



LGBTQ Students: Meeting Academic, Social, and Emotional Needs Site-Based Syllabus

Course Description

Participants in this course will learn the history of the LGBTQ movement, key terminology, how preconception and discrimination impact the LGBTQ community and review strategies for fostering LGBTQ-inclusivity in schools. Participants will examine myths and perceptions, as well as curriculum and best practices associated with LGBTQ students. Participants will be provided multiple opportunities to engage in discussions and activities that refine and define strategies and practices focusing on meeting the comprehensive needs of LGBTQ students.

Course Prerequisites

Participant must hold a baccalaureate degree.

Text Books/Supplemental Reading

Selected research articles, research summaries, Web resources, and topical articles drawn from educational literature are integrated into the course. No textbook is required for this 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 the course:

1. Identify myths and perceptions relating to LGBTQ
2. Design teaching strategies and lessons that include LGBTQ perspectives
3. Understand how to support parents and stakeholders around LGBTQ inclusivity and creating safe spaces for all students
4. Identify strategies to promote understanding between LGBTQ students and their peers, parents, and school
5. To demonstrate proficient knowledge of outreach organization and activities that provide students, parents, and school community the knowledge and techniques to support LGBTQ students

Instructional Objectives

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

1. Reflect on the LGBTQ history and framework in education

- 1.1 Understand past and contemporary movements of the LGBTQ community
 - 1.2 Explore the meaning of LGBTQ
 - 1.3 Develop a consciousness of LGBTQ perspectives
 - 1.4 Explore what your school has to offer LGBTQ students
 - 1.5 Explore the Gay, Lesbian, Straight Education Network
2. Identify myths and perceptions of LGBTQ students
 - 2.1 Explore myths of LGBTQ students
 - 2.2 Understand ways to address LGBTQ learning needs
 - 2.3 Review the importance of engaging LGBTQ students
 - 2.4 Discuss and describe the needs of LGBTQ students
3. Understanding the impact on bias & discrimination of LGBTQ students
 - 3.1 Explore bias on LGBTQ youth
 - 3.2 Explore current school and state initiatives regarding LGBTQ students
 - 3.3 Examine and explore national organizations that help educate others about LGBTQ students
4. Examine methods to improve LGBTQ inclusivity in your school community
 - 4.1 Explore successful LGBTQ frameworks
 - 4.2 Explore methods and mediums on educating students about LGBTQ perceptions/views
 - 4.3 Explore inclusive approaches of LGBTQ needs
 - 4.4 Discuss engaging students about the LGBTQ community
5. Examine characteristics of LGBTQ students
 - 5.1 Review common characteristics of LGBTQ students
 - 5.2 Compare profiles of LGBTQ students
 - 5.3 Read literature summarizing learning strategies for LGBTQ students
 - 5.4 Explore and evaluate websites that share "tips and tricks" of video use in the classroom
6. Developing Safe and Supportive Environments for LGBTQ student
 - 6.1 Explore and evaluate ways to create safe spaces for LGBTQ students
 - 6.2 Explore and evaluate ways to educate students across content areas about LGBTQ individuals
 - 6.3 Explore ways to create a Gay Straight Alliance (GSA)
 - 6.4 Explore curriculum and resources that educates all about LGBTQ
7. Recognize the need to support to the social and emotional needs of LGBTQ student and their parents
 - 7.1 Explore and review the social and emotional needs of the LGBTQ student
 - 7.2 Explore and evaluate ways to support LGBTQ parents
 - 7.3 Explore ways to support straight parents with a LGBTQ child
 - 7.4 Examine organizations that can help support the social emotional needs of families with a LGBTQ family member

8. Explore, examine and reflect on resources that support LGBTQ students and families
 - 8.1 Explore, evaluate, and review LGBTQ online resources
 - 8.2 Explore, evaluate, and review LGBTQ organizations
 - 8.3 Explore, evaluate, and review LGBTQ literature
 - 8.4 Develop a list of resources for students and parents about LGBTQ

Teaching Methodology and Delivery Model

Teaching methodologies of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 8 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.
- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing 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 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

Day One

LGBTQ History

Participants will learn about the history of the LGBTQ movement and its impact on education. The definition of LGBTQ will be explored and participants will reflect on what their school has to offer and support LGBTQ students. A review of the Gay, Lesbian, Straight Education Network will be discussed.

Perceptions and Myths of LGBTQ Students

Participants will explore myths of LGBTQ students and ways to address them in classroom. The needs of LGBTQ students will be discussed and ways to engage conversation about LGBTQ perceptions will be reviewed.

Day Two

The Impact on Bias & Discrimination of LGBTQ Students

Participants will explore bias against LGBTQ students. A review of current school and state initiatives regarding LGBTQ students will be explored and reflected on. Participants will review and explore national organizations that help educate others about LGBTQ students.

Day Three

Improving LGBTQ Inclusivity

Participants will explore ways to improve LGBTQ inclusivity at their school and discuss mediums to educate all students. Successful approaches to improve LGBTQ inclusiveness will be reviewed and discussed.

Characteristics of LGBTQ Students

Participants will review common characteristics of LGBTQ students and profiles. Learning strategies for LGBTQ students will be discussed and literature supporting these strategies will be reviewed.

Day Four

Developing Safe and Supportive Environments

Participants will explore ways to create safe spaces for LGBTQ students, as well as ways to educate students across content areas about LGBTQ issues and concerns. The development or enhancement of a Gay Straight Alliance (GSA) will be examined and discussed. A variety of curriculum resources will be explored.

Day Five

Supporting the Social & Emotional Needs of LGBTQ Students & Parents

Participants will review the social and emotional needs of LGBTQ students and their parents. Resources will be examined to support a variety of family structures that have a LGBTQ family member. The creation of positive support structures will be outlined.

Reflecting on LGBTQ Resources to Help Others Advocate

Participants will review a variety of online websites, literature, and organizations to better promote and make others aware about LGBTQ advocacy and needs.

Final Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments 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 within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

Assessment and 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 instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will 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.