CityUniversity
of Seattle

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
EEA 537: Conflict Management and Community Relations

3 Credits
Effective: Winter 2016/2017

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

In this course, candidates explore the role of the educational leader in establishing and maintaining a positive school climate that is respectful of the entire school community. Candidates apply best practices in community relations and engagement and theories of conflict management in school settings. Candidates learn to apply several systemic models for conflict management, resolution, negotiation, and problem solving involving interpersonal and group processes.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course Reading List. The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:
- Examine best practices in community relations
- Apply a fair and common sense style of negotiation and conflict resolution

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Communications in organizations
- Community relations
- Conflict resolution
- Grievance processing
- Identification, access and use of parent, families, and community resources
- Interest vs. positional bargaining
- Moral and ethical leadership
- Public values and school policy making
- Strategic problem solving
- Win-win negotiations

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Conflict Resolution Case Study, Analysis and Action Plan	30%
National Educational Leadership Preparation (NELP) Standards Common Performance Task 4	40%
Instructor Determined Assignments and Participation	30%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Conflict Resolution Case Study, Analysis, Plan, and Reflection

In this written or class presentation assignment, (a) analyze a specific, recurring conflict in your school, and (b) apply elements from class resources that determined the outcome. The analysis will be based on your understanding of conflict resolution theory and practice, from resources from and beyond the class. Include an assessment of the interests of the parties involved, an examination of strategies used in the past and their results, and an assessment of your own abilities in resolving conflict pertaining to this issue. The plan builds upon the analysis: present resolution strategies that address the interests of those involved, provide mutual benefits, and are based on objective criteria and data. The body of the paper will be four to six pages, double-spaced. If the assignment is a class presentation, it should be 7-8 minutes in length. Sources will be cited using APA author/year parenthetical format. You may use a template or other guidelines as provided by your instructor.

Components	% of Grade
Balance of conciseness with completeness	20%
Specificity of issue statement.	10%
Organization and clarity of issues with appropriate depth of analysis, synthesis, and evaluation, in a written report or class presentation.	30%
Focused, fluent, and grammatically correct statement on potential impact on school or district administrator with thoughtful, organized supporting details that lead to your opinion or speculation.	40%
TOTAL	**100%**

NELP Common Performance Task 4: Family and Community Engagement to Improve Student Learning

Assignment Description
The candidate will develop a research informed proposal and plan to implement one component of the proposal during the internship or beyond to improve family and community engagement and leadership in a school's priority area. This priority area should be related to equitable student achievement, student health, recreation, or social needs that impact their learning. The candidate will work collaboratively in reciprocal, two-way, and culturally responsive communication with internal and external stakeholders representing but not limited to school administration, staff, families, community members, and students, and detail how they will intentionally shift power dynamics to create an inclusive team that attends to equitable representation of the school community demographics (e.g. students of color, LGBTQ students, emergent bilingual students, students receiving special education services, Native American students, and others). In authentic collaboration with their selected group of stakeholders, the candidate will select a priority area based on evidence of student needs, gather information related to family and community engagement and leadership needs, develop a proposal, and implement one component with stakeholders.

- Focus on a family or community need that will positively impact student learning.
- Form and/or lead small working group(s) of staff, family, students, and/or community (as appropriate) that will be able to contribute to the development process, with attentiveness to the equitable representation of the diverse school community (or specific historically marginalized families or communities who are most impacted by the selected issue/need/initiative) and detail how to intentionally shift power dynamics to create an inclusive team environment.
- Review current district policies and building programs that encourage equitable and culturally responsive or culturally sustaining family engagement. Identify opportunities for growth or enhancement of current practices.
- Develop a plan to address the identified opportunities and an outline needed to implement the plan in your building or setting that will increase family and/or community engagement in the school to positively impact student learning.
- Identify data that can be collected to know if the plan made an impact.
- Develop an inquiry cycle timeline for this project, including the designation of a school team or committee for this work. Ascertain what the administrative team's (including your) role will be in this project.
- Implement a portion or all of the plan that you developed *[OR Identify a portion of the plan that you will implement during your internship or as a first year administrator].*

Primary: 3.1, 5.1, 5.2, 5.3
Secondary: 1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 4.4, 6.3, 7.3

- The assignment rubric measures primary components and communication. *See the rubric attached to the bottom of this assignment.*

Product
The submission product for this assignment is a single, integrated document with title page, introduction, topic sections, conclusion, references, and appendices in APA style. See the rubric for additional guidance.

Components	% of Grade
<u>Introduction</u> identifying family or community focus, identifying members of small work group, and rationale	30%
<u>Review</u> of current district policies and building programs that encourage equitable and culturally responsive or culturally sustaining family engagement. Identify opportunities for growth or enhancement of current practices.	10%
<u>Plan</u> to address the identified opportunities and an outline needed to implement the plan in your building or setting that will increase family and/or community engagement in the school to positively impact student learning.	30%
<u>Inquiry Cycle,</u> timeline, roles/responsibilities, and data to be collected and analyzed to measure impact of plan.	10%
<u>Summary and Reflection</u> – learning and implications for leadership	10%
<u>Communication</u>	10%
TOTAL	**100%**

<u>Instructor Determined Assignments - Participation</u>

The instructor determines the percentage that participation applies to the course grade.

Components	% of Grade
Communication: Does the student communicate respectfully in a professional manner?	50%
Collaboration: Is the student actively working on developing skill in collaboration? Does the student honor the time and commitment of others?	50%
TOTAL	**100%**

<u>Instructor Determined Assignments</u>

Components	% of Grade
TOTAL	**100%**

COURSE POLICIES

Late Assignments

Instructors can add additional detail at their discretion, but should honor the following agreement set by the program.

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Instructors can add additional detail at their discretion, but should honor the following agreement set by the program.

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Instructors can add additional detail at their discretion, but should honor the following agreement set by the program.

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination
City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its

application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations
City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity
Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance
Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date
Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement
Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services
CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring
CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.