



## **Bullying and Cyberbullying An Educator's Toolbox for Prevention and Intervention Online Participant Syllabus**

### **Course Description**

This course is designed to give educators at all levels (K–12) an overview of research related to harassment, bullying, and cyberbullying. Influences within and outside of the school will be explored. Educators will develop effective tools for the identification and prevention of bullying behaviors. Interventions, including home/school connections, will be presented to address opportunities for change, which can positively influence student achievement.

### **Course Prerequisites**

No prerequisites for this course are required.

### **System Requirements**

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

### **Reading/Research**

No textbook is required for this course. Critical reading of assigned articles and text is embedded throughout the course.

### **Global Goals of the Course**

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To summarize the essential nature of bullying, cyberbullying, harassment, and the risk factors associated with them (InTASC 5,8,9) (NBPTS 1,4,5)
2. To utilize the research related to bullying and cyberbullying and their impact on student achievement (InTASC 1,3,4,5,6) (NBPTS 1,2,3,4)
3. To internalize and apply strategies for the proactive prevention of bullying and cyberbullying (InTASC 3,8,9,10) (NBPTS 1,2,3,4)
4. To evaluate situations and apply effective intervention strategies for bullying and cyberbullying (InTASC 2,8,9,10) (NBPTS 1,2,3,4,5)
5. To compare and contrast the parent-educator connection to reduce bullying behaviors (InTASC 2 , 3, 5, 7,8) (NBPTS 1,2,4,5)

6. To distinguish the importance of the educator's role in creating a culture of respect as an effective strategy for the prevention of bullying and cyberbullying (InTASC 9,10) (NBPTS 1, 2, 3, 4, 5)

### Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Explore, define and discuss the key concepts in the course and their influence on student achievement.
  - 1.1 Examine incidences of bullying and the effect on student achievement.
  - 1.2 Identify cyberbullying activities inside and outside the school environment that affect students' abilities to learn.
  - 1.3 Understand harassment and how it differs from bullying.
  - 1.4 Recognize the educator's role in creating classroom cultures of respect as a replacement for prevention programs to modify student behavior.
2. Examine the myths related to bullying, cyberbullying, and harassment in schools and apply this knowledge to foster change in the reduction of bullying, harassment and lack of respect.
  - 2.1 Demonstrate familiarity with research on bullying and cyberbullying.
  - 2.2 Identify the prevalence across grade levels.
  - 2.3 Recognize the multicultural bullying issues.
  - 2.4 Compare the differences between male and female aggression and how it can influence the educational environment
  - 2.5 Summarize the research related to harassment.
  - 2.6 Define harassment.
  - 2.7 Analyze sexual harassment in the school environment.
  - 2.8 Relate incidences of "sexting" and the underlying causes.
  - 2.9 Identify effective tolerance strategies.
3. Analyze the roles of parents and educators to develop fair expectations for solving the problem of bullying.
  - 3.1 Relate the characteristics of bullies, cyberbullies, victims, and bystanders and their influence on student behaviors.
  - 3.2 Identify effective and ineffective parent coping strategies to develop positive parent-school connections.
  - 3.3 Examine educator behaviors that influence the behaviors of bullies, victims and the parents of both.
  - 3.4 Identify effective coping strategies for educators who experience bullying from students, parents or peers.
4. Explore the common elements among school violence/crisis plans.
  - 4.1 Know which states currently have anti-bullying laws as a basis for developing prevention and intervention techniques.
  - 4.2 Demonstrate awareness of the status of anti-violence legislation.
  - 4.3 Identify cyberbullying legislation and its effectiveness.

5. Apply current research and trends to develop practical strategies for changing student behavior in the school and classroom.
  - 5.1 Examine successful strategies for preventing bullying, harassment and violence at the classroom, school and district level.
  - 5.2 Identify and modify educator behaviors that can foster bullying.
  - 5.3 Create a plan for intervention and/or prevention of bullying.
6. Create Cultures of Respect
  - 6.1 Examine educator's behaviors that create Cultures of Respect.
  - 6.2 Explore current prevention plans as to positive vs. punitive alternatives to misbehavior.
  - 6.3 Explore creating Cultures of Respect that foster positive rather than punitive alternatives to misbehavior.
  - 6.4 Understand the educator's role in creating Cultures of Respect.

### Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

### Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, self-evaluations, instructor feedback, and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

### Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

### **Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

### **Topics Agenda**

#### **Milestone One: Defining Bullying and Its Effects**

The definitions of bullying and its effects on the victim, the bully, bystanders and classroom teachers will be explored. Through a review of legal cases, participants will be introduced to the severity of legal issues that arise because of bullying and understand the impact of bullying on society.

#### **Milestone Two: Definition of Cyberbullying and Its Effects**

This milestone will focus on the definitions of cyberbullying and the increase of social media and technology tools that students engage in for acts of bullying and cyberbullying. The differences of bullying and cyberbullying will be explored. The discussion of the first amendment rights of individuals involved in these actions will be examined.

#### **Milestone Three: Sexual Harassment and Tolerance**

This milestone will address the definition of sexual harassment and will provide the resources to work with students who experience harassment due to sexual orientation. An examination of the differences of bullying and sexual harassment will be reviewed.

#### **Milestone Four: Classroom Interventions and Creating a Classroom with a Culture of Respect**

Strategies and interventions for creating a respectful classroom will be introduced as resources for teachers to utilize. The strategies will include classroom meetings,

discussions, behavior contracts and classroom expectations that will result in a respectful environment where students can succeed.

### **Milestone Five: Implementation of Lessons**

Examples of lessons that reflect on the topics of bullying, sexual harassment and cyberbullying and tolerance will be presented for discussion. Participants will have an opportunity to create a lesson for their students that will give support and guidance to handling issues of bullying and harassment and will provide tools for a culture of respect in the classroom.

### **Milestone Six: The Home-School Connection: Working with Parents**

This milestone will focus on how an effective partnership between families and teachers will impact students who are bullies, victims or bystanders. Quite often parents will label incidents or situations as bullying and are not cognizant of the definitions of bullying.

### **Milestone 7: Bullying in the Workplace: When the Teacher is the Victim**

An increase in the instances of bullying of adults in the workplace is examined. This milestone gives guidance to the classroom teacher in handling issues of bullying by other adults.

### **Milestone 8: Culture of Bullying**

This milestone will explore the societal culture that students live in that supports bullying and a lack of respect and how it affects student achievement, student behavior in the classroom, family relationships and future goals.

### **Final Projects**

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants complete readings and tasks as outlined in the Task List. Forum Post Reflections are also required. However, participants will be exempt from completing the Formative and Summative Assessments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due and will be submitted to the instructor within 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

## Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

**Distinguished:** The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

**Proficient:** The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

**Basic:** This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

**Unsatisfactory:** The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

### Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

### Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first class session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

### Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12 week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

### University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

For Valparaiso University Graduate School Student Learning Objectives please visit: [www.valpo.edu/gradschool](http://www.valpo.edu/gradschool)