

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: _____ **or Degree Plan(s): EdD in Organizational Leadership**

The proposed change for the EdD program replaces one course from the core curriculum in the current program plan, LEAD 721: Contemporary Issues in Organizational Leadership, with a new research course, LEAD 782: Research Methods (to be developed). LEAD 782 has previously been approved to be a requirement of the Ed.S. program.

Circle the number that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair



Mar 11, 2021

Brian Cole

Date

Dean(s)



Nannette W. Glenn, Ph.D. (Mar 11, 2021 15:16 CST)

Mar 11, 2021

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date



Ed.D. Organizational Leadership Program

MEMORANDUM

Date: March 16, 2020
To: ACU CGPS Academic Council
From: Brian Cole, Ed.D. Program Director & Associate Professor
Re: Ed.D. Program Change

The Ed.D. faculty proposes a change in the core curriculum of the Ed.D. degree program to add another research course, LEAD 782: Research Methods, to the students' course plans. Coming up on the six-year anniversary of the program and having recently surpassed 100 graduates, we are now at a stage that allows us to determine how well we are meeting our students' needs in having them complete a dissertation to earn the degree. It has become very apparent to the Ed.D. faculty that our students require more instruction in research methods to adequately prepare them to conduct original research and write their dissertations.

Ed.D. students currently only take one course in qualitative research (LEAD 784) and quantitative research (LEAD 786). With the limitations of what can be covered in a seven-week course, we are finding that many of our students are underprepared to design their research studies. The burden of remediating this deficiency often falls to students' dissertation chairs in the early stages of the dissertation process, which can and often does lengthen the time it takes students to conduct their research and write their dissertations. We believe that adding a new course on research methods early in the program, which would serve as a primer for quantitative and qualitative research methods, would allow that knowledge to later be scaffolded and deepened in LEAD 784 and LEAD 786. This should help students to be more knowledgeable consumers of research throughout their remaining coursework and capable of designing their own research.

In December 2020, a program revision for the Ed.S. degree was approved, requiring Ed.S. students to take LEAD 782: Research Methods, as their primary research course and removing LEAD 784 and 786 from their degree plans. Since Ed.D. students must write a dissertation, this



new research course would be an addition to their requirements to help support that effort. This revision to the Ed.D. program was mentioned in the Ed.S. program change proposal, including the notation of a corresponding curriculum change to accommodate the new Ed.D. course requirement.

Since it is not desirable to add three credit hours to the program, we propose a course replacement. LEAD 782 would replace LEAD 721: Contemporary Issues in Organizational Leadership, in the Ed.D. core curriculum (already approved for Ed.S. in Dec. 2020). LEAD 721 was chosen as the course to be replaced for two reasons. First, the way the course has been and is currently designed, there has been an emphasis on leadership theory, particularly contemporary theories, and how they are typically applied to meet today's organizational challenges. We have a dedicated course in the program, LEAD 711: Theories and Practices of Effective Leadership, that already briefly covers most of these contemporary leadership theories. We would be able to revise LEAD 711 to incorporate more of an emphasis on those theories, including how they are applied to address leadership issues in present and future organizational settings. If this proposal passes, we will prioritize the course revision of LEAD 711 in 2021.

Finally, contemporary organizational leadership issues are also explored in other Ed.D. core courses, such as LEAD 724: Leadership in Diverse Contexts, LEAD 731: Leading Organizational Change, and LEAD 741: Human Resource Development, making a course dedicated to them superfluous. All of the Student Learning Outcomes (SLO) for LEAD 721 are addressed in other Ed.D. courses, so this change would not require alterations to our SLOs.



Ed.D. Organizational Leadership Program

MEMORANDUM

Date: March 16, 2021
To: ACU CGPS Academic Council
From: Brian Cole, Ed.D. Program Director & Associate Professor
Re: LEAD 736 Course Revision

The Ed.D. program requests course revisions for LEAD 736: Foundations of Positive Leadership. This course was designed and approved in late 2019 and has been previously taught three times. While the course topics would remain the same, this revision seeks to improve the course readings/resources and learning activities. See below for a list of major changes.

- Course Learning Objectives (CLOs) would remain the same but would be mapped to the program's revised PLOs/SLOs.
- Added a new textbook, *Positive Leadership* (Cameron, 2012), to give students a broad overview of the field before going more in depth into specific areas. (ACU library now owns the book, by the way). This is a more streamlined way to have students become oriented to the overall field of Positive Leadership, history of the field, major tenets, etc.
- Added a required coursepack from Harvard Publishing with two case studies, which would be used for two revised assignments.
- Updated other course readings/resources, reordered the presentation of some topics, changed the nature and modality of a few assignments and discussions.

LEAD 736: Foundations of Positive Leadership

2021 Section LEAD 736 10/14/2019 to 10/14/2020 Modified 03/01/2021

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the vocation of leadership in complex organizational cultures to develop effective practice. This is accomplished through equipping leaders to do the following:

- Lead with purpose based on the foundation of vocation, rooted in Christian principles;
- Effectively develop organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

Integration of Christian Faith

Leadership is a calling. For this reason, ACU's Ed.D. program embraces the Christian term vocation as a unifying concept that both distinguishes and enlivens the student's experience. Throughout this doctoral program in organizational leadership, students will examine the rich tradition of literature and practice in Christian vocation, reflect on vocation within their own leadership development, and apply new understandings of vocation in organizational contexts. Moreover, the rigor of a doctoral program calls for the cultivation of a learning community dedicated to the Christian virtues of intellectual curiosity and rigor, hospitality, humility, integrity, authenticity, and perseverance.

Course Description

In this course, students are exposed to the foundations of the field of positive leadership, and positive organizational scholarship,

including theories and frameworks in positive leadership. Topics include: humility, authentic leadership, and meaning and purpose in relation to calling. Character strengths and components of self-leadership in LEAD 714 are revisited. Subjective well-being and positive emotions, the epicenter of flourishing at the individual and organizational level, are explored in addition to the knowledge and development of courage, values, morals, ethical decision making and identity as a positive leader.

Program and Student Learning Outcomes

Program Learning Outcome #1: Leading in Purpose: *Graduates will positively influence organizations through the expression of their vocations.*

- SLO #1.2: Learners will apply the concepts of vocation, calling, and meaningful work in their own leadership development.
- SLO #1.3: Learners will apply new understandings of vocation, calling, and meaningful work in their organizational contexts.
- SLO #1.4: Learners will explore practices of self-reflection, self-awareness, mindfulness, and contemplation that promote holistic development and integration.

Program Learning Outcome #2: Leading in Learning and Development: *Graduates will create, interpret, and administer practices that contribute to learning and human flourishing in organizational contexts.*

- SLO #2.3: Learners will develop practices of seeking and receiving feedback to enhance personal development and create learning opportunities within their organizations.
- SLO #2.4: Learners will create opportunities for individuals and groups to enhance organizational capacity.

Program Learning Outcome #4: Leading in Applying Research Evidence to Practice and in Organizational Assessment: *Graduates will demonstrate an understanding of data, information, and empirical evidence and will apply organizational assessment strategies to their organizational contexts.*

- SLO #4.1: Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts.

Program Learning Outcome #5: Leading in Organizational Culture: *Graduates will demonstrate healthy leadership practices to influence organizational culture.*

- SLO #5.4: Learners will apply theories and practices of effective leadership to promote positive organizational cultures.

Week	Course Level Objectives	Outcome Measures	Aligned SLO(s)
1	Describe and synthesize contemporary and emerging positive leadership and positive organizational scholarship theories and research.	Discussion: Why Positive Leadership? Assignment: Positive Leadership/Positive Organizational Scholarship	4.1, 5.4
2	Describe and synthesize contemporary and emerging positive leadership and positive organizational scholarship theories and research.	Discussion: Positive Leadership Elevator Speech Assignment: Case Analysis: Implementing Positive Organizational Scholarship at Prudential	4.1, 5.4 2.4, 4.1, 5.4

3	Describe and synthesize contemporary and emerging positive leadership and positive organizational scholarship theories and research. FIX	Assignment: Positive Identity and Leadership	4.1, 5.4
	Revisit self-leadership strategies and reflect upon growth.	Discussion: Character Strengths at Work Assignment: Positive Identity and Leadership	1.2, 1.4
	Continue to develop self-leadership strategies based on positive identity and character strengths.	Discussion: Character Strengths at Work Assignment: Positive Identity and Leadership	1.4 1.2, 1.4
4	Describe and synthesize contemporary and emerging positive leadership and positive organizational scholarship theories and research.	Assignment: Courage, Humility and Authenticity	5.4
	Describe how humility and authentic leadership are components of positive leadership.	Assignment: Courage, Humility and Authenticity	5.4
	Describe what it means to be a courageous and ethical leader and risk for the greater good.	Discussion: Courage and Self-Leadership Assignment: Courage, Humility and Authenticity	1.4 1.4, 5.4
	Demonstrate knowledge of ethics in leadership, and identify approaches in ethical decision making.	Assignment: Courage, Humility and Authenticity	5.4
5	Describe and synthesize contemporary and emerging positive leadership and positive organizational scholarship theories and research.	Assignment: Case Analysis: Job Crafting at Burt's Bees	1.3, 2.4, 5.4
	Revisit self-leadership strategies and reflect upon growth.	Discussion: Meaning and Purpose at Work	1.2, 1.3, 1.4

	Describe calling in relationship to self-leadership and leadership of others. Reflect one's own calling.	Discussion: Meaning and Purpose at Work	1.2, 1.3, 1.4
	Describe how purpose and meaning are relevant to positive leadership and positive organizations, and strategies to boost purpose and meaning.	Discussion: Meaning and Purpose at Work Assignment: Case Analysis: Job Crafting at Burt's Bees	1.2, 1.3, 2.4, 4.1, 5.4 1.3, 2.4, 4.1, 5.4
6	Describe and synthesize contemporary and emerging positive leadership and positive organizational scholarship theories and research.	Discussion: Well-being at work Assignment: Reflected Best Self Portrait	4.1, 5.4 5.4, 1.2, 1.3, 1.4
	Revisit self-leadership strategies and reflect upon growth.	Assignment: Reflected Best Self Portrait	1.2, 1.4, 2.3
	Describe the process and outcomes of well-being and positive emotions at the individual and organizational level.	Discussion: Well-being at work	4.1, 5.4
	Describe calling in relationship to self-leadership and leadership of others. Reflect one's own calling.	Assignment: Reflected Best Self Portrait	1.2, 1.3, 1.4, 2.3, 2.4
	Continue to develop self-leadership strategies based on positive identity and character strengths.	Assignment: Reflected Best Self Portrait	1.2, 1.4, 2.3
7	Describe and synthesize contemporary and emerging positive leadership and positive organizational scholarship theories and research.	Discussion: Positive Emotions Assignment: Letter to the CEO	4.1, 5.4
	Describe the process and outcomes of well-being and positive emotions at the individual and organizational level.	Discussion: Positive Emotions Assignment: Letter to the CEO	4.1, 5.4

Course Materials

These books will be used in the other Positive Leadership Track courses, it is suggested that you purchase these texts rather than renting. Note that Cameron (2012) and Spreitzer and Cameron (2012) books are owned by the ACU library and available to you at no charge through the links below.

- Cameron, K. (2012). *Positive Leadership*. San Francisco, CA: Berrett Koehler. (ISBN: 9781609945664)
 - Available through the ACU Library: http://ezproxy.acu.edu:2059/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=466635&site=eds-live&scope=site&custid=s8479690&ebv=EB&ppid=pp_Cover (http://ezproxy.acu.edu:2059/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=466635&site=eds-live&scope=site&custid=s8479690&ebv=EB&ppid=pp_Cover)
- Dutton, J. E., & Spreitzer, G. M. (2014). *How to Be a Positive Leader*. Oakland, CA: Berrett-Koehler. ISBN 9781626560284
- Quinn, R. E. (2015). *The Positive organization: Breaking free from conventional cultures, constraints, and beliefs*. Oakland, CA: Berrett-Koehler Publishers. ISBN 9781626565623
- Spreitzer, G., & Cameron, K. (Eds.) (2012). *The Oxford Handbook of Positive Organizational Scholarship*: New York, NY: Oxford University Press. ISBN 9780199989959
 - Available through the ACU library: <http://ezproxy.acu.edu:2048/login?url=https://ebookcentral.proquest.com/lib/abilene-ebooks/detail.action?docID=829336> (<https://www.google.com/url?q=http://ezproxy.acu.edu:2048/login?url%3Dhttps://ebookcentral.proquest.com/lib/abilene-ebooks/detail.action?docID%3D829336&sa=D&ust=1587126605147000&usq=AFQjCNHXMU5Z6lqJxVfIFwSeTIMfKkCr5g>)

Required Materials:

- Harvard Business Publishing Course Pack
 - Available for purchase at <https://hbsp.harvard.edu/import/800761>

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week and post on multiple days within the module. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Monday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Thursday by 11:59 pm CST. You are also expected to respond to at least 2 of your classmates' postings for each discussion question. No late posting will be accepted.

Positive Leadership and Positive Organizational Scholarship

In this assignment, students will provide an overview of positive leadership/positive organizational scholarship and describe outstanding areas of it, and potential challenges in implementing it.

Case Analysis: Implementing Positive Organizational Scholarship

In this assignment, students will analyze the case of Positive Organizational Scholarship at Prudential, and identify how positive leadership/positive organizational scholarship strategies resulted in positive outcomes.

Positive Identity and Leadership

In this assignment, students will synthesize course readings and materials and address how they have created a positive identity in a leadership position, how they have used their signature strengths to inform this, and how this relates to their calling.

Courage, Humility and Authenticity

In this assignment, students will synthesize course readings and materials and address the importance of courage, humility and

authenticity in leaders.

Case Analysis: Job Crafting at Burt's Bees

In this assignment, students will analyze the case of Job Crafting at Burt's Bees, and identify how positive leadership/positive organizational scholarship strategies resulted in positive outcomes.

Reflected Best Self Portrait

In this paper, students will construct a reflected best self-portrait by collecting feedback on their strengths from trusted individuals. After identifying patterns/themes, students will reflect on what this means for their career path and how they may redesign or job craft to maximize their best self.

Letter to the CEO

In this letter to a CEO of an organization, students will synthesize course readings and materials in order to convince the CEO that happiness/subjective well-being of employees is an important priority in the workplace.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for

the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

ACU Online Student Handbook

The current version can be found [here](#) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at

<http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. There are limitations to the number of C's you may accumulate in a graduate program based on the number of credit hours in the program. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89.9 points	B
70-79.9 points	C
60-69.9 points	D
59 points and lower	F

Points Per Assignment

Deliverable	Week	Type	Points
Why Positive Leadership	1	Discussion	2
Positive Leadership and Positive Organizational Scholarship	1	Assignment	12
Positive Leadership Elevator Speech	2	Discussion	4
Case Analysis: Implementing Positive Organizational Scholarship at Burt's Bees	2	Assignment	12
Courage Strengths at Work	3	Discussion	2
Positive Identify and Leadership	3	Assignment	12
Courage and Self-Leadership	4	Discussion	2
Courage, Humility and Authenticity	4	Assignment	12

Meaning and Purpose at Work	5	Discussion	2
Case Analysis: Job Crafting at Burt's Bees	5	Assignment	12
Well-being at Work	6	Discussion	2
Reflected Best Self Portrait	6	Assignment	12
Positive Emotions	7	Discussion	2
Letter to the CEO	7	Assignment	12
		Total Points	100

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

ACU Dallas Approval Chart for Curriculum Changes

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or Degree Plan(s):

Please see memo for a summary of course changes.

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5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

**Program Director/Department Chair**

Mar 11, 2021

Brian Cole

Date



Nannette W. Glenn, Ph.D. (Mar 11, 2021 15:16 CST)

Dean(s)

Mar 11, 2021

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID (Subject and Number)	LEAD 757
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I. Systems and Catalog Information Complete each item.

1	Course Developer	KK O'Byrne & Heather Rasmussen
2	Course Instructor	Heather Rasmussen
3	Course Title	Change and Resilience: Leading Through Crisis
4	Course Abbreviation for Banner if title is more than 30 characters	Change and Resilience
5	College	College of Graduate and Professional Studies
6	Department or School	School of Education Leadership
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	18
17	Catalog Description (50 words or less)	Students will learn how to apply positive leadership strategies to lead organizations through crisis. Topics include the role of emotional intelligence in change/crisis management, crisis communication, leader resilience, organizational resilience, post traumatic growth, and recovery after crisis.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	LEAD 736, 751, 752, & 756
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Fall I, 2021 Spring II, 2020 (LEAD 740 Special Topics)
24	Is this course required for a degree/s?	☒ No - only for program concentration ☐ Yes If yes, attach a revised degree plan(s) reflecting the

		placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	N/A

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course is part of the approved Positive Leadership five-course concentration. Because this course was anticipated as part of the concentration, no existing degree requirements will be affected.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The addition of this course fulfills one of the five required courses of the Positive Leadership concentration of the Ed.D..

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Students enrolled in this course will be Ed.D. students whose concentration is Positive Leadership. This course requires knowledge accumulated from the other four courses in the positive leadership track.

2. State the overarching course goal(s) in performance terms.

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

1. Articulate the importance of Emotional Intelligence in organizations and outcomes associated with it.

2. Apply knowledge of Emotional Intelligence to create strategies to enhance responses in challenging situations.
3. Describe and synthesize the research on leadership during crisis.
4. Identify positive leadership strategies during crisis.
5. Articulate strategies for leader resilience.
6. Apply knowledge of strategies for leader resilience.
7. Describe the importance of organizational resilience in times of crisis.
8. Articulate strategies for building organizational resilience.
9. Apply knowledge of positive communication during crisis.
10. Describe how positive emotions, positive relationships and positive culture build resilience.
11. Demonstrate knowledge of post traumatic growth and healing after an organizational crisis.
12. Synthesize knowledge of positive leadership principles and the connection to vocational calling.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	SLO #1.3: Learners will apply new understandings of vocation, calling, and meaningful work in their organizational contexts.	Assignment: Reflection on Positive Leadership Track Discussion: Positive Leadership Reflection
2	SLO #2.2: Learners will creatively use resources to lead and complete organizational initiatives.	Assignment: Podcast - Ten Strategies for Positive Leadership During Crisis Assignment: Workshop - Resilience, Post Crisis Healing and Growth, and the Next Crisis
3	SLO #3.3: Learners will utilize effective communication strategies to promote productive and mutually beneficial relationships.	Assignment: Emotional Intelligence Workshop Discussion: Emotional Intelligence during crisis Discussion: Compassionate Leadership During Crisis Assignment: Positive Communication Playbook - Crisis Edition Discussion: Extraordinary Positive Leadership Through Crisis Assignment: Podcast - Ten Strategies for Positive Leadership During Crisis Discussion: Organizational Resilience Assignment: A Case of Organizational Resilience: Sandler O'Neill Workshop: Resilience, Post Crisis Healing and Growth, and the Next Crisis Discussion: Growth After a Crisis
4	SLO #3.4: Learners will implement collectively designed and organizationally beneficial change.	Discussion: Emotional Intelligence during crisis Discussion: Compassionate Leadership During Crisis Assignment: Positive Communication Playbook - Crisis Edition Discussion: Extraordinary Positive Leadership Through Crisis Assignment: Podcast - Ten Strategies for Positive

		Leadership During Crisis Assignment: Workshop - Resilience, Post Crisis Healing and Growth, and the Next Crisis Discussion: Growth After a Crisis
5	SLO #4.1: Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts.	Assignment: Positive Communication Playbook - Crisis Edition Assignment: Resilience in Action: The Joseph White Case Study Discussion: Spotting Leader Resilience Discussion: Organizational Resilience Assignment: A Case of Organizational Resilience: Sandler O'Neill Assignment: Workshop - Resilience, Post Crisis Healing and Growth, and the Next Crisis
6	SLO #5.3: Learners will create organizational vision in collaboration with stakeholders and promote shared ownership and governance.	Assignment: Podcast - Ten Strategies for Positive Leadership During Crisis Discussion: Spotting Leader Resilience Assignment: Resilience, Post Crisis Healing and Growth, and the Next Crisis
7	SLO #5.4: Learners will apply theories and practices of effective leadership to promote positive organizational cultures.	Assignment: Emotional Intelligence Workshop Discussion: Spotting Leader Resilience Discussion: Organizational Resilience Assignment: Positive Communication Playbook - Crisis Edition Assignment: Podcast - Ten Strategies for Positive Leadership During Crisis Assignment: Resilience in Action: The Joseph White Case Study Assignment: A Case of Organizational Resilience: Sandler O'Neill Assignment: Workshop - Resilience, Post Crisis Healing and Growth, and the Next Crisis

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Required Textbooks:

- Spreitzer, G., & Cameron, K. (Eds.) (2012). *The Oxford Handbook of Positive Organizational Scholarship*: Oxford University Press. ISBN 9780199989959 (Available through the ACU library:

http://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=466635&site=eds-live&scope=site&custid=s8479690&ebv=EB&ppid=pp_Cover)

- Cameron, K. (2012). *Positive leadership: Strategies for extraordinary performance*. Berrett-Koehler Publishers. 978-1609945664 (Available through the ACU library: http://ezproxy.acu.edu:2059/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=466635&site=eds-live&scope=site&custid=s8479690&ebv=EB&ppid=pp_Cover)

Required Resources:

- Dutton, J. (2009). B. Joseph White: Resilience in Action (Parts 1-3). Available in the coursepack from Harvard Business Publishing. <https://hbsp.harvard.edu/import/800761>

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

LEAD 757: Change Resilience: Leading Through Crisis

2021 Section LEAD 757 3 Credits 02/16/2021 to 10/14/2021 Modified 02/16/2021

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the vocation of leadership in complex organizational cultures to develop effective practice. This is accomplished through equipping leaders to do the following:

- Lead with purpose based on the foundation of vocation, rooted in Christian principles;
- Effectively develop organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

Integration of Christian Faith

Leadership is a calling. For this reason, ACU's Ed.D. program embraces the Christian term vocation as a unifying concept that both distinguishes and enlivens the student's experience. Throughout this doctoral program in organizational leadership, students will examine the rich tradition of literature and practice in Christian vocation, reflect on vocation within their own leadership development, and apply new understandings of vocation in organizational contexts. Moreover, the rigor of a doctoral program calls for the cultivation of a learning community dedicated to the Christian virtues of intellectual curiosity and rigor, hospitality, humility, integrity, authenticity, and perseverance.

Course Description

Students will learn how to apply positive leadership strategies to lead organizations through crisis. Topics include the role of

emotional intelligence in change/crisis management, crisis communication, leader resilience, organizational resilience, post traumatic growth, and recovery after crisis. This course requires knowledge accumulated from the other four courses in the positive leadership track.

Program and Student Learning Outcomes

Program Goals/Outcomes	Student Learning Outcomes
PLO #1: Leading in Purpose: <i>Graduates will positively influence organizations through the expression of their vocations.</i>	SLO #1.3: <i>Learners will apply new understandings of vocation, calling, and meaningful work in their organizational contexts.</i>
PLO #2: Leading in Learning and Development: <i>Graduates will create, interpret, and administer practices that contribute to learning and human flourishing in organizational contexts.</i>	SLO #2.2: <i>Learners will creatively use resources to lead and complete organizational initiatives.</i>
PLO #3: Leading in Collaboration and Communication: <i>Graduates will build shared understanding and quality professional and personal relationships through available communication channels.</i>	SLO #3.3: <i>Learners will utilize effective communication strategies to promote productive and mutually beneficial relationships.</i> SLO #3.4: <i>Learners will implement collectively designed and organizationally beneficial change.</i>
PLO #4: Leading in Applying Research Evidence to Practice and in Organizational Assessment: <i>Graduates will demonstrate an understanding of data, information, and empirical evidence and will apply organizational assessment strategies to their organizational contexts.</i>	SLO #4.1: <i>Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts.</i>
PLO #5: Leading in Organizational Culture: <i>Graduates will demonstrate healthy leadership practices to influence organizational culture.</i>	SLO #5.3: <i>Learners will create organizational vision in collaboration with stakeholders and promote shared ownership and governance.</i> SLO #5.4: <i>Learners will apply theories and practices of effective leadership to promote positive organizational cultures.</i>

Week	Course Level Objectives	Outcome Measures	Aligned Student Learning Outcomes

1	Articulate the importance of Emotional Intelligence in organizations and outcomes associated with it.	Discussion: Emotional Intelligence during crisis Assignment: Emotional Intelligence Workshop	SLO# 3.3, 3.4
	Apply knowledge of Emotional Intelligence to create strategies to enhance responses in challenging situations.	Assignment: Emotional Intelligence Workshop	SLO# 3.3, 5.4
2	Describe and synthesize the research on leadership during crisis.	Discussion: Compassionate Leadership During Crisis Assignment: Positive Communication Playbook: Crisis Edition	SLO# 3.3, 3.4
	Apply knowledge of positive communication during crisis	Assignment: Positive Communication Playbook: Crisis Edition	SLO# 3.3, 3.4, 4.1, 5.4
	Identify positive leadership strategies during crisis.	Assignment: Positive Communication Playbook: Crisis Edition	SLO# 3.3, 3.4, 4.1, 5.4
3	Describe and synthesize the research on leadership during crisis.	Discussion: Extraordinary Positive Leadership Through Crisis Assignment: Podcast - Ten Strategies for Positive Leadership During Crisis	SLO# 3.3, 3.4
	Identify positive leadership strategies during crisis.	Assignment: Podcast - Ten Strategies for Positive Leadership During Crisis	SLO# 2.2, 3.4, 5.3, 5.4
4	Articulate strategies for leader resilience during crisis.	Discussion: Spotting Leader Resilience Assignment: Resilience in Action: The Joseph White Case Study	SLO# 4.1
	Apply knowledge of strategies for leader resilience during crisis.	Discussion: Spotting Leader Resilience Assignment: Resilience in Action: The Joseph White Case Study	SLO# 5.3, 5.4
5	Describe the importance of organizational resilience in times of crisis.	Discussion: Organizational Resilience Assignment: A Case of Organizational Resilience: Sandler O'Neill	SLO# 3.3, 4.1, 5.4
	Articulate strategies for organizational resilience during crisis.	Assignment: A Case of Organizational Resilience: Sandler O'Neill	SLO# 3.3, 4.1, 5.4
	Describe how positive emotions, positive relationships and positive culture build resilience.	Assignment: A Case of Organizational Resilience: Sandler O'Neill	SLO# 3.3, 4.1, 5.4
6	Describe the importance of organizational resilience in times of crisis.	Assignment: Workshop: Resilience, Post Crisis Healing and Growth, and the Next Crisis	SLO# 2.2, 3.3, 4.1, 5.3, 5.4

	Articulate strategies for building organizational resilience.	Assignment: Workshop: Resilience, Post Crisis Healing and Growth, and the Next Crisis	SLO# 2.2, 3.3, 4.1, 5.3, 5.4
	Demonstrate knowledge of growth and healing after organizational crisis.	Discussion: Growth After a Crisis Assignment: Workshop: Resilience, Post Crisis Healing and Growth, and the Next Crisis	SLO# 3.3, 3.4
	Describe how positive emotions, positive relationships and positive culture build resilience.	Assignment: Workshop: Resilience, Post Crisis Healing and Growth, and the Next Crisis	SLO# 2.2, 3.3, 4.1, 5.3, 5.4
7	Synthesize knowledge of positive leadership principles and the connection to vocational calling.	Discussion: Positive Leadership Reflection Assignment: Reflection on Positive Leadership Track	SLO# 1.3

Course Materials

Required Textbooks:

- Spreitzer, G., & Cameron, K. (Eds.) (2012). *The Oxford Handbook of Positive Organizational Scholarship*: Oxford University Press. ISBN 9780199989959 (Available through the ACU library: http://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=466635&site=eds-live&scope=site&custid=s8479690&ebv=EB&ppid=pp_Cover)
- Cameron, K. (2012). *Positive leadership: Strategies for extraordinary performance*. Berrett-Koehler Publishers. 978-1609945664 (Available through the ACU library: http://ezproxy.acu.edu:2059/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=466635&site=eds-live&scope=site&custid=s8479690&ebv=EB&ppid=pp_Cover)

Required Resources:

- Dutton, J. (2009). B. Joseph White: Resilience in Action (Parts 1-3). Available in the coursepack from Harvard Business Publishing. <https://hbsp.harvard.edu/import/800761>

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week and post on multiple days within the module. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Monday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Thursday by 11:59 pm CST. You are also expected to respond to at least 2 of your classmates' postings for each discussion question. No late posting will be accepted.

Emotional Intelligence Workshop

Students will create a workshop on Emotional Intelligence to deliver to leaders. They will discuss what EI is, why it is important, the cost of poor EI and how to enable it in others.

Positive Communication Playbook: Crisis Edition

Students will create a positive communication playbook, with six tips for communication during a crisis.

Podcast - Ten Strategies for Positive Leadership During Crisis

Students will create a podcast with ten strategies for positive leadership during a crisis. They will also create a two page

infographic with information on the strategies.

Resilience in Action: The Joseph White Case Study

Students will analyze a case study of a resilient leader, Dr. Joseph White, to determine where his resilience comes, how he demonstrated resilience, and the outcome of his resilience.

A Case of Organizational Resilience: Sandler O'Neill

Students will analyze a case study of a resilient organization: Sandler O'Neill, and how their resilience was demonstrated in the aftermath of the 9/11 terrorist attacks.

Workshop: Resilience, Post Crisis Healing and Growth, and the Next Crisis

Students will deliver a workshop for leaders on how to build organizational resilience, enable post crisis healing and growth, and plan for the next crisis.

Reflection on Positive Leadership Track

Students will write a reflection of their experience with the positive leadership track and advice for students considering it, as well as advice for further developing the track.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. There are limitations to the number of C's you may accumulate in a graduate program based on the number of credit hours in the program. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89.9 points	B
70-79.9 points	C
60-69.9 points	D
59 points and lower	F

Points Per Assignment

Deliverable	Week	Type	Points
Emotional Intelligence during crisis	1	Discussion	2
Emotional Intelligence Workshop	1	Assignment	14
Compassionate Leadership During Crisis	2	Discussion	2
Positive Communication Playbook: Crisis Edition	2	Assignment	12
Extraordinary Positive Leadership Through Crisis	3	Discussion	2
Podcast - Ten Strategies for Positive Leadership During Crisis	3	Assignment	14
Spotting Leader Resilience	4	Discussion	2

Resilience in Action: The Joseph White Case Study	4	Assignment	10
Organizational Resilience	5	Discussion	2
A Case of Organizational Resilience: Sandler O'Neill	5	Assignment	10
Growth After a Crisis	6	Discussion	2
Workshop: Resilience, Post Crisis Healing and Growth, and the Next Crisis	6	Assignment	20
Positive Leadership Elevator Speech	7	Discussion	4
Reflection on Positive Leadership Track	7	Assignment	4
		Total Points	100

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

Abilene Christian University Library

MEMORANDUM

Date: February 17, 2021
To: Dr. Brian Cole
From: Mark McCallon, Associate Dean for Library Services
Re: Course Application for LEAD 757 – Change and Resilience: Leading Through Crisis

After reviewing the course development document and syllabus, the library can adequately support the proposed course. Thank you for letting us examine the course development template.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: February 25, 2021
TO: Dr. Brian Cole, Program Director for Doctor of Education in Organizational Leadership
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions
RE: Course Application for LEAD 757 - Change and Resilience: Leading Through Crisis

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: LEAD 757

or Degree Plan(s):

Circle the number that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s) - Possible	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

**Program Director/Department Chair**

Mar 11, 2021

Brian Cole

Date


Nannette W. Glenn, Ph.D. (Mar 11, 2021 15:16 CST)**Dean(s)**

Mar 11, 2021

Nannette Glenn

Date

College Academic Council

Joseph Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date