



**LGBTQ Students:
Meeting Academic, Social, and Emotional Needs
Online Self-Paced 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.

System Requirements

This is specific for technology or online course.

- Computer with word processing software
- Internet access connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and supplementary materials is embedded throughout the course. Assigned and recommended readings are listed in each milestone.

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 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 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, 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.

Final Projects

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.

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.

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.

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 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.

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.

Alignment to the Danielson Framework for Effective Teaching

The *Danielson Framework for Effective Teaching* is designed to provide educators with a structure for analyzing and assessing teacher practice and in constructing techniques to strengthen that practice.

Danielson, C. (2009). *Implementing the framework for teaching in enhancing professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Compliance with National Board of Professional Teaching Standards (NBPTS)

The NBPTS represents the highest level of professional achievement in the continuum of teacher professional development.

National Board for Professional Teaching Standards, www.nbpts.org

Compliance with Council for the Accreditation of Educator Preparation

CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Council for the Accreditation of Educator Preparation. (2016, June). www.caepnet.org