EDAD 6392: Educational Crisis Leadership
Fall 2014

Instructor Information
Instructor: Casey Graham Brown, Ph.D. Email: cgbrown@uta.edu
Office: Trimble Hall 104A Phone: 817-272-5166
Office Hours: By appointment
Faculty Profile: https://www.uta.edu/mentis/public/#profile/profile/view/id/12579

Course Information
Section Information: EDAD 6392.002
Course Time and Location: This course is fully online.

Description of Course Content
School leaders must facilitate safe learning environments for students and staff. During this course, educators will gain knowledge of crisis preparedness, mitigation, response, and recovery as well as communicating, planning, and prioritizing to prevent potential crisis scenarios.

Student Learning Outcomes
Students are expected to master the following learning outcomes:
1. Students will analyze and differentiate the phases of emergency management: prevention/mitigation, preparedness, response, and recovery.
2. Students will synthesize literature and responses to educational crises.
3. Students will analyze their leadership beliefs and reflect on potential reactions to school crises.
4. Students will identify practices and programs aimed at violence prevention.

Textbooks and Materials

Major Assignments/Course Evaluation
Course objectives will be assessed using case studies, written products, assignments, and essays. The final grade is at the sole discretion of the professor. The following is a guide.

Assignments that compose the assignment contract (200 points; 80% of final grade). You are encouraged to plan and select assignments that will best serve your individual learning needs. The contract shall be returned for instructor approval. You will turn in completed projects along with the contract form as noted in the syllabus. Submit all assignments to instructor via email.
Attendance/participation/demonstration of learning (100 points; 20% of final grade). Students are expected to actively participate in learning activities. Points are earned for active participation and demonstration of learning. This includes completing the parent letter, crisis letter, crisis fact sheet, summary of violence theories, and media statement. Email the instructor every Tuesday to report on your progress. Submit all assignments to instructor via email.

Expectations
Orally and in writing, professional educators are expected to express themselves capably. All materials for the course should be carefully prepared, processed, and proofread following APA style. Proofread and edit your work. Significant grammatical, mechanical, and format (APA) errors distract from content. Students are encouraged to keep a copy of each assignment submitted. Make sure your name is on every paper submitted. Use Times New Roman, 12-point font for all written work. Save documents/files with your last name first in the file name.

Attendance
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, you are required to completed readings and assignments on time. This class does not meet for any scheduled synchronous sessions. Work must be completed/ submitted by the day and time specified for credit. Schedule regular time every week to do your coursework so you do not fall behind.

Grading
A = 90-100% of points
B = 80-89% of points
C = 70-79% of points
D = 60-69% of points
F = 59% or less of points

Drop Policy
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wwwweb.uta.edu/ao/fao/).

Americans with Disabilities Act
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to
students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX**
The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

**Academic Integrity**
Students enrolled in all UTA courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Electronic Communication**
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.
Student Feedback Survey
At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

The English Writing Center
The English Writing Center is located in Room 411 Central Library. Hours are 9 a.m. to 8:15 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays, and noon to 5:15 p.m. Saturdays and Sundays. Students must register and can make appointments online at http://uta.mywconline.com. Face-to-face and online appointments for undergraduate students are scheduled for 40 minutes. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see www.uta.edu/owl for more information about services and guidelines.

Quick hits. A Writing Center consultant is available in the Writer's Studio, 413B, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays noon-3:45 p.m., Wednesdays noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to the Facebook page during these periods at www.facebook.com/WritingCenteratUTArlington. QH Consultants will not make corrections, but will point clients to the answers.

Workshops. The Writing Center offers three series of workshops: grammar, ENGL1301/02, and graduate students. A detailed list with descriptions is available at the start of each semester online at www.uta.edu/owl.
Classroom visits. Faculty can request 20-minute classroom visits in which one of our consultants will explain Writing Center services and will show students how to register, make appointments, find information on workshops, and use our other online resources. Please register and complete an appointment form and include classroom, number of students, and any specific concerns in the additional information box.

Graduate students. Graduate tutors are designated with GRADS on our scheduler and are available only to graduate students in face-to-face appointments. Consultants will discuss further options for reading long material after an initial consultation. Graduate students can also make online appointments with non-GRAD consultants, but will not have access to further graduate options during these sessions.

Faculty services. Writing Center executive staff will work with faculty to develop supplemental support through course-specific workshops for graduate and undergraduate students. The Writing Center also offers drafting, revising, editing and proofing services to faculty members. Specific guidelines for these services are available online at www.uta.edu/owl at the beginning of the semester.

University Mission
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission
The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values and Conceptual Framework
The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following core values as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning. Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to ensure the future of education for all.
<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Class Topics</th>
<th>Objectives</th>
<th>Readings; Due Dates</th>
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<tbody>
<tr>
<td>1-2</td>
<td>Introduction to emergency planning and preparation; crisis fact sheet; team debriefing</td>
<td>Define admin. crisis response; ID levels of crisis planning &amp; crisis response; write sample crisis fact sheet</td>
<td>Read to p. 34; Find district bomb threat &amp; crisis plans; crisis fact sheet; contracts due end of Week 1.</td>
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<tr>
<td>3-4</td>
<td>1st hour of crisis; 1st day; family/community mtg.; crisis/bomb threat plans; plan family mtg. agenda; parent &amp; crisis letters; debriefing; drills</td>
<td>Compare student fights, intruders, and bomb threats; ID first hour and day tasks; ID key communication skills</td>
<td>Read to p. 97; contracts; parent letter</td>
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<td>5</td>
<td>Explore violence theories</td>
<td>Explore violence theories</td>
<td>Read to p. 114; summary of violence theories; parent letter</td>
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<tr>
<td>6-7</td>
<td>Explore violence theories</td>
<td>Research theories that explain violence in society, for children; Explore Beslan and Columbine sites</td>
<td>Read to p. 151; crisis letter due</td>
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<td>8</td>
<td>Media; 1-2 weeks after the crisis; trauma and grief; outside help; debriefing</td>
<td>Outline statement for media; prepare press conference; identify signs of trauma; explore counseling approaches; list stages of grief; sources of help; barriers to processing</td>
<td>Read to p. 256; media statement</td>
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<td>9</td>
<td>Funerals, memorials; parents, clergy, caregivers; safety audits; debriefing</td>
<td>Response to funerals &amp; memorials; prepare grief fact sheet for staff; ID trauma therapies; parent suggestions; clergy role; list objectives of safety audit; delegation and team work</td>
<td>Read to p. 282; response to funerals and memorials</td>
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<tr>
<td>10-11</td>
<td>Debriefing</td>
<td>ID suicide myths and post actions</td>
<td>Read to p. 326</td>
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<tr>
<td>12-13</td>
<td>Long-term effects; liability and litigation</td>
<td>ID long-term effects; ID suicide liability; ID liability/litigation</td>
<td>Read to p. 358</td>
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<tr>
<td>14-15</td>
<td>Online assignments; copycats; suicide; prevention program; summary</td>
<td>ID prevention programs; ID prevention programs; ID potential of copycat</td>
<td>Read remainder of book; assignments (from contract) due</td>
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<tr>
<td>16-end of course</td>
<td>Online assignments</td>
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Assignment Contract

Name: _________________________________

Select a total of 200 points and submit a copy of it to the instructor. Make a copy for yourself prior to submission.

____ [100 points] Group Presentation School Violence Case Review.
Select, study, and report on a school violence incident and resulting legislation. Some sites include Pearl, MI; Edinboro, PN; Fayetteville, TN; Conyers, GA; Santana, CA; Red Lake MN, Springfield, OR; and Cleveland, OH. Review media coverage of event. Present case to instructor with brief handout and use of media clips (music, audio, video). Presentations should be approximately 15-20 minutes in length, engage the audience, and make connections to course. http://www.infoplease.com/ipa/A0777958.html, http://www.nssc1.org/ Requested Topic ________________________

____ [100 points] Learning Log and Reflections
After your readings and explorations of websites class write about your thoughts and feelings related to the course content. What are you learning? What questions are you having? How will you use what you are learning? Include 9 one-page reflections that demonstrate analysis, synthesis, and evaluation. Submit in narrative format with date.

____ [100 points] Topic paper
Select a topic, locate multiple sources, and write 1000 words (4 page) synthesis of a topic such as violence theories, workplace violence, aggression in children, early intervention, early warning signs, or prevention programs. Follow APA format for style and citations. Conclude with why this topic is important to you.

_____ [50 points] Mock Newspaper Article
Select an administrator, funeral director, clergy, police, SRO, media personnel, or central office administrator to share an experience with you that can be applied to crises. Compose a mock newspaper article about the interview (submit the mock interview only to your instructor).

_____ [50 points] Interview
Interview an administrator, funeral director, clergy, police, SRO, media personnel, or central office administrator about a crisis experience. Submit a two-page reflection summarizing the experience and synthesizing the information with your existing knowledge.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Casey Graham Brown