NOTICE: All information pertaining to this course, including course policies, is subject to being changed until the first day of the term. Last date modified: December 30, 2021

Course Syllabus
EDLD 794 - Educational Leadership Seminar

Course Structure: This course will be delivered "on-line" and recorded lectures and presentations from guest lecturers.

Spring 2022 – (3 Credit Hours)
January 15 – May 5, 2022

Instructor:
David E. Oliver Ed.D, CSP, CEM
Director Environmental Health & Safety
Emergency Manager
Graduate Faculty Emergency Management Disaster Science Program
Western Kentucky University
Office Phone: (270) 745-4181 Cell: (270) 792.9062
Email: david.oliver@wku.edu

Catalog description: Seminar in topics and current trends related to educational leadership. Seminars that represent different topics may be repeated for credit with advisor permission.

Course topic: This course will explore the challenges of leading an organization in times of crisis. Emphasis on understanding the various threats, probability of occurrence, and potential direct and indirect impacts to organizations. Students will study the National Incident Management System (NIMS) including the Incident Command System and National Incident Framework. In addition, a variety of case studies will be explored giving students a view of leadership outcomes both positive and negative.

Learning Targets: Performance in the course will be assessed, through virtual live and online discussion and the completion of projects, by evaluating the extent to which doctoral students can successfully:

1. Demonstrate an understanding of the influence of leadership in the overall context of crisis response across a span of settings including local, state, and federal government levels. (Discussion board)

2. Demonstrate a working knowledge of theory and application of the Incident Command System, U.S. National Incident Framework, and explain the benefits of integrating the concepts into an organizational emergency management program. (Successful completion of selected FEMA – Emergency Management Institute online training courses).

3. Research significant historic disasters using news accounts, after action reports, journals, and other relevant sources of data. Analyze the influence of leaders and their decisions, on the overall outcome of the response. Synthesize your findings and opinions into either a formal paper, or a presentation with voiceover or typed lecture notes. Defend your opinions and provide appropriate references for all materials cited. This will be due by 4/17.

4. Discuss the importance of organizational communications in times of crisis including initial warnings, public information, media relations, Joint Information Centers (JIC). Discussion Board.

5. View recorded presentations related to preparing for and leading in times of crisis. Prepare brief synopsis of each including key elements that resonate with you as an individual, that you feel can add to your toolkit as a leader. (Individual Assignments).

6. Demonstrate acceptable academic / professional standards of research and writing that correctly utilizes conventions as prescribed by APA. (Discussion boards, Other Assignments, Research Project)

Grading/Evaluation:

Grading for this course is based on active participation in discussions, timely completion of assignments, and projects. The FEMA courses are a simple pass/fail with upload of certificates.

The content across the semester will expose you to a variety of tools and concepts focused on leadership in times of crisis. Your ability to synthesize these concepts into examples of real world application will be the primary metric for achieving success in the course. I will provide feedback to each of you throughout.

Required Texts.

John Maxwell. (2021) *Leading in Tough Times: Overcome Even the Greatest Challenges with Courage and Confidence.* Nashville, TN. Center Street. ISBN-10 : 1546029389; ISBN-13 : 978-1546029380

Readings/ Other Materials (provided via Blackboard)

FEMA Emergency Management Institute Courses

IS-230.E: Fundamentals of Emergency Management
IS-100.c Introduction to the Incident Command System, ICS 100
IS-700.b An Introduction to the National Incident Management System

Major Learning Methods: Students will engage the course content via reading assignments, instructor presentations, in-class and online discussion, and written assignments. Focus will be upon active engagement as adult learners. This is an online course, so pedagogical methods will focus on active engagement in online and video-based discussions as well other online methods of student engagement. The following methods will be used for online instruction:

Course Organization and Expectations: This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept responsibility for. The format of the class will be that of a community of scholars, each with their rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but also encouraged.

Plagiarism Policy: Plagiarism is a serious offense. The academic work of students is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Before receiving a grade in this course students will be required to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules - http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing.
or Indiana University's Plagiarism and Academic Integrity - http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action, which may result in permanent disqualification from the program.

Attendance and Participation Policy: Graduate students should be able and willing to share information and ideas; regular attendance and productive participation using the virtual format and on Blackboard are essential for success in the course. Students are expected to have read all assignments prior to discussion in class or on the web, if applicable, and be prepared to participate in class discussions and activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

Effective learners demonstrate classroom behaviors that enhance (a) the professor's ability to conduct the class and (b) the ability of students to benefit from the instructional process. Any behavior which is disruptive or interferes with other students' learning is not acceptable and may result in loss of points for class participation credit. A student's final grade for the course will be adversely affected by a lack of participation in class activities and/or failure to complete graded/non-graded assignments.

Students may have personal and professional conflicts that may impact the ability to complete assignments within the prescribed timeframes. Students must prioritize and make decisions related to scheduling conflicts. Anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. It is the student's responsibility to complete all requirements as soon as possible.

Technology Usage: The instructor will utilize the WKU email and Blackboard Announcements as the primary methods to contact students outside of class. Students are expected to check their official University email and Blackboard on regular business days (Monday-Friday) to receive information or notices from the instructor.

Technology Requirements: As mentioned under participation and attendance students will be expected to have access to the Internet and email and to regularly monitor the course website on Blackboard, if applicable. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access it from the student's school computer. For technical issues related to Blackboard, please contact the IT Helpdesk at (270) 745-7000.

Statement of Diversity: The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students with Disabilities: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Adjustments: The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur, however, unless proper, timely, and prior notice is given to students.

COURSE ASSIGNMENTS

Assignment Format: As organizational leaders, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, 1.0" left/right margins, 1.0" top/bottom margins. APA style will be used for all papers and written assignments unless otherwise indicated. **All documents are to be submitted as Microsoft Word or PDF documents.   Assignments submitted in any other format will not be accepted.** Assignments will be submitted either electronically or as hard copy as instructed by the professor.

For some assignments in this course an option is provided for submission of either a traditional written paper, prepared as indicated in the previous paragraph, or as a presentation prepared in Powerpoint with appropriate speaker notes, or as a completed presentation with audio included.

DISCUSSION: Discussion Board Participation
(30% final grade)
Doctoral students are expected to complete all required readings and participate productively via Blackboard discussions. BlackBoard Discussions will be centered on questions from the readings, other provided media and lectures.

Discussion Board Format: Students will have one or two discussion prompts each week. Discussions will be prompts that require a written response using the Blackboard discussion board. Regardless of format, the students will be expected to post an initial response by the middle of the week (Wednesday) and then engage in substantive discussion and dialog with members of the class through the discussion board by the end of each session (end of the day on Sundays).

Discussion Board Postings: You are encouraged to log in at least three times during the week to have an opportunity to respond to posts of classmates. Posts should be a minimum of one short paragraph and a maximum of two paragraphs. Avoid postings that are limited to "I agree" or "great idea", etc. Tell why you agree or disagree with a posting and support your statement with concepts from the reading for that week or by relating a real-world example or experience.

If you use quotes from the readings, include appropriate references. Look for opportunities to build on responses of others. Bring in related prior knowledge (work experience, prior coursework, readings, etc.) when possible.

Netiquette: Postings to the discussion boards require polite behavior or the learning process breaks down, people's feelings are hurt, and your grade may be impacted. Polite online behavior is called "netiquette". This class will use the Netiquette guidelines established by Deana Molinari and posted on the course Blackboard site.

Discussion Board Scoring Rubric: Each week you will respond to a discussion board prompt based on the readings or course assignments. The instructor will post a prompt in the small group discussion board. You will be given due dates for your initial and follow-up posts for each discussion assignment. **Discussion board participation will be graded during the semester.**

Indicator	Mastery (3)	Partial Mastery: "In Progress" (2)	Limited Evidence of Mastery: "Revisions Needed" (1)
Initial Response	Rich in content. Evidence of thought, insight, and analysis. Reflects understanding of course content and ability to apply it meaningfully. Submitted on time.	Substantial information. Evidence of thought, insight, and analysis. Does not reflect full understanding of content or meaningful application. Submission is late.	Information is thin and commonplace. No analysis or insight is displayed. Does not reflect understanding of content or application. Submission is late.
Subsequent Responses	Responses to colleagues' postings provide the requested number of responses. Responses reflect understanding of course content and ability to apply it meaningfully. Subsequent responses are on time.	Responses to colleagues provide the requested number of responses. Responses reflect full understanding of course content or meaningful application. Subsequent responses are late.	Responses to colleagues do not provide the requested number of responses. Responses do not reflect understanding of course content and ability to apply it meaningfully. Subsequent responses are late and out of sync with discussion.
Stylistics, Grammar, Communication	Few grammatical errors. Few stylistic errors. Clear, concise and articulate communication	Grammatical or stylistic errors. Well communicated	Obvious grammatical and stylistic errors. Errors interfere with content. Communication level not adequate for graduate level study.

EDLD 794 - Educational Leadership Seminar
Leadership in Crisis
Spring 2022
Tentative Schedule

*[NOTE: All dates and **assignments subject to change with appropriate notice to students**).*

Week	Topics	Readings/Media	Assignments
Week 1 & 2 1/18 – 1/30	Introduction to Applied Crisis Leadership an Historical Prospective	See Blackboard for Readings & Media	Video Lecture D. Oliver Discussion Board Paper/Presentation Analysis of Historic Disasters Due 4/17
Weeks 3 & 4 1/31 – 2/13	Traits of Successful Leaders / Keys to Building a Leadership Acumen	John Maxwell Book	Planning your growth as a Leader (Paper) Due 2/27 Discussion Board
Weeks 5 & 6 2/14 – 2/27	Categories of Crisis - Incident/Crisis Management Tools		Submission of Certificates from FEMA Online Courses Discussion Board
Weeks 7 & 8 2/28 – 3/13	Comparison and Contrast – Global Leaders / Global Crises	See Blackboard for Readings & Media	Discussion Board
Week 9 3/14-3/20 Spring Break	Spring Break	Spring Break	Spring Break
Weeks 10 & 11 3/21 – 4/3	Crisis in Business and Industry / Internal vs External Crisis	See Blackboard for Readings & Media	Discussion Board

Week	Topics	Readings/Media	Assignments
Weeks 12 & 13 4/4 – 4/17	Crisis in Education Settings	See Blackboard for Readings & Media	Discussion Board
Weeks 14 & 15 4/18- 5/1	Crisis Prevention Planning and Preparedness	See Blackboard for Readings & Media	Video Lectures Discussion Board
Week 15 Finals Week No Assignments			

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