HDDR 6362 **Education and Dispute Resolution**
Southern Methodist University
Annette Caldwell Simmons School of Education and Human Development
Dispute Resolution and Conflict Management
5228 Tennyson Parkway Suite 118
Plano, TX 75024
972-473-3425

May Term

Instructor Information
Instructor: Robert Otey, Ph.D., Laura Otey, M.Ed., LMFT
Email: robertotey@nctv.com, lauraotey@nctv.com
Hours: By appointment, phone, or email

Class Time:

April 26-28 (Friday 4:00-9:00 pm, Sat/Sun 8:30-5:30)
May 3-5 (same times as above)

Credit:

3 hours

Course Description

HDDR 6315 Education and Dispute Resolution

Conflict and potential conflict is present in every school community. Pressure to collaborate with team members, raise test scores, reduce discipline problems, provide more rigorous instruction, get along with parents, do more with less money, embrace diverse populations, resolve disputes with parents of students with disabilities, and have a cohesive school board team are just a few of the challenges that can result in conflict in schools today. Few students, staff, administrators, or Board members have been trained to effectively manage the conflicts that arise in the course of doing business in schools. ***This course will*** provide knowledge, skills, techniques, and strategies to manage conflict from Kindergarten to the staff to the Board room. Participants will apply proven conflict management processes such as interests-based problem solving, negotiation, and group process facilitation to real school conflict situations. *This course is designed for educators and educational leaders at all levels and in any position.*

http://smu.edu/education/disputeresolution/coursedescriptions.asp

Required Reading

Dressler, Larry (2006). ***Consensus Through Conversation—How to Achieve High-Commitment Decisions***. San Francisco: Berrett-Koehler Publishers, Inc.

Purkey, William W., John J. Schmidt, & John M. Novak (2010). ***From Conflict to Conciliation—How to Defuse Difficult Situations***. California: Corwin Press, A SAGE Company.

Ury, William (2000). ***The Third Side: Why We Fight and How We Can Stop***. New York: Penguin Press.

NOTE: Students will be asked to pay $13.00 the first night of class for an inventory called ***The Hemispheric Mode Indicator***. Students will complete this inventory during the first class meeting.

Additional provided course materials

Objectives and Measurements:

1. Students will analyze student *and* adult conflicts within an educational setting.

   These analysis skills will be evaluated through in-class case study analyses and in the final project in which students write and analyze a complex conflict case.

2. Students will understand and model *skills* required to successfully manage adult and student conflict situations in schools.

   This objective will be measured through evaluation of in-class role plays.

3. Students will understand and model effective conflict management *processes* in an educational setting.

   This objective will be evaluated through evaluation of in-class role plays.

4. Students will analyze & develop strategies for managing/resolving a student conflict.

   This objective will be evaluated through written analysis of a student conflict situation.

5. Students will analyze & develop strategies for managing/resolving a staff/administrator conflict.

   This objective will be evaluated through written analysis of a teacher/administrator conflict situation.

6. Students will analyze & develop strategies for managing/resolving a school/parent conflict.

This objective will be evaluated through written analysis of a school/parent conflict situation.

7. Students will analyze & develop strategies for managing/resolving a School Board conflict.

This objective will be evaluated through a group discussion/presentation.

8. Students will demonstrate an overall understanding of conflict management in schools.

This objective will be evaluated through development of a conflict training module for a staff development session.

Teaching Methods

This class is designed to build skills in analysis, critical thinking, communication & use of resolution processes in conflict situations in an educational setting. Students have *preferred* (and frequently different) learning and processing styles, therefore, this course will present information in a variety of ways. Learning will be active through discussion, reading, educational case analyses, role plays, presentations, and demonstrations.

CLASS SCHEDULE AND ASSIGNMENTS

Date	Topics	Readings
Friday	Introduction to Course Review of Grading and Syllabus Individual Styles Conflict in Schools	**Prior to First Class:** 1.Identify a **student conflict** & write a 1-page summary of who was involved and what happened. 2.Identify an **adult conflict** in a school and write a 1-page summary of who was involved & what happened.
Saturday	Student conflicts Adult conflicts Conflict sources & responses Change & School Conflict Bullying in schools-students Bullying in schools—adults Skills for managing conflict	Reading Assignment TBA
Sunday	Skills for managing conflict in schools	Reading Assignment TBA
Friday	*Processes* for managing conflict in schools	Reading Assignment TBA

	IBPS Negotiation	
Saturday	*Processes* for managing conflict in schools Mediation for students Mediation for adults in schools Restorative Justice	Reading Assignment TBA
Sunday	Resolving Multi-Party conflict in schools Students Staff Team Agreements School Board Conflict	Reading Articles TBA

Student Evaluation and Grading Policy

25% of your grade will be based upon your participation in our discussions and exercises.

The student regularly takes an active role in activities such as role-play, contributing to class discussions, class presentations and additional assignments as required. The student notifies the instructor within the first two weeks of the term if issues hinder participation (e.g., need for ADA accommodation, extreme shyness, cultural considerations, etc.) – such issues will not negatively affect the participation grade. Students must notify instructor prior to any absence and the reason for that absence as soon as possible. The instructor will determine whether or not the absence is excused or unexcused. Make up work will be expected for all absences.

25% of your grade will be based upon your preparation and presentation of a role play. (Instructions will be distributed in class)

50% of your grade will be based upon the preparation and submission of a written assignment. (Instructions will be distributed in class)

STUDENT EVALUATION AND GRADING SCALE

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.

87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

COURSE POLICIES

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Hand Book*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Disabilities Accommodations

Students needing academic accommodations for disability must contact Ms. Rebecca Marin, Coordinator of Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or Billing. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

SMU EMERGENCY PREPAREDNESS

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

1) For updates on the campus-wide status of flu conditions at SMU, please visit http://www.smu.edu.
2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.