



Educational Leadership and Administration Program
Leadership for Diverse Communities
Our mission is to prepare credible and relevant leaders in education.

Syllabus for
EAD 278T Interpersonal Relations

Clear Administrative Services Credential

Course Description

This course highlights issues related to Interpersonal Relations and Conflict Resolution. Topics that are covered include Defining and the Diagnosis of Conflict, Power as a Variable in Conflict, Defining Positions, Interests and Needs, Behaviors Needed to Resolve Conflicts, Principles of Conflict Resolution, Communication, Problem Solving, Analyzing Anger, Horton Model of Conflict Resolution, Mediation, Peer Mediation, Arbitration, and Polarity Management.

The purpose of this course is to develop a broad-based awareness of the issues and variables that contribute to conflict, to develop skills and competencies to resolve conflicts, and to become aware of the methods and procedures available to resolve conflicts.

All of the CPSELs will be taken into account in this course with special emphasis on CPSEL 5. Personal Ethics and Leadership Capacity.

EAD 278T Transforming Schools	
1 unit	California State University, Fresno
Educational Leadership and Administration Program	Department of Educational Research and Administration
Friday (4-9PM) and Saturday (8-6PM)	Office: ED 350
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Tel. 278-0350	

The participant's knowledge base will be enhanced in the following areas:

- Communication
- Use of Power
- Analyzing Anger
- Mediation
- Peer Mediation
- Arbitration
- Principles of Conflict Resolution

The following skills and competencies will be developed:

- Active Listening
- Communication
- Problem Solving

Lateral Thinking
Identifying Positions, Interests and Needs
Mediation
Resolving Conflicts
Negotiation

Prerequisites

The prerequisite for this course is to hold a current Preliminary Administrative Services Credential and be employed as a school or district administrator.

Course requirements and expectations:

Attendance is required. This is a graduate level course designed for experienced educators who are currently in supervisory positions. All students are expected to make important contributions to the course by participating collaboratively and actively in all class discussions as mentioned above. Quality participation is expected in the discussions, class presentations, and other oral and written assignments. Students are expected to be punctual in class attendance and with any/all assignments. Late assignments and/or attendance will be reflected in the semester grade. Any special problem or situation should be discussed with the professor privately. This course will follow the university's policy on cheating and plagiarism as found in the General Catalog.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made. The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.

Culminating Exercise

One three to five page analysis of a conflict with proposed resolutions will be due within two weeks of the final session of the course. The paper can be submitted as attachments to emails, mailes, dropped off in my office or sent by fax. The paper should also reflect upon how the material in this course relates to the CPSELs.

Course Grades

Class Participation: 50%
Written Assignment: 50%

Suggested Texts

The Win-Win Negotiator by Ross R. Reck and Brian G. Long, Spartan Publications, Inc., 1987

Getting to Yes by Roger Fisher and William Ury, Penguin Books USA, Inc., 1991.

Conflict Management in Higher Education by Susan Holton, Jossey-Bass, Number 92, Winter 1995.

Conflict Resolution in the Schools: A Manual for Educators by Kathryn Girard and Susan j. Koch, Jossey-Bass, 1996.

The Handbook of Conflict Resolution Education: A Guide to Building Quality Programs in Schools, Jossey-Bass, 1998.

The CPSELs

In order to be credible and relevant to the school districts that we serve, the Clear Administrative Services Credential program has been designed to provide a logical structure of learning activities that also allows for a high degree of individualization to meet the learning needs to prepare instructional leaders for our schools. The program is designed around the California Professional Standards for Educational Leaders (CPSELs) with the following six major areas of focus:

1. **Shared Vision of Learning** – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. **Culture of Teaching and Learning** – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. **Management of the School in the Service of Teaching and Learning** – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. **Working With Diverse Families and Communities** – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. **Personal Ethics and Leadership Capacity** – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.
6. **Political, Social, Economic, Legal and Cultural Understanding** – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

After completing any major activity and any coursework in the program, candidates are asked to provide a written reflection on their learning with regard to one or more CPSELs and the CPSELs in general. This reflection should indicate how the learning has affected the candidate's development as a leader and administrator. The reflection does not need to be more than two pages, double space, and the writing should be of graduate quality.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made. The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.