# Course Syllabus:

# Creating School Environments Free from Harassment, Intimidation and Bullying

**Creating School Environments Free from Harassment, Intimidation and Bullying
45 Hours or 3 Graduate Credits**

**Course Access:** Upon enrollment, you have 180 days to complete your online course in our eClassroom. If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

**Course Description**

Children in our schools need to be free of fear and distress in order to develop fully academically, socially, and emotionally. Sadly, many students have been subject to harassment, intimidation, and bullying in schools. The situation is worse when students are discriminated against or targeted for their immutable characteristics. These include, but are not limited to, sex, race, ethnicity, national origin, sexual orientation, and ELL status. This course will examine bullying through the framework of Harassment, Intimidation, and Bullying (HIB) law and theory - which is the foundation of many states' anti-bullying policies.

Participants in this course will begin the course by learning about the threat of harassment, intimidation, discrimination, and bullying - and the legal and ethical responsibilities of educators to counteract these harmful acts. Participants will also analyze various case studies to see how the issues may play out in a real-life scenario. This information and analysis include hostile acts such as bullying and hate speech, and also systemic problems that prevent access to the curriculum or programs for certain students.

The remainder of the course will focus on creating proactive steps to implement in your own classroom and school. Participants will learn how to create a welcoming classroom atmosphere for *all* students and will create a positive classroom environment plan. Participants will learn about research-based practices in anti-bullying, character education, and school climate. Additionally, participants synthesis all course learning into a school wide action plan to prevent discriminatory harassment and bullying.

Overall, participation in this class will help educators foster a classroom and school environment that is free of discrimination and uplift all students. These efforts may be required and vital for students from traditionally marginalized groups - but implementation will benefit everyone in the school. The course supports the physical and emotional safety of each and every student. Each student will grow and develop best in an inclusive school where everyone is free to pursue their academic and social development free of judgment, harassment, and bullying.

**Course Objectives: By the end of the course, participants will:**

At the end of this course, the learner will be able to:
- Explain the overlapping terms of HIB, discrimination, bullying, and cyberbullying

- Describe which student groups are of greatest risk for HIB and discrimination
- Analyze the types of HIB and discrimination faced by different groups
- Explain how to create a welcoming and affirming classroom environment
- Describe how social-emotional learning can help create a positive classroom and school environment
- Explain how a positive school climate can be achieved with a PBSIS system
- Analyze specific strategies in various anti-bullying programs
- Utilize best practices in character education in your school
- Propose and evaluate responses to harassment, intimidation, and bullying
- Evaluate solutions to systematic barriers
- Synthesize learning about HIB, SEL, anti-bullying, and character education
- Create a comprehensive plan to prevent discriminatory harassment, intimidation, and bullying at your school
- Reflect on how your ability to prevent and respond to harassment, intimidation, bullying, and discrimination have improved from course activities

**Alignment to the [Charlotte Danielson Framework for Teaching](#)**

**Domain 2:  Classroom Environment**

- 2a Creating an Environment of Respect and Rapport
- 2d Managing Student Behavior

**Domain 4:  Professional Responsibilities**

- 4c Communicating With Families
- 4d Participating In The Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

**Course Components**

This course consists of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

**Credit:**

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.

- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may be kept for your records.

**Course Outline**

**Module 1: Harassment, Bullying, and Intimidation**
- Presentation 1: Creating a Brave Learning Space
- Discussion Board: Participating in a Brave Learning Space
- Presentation 2: One Boy's Story
- Presentation 3: Course Overview
- Presentation 4: HIB
- Discussion Board: Understanding the Terms

**Module 2: Students at Risk**
- Presentation 1: Students at Risk
- Discussion Board: Diversity in Your School
- Presentation 2: LGBQT status
- Presentation 3: Race, Religion, and Ethnicity
- Presentation 4: Disability
- Discussion Board: Lack of Access

**Module 3: A Welcoming Environment**
- Presentation 1: The CR-SE Framework
- Presentation 2: Welcoming and Affirming Environment
- Discussion Board: Reflecting Your Community
- Presentation 3: Social Emotional Learning
- Discussion Board: Making Time for SEL
- Presentation 4: Beginning Your Action Plan
- Authentic Task 1: A Welcoming Environment Plan

**Module 4: Systems**
- Presentation 1: School Wide Systems
- Presentation 2: PBSIS
- Discussion Board: Anti-Bullying Programs at Your School
- Presentation 3: Anti-Bullying Programs
- Presentation 4: Character Education
- Discussion Board: The Value of Systems

**Module 5: Case Studies**
- Presentation 1: Case Study #1 Racial Harassment in the Halls
- Presentation 2: Case Study #2 Online Anti-Semitism

- Discussion Board: Preventing Racial, Ethnic, and Religious Bullying
- Presentation 3: Case Study #3 A Language Barrier
- Presentation 4: Case Study #4 Lack of Access
- Authentic Task 2: Case Study Analysis
- Discussion Board: A Problem That Can Go Unnoticed

**Module #6: Creating an Action Plan**
- Presentation 1: Elements of An Action Plan
- Discussion Board: Assembling a Team
- Presentation 2: Creating Your Action Plan
- Presentation 3: Course Summary
- Presentation 4: Final Reflection
- Discussion Board: Reflecting on the Course

**Final Project:**
Participants create a schoolwide action plan that develops more equitable practices for underserved and marginalized students.

**Grading Policy:**
**100%-90% = A**
**89%-80% = B**
**79% and below is Not Passing**

| Course Component | Percentage of Final Grade |
| --- | --- |
| Authentic Tasks (2) | 40% |
| Discussion Boards (12) | 25% |
| Final Project | 35% |

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

**Compliance with and Commitment to the American Disabilities Act:**

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 complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity Policy:**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.