



Course Syllabus:

EDLE 5593 Leadership and Communication Processes

Gordon T. & Ellen West College of Education
EDLE-5593-DX1/EDLE-5593-X10
Spring Semester 2024: January 16 - May 10, 2024

Contact Information

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Instructor Communication

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Syllabus Changes or Updates

This syllabus is subject to change based on a variety of factors that may impact the hybrid course design.

Required Textbooks

Cloke, K. and Goldsmith, J. (2011). *Resolving Conflicts at Work: Ten Strategies for Everyone on the Job* (3rd ed.). San Francisco, CA: Jossey-Bass. ISBN: 9780470922248 (400 pages)

Fisher, R., Ury, W.L., and Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). New York, NY: Penguin. ISBN: 9780143118756 (240 pages)

Additional Readings

Ramzy, A. (2007, July). [The Leader's Guide to Storytelling](https://www.researchgate.net/publication/31949620). *Mastering the Art and Discipline of Business Narrative*. Corporate Reputation Review. <https://www.researchgate.net/publication/31949620> [The Leader's Guide to Storytelling Mastering the Art and Discipline of Business Narrative](https://www.researchgate.net/publication/31949620)

Course Description

This course is designed to help potential administrators develop skills necessary to build positive school culture through effective communication. Additionally, they will examine methods to deal with conflict through resolution, mediation, problem solving, decision-making, cognitive coaching, and mentoring.

Course Objectives/Learning Outcomes/Course Competencies

Students will be able to:

1. communicate components of the school vision in written and oral forms to diverse stakeholders.
2. incorporate technology/media in communicating the vision.
3. develop interpersonal communication skills for use in resolving conflict and building shared commitment to the vision.
4. learn and apply the “language” of conflict resolution, mediation, cognitive coaching, and mentoring.

Grading/Assessment

Table 1: Points allocated to each assignment.

<u>Assignments</u>	<u>Points</u>	<u>Due</u>
Blog Posts and Reflections	150	10 each (x 15)
Discussion Posts in Discussion Board	50	5 each (x 10)
Video Exercises—Individual and with Partner	100	20 each (x 5)
Technology Integration Multimedia School Message: share using media/tech	40	10 each (x 4)
Press Releases	60	30 each (x 2)
School Vision Speech Documentation: Speech to stakeholders on school’s vision	100	Week 14 (TK20)
Total Points	500	

Table 2: Total points for final grade.

<u>Grade</u>	<u>Points</u>
A	450
B	400 to 449
C	350 to 399
D	300 to 349
F	Less than 300

Key Assessment: Speech to Stakeholders

The *Speech to Stakeholders Assessment* is administered in EDLE 5593 Leadership and Communication Processes. The purpose of the assessment is to evaluate candidate ability to work collaboratively with diverse families, cultivate relationships with stakeholders, and effectively communicate with all stakeholders. This assessment must be submitted to both D2L and TK20.

Student Handbook

Refer to: [Student Handbook-2023-24](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Artificial Intelligence

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Google Sparrow, and others. Certainly, these tools can be quite useful in the learning process; however, the content they generate do not represent the effort and learning of the student. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct.

Attendance/Participation

Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

Quality Requirements

"Turning in" all assignments is not enough to ensure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment in dropbox on D2L.
- Discussions should be completed within the D2L discussion space and *NOT* uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Adhering to Professional Ethics

When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.

Online Posts and Mutual Respect

Remember that there are other human beings reading your postings, so treat everyone with respect. Don't post anything you wouldn't be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this reason that we must be cognizant of our postings online. You are provided with Netiquette guidelines and Rules for Discussion Posts. Please observe them.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates

Last day for term schedule changes: January 19, 2024. Check date on [Academic Calendar](#).

Deadline to file for graduation: February 12, 2024. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" March 25, 2024. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability

Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Course Schedule

<u>Week or Module</u>	<u>Activities/Assignments/Exams</u>	<u>Due Date</u>
Week 1 1/16 to 1/21	Read the syllabus and explore the course content. Read Introduction to <i>Resolving Conflicts</i> . Rapport-Building Questions.	January 21, 2024
Week 2 1/22 to 1/28	Read Strategy 1 to <i>Resolving Conflicts</i> . "I Statements."	January 28, 2024
Week 3 1/29 to 2/4	Read Strategy 2 to <i>Resolving Conflicts</i> . "Active Listening."	February 4, 2024
Week 4 2/5 to 2/11	Read Strategy 3 to <i>Resolving Conflicts</i> . First of two weeks of a partner exercise on Active Listening (1).	February 11, 2024
Week 5 2/12 to 2/18	Skim read first half of Strategy 4 - - Emotions in <i>Resolving Conflicts</i> . Focus on Reframing Emotions, Anger, and Apologies. Second of two weeks of a partner exercise on Active Listening (1).	February 18, 2024
Week 6 2/19 to 2/25	Read Strategy 5 to <i>Resolving Conflicts</i> . First of two weeks of a partner exercise on Active Listening (2)	February 25, 2024
Week 7 2/26 to 3/3	Read Strategy 6 to <i>Resolving Conflicts</i> . Second of two weeks of a partner exercise on Active Listening (2)	March 3, 2024
Week 8 3/4 to 3/10	Read Strategy 7 to <i>Resolving Conflicts</i> . Radio interview.	March 10, 2024
3/10 to 3/17	No School. Enjoy Spring Break.	

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

<u>Week or Module</u>	<u>Activities/Assignments/Exams</u>	<u>Due Date</u>
<i>3/10 to 3/17</i>	<i>No School. Enjoy Spring Break.</i>	
Week 9 3/18 to 3/24	Read Strategy 8 to <i>Resolving Conflicts</i> . Write first press release.	March 24, 2024
Week 10 3/25 to 3/31	Read Strategy 9 to <i>Resolving Conflicts</i> . First of two weeks of a partner exercise on Cognitive Coaching.	March 31, 2024
Week 11 4/1 to 4/7	Read Strategy 10 to <i>Resolving Conflicts</i> . Press release due. Second of two weeks of a partner exercise on Cognitive Coaching.	April 7, 2024
Week 12 4/8 to 4/14	Read the Introduction and Chapters 1-2 in <i>Getting to Yes</i> . Television-style interview.	April 14, 2024
Week 13 4/15 to 4/21	Read Chapters 3-5 in <i>Getting to Yes</i> . Write a second press release.	April 21, 2024
Week 14 4/22 to 4/28	Read "Yes, But and In Conclusion" in <i>Getting to Yes</i> . Vision Speech due.	April 28, 2024
Week 15 4/29 to 5/5	Read "10 Questions . . . Yes" in <i>Getting to Yes</i> . Press release due.	May 5, 2024

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Course Content and Standards/Competencies Alignment

Assignment/Module/Course Activities	Standard/Competency
<p>Educator Blog Participants in this class will maintain a blog and regularly communicate using written, oral, and video formats in weekly blog posts.</p>	<p>Competency 1 Competency 2 Competency 7</p>
<p>Discussions Participants in this class will discuss textbook chapters, outside resources, and assigned activities using the Discussion Forum of D2L.</p>	<p>Competency 1 Competency 2 Competency 4 Competency 6 Competency 7 Competency 8 Competency 9 Competency 10</p>
<p>Individual/Partner Interpersonal Communication Participants in this class will develop interpersonal communication skills for use in resolving conflict and building shared commitment to the vision.</p>	<p>Competency 1 Competency 4 Competency 6 Competency 7 Competency 8 Competency 9</p>
<p>Conflict Resolution and Coaching Participants in this class will learn the “language” of conflict resolution and apply conflict resolution, mediation, cognitive coaching, and mentoring skills.</p>	<p>Competency 5 Competency 6 Competency 8 Competency 9 Competency 10</p>
<p>Multimedia School Message Participants in this class will incorporate technology and media in messaging.</p>	<p>Competency 1 Competency 2 Competency 7 Competency 8 Competency 9</p>
<p>Press Release Writing Participants in this class will practice the skills for communicating with the press and media.</p>	<p>Competency 1 Competency 2 Competency 7</p>
<p>School Vision Speech Participants in this class will communicate components of the school vision in written and oral forms to diverse stakeholders.</p>	<p>Competency 1 Competency 2 Competency 9</p>

Texas Principal Certificate Standards

Domain I - School Culture (School and Community Leadership)

Competency 001 The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

Competency 002 The entry-level principal knows how to work with stakeholders as key partners to support student learning.

Domain II – Leading Learning (Instructional Leadership/Teaching and Learning)

Competency 003 The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

Competency 004 The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

Domain III - Human Capital (Human Resource Management)

Competency 005 The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

Competency 006 The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Domain IV - Executive Leadership (Communication and Organizational Management)

Competency 007 The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Competency 008 The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Domain V - Strategic Operations (Alignment and Resource Allocation)

Competency 009 The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

Competency 010 The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.