

## Executive Communication Skills

WP My Files

MSA\_NCATE.Syllabus\_ADM796

### ★ **Mission Statement of Gallaudet University**

*Gallaudet University...is a bilingual, diverse, and multi-cultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard-of-hearing individuals through American Sign Language and English. Gallaudet prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world.*

### ★ **Mission Statement for School of Graduate Studies and Professional Programs**

*The distinguished faculty and staff of Gallaudet University's Graduate School—drawing on the institution's rich heritage and unique ASL–English bilingual environment—provide a multi-faceted mission to assist its elite cadre of students. The Graduate School accomplishes the achievement of its multi-faceted mission through a variety of means, including: (1) generating empirical knowledge and research-based skills to assist Gallaudet's student scholars in applying theory to practice in the various disciplines and professions available to them by their chosen programs of study; (2) preparing future generations of leaders, scholars, and practitioners to advocate for proactive changes in the cultural, linguistic, and communication needs of deaf and hard-of-hearing individuals throughout the Nation and the world; and, (3) ensuring that the curricula of its various programs are in timely alignment with the standards of their respective accrediting bodies, as well as with the standards of excellence espoused by the Graduate School, itself.*

### ★ **Mission Statement of Department of Administration and Supervision**

*The deeply committed and highly energetic faculty of the Department of Administration and Supervision prepares its promising students in change leadership for Line Officer and Staff Officer positions in the fields of Deaf Education, Special Education, and Human Services organizations. Its curriculum addresses the students' holistic needs of both head and heart. It addresses the needs of the head with an up-to-date curriculum that transforms the theories of management, change leadership, disability policies, ethical deportment, and group dynamics into applied real-world settings, so that its many lessons can be put to immediate use by the students in their current job placements. And its curriculum also addresses the needs of the heart by emphasizing the attitude of humility when wielding power and influence over others. In a word, the department's students learn the wisdom of St. Augustine's famous quote: "To become great, we must first become little."*

### ★ **Mission Statement Sound-Bite of Department of Administration and Supervision**

*"Developing practitioner-scholars in the physics of management and the chemistry of leadership."*

## ● **Course Description** (ADM 796)

- EXECUTIVE COMMUNICATION SKILLS (ADM 796) builds on what Real Estate agents have been saying all along: “*Location. Location. Location.*” This down-to-earth seminar develops the skill of learning how to manage the fine science of *opening lines* and how to administer the gifted art of *closing statements*. The location value of the *opening line* grabs the attention of the reader. The location value of the *closing statement* brings with it the lingering power of “the last thing said becomes the first thing remembered.”
- EXECUTIVE COMMUNICATION SKILLS reinforces what the masters on writing have been saying with unvarying consistency:
  - *Keep It Simple, Stupid*—less is more, spare is fair, and lean is keen, just like our taste in corned beef.
  - Master the psychology of Julius Caesar’s powerful language—“*I came. I saw. I conquered.*”—through the skillful use of *repetition in triplets* and *parallel constructions*.
  - Start your paragraphs with concrete specifics, instead of the vague “*It is...*” or, the vapid “*There was....*”
  - Avoid giving your reader indigestion with an over abundance of adjectives and misplaced pronouns.
  - Drive your sentences with colorful action verbs and image-friendly nouns, instead of passive verbs and abstract nouns.
  - Address the opening sentence of your letters to the reader with a “*Thank you for...*” or, “*Your recent letter...*” instead of the ever-present perpendicular pronoun “*I.*”
  - Conclude your letters, memoranda, and proposals with a summary of what you want your reader to remember or to do, instead of closing with the ever-present inanity: “*Do not hesitate to call me....*”

## ● **Course and Instructor Availability** (ADM 796)

- Offered for the first three weeks of every June on Monday/Wednesday/Friday mornings from nine to noon.
- Offered by permission only from William J. A. Marshall, (202-651-5525, Ms. Esther King), [wjam@gallaudet.edu](mailto:wjam@gallaudet.edu)

## ● **Course Texts Available At-Cost on the Market or Campus Bookstore** (ADM 796)

- Barrass, R. (2003). *Scientists must write: A guide to better writing*. New York, NY: Routledge. ISBN 0-415-26996-2
- Gladis, S. 1999. *The manager’s guide to public presentations*. Amherst, MA: HRD Press. ISBN 0-87425-470-1
- Goldstein, N. (Ed.). (2004). *The Associated Press style book and briefing*. Cambridge, MA: Perseus. ISBN 0-465-00488-1
- *Publication manual of the APA (5<sup>th</sup> ed.)*. (2001). Washington, DC: APA. ISBN 1-55798-791-2
- *Stet again: More tricks of the trade for publications people*. (1996). Alexandria, VA: EEI Books. ISBN 0-935012-20-6
- Taylor, P.& Stoughton, M. (Eds.). (2006). *The great grammar challenge*. Alexandria, VA: EEI Books. ISBN 0-935012-21-4
- Williams, J. (1995). *Style: Towards clarity and grace*. Chicago: Univ. of Chicago. ISBN 0-226-89914-4

● **Course Texts Available, Gratis, on the Table at Start of the First Class** (ADM 796)

- *Graphic standards and editorial style book.* (1995). Washington, DC: Gallaudet University.
- Lederer, R. (1987). *Anguished English: An anthology....* Charleston, SC: Wyrick. ISBN 0-440-20352-X
- Marshall, W. J. A. (Ed.). (2008). *Power curves.* Washington, DC: Gallaudet University. [Notebook of readings]
- Paulos, L. (2006). *Understanding plagiarism: A student guide....* Boston: Houghton Mifflin. ISBN 0-618-66297-9
- Ross-Larson, B. (1982). *Edit yourself: A manual....* NY: W. W. Norton. ISBN 0-393-31326-3
- Strunk, W. Jr., & White, E. B. (2000). *The elements of style (4<sup>th</sup> ed.)* NY: Longman. ISBN 0-205-30902-X

● **Course Pre-Assignment:** A two-inch, three-ring notebook of Internet Readings & Annotations:

☛ Due by the Friday preceding the first Monday of Class. (May 30, 2008)

- Context
  - The focus of this value-added pre-assignment includes (1) strategies for grant proposal writing, as well as, (2) principles of effective discourse. While the grantsmanship materials will not be addressed in class, the exposure to the principles of connected discourse will indeed be emphasized, as they are of critical importance to all class discussions. Why? Because these supplemental pre-assignment readings dramatically reinforce the point that multiple authors are subscribing to the same set of universal principles governing effective discourse—both written and spoken.
  - The focus of this value-added pre-assignment also reflects the student’s time management skills, organizational skills, and motivational skills—all of which form the integral ingredients of effective performance as Line Officers.
  - The focus of this value-added pre-assignment, furthermore, requires the demonstration of an advanced level of administrative effectiveness and efficiency by requiring the delivery of an aesthetically presented three-ringed notebook containing (a) *Table of Contents*, (b) *Tabbed Dividers* that coherently organize the voluminous entries, (c) evidence of ample annotations of the assembled materials, and (d) evidence of the highlighted under-scoring of pertinent passages.

## ● Course Pre-Assignment (continued)

### ○ Tasks

① Enter your free subscription to A WORD A DAY → [www.wordsmith.org](http://www.wordsmith.org)

☞ CLICK: Subscribe (in box on the **right hand** portion of screen)

☞ This mandatory resource is incredible and is yours for life! A substantial portion of the words and idioms presented through this medium do not ordinarily appear in your standard desk dictionary. This resource will both enhance your command of the English lexicon, and also provide some excellent quotation materials for your speeches.

☞ An optional resource that you may want to consider for your desktop's "quick-launch tool bar" is a dictionary. Any writer needs quick and easy access to such a resource while composing manuscripts on the screen. Ergo, I suggest that you consider investing in this invaluable tool. I have found the AMERICAN HERITAGE DICTIONARY—downloaded directly to you after your payment arrives—has been quite beneficial. Other companies offer comparable versions of the English language dictionary—so shop around for a dictionary to fit your computer needs and your budget allowance.

② Access [www.santcorp.com/index.htm](http://www.santcorp.com/index.htm) {You may be asked "to register," before being allowed to download; do so. It is free.}

☞ Scroll down a bit and CLICK Proposal Master on **left hand** side, then at TOP **right hand** side CLICK: Best Practices

A. Glance at upper **left hand** corner box

(1) CLICK/PRINT: Top Ten Proposal Tips

B. (Return)...upper **left hand** corner box

(1) CLICK: "*White Papers*"

a) Download and Print: How to write a winning proposal

b) Download and Print: Seven magic questions

C. (Return)...upper **left hand** corner box

(1) CLICK: "*Articles*" [The main screen will show several horizontal bars under "Media Coverage."]

a) Download and Print [6<sup>th</sup> bar "*Investor's Business Daily*"] Write winning business pitches

b) Download and Print [12<sup>th</sup> bar "*APMP*"] Professor of persuasion

c) Download and Print [13<sup>th</sup> bar "*Harvard Business School*"] Crafting an executive summary

d) Download and Print [15<sup>th</sup> bar "*Selling Power*"] How to win customers...unbeatable ...proposals

● **Course Pre-Assignment** (continued)

③ Access [www.cpb.org/grants/list.html](http://www.cpb.org/grants/list.html)

☞ Scroll to 2<sup>nd</sup> box on **right hand** side—“*Grant Resources*”—CLICK: Grant Proposal Writing Tips

A. Scroll all the way to the bottom and CLICK Print (all)

④ Access <http://medicine.mercer.edu/Research/granttips>

☞ Scroll to **right hand** side—“*Titles*” [*You may need to close your Pop-Up Blocker for some of these.*]

A. SKIP the 1<sup>st</sup> entry (“Basic elements of writing”)

B. CLICK/PRINT: Art of Grantsmanship (Excellent for dissertation proposals)

C. CLICK/PRINT: Online Proposal-Writing Course (Each page must be printed separately; tedious, but worth it.)

D. CLICK/PRINT: Grantwriting Tips (Excellent for dissertation proposals)

E. SKIP the 5<sup>th</sup> entry (“Effective foundation...strategies”)

F. CLICK/PRINT: A Guide to Proposal Writing (pdf)

⑤ Access [www.plainlanguage.gov/index.cfm](http://www.plainlanguage.gov/index.cfm) [*This task will consume upwards of 12 hours! Budget your time.*]

☞ CLICK/PRINT A L L Major Topics and their corresponding sub-topics.

\*\*\* This site contains material that you will be using for the rest of your writing life; ergo, park it on your desktop for quick and easy reference.

\*\*\* Note: The major topical category “RESOURCES” is optional.

⑥ Access <http://employees.faa.gov>

☞ Scroll to the **top right-hand** side **SEARCH** box and insert “*Writing resources*” and CLICK “*search*”

\*\*\* CLICK “*Branding & Writing*” and orient yourself to the new screen with three rows of red boxes

A. Scroll to **top** row red middle box “*Writing Standards and Guidelines*”

01. CLICK/PRINT: 1<sup>st</sup> bullet Writing Standards (1000.36 pdf)

02. CLICK: 2<sup>nd</sup> bullet FAA’s Plain Language Manual

(a) PRINT: Writing user friendly documents (pdf) \*\*\***VERY IMPORTANT**\*\*\*

B. (return) Scroll right to **top** row red right box “*Letters*”

01. CLICK: “*More>>*” [Ignore first four bullets]

(a) Scroll all the way down to “*Special Letters*”

(i) CLICK/PRINT: 3<sup>rd</sup> bullet Letters with Sensitive Content

C. (return) Scroll down to **middle** row red left box “*Memos*”

01. CLICK: “*More>>*” [Ignore first three bullets]

(a) CLICK/PRINT: 2<sup>nd</sup> bullet Branding Guidance to memos

(i) (return) SCROLL down to “*Samples*”

✓ CLICK/PRINT: 2<sup>nd</sup> bullet Sample ACTION memo

✓ CLICK/PRINT: 3<sup>rd</sup> bullet Sample INFORMATION memo

D. (return) Scroll right to **middle** row red middle box “*Emails*”

01. CLICK/PRINT: 1<sup>st</sup> bullet When to Write an Email

02. (return) CLICK/PRINT: 2<sup>nd</sup> bullet Writing Effective Emails

E. (return) Scroll down to **bottom** row red left box “*FAA’s Plain Language Program*”

01. CLICK: “*More>>*” [Ignore all five bullets]

(a) CLICK/PRINT: 2<sup>nd</sup> bullet What is Plain Language

⑦ Access the following TWO sites—sites that provide fun and enjoyment, as well as insights into your personality as a future Line Officer. Enjoy them and treasure them. This color-oriented portion of the *Pre-Assignment* Tasks will be reenforced during our opening class. So, please attend carefully to the matter at hand, and do not pass it off as frivolous, as one of them— well-revered Lüscher psychological test from Germany—is heavily validated.

A. SITE #7(a) <http://www.testcafe.com/all.html>

☞ Scroll down to the 4<sup>th</sup> entry, CLICK: Aura Color Test [Do NOT pay any money for further analysis]

\*\*\* Note: PRINTING may not be easy for this site, so BLOCK/COPY/PASTE

B. SITE #7(b) <http://www.saunalahti.fi/jawap/colour/colortest.html>

☞ CLICK the colors, as instructed.

✓ CLICK them again when they reappear on screen.

✓ BLOCK/COPY/PASTE onto an open WP or Word Doc screen, and PRINT the results

⑧ Access [www.idiomconnection.com](http://www.idiomconnection.com)

○ *This site MUST be placed on your Desktop for frequent and easy access during your career.*

○ *This material does NOT show up in any dictionary; ergo, it is of inestimable value!*

A. At top of screen...

☞ 2<sup>nd</sup> bullet CLICK/PRINT: What is an idiom?

☞ 3<sup>rd</sup> bullet CLICK/PRINT: What is a phrasal verb?

☞ 4<sup>th</sup> bullet CLICK/PRINT: What is a proverb?

B. Main Screen “INDEX”

☞ CLICK/PRINT a **dozen** idioms that you may have heard of before but never really understood.

- ⑨ Access [www.quotationspage.com](http://www.quotationspage.com)
- *This site MUST be placed on your Desktop for frequent and easy access during your career.*
  - *This material will be valuable for your public speeches and professional papers.*
  - A. CLICK any relevant entry on left blue-shaded area of screen.
    - ☞ PRINT a **dozen** leadership or motivational quotes that you may someday use when you become a Line Officer.
- ⑩ Access [www.wooster.edu/psychology/apa-crib.html](http://www.wooster.edu/psychology/apa-crib.html) & [www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html)
- While you do NOT have to include within your **Pre-Assignment** Notebook, either one of these two references, prudence would suggest that you become intimately familiar with the contents of these two sites—before you perform the assigned readings in class from the text: APA Style manual (5<sup>th</sup> ed.).
  - All of your papers in graduate school and all of your dissertation drafts must be in close conformity with this APA style.
  - When accessing the second site, scroll down to the two red-lined items and CLICK/PRINT both “Electronic Media” and “Citations in Text.”
- 11** Last task! *Finding Forrester* (Sean Connery)
- ☛ Obtain the captioned DVD—either thru your local film outlet, Netflix, Blockbuster, or Mrs. King
    - ➔ This task MUST be done last—after you have absorbed all of the above Ten Tasks of readings.
    - ➔ This task must be viewed while you are relaxed and enjoying an un-interrupted 90 minutes.
      - ✓ Do NOT take notes during the first viewing—such activity will close down your right-brain hemisphere, thereby preventing you from seeing the forest because of the trees.
      - ✓ DO take notes AFTER viewing the film—notes that reflect your FEELINGS.
        - > You may look at the film a second time, if need be, and adjust your notes while viewing.
    - ➔ This task requires the following for you to address:
      - ☞ To examine the manner in which William Forrester influences the young man—Jamal.
      - ☞ To examine your own FEELINGS, LIFE EXPERIENCES, and OBSERVATIONS about what you saw.
        - ☛ Do NOT tell me what happened; I’ve seen the film! Tell me your reactions, feelings, and observations.
    - ➔ This task must be a DOUBLE-SPACED, FOUR-PAGE typed document inserted at the end of your Notebook.

● **Course Grading Rubric**

ACTIVITY	RELATIVE WEIGHT	COMMENTS
○ <b>Discussion leader events</b>	<b>06%</b>	□ Daily
○ <b>Contributing to the leadership events of others</b>	<b>03%</b>	□ Daily
○ <b>Pre-Assignment Notebook</b>	<b>25%</b>	□ Due by the Friday preceding first Monday of Class □ Evaluation criteria: ☞ Aesthetics.....02 ☞ Organization: Table of Contents/Tabs.....10 ☞ Evidence of annotation/underscoring.....05 ☞ Completeness.....08
○ <b>Letter of Complaint</b>	<b>07%</b>	□ Multiple drafts permitted before final draft submission
○ <b>Free-write: Daydreams</b>	<b>03%</b>	□ Final draft, only
○ <b>Free-write &amp; Refined-write: Owl Creek</b>	<b>08%</b>	□ Multiple drafts permitted before final draft submission
○ <b>Refined-write: The ducks</b>	<b>02%</b>	□ Final draft, only
○ <b>Refined-write: Memo</b>	<b>02%</b>	□ Final draft, only
○ <b>Refined-write: Letter to Sam Sales</b>	<b>04%</b>	□ Final draft, only
○ <b>Refined-write: Letter to Charles Cash</b>	<b>04%</b>	□ Final draft, only
○ <b>Refined-write: THE WASHINGTON POST article</b>	<b>12%</b>	□ Final draft, only
○ <b>Refined-write: Executive Summary: Dry Cleaners</b>	<b>12%</b>	□ Final draft, only
○ <b>Refined-write: <i>The Red Balloon</i></b>	<b>12%</b>	□ Final draft, only

## ● **Course as Embedded within the Conceptual Framework of Graduate Studies and Professional Programs**

- ◆ **Promoting Connections.** This course embraces the GSSP focus of encouraging the students to see the inter-relatedness and connections of their chosen fields of administration and change-leadership within the broader contexts of deaf education and special education. These contexts include: (a) cultures, (b) communities, (c) families, (d) educational institutions, and (e) the professions at-large. Such inter-connectedness of contexts equips our graduates with the ability to appreciate diversity of opinions, diversity of cultures, and the life-long learning that is so essential for them to develop their own highest potential.
- ◆ **Promoting Connections between Deaf and Hearing Cultures.** This course embraces the GSSP focus of encouraging the students to see the inter-relatedness and connections existing between Deaf and Hearing Cultures. Far from being unitary or mutually exclusive of each other, these cultures have a rich evolutionary history, replete with variations in language, communication styles, psychological needs, and preferred methods of learning. Our students learn how to see and appreciate the connections between these two cultures through both formal and informal interactions occurring within class and outside of class. Gallaudet graduates leave their respective training programs fully equipped to be allies, advocates, and leaders in deaf education and their chosen professions.
- ◆ **Promoting Connections among Regional, National, and International Forums.** This course complements the excellent learning environment that Gallaudet provides its students in promoting connections that extend not only from within the Campus community and its neighboring communities, but also to the regional, national, and international forums within which they live, work, and visit. The Campus is wonderfully situated to take advantage of such inter-connectivity—given the composition of the student body hailing from all over the Nation and the world. Our faculty work with our students in ways that go beyond the limits of the classroom, thereby encouraging the holistic development of their personal and professional growth. The language and communication modalities employed in these holistic interactions show respect for the multi-cultural and audiological diversity of our Deaf and hearing students—allowing them opportunities to learn from each other, as a supplement to their formal instruction.
- ◆ **Promoting Connections between Tradition and Innovation.** This course increases the students’ awareness and mastery of exemplary state-of-the-art developments in executive communication strategies, including: (1) principles of grammatical correctness; (2) principles of brevity and clarity; and (3) principles for tailoring the design and delivery of the message to fit the cultural, linguistic, and psychological needs of their reading/listening audiences. The students are also shown that such cutting-edge innovations are only as effective as their ability to incorporate these communication principles within the traditionally meaningful histories and heritages of their reading/listening audiences.

## ● **Conceptual Framework** (Continued)

- ◆ **Promoting Connections between Theory and Practice.** This course embraces the departmental philosophy of enabling students to become practitioner-scholars in their chosen fields of administration, supervision, and change-leadership. Practitioner-oriented scholarship is predicated on two foundations—the first of which is the Socratic dictum of “*Know thyself*,” wherein self-mastery is shown to the students as being a necessary prerequisite to the group-mastery that comprises leadership. The second foundation consists of the theoretical knowledge base comprising the various cognate fields of administration, including: (1) the psychology of language, cultures, and Deafness; (2) the psychology of the *Maslovian Needs* that drive such organizational behaviors as the *Needs for Power, Achievement, Recognition, and Belonging*; (3) the psychology of interpersonal conflict and group dynamics; (4) the psycho- dynamics of how to recognize and manage the information networks deep within bowels of the “hidden” organization—where the influence of leaders is either successfully generated, or dramatically resisted; and, (5) the systems theory approach to managing organizations. Our students build upon these theoretical underpinnings with ample opportunities for applying them to the real world of their current organizations and the specialized world of their internship experiences, thereby bridging the relevance of what they learn in theory to what they achieve in practice.
  
- ◆ **Promoting Connections between Reflection and Enquiry.** This course embraces the institutional mission of self-reflection and the desire for an earnest spirit of both enquiry and life-long learning. Self-reflection impresses upon the student the need to be open to the solicited and unsolicited feedback of others, as they attempt both to influence others and, in turn, to allow themselves to be influenced by others—a cardinal requirement of leadership. Interactive enquiry, on the other hand, impresses upon the student the need not only to tolerate the silences, skepticism, and ambiguity that they will meet as future leaders, but also the need to recognize that the business of organizations is exceedingly complex and that huge gaps in our knowledge base require us to seek the solutions and intelligent choices that will move our organizations forward to the accomplishment of their missions and strategic goals—which also forms a cardinal foundation base for leadership.

## ● **Course Policy on Plagiarism**

- ◆ All students are ethically bound to respect the works of others and are provided several source materials on this topic, including:

Paulos, L. (2006). *Understanding plagiarism: A student guide to writing*. Boston: Houghton Mifflin. ( ISBN 0-618-66297-9)

● **Course Relationship to ISLLC and ELCC (NCATE) Standards**

**STANDARD I**

<b>ISLLC</b>	<b>ELCC (District Level)</b>
<p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the organization.</i></p>	<p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by facilitating the development, articulation, implementation, and stewardship of a school-wide (organization-wide) embraced vision.</i></p>

**Standard I–A: Knowledge**

<b>I–A.01</b> Pluralism	Teaching and demonstrating the basic skills necessary for promoting the acceptance of the magnificent multi-cultural diversity characterizing our schools, organizations, and society.
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<b>I–A.01 (a)</b>	Creating an inclusive environment that addresses diversity issues and promotes the democratic ideals of America.
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<b>I–A.02</b> Strategic Thinking	Recognizing that <i>strategic directions</i> have no intrinsic value, in and of themselves, leaders realize that such <i>strategic directions</i> acquire value in direct proportion to everyone’s willingness to infuse them with energy and to embrace them with passion.
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<b>I–A.02 (c)</b>	Understanding that the components of <i>strategic thinking</i> embrace vision development, strategic goals, budgets, and evaluative processes
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<b>I–A.05</b> Communication: Effective Listening, Speaking, and Writing	Realizing that leadership involves persuasion, which in turn requires transparency, and that transparency involves not only the frequency of timely communications, but also the clarity and conceptual integrity of those communications.
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<b>I–A.05 (a)</b>	Understanding that context, clarity, and conciseness contribute to message effectiveness, as does the decision to present it, as a public speech, or as a written document.
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<b>I–A.05 (b)</b>	Understanding how to deal with the press, including use of sound bites and use of colorful, quotable statements to best represent your organization’s platform of values, vision, goals, and mission.
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➔ **Standard I-A: Knowledge** (Continued)

<p><b>I-A.06</b> Consensus-building Skills</p>	<p>Facilitating consensus building is predicated on effective communication skills—especially <i>active listening</i>, superior command of the language, and proficient management of meetings.</p>
<p><b>I-A.07</b> Negotiation Skills</p>	<p>Understanding that the ability to negotiate not only follows from the ability to communicate and to achieve consensus, but also suggests a willingness to share power, and to avoid playing a <i>zero sums</i> game when forging conflict resolution strategies.</p>

**Standard I-B: Disposition**

<p><b>I-B.03</b> Organizational Accountability</p>	<p>The willingness to create an organizational and school climate emphasizing: (*) high time-on-task learning initiatives, (*) an environment conducive to learning and personal safety, (*) a set of vision and mission statements that have meaning and relevance for all stakeholders, and, (*) an executive action plan that builds positive relationships between home and school, and/or between the organization and its external constituencies.</p>
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**Standard I-C: Performance**

<p><b>I-C.01</b> Developing the Vision [Combines ELCC District Standards #1.1 &amp; # 1.5]</p>	<p>Providing the leadership necessary to convince the Board of a School for the Deaf, or the administration of a school district within which a program for special education students resides, to facilitate the development of a <i>living vision</i>—capable of promoting the success of all students, and capable of energizing the motivation of all staff by demonstrating its relevance to the daily operations of the school or program—using state-of-the-art thinking on the development of vision and mission statements, including : (*) designing the involvement of all internal and all relevant external constituencies; (*) designing the negotiation strategies for the “buy-in” of hold-outs among the various constituencies; (*) designing the linguistic strategies that lend crispness of expression, coherence of purpose, and “sound-bite” quality features to the packaging of the <i>living vision</i>; and, (*) designing the alignment of missions and strategic goals to implement the <i>living vision</i> statements.</p>
<p><b>I-C.01</b> (d)</p>	<p>Developing a set of <i>mission statements</i> and <i>strategic goals</i> that align the members of the organization to their commonly supported and daily embraced <i>living vision</i>.</p>
<p><b>I-C.02</b> Articulating the Vision [ELCC Std. # 1.2]</p>	<p>Demonstrating the verbal and non-verbal behaviors that are requisite for communicating to district level administrators and special program administrators both the intention and the practice of the <i>living vision</i> to both internal constituencies and external stakeholders.</p>

➔ **Course Relationship to ISLLC and ELCC (NCATE) Standards (Continued)**

**STANDARD II**

<b>ISLLC</b>	<b>ELCC (District Level)</b>
<p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by advocating, nurturing, and sustaining a school (organizational) culture and instructional program (Continuous Improvement Program) conducive to student learning and staff professional growth.</i></p>	<p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by promoting a positive school culture, by providing an effective instructional program, by applying best practices to student learning (management and leadership), and by designing comprehensive professional growth plans for staff.</i></p>

**Standard II-A: Knowledge**

<b>II-A.01</b> Student Growth	Realizing that the <i>process</i> of student growth/development must precede in importance the product of student achievement test results.
<b>II-A.01</b> (b)	Promoting instructional strategies that encourage interactive teacher-to-student, and student-to-student exchanges greatly supports such processes of growth and development—including opportunities for classroom debating panels, game theory simulations, and other types of presentations.
<b>II-A.01</b> (d)	Creating a safe, engaging, and caring school environment to contribute to the processes and products of teaching and learning.
<b>II-A.02</b> Learning Theories	Comprehending the role that learning theories play in the processes of teaching, learning, and individual growth development.
<b>II-A.02</b> (b)	Knowing the theoretical emphases of the cognitive school—stressing the value of focusing on how students <i>deductively</i> formulate the conversion of symbols, metaphors, and analogies into factual knowledge, appreciation, and conceptual understanding.
<b>II-A.03</b> Motivation Theories	Realizing the multi-dimensional nature of motivation as a function of Maslovian Need States—operating, singly, at the individual level, as well as collectively at the group level —including: Task Orientation; Person Orientation; Recognition; Esteem; Self-Actualization.
<b>II-A.03</b> (a)	Recognizing that motivators stemming from an internal locus of control are more powerful and permanent, than motivators stemming from an external locus of control—including: <i>Need for Power; Need for Affiliation; and, Need for Achievement.</i>

➔ **Standard II–A: Knowledge** (Continued)

<b>II–A.07</b> Diversity	Addressing the ethnicity, race, language, culture, and special needs of all students and staff remains as both an opportunity and challenge to allow cultural differences to enhance, instead of interfering with teaching and learning.
<b>II–A.08</b> Professional Development	Translating the commonly-cited mission statement of continuous life-long learning for students into a parallel set of coherently designed series of opportunities for professional growth that are learner-centered and meaningful for adults.
<b>II–A.12</b> Org. Culture	Understanding that while “culture” may be an abstraction, its behavioral and attitudinal consequences are anything but “abstract.”
<b>II–A.12</b> (a)	Understanding that fostering a climate of trust, respect, and authenticity must begin with the Line Officer—(and his/her attendant chain-of-command)—modeling those behaviors, before people will feel safe in speaking out and discussing the un-discussable issues—(e.g., issues of alienation, and morale)—openly in meetings where they count, and not covertly outside of meetings where they increase the organization’s toxicity.

**Standard II–B: Disposition**

<b>II–B.01</b> Positive Learning Environment	The proposition that all students can learn, thereby underscoring the necessity of assessing student learning styles and adapting teaching methods and experiences, accordingly.
<b>II–B.02</b> Diversity	The value of celebrating the benefits of diversity—including racial, ethnic, disability, and especially differences of opinion—for group processes occurring in the classroom, in the school community, in the civic community, and in society at-large.

**Standard II–C: Performance**

<b>II–C.01</b> Promoting a Positive School Culture [ELCC District Std. #2.1]	Maintaining a sustained management and leadership approach to promoting the culture of the school, district, or organization along the constructivist trends of developing partnerships in shared governance, and partnerships in the teaching/learning process—including: (*) empowering instead of hierarchical directing; (*) teaching and learning instead of passive information dissemination and memorization; and, (*) modeling ethical values and integrity of behavior, because it’s the right thing to do, not because anyone is watching you do it.
<b>II–C.01</b> (a)	Realizing that sustainable improvements in social systems is entirely dependent on the acceptance of the letter and intent of that change by the very people who will be carrying it out—an acceptance that equates to commitment of the will, not a compliance of fear.

➔ **Standard II-C: Performance** (Continued)

<p><b>II-C.02</b> Promoting Effective Learning Cultures [ELCC District Std. #2.2]</p>	<p>Demonstrating that maintaining the quality and documenting the effectiveness of school-based staff development and school district-wide instructional programs must be a data-driven and evidence-based process—including: (*) qualitative and quantitative research methodologies; (*) assessing learner styles; (*) monitoring instructional practices; (*) incorporating state-of-the-art literature findings on supportive teaching and learning climates and initiatives; and, (*) providing the technical infrastructures necessary for supporting all of this.</p>
<p><b>II-C.02 (a)</b></p>	<p>Recognizing that the <b>high expectations</b> of learners will be met, only: (*) when the learners do not feel alienated from the teaching/learning process; (*) when learners perceive a planned purpose and relevance to their experience, as it resonates with the context within which they live and function; and, (*) when teaching methods are adjusted to accommodate learning style needs, instead of teaching-to-the-test—as so often happens in this era of NCLB accountability.</p>
<p><b>II-C.02 (c)</b></p>	<p>Recognizing that <b>responsibility for self and empathy for others</b> is the foundation stone on which such problem solving approaches and learning culture environments are predicated —including: (*) providing teachers and students with the leeway for making responsible choices about their contributions to the learning process; (*) showing how responsible decision-making has consequences for self; and, (*) showing how displays of empathy teaches us to anticipate the consequences of our actions in others.</p>
<p><b>II-C.02 (d)</b></p>	<p>Recognizing that <b>praise</b>—when genuinely and deservedly delivered—provides positive reenforcement and the recognition needed to maintain self-esteem, a sense of belonging, and a sense of achievement in the minds of all members of the school district, or organization.</p>
<p><b>II-C.04</b> Professional Growth Plans [ELCC District Std. #2.4]</p>	<p>Demonstrating the knowledge that recent advances in adult learning practices can reenforce the centrality of professional development as an integral component of the school district’s (organization’s) strategic pathway to improvement—including: (*) developing a personal professional growth plan that reflects commitment to life-long learning; (*) knowing the value of designing a comprehensive growth plan for others that is consistent with the vision and mission statements of the school district or organization; and , (*) knowing the value of fostering a collegial atmosphere wherein productive teamwork and shared governance encourages the sharing of observations and collaborative reflections.</p>
<p><b>II-C.04 (a)</b></p>	<p>Demonstrating the knowledge that an environment that recognizes the rightful dignity and contributory worth of all professionals is conducive (*) to promoting new knowledge and skills in the workplace, and (*) to according comparable dignity and respect to students by minimizing administrative interference with the learning process.</p>

➔ **Course Relationship to ISLLC and ELCC (NCATE) Standards** (Continued)

**STANDARD III**

ISLLC	ELCC (District Level)
<p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by ensuring management of the organization, operations, and resources for a safe, efficient, effective learning environment .</i></p>	<p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by managing the organization, operations, and resources in a way that promotes a safe, efficient, effective learning environment.</i></p>

**Standard III–C: Performance**

<p><b>III–C.02 Managing Operations</b> [ELCC District Std. #3.2]</p>	<p>Recognizing that the managerial <i>efficiency</i> skills requisite for operating the administration of the school district and organization must be complemented by the leadership <i>effectiveness</i> skills that Line Officers are expected to demonstrate, if a climate of respect for their professional competencies is to be generated—including: (*) the ability to also build a climate of trust by demonstrating ethical probity; (*) the ability to create a perception of transparency through the use of timely and appropriate communications marked by the precise use of language; (*) the ability to forge a climate of task achievements by celebrating vision and mission accomplishments, when they occur; and, (*) the ability to reduce conflict to manageable proportions when issues involving distribution of restricted resources and other program-related problem issues arise.</p>
<p><b>III–C.02 (c)</b></p>	<p>Demonstrating that the medium chosen must fit the message delivered—including: (*) using <i>PowerPoint</i> presentations, and e-mail attachments, appropriately; (*) using the public address medium appropriately for organization-wide issues; (*) using the face-to-face medium for commendations, critiques of performance, and motivational assistance; and, (*) using formal letters, either mailed or hand-delivered in person, as a follow-up to any of the above.</p>
<p><b>III–C.02 (d)</b></p>	<p>Realizing that people can be overwhelmed by information overload, and that steps must be taken to skillfully design the spacing and packaging of communication content aimed at fitting the context and need of the end user—including: (*) packaging general rules and procedures for school district and organization staff, teachers, and students into a series of annually updated <i>handbooks</i> designed for easy reference in time of need; and, (*) posting onto a continuously updated web page relevant materials for easy access by the community, and increasingly restricted access by the students, teachers, and staff.</p>
<p><b>III–C.02 (e)</b></p>	<p>Realizing that formal communications are only as valid as people perceive them to be both timely and authentic, as well as how people perceive them to be responsive to spontaneously generated feedback loops.</p>

➔ **Course Relationship to ISLLC and ELCC (NCATE) Standards (Continued)**

**STANDARD IV**

<b>ISLLC</b>	<b>ELCC (District Level)</b>
<p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by collaborating with families and community members, by responding to diverse community interests and needs, and by mobilizing community resources.</i></p>	<p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by collaborating with families and community members, by responding to diverse community interests and needs, and by mobilizing community resources.</i></p>

**Standard IV–B: Disposition**

<p><b>IV–B.02</b> Believing that the Key Stakeholders of the School—Families and Teachers—must be Involved in the Decision-Making Processes Affecting the Students</p>	<p>The belief that the Line Officer’s expectations of effective classroom management by the teachers results in the respect of the students, and the goodwill and confidence of the parents through the development and communication of various guidelines—including: (*) informing the various stakeholders of how and when they will be involved with decisions affecting the curriculum, and the implementation of the vision and mission of the school; and (*) informing them, also, of how they will <u>not</u> be involved with various management-related decisions that are by law designated for handling only by the administration, so as to prevent misunderstandings which can severely cripple many good-faith efforts by the Line Officers; (<i>cf.</i> Council of Chief State School Officers (1996), which showed that the strongest support base for our Nation’s schools is the local community that is actively involved in the design and implementation of the school’s vision and mission.)</p>
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**Standard IV–C: Performance**

<p><b>IV–C.01</b> Forging Coalitions within the Internal Stakeholders of the School and Alliances with Various Stakeholders in the External Community [<i>cf.</i> ELCC District Std. #4.1]</p>	<p>Understanding that <i>internal</i> coalitions and <i>external</i> alliances do not just happen, but must be generated through the strategic leadership skills of Line Officers embracing a variety of approaches—including: (*) the realization that communication is a two-way process with particular emphasis being given to the <i>listening</i> aspect; (*) an appreciation that parental concerns for quality of academic course work, progress in academic achievement —(especially the AYP ratings required by <i>NCLB Act of 2001</i>)—school safety, and student discipline must be listened to by the administration, and appropriately addressed; (*) the imperative for innovative approaches to bring about the partnership of parents and teachers working in concert to achieve the vision and mission of the school and organization; (*) and, the necessity for lessening total reliance on the administration to achieve satisfaction among the various stakeholders by inducing a sense of co-responsibility among all the members of the <i>internal</i> organization of the school— (including students)—to work effectively with each of the various <i>external</i> constituencies—(including the media).</p>
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➔ **Standard IV–C: Performance** (Continued)

<p><b>IV–C.03</b> Developing a Community Relations Plan to Mobilize Community Resources [<i>cf.</i> ELCC District Std. #4.3]</p>	<p>Developing strategies to incorporate the human and fiscal resources of the community to supplement the efforts of achieving the vision and mission implementation of the school, school district, and organization—including: (*) developing the funding strategies that may result from bringing together alliances with the civic, business, youth services, and health services organizations within the community; (*) developing the goals, objectives, and communication strategies that specify <i>who</i> does <i>what</i>, <i>where</i>, <i>when</i>, and <i>why</i>; (*) identifying the types of desirable work-products that result from these cooperative efforts; and, (*) developing the feedback evaluation loops that assess the strengths and weaknesses of the entire community relations plan, and the means for addressing them.</p>
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**STANDARD V**

<p style="text-align: center;"><b>ISLLC</b></p> <p><i>A school administrator (human services Line Officer) is an educational leader who promotes the success of all students (staff) by acting with integrity, fairness, and in an ethical manner.</i></p>	<p style="text-align: center;"><b>ELCC (District Level)</b></p> <p><i>Candidates who complete the program are educational leaders (Line Officers) who have the knowledge and ability to promote the success of all students (staff) by acting with integrity, fairness, and in an ethical manner. .</i></p>
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**Standard V–A: Knowledge**

<p><b>V–A.01</b> Possesses Integrity</p>	<p>Understands that a Line Officer must be able and willing to demonstrate integrity of behavior—[which is what we do when no one is looking]—on a consistent basis while also promoting ethical conduct in others—including: (*) encouraging the meaningful and continual discussion of the various codes of conduct published by the national bodies in which the professional staff of the school and organization hold membership; and, (*) leading the development of a <i>Statement of Values</i> to complement the vision and mission statements of the school and organization.</p>
<p><b>V–A.02</b> Acts fairly</p>	<p>Recognizes that Line Officers have a fiduciary responsibility for modeling integrity— including: (*) respecting diversity of opinion, race, and culture in all interactions with students, staff, and parents; (*) establishing a disciplinary code for students, and personnel policies for staff based on statutory law, ethical canons, and the principles of fairness framed by the notions of distributive justice and procedural justice; and, (*) explaining major decisions in terms of these ethical principles of fairness, justice, and law.</p>

→ **Standard V–B: Disposition** (Continued)

V–B.01 Respecting Diversity	Embraces the imperative that Line Officers must take the lead in celebrating and respecting the value of diversity within the school, school district, and organization— whether it is diversity of opinion, or the diversity of the multi-cultural contributions of the Nation’s ethnic and racial communities.
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**Standard V–C: Performance**

V–C.01 Influencing the curriculum to incorporate character education	Supporting the development of curricular materials that provide applied examples of moral conduct—including: (*) discussing the moral and legal dilemmas of <i>right vs. wrong</i> ; (*) discussing what constitutes good citizenship in the school and community; (*) discussing what constitutes good sportsmanship on the playing fields; and, (*) discussing what constitutes a caring and compassionate attitude.
V–C.01 (a) Influencing the managerial practices to promote an ethical environment.	Reviewing the practices and policies of the school and organization to see if they pass the “front-page-of-tomorrow’s newspaper test”—including: (*) discussing at management team meetings the moral implications of choosing <i>right vs. right</i> choices; (*) discussing the behavioral characteristics of managerial interactions that exemplify fairness, compassion, and truthfulness.

● **Course Expectations**

- Class preparation, participation, appropriateness of attire, and attendance must reflect the behavior of future Line Officers.
- Class materials—notebooks, text books, assigned readings—will require the assistance of an airport luggage carrier to every class.
- Class handouts and assignments—distributed in every class—should be assembled in a three-ring notebook for future examination reference.
- Class opportunities for one-on-one meetings with the professor are always available and welcomed by appointment with department secretary.