



Course Syllabus: Advocating for Iowa's LGBTQ Youth for Educators and Administrators

Number of Credits: 1*

Course Instructors: Mark Busch

Course Description: All students deserve a safe and supportive place in which to learn including those who identify as lesbian, gay, bisexual, transgender, or questioning (LGBTQ). For many LGBTQ youth, school can be a terrifying place due to bullying, harassment, and discrimination. This course will give participants the tools they need to identify the barriers affecting LGBTQ youth, address these unique needs, and create effective implementation plans through demonstrations by experts in the field of sexual health, LGBTQ advocacy, and mental health across Iowa and the nation.

Activities in this course will include attendance to a one-day event with in-person, hands-on information from experts, and online discussions addressing how participants will utilize the information they are getting.

Learning Objectives: Upon completion of this course, students will be able to:

- Identify the unique challenges of LGBTQ youth
- Demonstrate awareness of what is required of schools to protect LGBTQ students
- Describe and access resources for addressing the barriers affecting LGBTQ students
- Implement methods for creating a safe and welcoming classroom environment

*** Course Requirements:**

To receive full credit for the course, **participants must attend the 14th Annual Iowa Governor's Conference for LGBTQ Youth** and complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address to access the course. Please create a username and password, using the name attached to your BOEE number.
- Access each assignment through the course home page. All assignments will be submitted through the Canvas platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work. This includes writing out discussion responses in a word processor (Word, Pages, etc.) before copy/pasting the response into the Canvas platform. This creates a backup in case the site times out or there is an internet outage.

Participation:

- **Your attendance is required at the 14th Annual Iowa Governor’s Conference for LGBTQ Youth** You are not, however, required to be present online on specific days or times. You will work at your own pace. The course is structured in 3 Modules and can be completed in any order.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Assignment Checklist

Topic/Activity	In Class
<u>Attend 14th Annual Iowa Governor's Conference for LGBTQ Youth</u>	7 hours
<u>Keynote Discussions:</u>	
Discussion: Opening Session and Keynote – Participants will discuss what they gained from the opening keynote. Topics they will focus on are knowledge gained, what they will be taking back to their schools, and overall impressions. They will also respond to their fellow participants' posts.	1 hour
Discussion: Lunch Session and Keynote – Participants will discuss what they gained from the lunch keynote. Topics they will focus on are knowledge gained, what they will be taking back to their schools, and overall impressions. They will also respond to their fellow participants' posts.	1 hour
Discussion: Closing Session and Keynote – Participants will discuss what they gained from the closing keynote. Topics they will focus on are knowledge gained, what they will be taking back to their schools, and overall impressions. They will also respond to their fellow participants' posts.	1 hour
<u>Workshop Discussions:</u>	
Discussion: Workshop 1 – Participants will discuss what they gained from the first workshop they attended. Topics they will focus on are a brief overview of their chosen workshop, the knowledge gained, what they will be taking back to their schools, and overall impressions. They will also respond to their fellow participants' posts.	1 hour
Discussion: Workshop 2 – Participants will discuss what they gained from the second workshop they attended. Topics they will focus on are a brief overview of their chosen workshop, the knowledge gained, what they will be taking back to their schools, and overall impressions. They will also respond to their fellow participants' posts.	1 hour
Discussion: Workshop 3 – Participants will discuss what they gained from the second workshop they attended. Topics they will focus on are a brief overview of their chosen workshop, the knowledge gained, what they will be taking back to their schools, and overall impressions. They will also respond to their fellow participants' posts.	1 hour
Discussion: Workshop 4 – Participants will discuss what they gained from the second workshop they attended. Topics they will focus on are a brief overview of their chosen workshop, the knowledge gained, what they will be taking back to their schools, and overall impressions. They will also respond to their fellow participants' posts.	1 hour
<u>Closing Thoughts:</u>	
Discussion: Participants will discuss a plan for bringing back what they learned from the 14 th Annual Iowa Governor's Conference for LGBTQ Youth to their school districts to prevent and intervene in sexual assault situations.	1 hour
Total Class Time	15 hours

Coursework

Participants can earn up to 80 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
8 Discussions (10 points each)	80
Total	80

Grading Scale - License Renewal Credit

100-80% (80-64 points)	P
79%-Below (<63 points)	NP

Student Requirements Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

Grading Rubrics for Individual Activities

Discussion Forums (80 points possible)

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It is highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it is important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	2
	Offers new ideas, connections, or applications	2
	Expresses and justifies personal opinion	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources (if relevant)	2
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	2
Total Points Possible		10