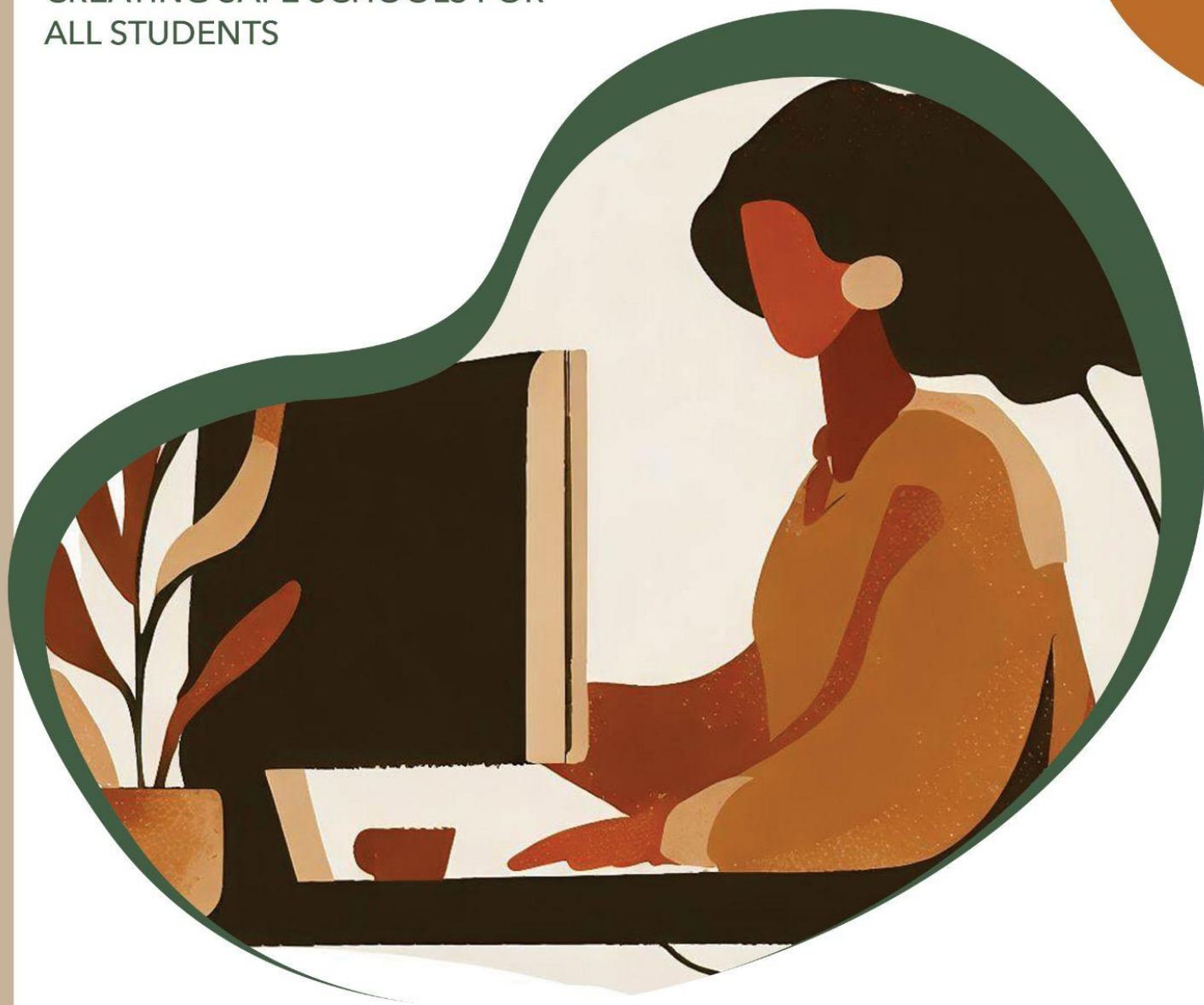# Course Syllabus

PREVENTING (CYBER)BULLYING: CREATING SAFE SCHOOLS FOR ALL STUDENTS

Preventing (Cyber) Bullying: Creating Safe Schools for All Students
45 Hours or 3 Graduate Credits

Course Description

When students don't feel safe in school, they don't thrive academically, socially, and emotionally. Participants of this course will be equipped with the knowledge and tools to build safe school communities that identify bullying behaviors quickly (even before they happen), empower students to move from bystander to advocate, and use character development and social-emotional learning to build stronger school communities.

Participants will leave the course with a framework for implementing classroom meetings to foster a positive classroom climate, integrating social-emotional learning/character education, and speaking with key stakeholders (parents, other teachers, and administrators) to prevent (cyber)bullying in/out of the classroom.

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

- Conclude that building and maintaining safe communities for children facilitates their learning and fosters positive personal growth and development
- Develop a fundamental understanding of bullying behavior and the roles that stakeholders play
- Differentiate between types of bullying behavior including aggression, discriminatory harassment, and cyberbullying
- Evaluate how differing forms of bullying warrant various intervention and prevention approaches
- Assess the need for bullying prevention interventions within his/her own classrooms, schools, and districts
- Propose effective teacher-based strategies for bullying intervention/prevention both within and outside the classroom: character education, social-emotional learning, and classroom management strategies
- Conclude how social-emotional learning and character education is a foundation for fostering citizenship in students and promoting safe and supportive learning environments
- Establish communities of practice within a school that act as collaborative measures in facilitating and maintaining positive school culture and climate

Alignment to the Charlotte Danielson Framework for Teaching

Domain 2: Classroom Environment

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

Course Components

This course is comprised 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.

Course Outline

Module 1: Understanding Bullying
- The Importance of Safe School Communities
- Bullying Defined - Distinguishing Between Misbehaviors
- Populations At Higher Risk Of Bullying
- The Teacher As Advocate

Module 2: The Bullying Dynamic: What Are The Key Roles?
- Psychology of Bullying Behavior
- Who Is At Risk of Being Bullied?
- Bystanders: A Critical Role In Bullying
- The Overlap Of Bullying and Victimization

Module 3: Designing Effective Teacher Interventions
- Defining Professional Responsibilities
- Misconceptions in Addressing Bullying Behavior
- Strategies for Approaching Bullying
- Partnering With Parents

Module 4: Beyond Schools-Cyberbullying
- Cyberbullying Versus Traditional Bullying
- Why Is It So Hard To Address Cyberbullying
- How to Address Cyberbullying
- Cyberbullying Prevention

Module 5: Best Practices for Bullying Prevention
- Designing Effective Prevention Measures

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- Character Education
- Social-Emotional Learning
- Teacher-Driven Measures

Module 6: School Wide Bullying Prevention
- Critical Elements of Positive School Culture and Climate
- Planning Initiatives
- Targeting School Wide Needs

Final Project:

In this course, you will learn how social-emotional learning and character education are critical for establishing safe school communities. For the final project, you are tasked with developing an original initiative that utilizes social-emotional learning and character education for bullying prevention. This initiative can be implemented either just within your own classroom, across several classrooms (as in a grade-level or content area), or at the whole school level.

Key Questions:
Create a social-emotional learning and/or character education initiative to be implemented throughout the school year. This should include:
- Classroom/school community character motto or mission statement
- Key citizenship rules
- Student/class opportunities to engage in the initiative
- Teacher-focused opportunities to engage in the initiative
- Creative and innovative, age-appropriate measures in building positive classroom, team, grade-level, or school climate and culture (can include classroom meetings, safe spaces in the classroom, emotional regulation strategies, etc.).
- Opportunities to engage in service projects to foster principles of good character and citizenship.

Grading Policy

100%-90% = A
89%-80% = B
79% and below is Not Passing

Course Component	Percentage of Final Grade

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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.

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 kept for your records.

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.

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