

Tri-College University Educational Leadership Course Syllabus

EDUC 734/634 Personal Communication and Ethics

CREDIT HOURS: 3 Semester Hours

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I. COURSE DESCRIPTION

This course prepares aspiring school leaders to understand and use the principles of interpersonal, oral, and written communication skills; follow a professional code of ethics; and plan for their personal and professional development.

II. REASONED ACTION LEADERSHIP MODEL

The organization of this course follows the Reasoned Action Leadership model of development. This model is based upon current knowledge of teaching and schooling, and on the research on administration and leadership found in the National Policy Board Standards for Educational Administration programs.

The Reasoned Action Leadership model holds as fundamental that schools function in a professional sphere that focuses on activities associated with teaching and learning. It is further held that, although leaders are required to perform some managerial tasks, which are only distantly related to the teaching act, the most important professional responsibilities of leaders are those that closely connect with the primary function of schools--student learning achievement.

In the Reasoned Action Leadership model, the research on and our knowledge of the activities and principles of teaching surround all other components of the school leadership process. This portion of the knowledge base then serves as a conceptual framework for those aspects of education that deal most specifically with school leadership.

The Performance Nucleus - Inside the conceptual frame, a performance nucleus exists which is best described as an “input-output leadership performance scheme.” It represents a developmental process that begins with the curricular organization of the Tri-College University educational administration program. In the Reasoned Action Leadership Model, the curriculum is organized into six broad areas or curricular building blocks (I - Personal and Professional Development; II - Instructional Leadership; III - Organizational Leadership; IV - Political and Community Leadership; V - Information Systems for Leadership and Instruction; and VI - Role Specialization). Education 734/634 is part of Block I.

III. PROGRAM STANDARDS

This course addresses the following standards from the Educational Leadership Constituent Council (ELCC):

- A. Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- B. Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- C. Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

IV. PERFORMANCE OUTCOMES

At the end of this course, students will be able to:

- Formulate a personal development plan
- Demonstrate appropriate written communication skills in a variety of situations
- Demonstrate oral communication skills in a variety of situations
- Identify key aspects of effective group process
- Articulate a personal code of ethics and decision making process

V. REQUIRED TEXT

Alred, G.J., Brusaw, C.T., & Oliu, W. E. (2008). Handbook of technical writing (9th ed.). New York: St. Martin's Press.

VI. REQUIRED COURSE MATERIALS

Each person enrolled in the class will be required to complete the DiSC personal assessment tool. Information about how to obtain the DiSC will be provided.

Because this course will utilize a voice discussion board, a headset with a microphone is required.

VII. REQUIRED COURSE LEARNING ENVIRONMENT

This course will utilize Blackboard (Bb), North Dakota State University's (NDSU) Web-based course management system. Students are expected to utilize Blackboard throughout the course and check the Announcements section (or their NDSU email box) frequently.

VIII. ASSIGNMENTS

Written Introduction 10 points Due May 19th.

Students will write a three paragraph introduction of themselves and post it on the text based Discussion Board on Blackboard. Specific directions for this assignment will be provided.

Voice Board Post-DiSC 10 points Due May 22nd

Students will prepare a post for the Voice Board summarizing their DiSC Profile. Specific directions for this assignment will be provided.

Voice Board Response-DiSC 5 points Due May 25th

Students will prepare a response for the Voice Board related to a post from another student relative to the DiSC.

Voice Board Post-Malvern Middle School Case Study 10 points Due May 27th

Students will prepare a post for the Voice Board responding to a prompt relative to the Malvern Middle School Case Study. Specific directions for this assignment will be provided.

Personal Code of Ethics and Decision Making Guidelines 100 points Due May 29th

Students will write their own Personal Code of Ethics based on the various theoretical and practical perspectives reviewed and discussed during class as well as their own personal values and write a set of Decision Making Guidelines.

Voice Board Response-Malvern Middle School Case Study 5 points Due May 30th
Students will prepare a response for the Voice Board relative to a post by another student on the Malvern Middle School Case Study.

Welcome Speech 50 points Speech is Due June 1st Rubric is due June 3rd
Students will prepare and post a Welcome Speech on the Voice Board then listen and critique it based on a rubric. Specific directions for this assignment will be provided.

Memo 50 points Due June 4th
Students will write a memo related to the Malvern Middle School Case Study. Specific directions for this assignment will be provided.

Personal and Professional Development Plan 100 points Due June 7th
Students will complete worksheets summarizing and reflecting on their learning for each Course Module and then use the information from the worksheets to create a Personal and Professional Development Plan. Specific directions on how to complete the worksheets and write the plan will be provided.

Summary Report 100 points Due June 7th
Students must complete one of the following activities and write a Summary Report:

1. Attend a meeting and evaluate the group processes carried out during the meeting using tools specified by the instructor and write a report. Specific directions on this assignment will be provided.
2. Identify a topic related to one of the Course Modules, research that topic more fully, and write a report. (Topic must be approved by the instructor in advance.)

Portfolio Entry Cover sheets 50 points Due June 7th
Students will complete Portfolio Entry Cover Sheets for the following assignments:

1. Personal Code of Ethics and Decision Making Guidelines
2. Personal and Professional Development Plan
3. Summary Report
4. Speech
5. Memo

The template and directions for completing the Portfolio Entry Cover Sheets will be provided.

IX. GRADING

Grades are based upon a percentage of the total points available.

A= 90 % or more of the total points

B= 80-89 % of the total points

C=70-79% of the total points

D=60-69 % of the total points

X. PROFESSIONAL ETHICS

All work in this course must be completed in a manner consistent with NDSU Senate Policy, Section 335: Code of Academic Responsibility and Conduct: <http://www.ndsu.nodak.edu/policy/335.htm>. According to this policy

The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in question, or these penalties may be varied with the gravity of the offense and the circumstances of the particular case.

Rights and Responsibilities of Community: A Code of Student Conduct, 1993, pp. 29-30.

As members of the community of educators, students in EDUC 734/634 are expected to support the code of professional ethics. Plagiarism and other acts of academic dishonesty will not be tolerated.

Academic dishonesty can be divided into four categories and defined as follows:

- Cheating: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitation academic dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
- Plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

XI. STUDENTS WITH DISABILITIES

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

XII. DISCUSSION ETIQUETTE

The following guidelines will govern the text and voice discussions that will be carried out in this class:

- NDSU/MSUM is committed to open, frank, and insightful dialogue in all of its courses.
- Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary
- Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:
 - Never post, transmit, promote, or distribute content that is known to be illegal.
 - Never post harassing, threatening, or embarrassing comments
 - If you disagree with someone, respond to the subject to the person
 - Never post content that is harmful abusive, racially, ethnically or religiously offensive, vulgar, sexually explicit, or otherwise potentially offensive