

SOUTHEAST MISSOURI STATE UNIVERSITY
Graduate Course Syllabus Template

Department of: Educational Leadership and Counseling Course No: EA 507

Title of Course: School and Campus Safety

New: Fall 2013

- I. Catalog Description and Credit Hours of Course:
An overview of school safety issues impacting public and private P-12 and institutions

- II. Prerequisite (s): None.

- III. Purpose or Objectives of the Course:
 - A. To assist students to develop an understanding of P-12 and higher education safety issues and concerns.

 - B. Present an overview of the development and enforcement of student codes of conduct in P-12 schools.

 - C. Present an overview of the role of the federal, state and local government and school boards in promoting school safety.

 - D. Present an overview of school safety planning and crisis management with an emphasis on a multi-discipline approach that includes administrators, school and community counselors, school and community health providers, law enforcement and other community organizations.

 - E. Acquaint students with selected legal issues associated with school safety including managing threats, off-campus speech, school resource officers, student searches and the tort of negligence.

 - F. Acquaint students with safety issues particular to P-12 students with disabilities including restraints, seclusion and change in placement.

 - G. Present an overview of the challenges and legal responsibilities associated with student victimization in public P-12 schools including sexual harassment, bullying, cyber-bulling, date violence and employee sexual misconduct.

 - H. Acquaint students with the treat assessment process, research into school shooters and current issues regarding the Gun Free Schools Act and Zero tolerance policies.

 - I. Discuss student and employee safety issues in higher education

IV. Student Learning Outcomes:

- A. Students will demonstrate the ability to critically analyze and critique assigned text and materials and respond logically and rationally to the issues as measured by responding in writing to problem-based scenarios related to school and higher education safety issues.
- B. Students will locate, read and critique current issues in school safety as measured by a 10-page research paper related to either P-12 or higher education safety issues.
- C. Students will demonstrate knowledge of the current and emerging trends and issues in school safety as measured by written reflections to various reading related to school safety in P-12 or higher education.

V. Course Content

	<u>Class Hours</u>
A. School Safety in Context	3
B. Safety and School Improvement Planning	3
C. Safety and School Culture	3
D. Codes of Conduct and the Foundation of School Safety	3
E. Safety Plans and Crisis Management	3
F. Legal Issues in School Safety	3
G. School Safety and Students with Disabilities	3
H. School Safety, Student Victimization and Violence Prevention	6
I. Threat Assessment, the School Shooter and Zero Tolerance	6
J. Security Technology	3
K. External Safety Issues	3
L. Safety and Institutions of Higher Education	6
Total	45

VI. Textbook(s) and/or Other Required Materials or Equipment

Stader, D. L. (2011). *A Leader's Guide to Creating Safe Schools*. Norwood, MA: Christopher-Gordon Publishers, Inc.

National School Safety Center <http://schoolsafety.us/>

VII. Basis for Student Evaluation:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

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| A. | Problem-based assignment responses | 40% |
| B. | Class participation and assignments relative to safety issues | 20% |
| C. | Research Paper | 40% |

VIII. Academic Policy Statement:

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:
<http://www6.semo.edu/judaffairs/code.html>

X. Student with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

Questions, comments or request regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the Ruth Ann Roberts, Chair, Educational Leadership and Counseling.

LEADERSHIP AND COUNSELING DEPARTMENT APPROVAL DATE - January 29, 2013

COLLEGE OF EDUCATION COUNCIL APPROVAL DATE – February 12, 2013