

Murray State University

Course Syllabus

Revised 10/08

DEPARTMENT: Educational Leadership and Counseling

COURSE NUMBER: ADM 677

CREDIT HOURS: 3

- I. **TITLE:** Crisis Management in Educational Settings
- II. **CATALOG DESCRIPTION:** 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 hours required).
- III. **PURPOSE:** This course is designed to provide skills to analyze critical situations and to manage and respond to various crises. This course is an integral part of the school safety endorsement.

Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. 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. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Initiatives NA; EPSB Themes: Diversity is explored through the disaggregation of data.

- IV. **COURSE OBJECTIVES:** The student is expected to integrate the knowledge, dispositions and performances of the Kentucky Safe Educators Standards, Experienced Teacher Standards, and the Interstate School Leader Licensure Consortium Standards for Administrators. Following each objective, enclosed in parentheses, are numbers which reference the standards paralleling that specific objective. As a result of participation in ADM 677, the student will acquire the skills to:
 - A. Assist in the development of an emergency management plan that includes preparation, response, recovery, and communication. Kentucky Safety Educator Standards (4.1); Experienced Teacher Standards (1.7, 1.8, 4.9, 7.3, 8.1); ISLLC Standards (III)
 - 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. Kentucky Safety Educator Standards (4.2); Experienced Teacher Standards (1.1, 1.9, 8.3, 8.4, 8.5, 9.1, 9.4); ISLLC Standards (III)

- C. Establish a trained mental health team to deliver psychological first-aid services following a crisis. Kentucky Safety Educator Standards (4.3); Experienced Teacher Standards (1.7); ISLLC Standards (III)
- D. Facilitate the training of school personnel, students, and community members in crisis prevention, response, and recovery. Kentucky Safety Educator Standards (4.4); Experienced Teacher Standards (9.1, 9.4); ISLLC Standards (II)
- E. Access a network of community, state, and national crisis responders as necessary. Kentucky Safety Educator Standards (4.5); Experienced Teacher Standards (1.1, 1.9, 8.5); ISLLC Standards (IV)
- F. Assist in crisis response assessment. Kentucky Safety Educator Standards (4.6); Experienced Teacher Standards (1.7, 6.1); ISLLC Standards (II)
- G. Provide information to media and other appropriate audiences following a crisis response. Kentucky Safety Educator Standards (4.7); Experienced Teacher Standards (1.4); ISLLC Standards (II)
- H. Report data on school discipline practices related to: Ethnicity, Gender, Limited English Proficiency, Migrant Program, Poverty, and disability. Kentucky Safety Educator Standards (3.3); Experienced Teacher Standards (6.5,6.6); ISLLC Standards (III)
- 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. Kentucky Safety Educator Standards (3.4); Experienced Teacher Standards (1.7, 1.8, 4.9, 7.3, 8.1); ISLLC Standards (III)

The graduate student is prepared through coursework with reflection to integrate this ongoing preparation into personal and professional leadership positions and/or activities. The themes of diversity, assessment, and closing the gap are explored through research on and consideration of the community, district and school, in the development of activities and policies that promote a safe school environment.

V. **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

VI. INSTRUCTIONAL ACTIVITIES:

A. Student Activities:

Instructional activities are to be specified by the instructor. Sample: Activities will include creating of an school safety portfolio which will include a student developed emergency management plan, an organized list a school level crisis team with responsibilities for each team member, develop a list of contents for a school trauma kit, simulate a trauma drill, research the roles of both area and national crisis responders, devise a crisis communications plan and write press releases for a crisis situation, assess school safety data and desegregate this data for use in a school safety plan, research current school safety issues, laws, and regulations.

B. Instructor Activities:

Instructional activities led by the instructor will include but not be limited to the following: Lecture, videocassettes, simulations, guest speakers, Internet research, discussions and facilitation of small group activities.

VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: A minimum of fifteen hours field experience.

VIII. RESOURCES: Internet; School Codes of Conduct; Kentucky Department of Education, Kentucky Center for School Safety (KCSS), Kentucky Virtual Library (KYVL), Kentucky School Boards Insurance Trust (KSBIT) , Kentucky School Board Association (KSBA), National School Public Relations Association (NSPRA), National Organization for Victims Assistance (NOVA), current educational periodicals, MSU Waterfield Library; U.S. Department of Justice; U.S. Department of Education

IX. GRADING PROCEDURES: Rubrics for evaluation will be applied to the course assignments. Final grade computation will be made over the total points possible as follows:

A = 92% to 100%

B = 80% to 91%

C = 70% to 79%

E = 0% to 69%

A grade below a C is not accepted in the educational leadership graduate programs. A grade below 70% does not meet MSU graduate program requirements.

X. ATTENDANCE POLICY:

This course adheres to the current policy published in the *Murray State University Graduate Bulletin*.

XI. ACADEMIC HONESTY POLICY

Refer to the current *Murray State University Graduate Bulletin*.

XII. TEXT AND REFERENCES:

As assigned.

XIII. PREREQUISITES: None