



EDLE 5593 Leadership and Communication Processes EDLE 5713 Leading through Communication

West College of Education

EDLE 5593 Section X20

EDLE 5713 Section X20

Spring Semester 2026, Term B: Saturday, March 21 through May 15, 2026

Contact Information

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Course Description: EDLE 5593 Leadership & Communication Processes

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 Description: EDLE 5713 Leading through Communication

This course is designed to help potential educational leaders develop skills necessary to build a positive institutional 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 may not be used for students seeking principal certification.

Textbook and Resource Materials

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)

Scott, S. (0000). *Fierce Conversations* (revised & updated). New York, NY: Penguin Random House LLC. ISBN-13: 9780425193372. ISBN-10: 0425193373 (288 pages)

The Compressed Semester

This is a 16-week course that has been compressed into eight weeks to allow students to focus on a single class in each half of a traditional semester rather than taking two classes concurrently. As a compressed class, please expect 16 weeks of content during this eight-week time period. Demands and expectations will be high, but students will not be trying to balance the workload with another class this term.

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>
Online Participation, including Discussions	80	5 each (x 16)
Communication Exercises	<u>20</u>	10 each (x 2)
• Radio Interview	10	April 11, 2026
• Press Release	10	May 14, 2026
Video Conversations—Individual with Partner	<u>100</u>	
• Partner Planning Conversation	30	April 11, 2026
• Problem Solving Conversation	30	April 25, 2026
• Coaching Conversation	40	May 9, 2026
School Vision Speech Documentation: Speech to stakeholders on school’s vision	100	May 15
Total Points	300	

Table 2: Total points for final grade.

<u>Grade</u>	<u>Points</u>
A	270
B	240 to 269
C	210 to 239
D	180 to 219
F	Fewer than 180

Projects Required

There will be a weekly online discussion based on assigned readings. Additionally, there are communication exercises, cognitive coaching conversations, and a Speech to Stakeholders. Please see descriptions of each within the course.

Cognitive Coaching and Online Conversation Assessments

You may note from the course description that a key element of this course is cognitive coaching. Cognitive coaching is a research-based model, primarily for educators, that assists leaders in helping individuals become more self-directed. It is intended to improve the thinking processes of individuals through reflective conversations, using specific questioning, pausing, and paraphrasing to guide them to their own insights for planning, problem-solving, and decision-making.

In essence, cognitive coaching is the language of leaders as they manage, coach, and develop their personnel. Each enrollee in this class will be paired with another for three key cognitive coaching conversations. The three conversations will be performed during weeks (1) 2-3, (2) 4-5, and (3) 6-7.

Participants are asked to arrange to meet online in a video conferencing application. Participants will then conduct the cognitive coaching conversations, record them, and post them in D2L.

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. Candidates for principal certificates will also submit to TK20.

Note: Evidence of this speech consists of the documents prepared for it and any attendance results following it. The speech itself is not recorded and submitted.

Attendance and Participation

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

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.

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.

Student Handbook

Refer to: [Student Handbook](#)

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. [Office of Student Conduct](#)

Artificial Intelligence

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Claude, Google Gemini, Guru, Perplexity, 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.

Important Dates

Last day for term schedule changes: Check date on [Academic Calendar](#).
Deadline to file for graduation: Check date on [Academic Calendar](#).
Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).
Refer to: [Drops, Withdrawals & Void](#)

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.

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 as 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."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating

violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

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

The Course Schedule is currently being revised. An updated course schedule will be available prior to the second term of Spring Semester.

Course Schedule

MOD	LESSON	OPENS	CLOSE
1	Understanding Conflict In <i>Resolving Conflicts</i> , Read Intro and Strategy 1 Assign Key Assessment: Vision Speech. Watch Videos: Rapport-Building Qs & "I" Statements Personal intro w/ Rapport-Building Qs & "I" Statements	Mar 21	Mar 28
2	Listening for Understanding In <i>Resolving Conflicts</i> , Read Strategy 2 & 3 Watch Videos: "Active Listening" & "Clarifying Questions" Introduce Cognitive Coaching Assn: Partner Conversation 1, Active Listening	Mar 28	Apr 4
3	Separating Issues and Solving Problems In <i>Resolving Conflicts</i> , Read Strategy 5 & 6 Watch Videos: "Paraphrasing" & "Mirroring" Due: Partner Conversation 1, Active Listening	Apr 4	Apr 11
4	Lead and Coach for Transformation In <i>Resolving Conflicts</i> , Read Strategy 7 & 8 Watch Video: De-escalation Assn: Partner Conversation 2, Conflict Coaching.	Apr 11	Apr 18
5	Interrogate Reality In <i>Fierce Conversations</i> , Read Intro & Principle 1. Read Principle 1 in <i>Fierce</i> . Due: Partner Conversation 2, Conflict Coaching.	Apr 18	Apr 25
6	Make the Conversation Real In <i>Fierce Conversations</i> , Read Principle 2 & 3. Assn: Partner Conversation 3, Evaluative Coaching.	Apr 25	May 2
7	Tackle Your Toughest Challenge Today In <i>Fierce Conversations</i> , Read Principle 4 Due: Partner Conversation 3, Evaluative Coaching.	May 2	May 9
8	Putting It All Together In <i>Fierce Conversations</i> , Read "Embracing the Principles" & "A User's Guide." Due: Key Assessment.	May 9	May 15

Appendix A: Course Content and Standards/Competencies Alignment

Assignment/Module/Course Activities	Standard/Competency
Discussions Participants in this class will discuss textbook chapters, outside resources, and assigned activities using the Discussion Forum of D2L.	Competency 1 Competency 2 Competency 4 Competency 6 Competency 7 Competency 8 Competency 9 Competency 10
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.	Competency 1 Competency 4 Competency 6 Competency 7 Competency 8 Competency 9
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.	Competency 5 Competency 6 Competency 8 Competency 9 Competency 10
Media Messaging Participants in this class will incorporate technology and media in messaging.	Competency 1 Competency 2 Competency 7 Competency 8 Competency 9
Press Release Writing Participants in this class will practice the skills for communicating with the press and media.	Competency 1 Competency 2 Competency 7
School Vision Speech Participants in this class will communicate components of the school vision in written and oral forms to diverse stakeholders.	Competency 1 Competency 2 Competency 9

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.