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Course Syllabus

Course Title: Supporting Homeless Students in School

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Course Description:
Homelessness is a hidden problem in our schools and communities. While many know it is a problem, many educators are unaware of students who are homeless and what to do when a student discloses this. Students and families may be homeless due to a variety of a reasons including disasters such as fire or flood, eviction due to financial hardship, or students may be kicked out of their homes. This course will provide an in-depth look at the problem of homelessness and provide educators an opportunity to explore a school's responsibility.

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 definition of homelessness
- Gain knowledge about resources including information about homeless youth and services in their communities
- Consider how to more effectively work with homeless youth and their families

Objectives: As a result of successfully completing this course, participants will:
- Demonstrate an understanding of how to create more supportive learning environments for homeless students
- Demonstrate a knowledge of issues impacting homeless students and resources that are available to support them

Outline, including Timeline and Learning Strategies:
This outline is designed on the suggested pace an online learner would take this course.

Week	Topic/Activity	In Class	Out of Class
	Getting to Know the Class; Additional Readings: 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!		2 hours
1	**A Forgotten Population**		
	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: Definitions – Participants will learn the variety of terminology that is used when examining homeless youth populations	1 hour	2 hours
	Discussion: Homeless Youth Statistics – Participants will watch a webinar looking at current numbers of homeless youth and discuss the breakdown of populations on who is homeless	1 hour 30 minutes	2 hours 30 minutes
	Discussion: Snapshot of Experiences – Participants will review a series of experiences of homeless youth and families who are homeless.	1 hour 30 minutes	2 hours 30 minutes

	Discussion: Unaccompanied Youth – Participants will learn about unaccompanied youth and the legal responsibilities around this population	1 hour 30 minutes	2 hours
2	**Sources of Homelessness**		
	Discussion: LGBTQ Youth Homelessness - Participants will dive deeper into the issue of LGBTQ youth homelessness specifically around removal from home and responsibilities of schools in these situations.	1 hour 30 minutes	2 hours 30 minutes
	Discussion: Natural Disasters – Participants will look at several case studies on families who are homeless due to disasters and identify resources available to families after becoming homeless due to a variety of natural disasters including fire, floods, and tornadoes	1 hour 30 minutes	2 hours 30 minutes
	Discussion: Migrant Families – Participants will review a portion of the documentary The Harvest that follows several migrant youth and their families during various harvest times	1 hour	2 hours 30 minutes
	Discussion: Cycle of Poverty – Participants will discuss the issue of poverty and how living paycheck to paycheck for families puts them at risk for homelessness	1 hour	2 hours 30 minutes
	Activity: Spent – Participants will play on online game that simulates the situation many people face of having to choose where to spend their limited income carefully.	1 hour	1 hour 30 minutes
3	**Resources for Your School**		
	Discussion: School Responsibilities – Participants will review legal requirements of schools including McKinney-Vento Act	1 hour	2 hours
	Final Assignment Implementation/Resource List – Participants will create a resource list for their local community for homeless youth and their families. Implementation plans will include how to disseminate their resource list to fellow educators and administrators.	2 hours	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 110 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 pts)	A
89-80% (71-64 pts)	B
79-70% (63-56 pts)	C
69-60% (55-46 pts)	D
59%-Below (45-0 pts)	F

Grading Scale - License Renewal Credit

100-80% (75-60 points)	P
79%-Below (<59 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.

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		
		Points
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