
- f. To critically think about problem solving options for conflict scenarios
- g. To analyze appropriate and inappropriate conflict styles for various conflict situations
- h. To analyze the ethical considerations of negotiation, mediation and arbitration techniques

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	The Nature of Conflict (I, II, VII, a, b, c, f, g)
Week 2	Perspectives on Conflict (III, IV, V, VII, a, c, f)
Weeks 3 & 4	Interests and Goals (II, V, VII, a, c, f)
Week 5	Power: the structure of conflict (I, II, III, IV, V, VI, VII, a, c, f)
Weeks 6 & 7	Styles and Tactics (I, II, III, IV, V, VI, VII, a, c, f, g)
Week 8	Emotions in Conflict (I, II, III, V, VI, VII, a, c, f, g)
Week 9	Hot Buttons (I, II, III, IV, V, VI, VII, a, c, f, g)
Weeks 10 & 11	Mapping your Conflict (III, IV, V, VI, VII, a, c, f, g)
Weeks 12 & 13	Interpersonal Negotiation (VIII, e, f, h)
Week 14	Third Party Intervention (VIII, e, f, h)
Week 15	Forgiveness and Reconciliation (I, II, III, VI, e, h)
Weeks 16 & 17	Final Project (I, II, III, IV, V, VIII, a, c, d, e, f, g, h)

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:

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Group work and group and individual activities (I-VIII, a-h)

Written exams, quizzes (I-VII, a-h)

Projects or research (written reports, and or individual presentations) (I-VII, a-h)

Assignments (reading logs, journals, research papers)(I-VII, a-h)

Class participation (I-VIII, a-h)

Service learning, practicum (I-VIII, a-h)

At least 20% of the final evaluation is to be based on activities that display the student's conflict resolution skills, practicum work, and/or communication activities

**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: These PLOs are based on the ABIT degree for which this course was originally designed.

3.1 Apply critical thinking skills to evaluate information, solve problems, and make decisions

PLO: 3.2 Use information retrieval and technology

PLO: 3.4 Communicate effectively with others utilizing appropriate forms of oral communication methods to include multimedia presentations that apply information technologies and serve particular audiences and purposes

PLO: 3.5 Demonstrate an appropriate level of written communication

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: Wilmot, W. & Hocker, J. (2011) Interpersonal Conflict

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Handouts; journal articles; website articles Mediate.com www.mediate.com, and other relevant websites, APA

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Reference Materials, including books, such as: Isaacs, W. Dialog and the Art of Thinking Together: A Pioneering Approach to Communicating In Business and in Life New York, NY: Doubleday, 1999 Getting to Yes: Negotiating Agreements without Giving In by Roger Fisher and William Ury; Conflict From Theory To Action by Roxane S. Lulofs and Dudley D. Cahn; Controlling Conflict by Edward J. Costello, Jr.; The Conflict and Communication Activity Book by Withers B. and Lewis, K. D.

Websites such as: Conflict Resolution Resource Center at: <http://www.conflict-resolution.net/>, and websites that contain information and articles about the Hawaiian Conflict Resolution method of Ho'oponopono <http://www.hooponopono.org>, <http://www.hooponopono.org/Articles/articles.htm> and information and articles about

Restorative Justice Programs originating in New Zealand
<http://www.aic.gov.au/crc/reports/strang/intro.html>, Mediation Centers of Hawaii
Other appropriate materials such as videos from www.mediate.com & practicum work

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*):

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

Claudia Wahl 5/2/2011
Author Date

[Signature] 5/20/11
Department Representative to Curriculum Committee Date

Kathryn Fletcher 5/20/11
Department: Department Chair Date

[Signature] 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 353

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

Standard 1: Written Communication	PSY 353
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	3
1.2 Identify and analyze the audience and purpose for any intended communication	2
1.3 Choose language, style and organization appropriate to particular purposes and audiences	2
1.4 Gather information and document sources appropriately	3
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	2
1.8 Demonstrate proficiency in revision and editing	3
1.9 Develop a personal voice in written communication	
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	0
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	1
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.	0
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
4.0 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.	2
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
5.0 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
6.0 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

