

MURRAY STATE UNIVERSITY

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING

COURSE PREFIX: ADM

COURSE NUMBER: 677

CREDIT HOURS: 3

I. TITLE: Crisis Management in Educational Settings

II. COURSE DESCRIPTION AND PREREQUISITE(S):

The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Field experience required.

Prerequisite(s): none

III. COURSE OBJECTIVES:

The student will be able to:

- A. assist in the development of an emergency management plan that includes preparation, response, recovery, and communication. (ISLLC III; KSES IV; KTS 4, 10);
- B. establish a trained multidisciplinary crisis response team based on a nationally accepted model (Critical Incident Stress Debriefing (CISD), National Organization for Victim Assistance (NOVA), or Red Cross) to develop an emergency/crisis response kit/box for each building, conduct school crisis drills, and plan for post-intervention activities (ISLLC III, VI; KSES IV; KTS 3, 8, 10);
- C. establish a trained mental health team to deliver psychological first-aid services following a crisis (ISLLC III, IV; KSES IV; KTS 4, 8, 10).
- D. facilitate the training of school personnel, students, and community members in crisis prevention, response, and recovery (ISLLC III, IV; KSES IV, V; KTS 8, 10);
- E. access a network of community, state, and national crisis responders as necessary (ISLLC III, IV, VI; KSES IV; KTS 8, 10);
- F. assist in crisis response assessment (ISLLC III, IV; KSES IV; KTS 8, 10).
- G. provide information to media and other appropriate audiences following a crisis response (ISLLC III, IV; KSES IV; KTS 8, 10);
- H. report data on school discipline practices related to: ethnicity, gender, Limited English Proficiency, migrant program, poverty, and disability (ISLLC III; KSES III, IV; KTS 8, 10); and
- I. use appropriate school safety data in developing and implementing the school safety plan, including needs assessment, selection of research-based strategies, and program evaluation (ISLLC III; KSES III, IV; KTS 8, 10).

The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of teacher as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders.

The CAEP/EPBSB theme of assessment is addressed through the varied data-driven exercises required in the class.

IV. CONTENT OUTLINE:

- A. Emergency Management Plans
- B. Trained Multidisciplinary Crisis Response Teams
- C. Trauma kits, Trauma Drills, and Planning for Post-Intervention Activities
- D. Mental Health Teams
- E. Professional Development for School Personnel
- F. Crisis Responders (community, state and national)
- G. Crisis Response Assessment
- H. Crisis Communications (media, community, school, etc...)
- I. Current Safety Issues, Research, Laws, and Regulations Relating to Crisis Response
- J. School Safety and Discipline Data
- K. Disaggregation of Safety Data Incorporated into School Safety Plans

V. INSTRUCTIONAL ACTIVITIES:

- A. lecture/discussion
- B. student portfolio
- C. cooperative learning groups
- D. crisis simulation activity
- E. independent web work and reading

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Students will complete fifteen hours of instructor-approved field experiences.

VII. TEXT(S) AND RESOURCES:

- A. No required text.
- B. Other Readings and Resources:
 1. Internet
 2. School Codes of Conduct
 3. Kentucky Department of Education, Kentucky Center for School Safety (KCSS)
 4. Kentucky Virtual Library (KYVL)
 5. Kentucky School Boards Insurance Trust (KSBIT)
 6. Kentucky School Board Association (KSBA)
 7. National School Public Relations Association (NSPRA)
 8. National Organization for Victims Assistance (NOVA)
 9. current educational periodicals
 10. MSU Waterfield Library
 11. U.S. Department of Justice
 12. U.S. Department of Education

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Activities will include: creating a school safety portfolio inclusive of a student developed emergency management plan; developing an organized list of school level crisis team members with responsibilities for each; compiling a list of contents for a

school trauma kit; participating in a trauma drill simulation; researching the roles of both area and national crisis responders; devising a crisis communications plan and write press releases for a crisis situation; assessing school safety data and desegregating this data for use in a school safety plan; and researching current school safety issues, laws, and regulations.

B. Instructional activities led by the instructor will include, but not be limited to, the following:

1. Modular Presentations using, video or auditory clips;
2. Simulations;
3. YouTube Videos and Interviews;
4. Internet research;
5. On line discussions; and
6. Small group activities.

C. Grading scale

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|-----|---------------------------------|
| A = | 90 % to 100% (850 - 950 points) |
| B = | 80% to 89% (749 - 849 points) |
| C = | 72% to 79% (649 - 748 points) |
| E = | below 649 points |

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).