

MURRAY STATE UNIVERSITY

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING

COURSE PREFIX: ADM

COURSE NUMBER: 678

CREDIT HOURS: 3

I. TITLE: School Safety Assessment

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course develops competencies in the assessment of threats to student and faculty safety. Students will utilize re-search-based resources to assess individual threats due to violence, as well as environmental scans of threats due to poorly planned or maintained facilities. Field experience required.

Prerequisite(s): none

III. COURSE OBJECTIVES:

The students will be able to

- A. develop community partnership to promote school safety (ISLLC IV; KSES IV, V; KTS 8, 10);
- B. identify common characteristics underlying incidents of school violence in the United States (ISLLC VI; KSES III, IV, V; KTS 10);
- C. implement a school threat assessment process (ISLLC III; KSES I, II, III, V; KTS 8, 10),
- D. conduct a school threat assessment (ISLLC III; KSES I, II, III, V; KTS 8, 10);
- E. manage a threatening situation in a school context (ISLLC III, IV; KSES I, IV, V; KTS 8, 10);
- F. create an action plan to lead the implementation of the threat assessment process (ISLLC III; KSES I, II, III, V; KTS 8, 10);
- G. identify the basics of crime prevention through environmental design (ISLLC III, VI; KSES I, III, V; KTS 8, 10);
- H. conduct a school facilities audit (ISLLC III, VI; KSES I, V; KTS 8, 10),
- I. identify common problems with school facilities and the related solution (ISLLC III, VI; KSES V; KTS 8, 10), and
- J. create a climate to promote school safety (ISLLC II; KSES I, II; KTS 8, 10).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning the assessment of school safety.

The CAEP/EPBSB theme of assessment is addressed as students discuss threat assessment and consider more global risks factors as well..

IV. CONTENT OUTLINE:

- A. School culture and school safety
- B. Review of research related to school violence (nation, state and district)
- C. Overview of the threat assessment process
- D. Federal and state statutes as related to types of a threat

- E. Guidelines for evaluating potential threats and conduct an assessment
- F. Types and sources of information for a threat assessment
- G. Short-term and long-term strategies for managing threats
- H. Organizing to implement a threat assessment
- I. Overview of research, law and policy related to facility safety
- J. Standards and considerations for the exterior of facilities and the school grounds
- K. Standards and consideration for the interior of facilities
- L. Common problems and remedies

V. INSTRUCTIONAL ACTIVITIES:

- A. Discussion board
- B. Readings in the area of school safety assessment.
- C. Conduct a review of specific threats by performing an assessment
- D. Field-based projects using appropriate safety assessment instrumentation.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Students are required to complete ten hours of instructor-approved field experiences.

VII. TEXT(S) AND RESOURCES:

- A. No text is required.
- B. Other resources:
 1. Waterfield Library at Murray State University
 2. RACERtrak, ERIC, and the Internet
 3. Self-selected books, articles, and activities

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Course assignments

| | |
|--------------------------------------|------------------|
| School Violence Research | 200 points |
| Conduct a Mock Threat Assessment | 175 points |
| Conduct a Facilities Evaluation | 200 points |
| Discussion Board (OLD 1-6) | 175 points |
| Check for Understanding | 100 points |
| Professionalism/ Attendance | 100 points |
| <u>Online Account/ Gmail/ Survey</u> | <u>50 points</u> |
| Total | 1000 points |
- B. Grading scale

| | | |
|-----------------|-----------------|----------------|
| A= (925 - 1000) | B= (825 - 924) | C= (725 - 824) |
|-----------------|-----------------|----------------|

Articulation, professionalism, using standard English, and neatness are extremely important in written assignments. A 10% penalty will be deducted for each assignments submitted without Student NAME and PAGE numbers on ALL PAGES of a document. An assignment is considered late if it is not submitted by the date and time listed on CANVAS assignment board.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).