



Course Syllabus

Course Title: Making Your Classroom Safe for LGBTQ Youth

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Course Description:

All students need a safe, supportive environment in which to learn, including students who are lesbian, gay, bisexual, transgender, or are questioning (LGBTQ) their identities. There is extensive evidence that LGBTQ students are disproportionately targets for harassment and discrimination in schools. Left unchecked, this harassment and discrimination may escalate to the level of physical violence or violent crime. The climate of fear experienced by LGBTQ students frequently results in increased absenteeism, decreased academic performance, and increased risk of suicide and other high-risk behaviors.

This course will cover a wide range of issues facing LGBTQ students in our classrooms and offer in-depth solutions to making your classroom and school a safe and supportive learning environment. Activities in this course will include discussions on LGBTQ terminology, identifying issues LGBTQ youth are at risk for, discussion on sources of hate, and critical legal information for schools and communities

Credit: One

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		8. Professional Responsibilities

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.

Goals: Participants will...

- Understand terminology surrounding LGBTQ youth
- Gain knowledge about the coming out process, experiences of LGBTQ youth, and resources available for Iowa students
- Consider how to more effectively work with LGBTQ students

Objectives: As a result of successfully completing this course, participants will:

- Demonstrate an understanding of how to create safer learning environments and communities for LGBTQ students
- Demonstrate a knowledge of basic LGBTQ issues including school climate, history, coming out process, and supports

Outline, including Timeline and Learning Strategies:

This outline is designed on the suggested pace an online learner would take this course.

Assignment Checklist

Week	Topic/Activity	In Class	Out of Class
	<u>Getting to Know the Class; Additional Readings:</u> Take the time to get know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		3 hours
1	<u>LGBTQ 101</u>		
	Discussion: Introductions – Participants will share a little about themselves and why they decided to take this class. Participants will also create their own profile on Moodle.	1 hour	2 hours
	Discussion: Terminology – Participants will learn the variety of terminology that is used when describing LGBTQ youth, and discuss their preliminary knowledge on the subject.	1 hour 30 minutes	2 hours 30 minutes
	Discussion: Privilege – Participants will review Unpacking the Invisible Knapsack and the concept of privilege, and answer questions on the idea of privilege and other key concepts from the readings.	1 hour 30 minutes	2 hours 30 minutes
	Discussion: Microaggressions – Participants will review the concept of Microaggressions and how they play out for LGBTQ youth. They will then discuss any examples they have seen, and other concepts in the readings.	1 hour 30 minutes	2 hours
	Discussion: Coming Out – Participants will analyze the Cass Identity Model and read articles examining the coming out process. They will then give their thoughts in a	1 hour	2 hours

	discussion feed on the reading and course materials.		
	Discussion: Webinars, Articles, and Statistics – Oh My! – Statistics and webinars from GLSEN will be looked at for anti-bullying information, and will be used to answer critical thinking questions.	1 hour 30 minutes	2 hours
2	<u>Deeper Understanding</u>		
	Discussion: LGBTQ Bullying – Participants will analyze the issue of LGBTQ bullying and harassment, and answer questions related course materials in the discussion feed.	1 hour	2 hours
	Discussion: My Secret Self – Participants will watch My Secret Self from 20/20 and answer critical thinking questions related to the video.	1 hour 30 minutes	2 hours
	Discussion: Kicked Out – Participants will review the issue of LGBTQ youth homelessness and answer critical thinking questions regarding LGBTQ youth homelessness.	1 hour	2 hours
3	<u>Putting it to work!</u>		
	Discussion: State & Federal Bullying Laws – Participants will explore the legal requirements for a district and bullying work. They will then compare the course materials stating laws and policies with their own, and discuss any areas that are lacking.	1 hour	2 hours
	Discussion: Affirming Students in the Classroom – Participants will review materials on how to create safe and	1 hour	2 hours

	affirming classrooms for LGBTQ students, and answer critical thinking questions on advantages and challenges they may face.		
	Discussion: Prom – Participants will review a school’s legal obligation for LGBTQ youth and prom. They will then answer critical thinking questions related to course materials.	1 hour	2 hours
	Implementation Plan – Participants will write an implementation plan to incorporate this information into their schools.	1 hour	3 hours
	Total Class Time	15 hours	30 hours

Evaluation Strategy: As this is a new course, evaluations will help determine if participants are being engaged and enjoying the experience. Evaluations will be sent via SurveyMonkey to each participant at the conclusion of each Unit.

They will also complete a course implementation plan in which they indicate how they will apply this learning in their lives and work. This and the Discussion/Shares will be analyzed by the instructors to determine the learning of the participants.

Course Requirements:

- A. Participants check all messages from instructors during the duration of the course.
- B. Participants complete all Reflections, Discussions, and Shares as instructed.
- C. Participants are respectful of each other. While everyone has a right to have an opinion, bullying, mean-spirited language, or divisive attitudes will not be tolerated.
- D. Demonstrates understanding of the material through participation in the online learning experience.

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
11 Discussions (5 points each)	55
Final Implementation Plan/Paper	25
Total	80

Grading Scale - Graduate Credit

100-90% (80-72 points)	A
89-80% (71-64 points)	B
79-70% (63-56 points)	C
69-60% (55-48 points)	D
59%-Below (<47 points)	F

Grading Scale - License Renewal Credit

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

Grading Rubrics for Individual Activities

Discussion Forums (55 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's 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's 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)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1

Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Implementation Plan (25 points possible)

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Point s
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2

Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25