

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

Instruction: See Course and Program Development Policy and Procedures

SHORT TITLE OF PROPOSAL: Internship Course

COURSE # CNCM 790

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ITEM OF ACTION (check appropriate boxes)		APPROVAL SEQUENCE (see box 4 below)	DOCUMENTS REQUIRED (see box 5 on back)	INFO COPIES (see 2 on back)
<input type="checkbox"/>	1 Experimental Course ¹	AC	NOP	
<input type="checkbox"/>	2 Course Title	ABCD	NO	
<input type="checkbox"/>	3 Course Credits	ABCD	NO	
<input type="checkbox"/>	4 Course Number	ABCD	NO	
<input type="checkbox"/>	5 Course Level	ABCD	NO	
<input type="checkbox"/>	6 Deactivate a Course	ABCDEF	NO	a, b
<input type="checkbox"/>	7 Pre & Co-Requisite	ABCD	NO	a, b
<input type="checkbox"/>	8 Course Content	ABCD	NOP	a, b
<input checked="" type="checkbox"/>	9 New Course	ABCDEF	NOPQ	a, b
<input type="checkbox"/>	10a Certificate Program (ug/g) exclusively within existing degree program	ABCDEFHJL	NOQ	a, b, d
<input type="checkbox"/>	10b Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	ABCDEFHIK	NOSR, 6	a, b, d
<input type="checkbox"/>	11a UG Concentration (exceeds 24 credit hours)	ABCDEFGHIK	NO, 5	a, b, d
<input type="checkbox"/>	11b Masters Concentration (exceeds 12 credit hours)	ABCDEFGHIK	NO, 5	a, b, d
<input type="checkbox"/>	11c Doctoral Concentration (exceeds 18 credit hours)	ABCDEFGHIK	NO, 5	a, b, d
<input type="checkbox"/>	12 Program Requirements	ABCDEF	NO	a, b, d
<input type="checkbox"/>	13 Program Title	ABCDEFGHIK	NO, 5	a, b, c, d
<input type="checkbox"/>	14 Off-Campus Deliver of Existing Program	ABCDEFHJK	NO, 4	a, b, c, d
<input type="checkbox"/>	15 Closed Site Program	ABCDJL	NOT	a, b
<input type="checkbox"/>	16 Program Suspension ⁹	ABCDEGJL	NOQ	a, b, c, d
<input type="checkbox"/>	17 Program Termination	ABCDEFHJL	NO, 10	a, b, c, d
<input type="checkbox"/>	18 Degree Program	ABCDEFGHIK	NOQRS, 3,8	a, b, c, d
<input type="checkbox"/>	19 New Center	ABCDEFGH		
<input type="checkbox"/>	20 Other	Varies	Varies	Varies

Box 4: APPROVAL SEQUENCE		APPROVAL SIGNATURES	DATE
A Department	Chair:	<i>Donald C. Mulesbay</i>	3/16/06
B Final faculty review body within each school	Chair:	<i>Margaret J. Potthast</i>	5/9/06
C College Dean	Dean:	<i>Jay W. Turner</i>	5/6/06
D Provost and Senior Vice President for Academic Affairs	Provost:	<i>Judith M. Fordall</i>	6/22/06
E Curriculum Review Committee (UFS subcommittee)	Chair:		
F University Faculty Senate	Chair:		
G University Council ¹¹	Chair:		
H President	President:		
I Board of Regents – approval			
J Board of Regents – notification only			
K MHEC – approval			
L MHEC – notification only			
M Middle States Association notification	Required only if the mission of the University is changed by the action		

Box 5: DOCUMENTATION (check boxes of documents included)			
	N. This Cover Sheet		Q. Full Description/Rationale
	O. Summary Proposal		R. Full 5-page MHEC Proposal
	P. Syllabus		S. Financial Tables
			T. Contract
			U. Other

1. Approval automatically lapses after two offerings unless permanently approved by Action 9
2. Codes: a) Director of Library Services (Langsdale or Law) b) College Dean c) Planning Office d) EMSA
3. Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
4. One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services *
5. One-page letter with description and rationale *
6. One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. *
7. Learning objectives, assessment strategies; fit with UB strategic plan
8. Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal
9. Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.
10. Provide:
 - a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - b. proposed date after which no new students will be admitted into the program;
 - c. accommodation of currently enrolled students in the realization of their degree objectives;
 - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - e. reallocation of funds from the budget of the affected program; and
 - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

* Required by MHEC

Johannes M. Botes
Landon E. Hancock
Center for Negotiations & Conflict Management
CNCM 790
Internship in Negotiations & Conflict Management

3/15/2006

3 Credit Hours

Prerequisites: CNCM students are eligible to begin their internships at any time after they have successfully completed 30 credit hours in the program.

Catalog Description:

The internship is designed to give students a clinical, hands-on experience to support both their classroom learning and their career goals. It is intended to provide students with the opportunity to use and further develop applied conflict management skills, apply theory and research skills to the practice environment, and network with conflict management professionals.

Suggested Class Size Not Applicable

The **Course Content** requires student to spend a minimum of 150 hours attending the internship. Each student's sponsor/supervisor must complete an Internship Evaluation form, including a letter—on company letterhead—certifying that the student has completed the requisite 150 hours of internship. The Internship Evaluation form is available from the student's Capstone Director or electronically from the CNCM forum. Students should keep a journal or diary on every time period spent at the internship—recording the time they have spent and what they have done, learned, or thoughts while devoting time at this venue. The journal is mostly kept as a reminder of their reflections so that they have them when they write the reflective paper described below, but it also has to be turned in with the reflective paper to indicate the time spent on internship activities. Unless students make regular, timely and thoughtful journal entries, it will be exponentially more difficult for them to write an evaluative and incisive paper.

The final product of the internship is a reflective paper on the internship experience, length 10 to 15 pages or 3,000 to 5,000 words. This paper should address the following questions, at a minimum, but may also include any additional reflections the student wishes to offer:

- 1) Describe your goals and expectations with regard to this internship. How did you establish these goals and expectations? Did you meet your goals? Modify them? If so, why?
- 2) Describe five significant people with whom you had contact during the internship and their roles in relation to your internship. Interview each of these people and get feedback from them with regard to how they think your internship fits into the field of conflict management. What are their attitudes and beliefs concerning the value and practice of conflict management?

- 3) What kind of internal conflict management system, if any, did the organization or group with whom you interned have?
- 4) Did your internship experience reinforce or alter your own views of the value and practice of conflict management?
- 5) Did the internship experience illustrate in practice any particular theory or theories of conflict and conflict management that you have learned in the program?
- 6) Did the internship experience generate new knowledge about the nature of conflict, conflict management, and your potential role in the field?
- 7) Did the internship help you to formulate any goals for your future as a conflict management professional?
- 8) What concepts of the theory, research and practice of conflict management did you find most useful and applicable to your internship experience? In which courses did you learn them?
- 9) What skills did you find to be necessary to do your internship work effectively? Were you sufficiently prepared to exercise and apply those skills?
- 10) What were the best parts of your internship experience? The worst parts of your internship experience? Why were these experiences the best and the worst parts?
- 11) What criteria would you use to evaluate your performance? Based on those criteria, how would you evaluate your own performance in the internship?
- 12) How did the internship assist you in integrating your conflict management knowledge and skills into your future professional plans?

The **Learning Goals** of this course are 1) to enable students to utilize their classroom learning about theory and practice in the field, 2) to assess the state of practice within their given internship experience, and 3) to begin developing a philosophy of practice as informed by theory that they will carry into their Capstone Experience and into their professional lives.

The **Assessment Strategies** are based upon a number of substantive requirements for the course. These include:

- A Memorandum of Understanding signed by both the student and their Internship Supervisor; outlining the specified duties and expectations of the student. This document must be approved by the Program Director before the student may commence their internship.
- The student's Internship Diary detailing their activities on a daily basis for the internship period.
- A signed Letter of Completion by the student's internship supervisor, attesting to the fact that the student has completed their 150 hour requirement along with a completed Internship Evaluation Form.
- The Internship Reflection paper described above.

Overall assessment will be graded on a Pass/Fail basis.
There are no **Texts** used for this course.

Document Q – Full Description and Rationale:

Description & Rationale Q1 & 2

What we propose to do is to separate the academic and experiential components of our six (6) credit Capstone Experience Course. The rationale behind this is to allow our students more flexibility in meeting the requirements for successful completion of the program. We found that many students were unable to complete both the internship and academic requirements of the Capstone Experience as currently written. Many students were obliged to either petition for incompletes to finish the course requirements—either academic or experiential—or, in some cases, were obliged to retake the course, with the attendant repercussions in terms of either cost or of exceeding the number of courses the University allows a student to retake. We feel that by allowing students to enroll in the two portions of the original course separately we will allow them to better balance the rigors of the courses requirements and their other duties or obligations.

Inter-Unit Impact: Q3

There is no inter-unit impact associated with this proposal.

Quality Assurance: Q4

Quality is assured through the direct supervision of all internship students by the Program Director.

Financial Impact: Q5

There is no financial impact associated with this proposal.