Maui Community College
Curriculum Action Request (CAR) Form
Course

1. Author(s): Claudia Wahl

2. Department: Social Sciences

3. Date submitted to Curriculum Committee: March 2008

4. Type of action

Addition	*Modification*
☐ regular	☐ alpha/number ☐ prerequisite
☐ other, specify:	☐ title ☐ corequisite
	☐ credits ☐ recommended prep
	☐ description ☒ other, specify: Course Description/Objectives, SLOs

5. Existing course
   Alpha & number PSY 353   *Title* Conflict Management and Resolution   *Credits* 3

6. Proposed new/modified course
   Alpha & number Same   *Title* Same   *Credits* Same

7. Reason for this curriculum action
   The changes reflect WASC Senior and ABIT General Education committee recommendations to broaden the course subject matter to serve any baccalaureate program.

8. New course description *(or catalog page of current course description, if unchanged)*
   Examines communication and behavior in interpersonal conflict through analysis of professional and personal relationships. Assesses political, social, and cultural influences on conflict, and applies Western and Polynesian models of dispute resolution processes.

9. Prerequisite(s) – *see Prerequisite Style Sheet for samples*

   ENG 100, PSY 100, or SOC 100, any with a C or better, and COM 145, BUS/COM 130, or COM 210, any with a C or better; or consent. ☐ no ☒ yes

10. Corequisite(s): None

11. Recommended preparation: PSY 253/COM 215

12. Cross listed: ☐ no   ☒ yes; cite course alpha & number COM 353

13. Student contact hours per week:
    3 hr. lecture _____ hr. lab _____ hr. lecture/lab _____ hr. other; explain:

14. Grading: ☒ Standard *(Letter, Credit/NoCredit, and Audit options)*
    ☐ Letter grade only   ☐ Credit/NoCredit only   ☐ Not for audit

15. Repeatable for credit? ☒ no ☐ yes; maximum is _____ credit or ☐ unlimited.

16. Special fees required? ☒ no ☒ yes; explain: upper division tuition

17. Proposed term of first offering: <u>Fall</u> semester of <u>2009</u> year.

18. List degrees, certificates, prerequisites, and catalog sections *(and their page numbers)* affected by this proposal: ABIT course page 99 and AA degree page 11

19. Maximum enrollment? <u>24</u> Rationale, if applicable: Course requires monitoring of group work.

20. Special resources *(personnel, supplies, etc.)* required? ☒ no ☐ yes, explain:

21. Course is restricted to particular room type? ☐ no ☒ yes, explain: Non-computer class room with movable desks and chairs.

22. Special scheduling consideration? ☒ no ☐ yes, explain:

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

24. Which of the collegewide General Education Academic Skill Standards (CCOWIQs) does this course support? (Check all that apply)

    ☒ 1 - Written Communications   ☒ 4 - Oral Communication
    ☐ 2 - Quantitative Reasoning   ☒ 5 - Critical Thinking
    ☒ 3 - Information Retrieval & Technology   ☐ 6 - Creativity
    ☒ Other General Education SLOs, such as Ethics, Scientific Inquiry, or Service-Learning, explain: Ethical standards as they apply to the practice of conflict management and resolution.

25. Which program SLOs does this course support? (List all that apply and explain, if necessary.)

    ☒ Program SLO 1: 1.3 Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professinal activities and persoanl relationships; Explain:
    ☒ Program SLO 2: 3.1 Apply critical thinkings skills to evaluate information, solve problems, and make decisions; Explain:
    ☒ Program SLO 3: 3.4 Communicate effectively with others utilizing appropriate forms of oral communication methods including multimedia presentations that applying information technologies and serve particular audiences and purposes; and Explain:
    ☒ Program SLO 4: 3.5 Demonstrate an appropriate level of written communication. Explain:
    ☐ Program SLO 5:   Explain:

26. ☒ Course is a requirement for this CTE (Career Technical Education) program degree/certificate: ABIT
    ☐ Course is an elective for this CTE program degree/certificate:
    ☒ Course is a general education elective for CTE degrees, fulfilling:
    　　　☐ Quantitative   ☐ English/Communication   ☐ Humanities
    　　　☐ Natural Science   ☒ Social Science

27. ☒ Course satisfies the following category for the AA degree *(starting Fall 2008)*
    　　　☐ Category I - Foundations/Skills
    　　　　　☐ English Communication
    　　　　　☐ Computer/Information Processing and Retrieval
    　　　　　☐ Symbolic Reasoning
    　　　　　☐ Global and Multicultural Perspectives
    　　　☒ Category II - Breadth of Understanding and Experience
    　　　　　☒ Human Understanding
    　　　　　　　☒ The Individual
    　　　　　　　☒ The Community

☐ Human Expression
☐ Environmental Awareness
☐ Asia/Pacific Perspective
☒ Category III - Focus/Specialization/Area of Interest
    ☒ Area of Interest Requirement Name: PSY
    ☒ Electives Name: PSY
☐ Other Graduation Requirements
    ☐ Writing Intensive
    ☐ Science Lab
    ☐ Hawai'i Emphasis

28. Course ☐ increases ☐ decreases ☒ makes no change to number of credits required for program(s) affected by this action.

29. Course is taught at another UH college (go to <http://myuh.hawaii.edu/uhdad/bwckctlg.p_disp_dyn_ctlg>)

    ☒ no *(Proposed course should use an "open" alpha/no. not used for a different course at other UH colleges).* Explain why this course is proposed for MCC: To fulfill required course study for baccalaureate program: ABIT

    ☐ yes *(Proposed course should use the same alpha/no. used for a comparable course at another UH college).* Specify college(s), course, alpha, and number:

30. Course is

	UHCC	UH Manoa	UH Hilo	UH WO	Other/PCC
not appropriate for articulation at:	☐	☐	☐	☐	☐
articulated* at:	☐	☐	☐	☐	☐
appropriate for articulation* at:	☒	☒	☒	☒	☒

NOTE: Attach Course Articulation Form if course is already articulate to the General Education Core at UH Manoa or if it is appropriate for articulation.

Additional Information: 30. Appropriate for articulation as 300 level course.

Claudia Ward + Margaret Clutem   2/8/08
Proposed by: _Author or Program Coordinator_   _Date_

Robyn Klein
Bert H. Kikuchi   2/08/08
Checked by: _Academic Subject Area Representative to Curriculum Committee_   _Date_

Molli K.   2/12/08   SM 02/20/0

Kathryn Fletcher   2/8/08 _Cynthia Parum_
Requested by Department: _Department Chair_   _Date_   4

ABIT

    4/22/08
Recommended by: _Curriculum Chair_   _Date_

Michele Katsutani   5/6/08
Approved by Academic Senate: _Academic Senate Chair_   _Date_

    5/22/08
Endorsed by: _Chief Academic Officer_   _Date_

    7/18/08
Approved by: _Chancellor_   _Date_

1. ALPHA and NUMBER   PSY 353

   COURSE TITLE   Conflict Management and Resolution

   CREDITS   Three (3)

   DATE OF OUTLINE   March 8, 2008 (C. Wahl)

2. COURSE DESCRIPTION   Examines communication and behavior in
                           interpersonal conflict through analysis
                           of professional and personal relationships.
                           Assesses political, social, and cultural
                           influences on conflict, and applies Western and
                           Polynesian models of dispute resolution
                           processes. *Cross-listed as COM 353.*

3. CONTACT HOURS/TYPE   Three (3) Lecture

4. PREREQUISITES   ENG 100, PSY 100, or SOC 100, any with a C or better,
                           and COM 145, BUS/COM 130, or COM 210, any with a C
                           or better; or consent

   Prerequisite may be waived by consent ☒ yes ☐ no

   COREQUISITIES   None

   RECOMMENDED PREPARATION PSY 253/COM 215

Approved: _____   Date: 7/18/08

cw V.2

5. **GENERAL COURSE OBJECTIVES**
    This course is designed to provide students with an in-depth and focused understanding of interpersonal conflict as it relates to both personal and professional situations. Through the examination of the social, cultural, and political influences on conflict and conflict management and resolution, students assess the issues that arise between individuals, groups and within organizations, and identify the stages of conflict, and how needs, interests, values, beliefs, trust and power influence the complexity of a dispute. The course examines the variety of conflict management and resolution methodologies available, and builds on the students' college-level written and oral communication skills so they are able to negotiate interpersonal differences, engage in effective working relationships, and work well in teams, including those of diverse compostion. The course explores the ethical considerations of conflict managers and conflict resolution practitioners, and through the practical use of conflict diagnostic tools, students are able to prescribe the appropriate conflict management or dispute resolution process. The course objectives will be met through reading, lecture, writing, role playing, videos, Power Point presentations, guest speakers, and other applicable exercises and instructional resources.

    See the attached curricular grid for detailed information on how PSY/COM 353 focuses on the Maui Community College general education standards.

    PSY 353 fulfills a general education requirement in Maui Community College's AA (two year) and BA (four year) degree.

6. **Student Learning Outcomes**
    For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation

    On successful completion of this course, students will be able to:

    a. identify and apply constructive communication skills to manage and resolve conflict;
    b. recognize and demonstrate behaviors conducive to cooperative conflict management and resolution;
    c. connect and explain the relationships between personal history, culture, gender, and power in interpersonal conflict;
    d. recognize the social, political, and cultural influences on conflict, conflict management and resolution;
    e. analyze and describe conflict components, and then apply appropriate resolution processes to conflict in personal and professional contexts;
    f. develop and demonstrate conflict management and resolution skills to enhance interpersonal relationships;
    g. examine and demonstrate skills, knowledge, and ethical considerations in the areas of mediation, negotiation, arbitration and hybrid processes;
    h. compare and contrast areas of Western and Polynesian conflict management and resolution processes.

7. **RECOMMENDED COURSE CONTENT AND APPROXIMATE TIME SPENT on EACH TOPIC**
    Link to #6. Student Learning Outcomes

Week 1	Introduction to Interpersonal Conflict & Dispute Resolution Processes (a, b, c, d)
Week 2	Preconceptions about Conflict (a, b, c, d, e)
Week 3	Introduction to Conflict Diagnosis & Recurrent Themes (a, b, c, d, e, f, g)
Week 4	Describing the Conflict (a, b, c, d, e, f)

Week 5	Identifying Sources of Conflict (a, b, c, d, e, f)
Week 6	Interest Analysis (a, b, c, f, g)
Week 7	Assess the Character of the Conflict as Constructive or Destructive (a, b, c, d, e, g)
Week 8	Assess the Levels of Trust and Develop Strategies to Increase or Preserve It & Impediments to Resolving the Conflict (a, b, c, e, f, g)
Week 9	Assess the Negotiation Styles and Practices of the Participants & Assess Power and Alternatives to a Negotiated Agreement (a, b, c, d, e, f, g)
Week 10	Diversity Issues at Play in the Conflict (a, b, c, d, e, f)
Week 11	The Process of Mediation (a, b, e, f, g, h)
Week 12	Advantages and Disadvantages to Mediation (d, e, f, g, h)
Week 13	Arbitration (e, f, g)
Week 14	Hooponopono, Restorative Justice & Hybrid Dispute Resolution Processes (a, b, c, d, e, f, g, h)
Week 15	Group Presentations (c, d, e)

The exact content and arrangement of the content, and the time allotted for content will be determined by the instructor at the time the course is offered.

8.   TEXT AND MATERIALS

An appropriate text(s) and materials will be chosen at the time the course is to be offered from the texts and materials that are available at the time in the field. Examples of currently available texts and materials include:

Required Text:
  Coltri, Laurie S. Conflict Diagnosis and Alternative Dispute Resolution
  Upper Saddle River, NJ: Pearson Prentice Hall, 2004

Materials:
Handouts developed by the instructor, from journals and other media, and from sources listed under Other below.

Other:
Reference Materials, including books, such as: Isaacs, William. 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 Bill Withers and Keami D. Lewis

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 Hooponopono 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

Community mediation organizations, such as: Mediation Services of Maui, Inc.; Mediation Center of Molokai, Inc; Mediation Centers of Hawaii, Inc.

Other appropriate materials such as videos, guest speakers, practicum work, field trips, etc.

9.   RECOMMENDED COURSE REQUIREMENTS and EVALUATION
          Link to #6. Student Learning Outcomes

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:

Simulated mediations and negotiations, role plays, demonstrations, group work, exercises* (a-h)	50% to 80%
Oral and/or written exams, quizzes (a-h)	20% to 50%
Projects or research (written reports and/or class presentations) (a-h)	20% to 40%
Assignments (discussion logs, journals, research Papers) (a-h)	0% to 20%
Class attendance, participation (a-h)	0% to 20%.
Service Learning, Practicum, Internships activities with community mediation organizations such as Mediation Services of Maui, Inc. (a-h)	0% to 20%.
Not to exceed	100% of grade

These percentages set a minimum and maximum for areas to be, or that may be, evaluated in the course. A faculty member in his/her syllabus would plan the evaluation of the course within these parameters to suit- the method and number of presentations, his/her own teaching convictions and/or the needs of the students.

*At least 50% of the final evaluation is to be based on activities that display the student's conflict resolution skills, such as simulated negotiation and mediations, practicum work, and communication activities.

10.   METHODS OF INSTRUCTION
Instructional methods will vary considerably with instructors. Specific methods will be at the discretion of the instructor teaching the course and might include, but are not limited to:

lecture
group discussion
video-tapes, other audio-visual methods
guest speakers and public lectures

simulations, role play, experiential exercises in dyads, triads, small groups, and large groups
demonstrations, presentations
quizzes, written and/or oral examinations
field trips
projects
practicum work, Service Learning, activities with community based mediation centers, such as
Mediation Services of Maui, Inc.
homework assignments (discussion logs, journals, research papers, other assignments)
other appropriate methods.

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

	PSY 353
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	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	2
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	2
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	1
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	2
3.3 Recognize, identify, and define an information need	3
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	1
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
4.0 Gather, evaluate, select, and organize information for the communication.	3
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	3
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	3
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	3
4.6 Use competent oral expression to initiate and sustain discussion.	3
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.	3
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.	1
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	2
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	3
5.7 Synthesize information from various sources, drawing appropriate conclusions.	2
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	2
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3