



EDAD 658 Fall 2015

EDAD 658 - School Crisis Leadership Hours: Three

Abbreviated Syllabus

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This course will provide students with tools, communication techniques, and research-based methods to assist in the prevention of and recovery from school crises. Students will gain skills to establish safe learning environments and lead students, faculty, and other school stakeholders through potential crises.

Required Texts:

No required texts for this class. There are multiple articles and supplemental materials included in the Docshare tab of our course for your use.

Supplemental Materials (Strongly Recommended):

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author

Student Learning Outcomes for EDAD 658:

Upon completion of this course students will understand how to:

TEXES Competencies (Texas Examination of Educator Standards)

Domain III Administrative Leadership

Competency 009 The principal knows how to apply principles of leadership and management to the campus physical plan and support systems to ensure a safe and effective learning environment.

The principal knows how to:

- implement strategies that enable the school physical plant, equipment, and supports systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g. student services, food services, health services, transportation).

Domain I School Community Leadership

Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success **in an increasingly Global and diverse interconnected society.**

The principal knows how to:

- communicate effectively with families and other community members in varied educational contexts.
- respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003 The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- apply laws, policies, and procedures in a fair and reasonable manner.
- serve as an advocate for children.

Design of the Class:

This is a 100% online class. All of the instruction and assignments will be delivered using the eCollege learning media platform and thus, some obvious technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Access to a Webcam
- Document Productivity Software (Microsoft Office preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam. When sending me an email be sure that you have included your name and Course Number (EDAD 634) in the subject line.

This class design is based on constructivist learning principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

Class Participation:

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experience. Each class may consist of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection.

This means that each student should be:

- (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for),
- (2) self-disciplined (spending time to be fully prepared),
- (3) eager to share with your classmates (participating actively by sharing what you have prepared). Participation is an extremely important part of your experience in this

class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

Regardless of circumstance, all assignments are due on the date specified.

Assignments:

Reading Assignments:

The weekly assigned readings serve to provide you with strong theoretical contexts for your explorations into public education administration. The readings along with the threaded discussions allow for you and your classmates to extend your learning opportunities by seeing the concepts in the books through multiple perspectives.

Video Viewing Assignments:

The videos embedded into each module provide some alternate views of the topic under examination for that particular week.

Threaded Discussions:

These are the discussion board topics you will read about and respond to at least twice weekly. These are the activities that will allow us to build our knowledge of topics collectively as a learning community. Please see the instructions under the Discussion tab in the Modules.

Discussion Thread Criteria:

- The discussants will demonstrate an observable understanding of the articles being discussed. The understanding will be at the critical thinking and synthesis level.
- The discussants will demonstrate an ability to engage the audience in a discussion that is relevant to the topics of the articles and related concepts. This can be done in a variety of ways including but not limited to:
 - engaging questions;
 - eliciting responses;
 - engaging the learners in an activity or task.
- The discussants will demonstrate the ability to effectively organize the discussion. This includes:
 - providing structure (beginning arguments, closing arguments, wrap-up or synthesis);
 - staying within the timeframe allotted for discussion;
 - keeping the discussion focused on the topic;
 - posing using effective media (if applicable).
- The discussants will demonstrate the ability to respond to questions effectively.
- The discussants will demonstrate the ability to relate the concepts discussed in the articles to personal and professional experience by using examples from everyday practices.

Scholarly Group Activity and Submission:

Each group is to envision a situation in which a major crisis had to be faced or will need to be faced. This may be a real situation or a construct. You will discuss and form the topic in your group

on discussion boards as posted in the threads and share your deliberations and final choice with all. Follow the description below:

- Describe a crisis situation that you will have to face as a public school administrator.
- Detail the theoretical underpinning you will use to guide the process of facing a crisis in a complex institution like a public school system.
- What data will you use to recognize that there is a crisis?
- What steps would you take, at what levels, to address all aspects of the crisis?
- How will you monitor the change?
- What measures will you use to determine the success of the change initiative?

You will form yourself into groups of no more than 7 and no fewer than 5. Each group will prepare and submit a multimedia presentation and a word document of their plan for classmate viewing (Doc Share - both the paper and presentation) and grading (Dropbox-paper only). The multimedia submission may be narrated PPT, video or other? The multimedia task should be between 3 and 5 minutes in length. The paper is to be more detailed and no more than 7 pages in length. Please use APA 6 formatting.

GRADING: Student Performance Evaluation: Evaluation will be based on successful completion of each of the performance expectations. Each expectation has been assigned points towards the total on which the final course grade will be based.

Active participation in class activities	200 points
Group Activity Submission	300 points
Threaded Discussions	500 points
Total	1000 POINTS

FINAL GRADE:	A = 90-100%
	B = 80-89%
	C = 70-79%
	D = 60-69%
	F = 59% and below

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, grades are given to primarily provide feedback to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor and will be based on several factors, including but not limited to the rubric provided (see Rubric for Course Grade attached).

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account. Please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam. When sending me an email be sure that you have the included your name and Course Number (EDAD 658) in the subject line.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services. eCollege Access and Log in Information (7.1) This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Being a Successful Student

-[What Makes a Successful Online Student](#)

- [Self-Evaluation for Potential Online Students](#)

- [Readiness for Education at a Distance Indicator \(READI\)](#)

o Login Information: Login = tamuc; password = online

How is the eCollege Course Organized?

Our course is organized in weekly Modules. You must complete assignments from Modules within the week it is assigned, whether online or in class.

1. The student will access and follow all course instructions found in the weekly/unit content area of the eCollege course. The weekly/unit content area of our course is found on the left navigation bar.
2. The student will listen to all online lectures provided if included. Lectures may be accessed through the lecture button in each module if included.
3. The student will complete the assigned 'online' exams (if appropriate) by accessing the 'exam' tool in the eCollege course.
4. The student will respond to posted online course discussion questions using the eCollege discussion tool. The discussion threads will be posted in each module and available for you to correspond and respond to topics in each weekly module.
5. The student will complete and submit assignments electronically using the eCollege dropbox tool/tab which is located in the Dropbox tab across the top of your eCollege home screen.

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Course Specific Procedures:

Citizenship:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures. Conduct)

Late work:

Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Attendance:

*This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. **The quality of your contributions and regular participation in weekly activities will be considered attendance.** It is strongly encouraged that you attempt to log into the course each day – Monday through Friday. Please check your MyLeo email for messages in order to keep current. If we do synchronous sessions via ClassLive PRO, **these sessions will not be required.***

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during

Finals Week or the preceding three weeks" (Policy A 122.07, EDAD 671 Online Course Syllabus – MacDonald - 6/5/2010 12 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University. "Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material." (Texas A&M University –Commerce, Graduate Catalog).

Plagiarism:

Plagiarism WILL NOT be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author.

In a nutshell, the term "copyright" refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of "original works of authorship" including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.

Academic dishonesty in an online learning environment could involve:

Having a tutor or friend complete a portion of your assignment.

Having a reviewer make extensive revisions to an assignment.

Copying work submitted by another student to a public class meeting.

Using information from Online information services without proper citations.

Again, all papers, reports, etc. will be submitted for review by the online libraryservice "Turitin".

Specific instructions will be given at a later date for access and use.

This is only a DRAFT Please see the course calendar in the eCollege shell course for our class for more specific data.

Course Calendar

Timeline	Topic	Readings/ Video Viewing	Assignments and Due Dates
Week 1 Starts August 31, 2015	The "Whys" of a Comprehensive Crisis Plan		Crisis Response Plan Activity Group Formation

			Discussion Board
Week 2	Scholarly Group Activity - Group Formation		
Week 3	Characteristics of Safe and At-risk Schools		Discussion Board
Week 4	Sources of Crises		Discussion Board
Week 5	Crisis Planning		Discussion Board
Week 6	Crisis Response Strategies		Discussion Board
Week 7	Preparing for the Unthinkable: Crisis Rehearsal		Discussion Board
Week 8	Group Crisis Planning Activity Discussion		Group Crisis Planning Activity Discussion
Week 9	Group Crisis Planning Activity Discussion		Group Crisis Planning Activity Discussion
Week 10	Group Crisis Planning Activity Discussion		Group Crisis Planning Activity Discussion
Week 11	Group Crisis Planning Activity Discussion		Group Crisis Planning Activity Discussion
Week 12	Group Crisis Planning Activity Discussion		Group Crisis Planning Activity Discussion
Week 13	Group Crisis Planning Activity Discussion		Group Crisis Planning Activity Discussion
Week 14	Group Crisis Response Plan Activity due by Saturday of this week.		Group Crisis Response Plan Activity due by Saturday of

			this week.
Week 15	Course Conclusion/Evaluation		Discussion Board
Week 16	Finals Week		open