

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**

Please check one: ☒ New course ☐ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** COS 4815
2. **Title (may not exceed 30 characters, including spaces):** Conflict in Organizations
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:**
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2009
7. **Course description (not to exceed four lines):** Conflict resolution skills are necessary to improve work relationships and accomplish organizational goals within organizations. This course studies conflict as an organizational phenomenon, including conflict dynamics in the workplace and models for conflict resolution systems within organizations.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
NONE
  - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills.  
Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. NONE
  - c. **Who can waive the prerequisite(s)?**  
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
  - e. **Repeat status:** ☒ Course may not be repeated.  
☐ Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.
  - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
None
  - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: None
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] WI
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research  
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

## **PART TWO: ASSURANCE OF STUDENT LEARNING**

### **1. List the student learning objectives of this course:**

1. To identify the basic terms, principles, concepts, and theories related to conflict in organizations and work groups.
2. To discriminate between advantages, disadvantages, and potential outcomes of various conflict resolution strategies used by organizations.
3. To apply strategies, skills, or tools for managing and resolving organizational conflicts.
4. To generate proposals for organizational dispute system design or conflict resolution policies and procedures in organizations.

### **2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

	Midterm Exam	Final Exam	Case Study I	Case Study II	Written Essays	Discussion/ Participation
identify terms, principles, concepts, & theories	X	X			X	X
discriminate between advantages, disadvantages, and outcomes of strategies used by organizations	X	X			X	X
apply strategies, skills, or tools for managing and resolving organizational conflict		X	X			X
generate organizational systems & policies for conflict resolution.		X		X		X

**3. Explain how the instructor will determine students' grades for the course:**

Case Study I	15%
Case Study II	15%
Written Essays	15%
Discussion/Participation	10%
Midterm Exam	20%
Final Exam	25%

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

**a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**

Midterm and final examinations will be administered through WebCT. Podcasts for technology-delivered sections will provide same content as the lecture format in face-to-face sections. Case Studies and Research Paper will be submitted through the WebCT dropbox. All handouts and instructions relating to assignments will be posted within WebCT. Lecture notes, presentations, and class resources distributed in face-to-face sections will be available within WebCT.

**b. Describe how the integrity of student work will be assured:**

The midterm and final examinations will consist of randomized questions chosen from a pool of possible questions. The list of options for questions will be randomized so no two students will have precisely the same questions or same formatting within questions. The examinations will be time restricted and of sufficient length to prohibit students from consulting textbooks, notes, or other students.

Written assignments will be submitted through the WebCT dropbox and will be linked to Turnitin to check for possible plagiarism.

Class participation in discussions can be more accurately assessed within WebCT than in a face-to-face through careful analysis of the number, length, and quality of comments posted to the discussion.

**c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

The instructor announces office hours when the chat room is open and a student may communicate with the instructor in a synchronous format. The instructor also communicates asynchronously with students through the discussion board and web-based discussions.

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

**a. course objectives;**

**b.**

In addition to the above learning objectives, objectives for graduate students include:

1. Plan and produce scholarly research on topics related to supervision.
2. Present scholarly research and facilitate discussion

**c. projects that require application and analysis of the course content; and**

	Midterm Exam	Final Exam	Research Paper	Presentation	Case Study I	Case Study II	Written Essays	Discussion/ Participation
identify terms, principles, concepts, & theories	X	X					X	X
discriminate between advantages, disadvantages, and outcomes of strategies used by organizations	X	X					X	X
apply strategies, skills, or tools for managing and resolving organizational conflict		X			X			X
generate organizational systems & policies for conflict resolution.		X				X		X
Plan and produce scholarly research			X					
Present scholarly research and facilitate discussion				X				

**d. Separate methods of evaluation for undergraduate and graduate students.**

Case Study I	10%
Case Study II	10%
Writing Assignments	7.5%
Discussion/Participation	7.5%

Midterm Exam	15%
Final Exam	20%
<i>Research Paper</i>	<i>20%</i>
<i>Presentation</i>	<i>10%</i>

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.) WI. Writing assignments constitute 45% of the final grade. Submission process for Case Study One includes opportunity for submission, feedback, and second submission.

### PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

#### Week One

The Nature of Conflict in Organizations

#### Week Two

Models and Strategies for Understanding and Responding to Conflict as an Organizational Phenomenon

#### Week Three

The Circle of Conflict – Diagnosing the systemic "drivers" of conflict in organizations

#### Week Four

The Triangle of Satisfaction – Interest mapping of organizational conflict

#### Week Five

Strategic Boundary Diagnosis and Response

Conflict as challenges to organizational boundaries, norms, and jurisdiction

#### Week Six

Interests, Rights, and Power –

Dispute resolution stairway in organizational conflict

#### Week Seven

Dynamics of Perceived Trust in Conflict Resolution –

Implications of attribution theory for organizational conflict

#### Week Eight

**Midterm Examination**

Week Nine

Dimensions Model of Conflict Resolution –

How conflict dimensions unfold and interact at different levels in organizations.

Week Ten

Conflict and Social Style in Organizations –

Coaching and translating social styles amid conflict

**Case Study I Due**

Week Eleven

After Conflict—How Organizations Move Beyond Conflicts

Week Twelve

The Evolution of Conflict Resolution Systems in Organizations

Week Thirteen

Internal and External Features of Conflict Resolution Systems in Organizations

Week Fourteen

Issues in the Implementation and Evaluation of Conflict Resolution Systems

Week Fifteen

The Future of Workplace Conflict Resolution in Organizations

**Case Study II Due**

**Graduate Paper Due**

**Graduate Presentations**

This course is designed to be delivered to off-campus, non-traditional learners, who are the primary audience for the COS program. Each course week equates to three 50-minute sessions. Classes are 150 minutes or 2 ½ hours in length. When this course is taught in a technology-delivered format, students will be expected to interact with each other and the instructor for at least 2 ½ hours of contact time weekly. This contact time consists of regularly scheduled chat sessions, discussion boards, and listening to podcasts. The rubric for the discussion portion of the grade includes length of discussion comments and activity at three separate times during each week when they must read and respond to other students' comments. Podcasts are uploaded weekly so that students in a technology-delivered section receive the same weekly lectures that are given in a face-to-face classroom.

## **PART IV: PURPOSE AND NEED**

- 1. Explain the department's rationale for developing and proposing the course.** Assessment data collected annually from current students and graduates indicated a strong need for course that provided graduates of the COS program with skills in both managing conflict and designing conflict resolution systems within organizations. COS faculty members developed the initial course using a special topics number. This special topics course on conflict was offered for three semesters. Feedback was positive to the course and provided further data and ideas for developing the final course proposal.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
  - b. **If the course or some sections of the course may be technology delivered, explain why.**  
The Career and Organizational Studies (COS) Program serves off-campus, working adults. The majority of these students reside outside Coles County. Alternative forms of delivery are important in serving this population.
2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**  
The Career and Organizational Studies (COS) Program serves off-campus, working adults. Students admitted to the program have typically completed an A.A., A.S., or A.A.S. at a community college before admission to the COS program. This course level presupposes and builds upon the knowledge of human behavior, organizational theory, and both oral and written communication already acquired in earlier courses and workplace experiences.
3. **If the course is similar to an existing course or courses, justify its development and offering.**
  - a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
  - b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**
4. **Impact on Program(s):**
  - a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

Course is not required for major or minor.
  - b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:** Barnard, Hawkins, Hogan, Woodley, Wyatt

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

**2. Additional costs to students:**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

**3. Text and supplementary materials to be used (Include publication dates):**

Furlong, G. (2005). *The conflict resolution toolbox: Models and Maps for analyzing, diagnosing, and resolving conflict*. Mississauga, Ont: John Wiley and Sons, Canada.

Lipsky, D., Seeber, R., and Fincher, R. (2003). *Emerging systems for managing workplace conflict*. San Francisco: Jossey Bass.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

**"A community college course will not be judged equivalent to this course."**

**PART VII: APPROVALS**

**Date approved by the department or school: 9/27/07**

**Date approved by the college curriculum committee: 4/23/08**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:**

**CGS:**

**\*In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students'

writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

