

## ***Syllabus: Graduate Teacher Education Courses***

**ED 500**

**Course Title: Bullying Prevention Strategies for Your Classroom**

**Credit Hours:** Three credits

**Course Format:** *Online*

**Instructor Name & Contact Information:** Jim Place, 162 Strathmoor Crossing, Dayton, OH 45429, 937-602-0495

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**Catalog Description:** This course is designed for teachers, administrators, counselors, and coaches. This course will provide the opportunity to develop a unique personal plan for responding to bullying situations and developing a proactive plan to prevent bullying. This class focuses on strategies and plans that have successfully worked in a wide variety of school districts to build a more positive school climate and decrease bullying.

This course will provide an introduction to bullying by Jim Place. There are three guest presenters:

- Jim Bisenius is a national speaker in the area of bullying. He provides the students with an understanding of all aspects of bullying and the ten steps on how to respond to the bullying. He explains in detail how students are bullied by social exclusion.
- Steve Smith, Author of *Digital Citizenship*, presents a detailed presentation on cyberbullying. Students will receive the most current information on the online sites students have access. The students will be given a structured plan on how to use this information in their education setting
- Josh Kauffman is the principal at Bluffton Middle School and has developed an award-winning program for preventing bullying. Students will be given a plan for all levels that they can implement.

**Required Text(s) and Other Materials:** None

**Technology Requirements:** Access to Gmail and Google classroom

**Course Objectives:** Upon completion of the course, the student will have accomplished the objectives listed under the following categories:

### **Knowledge:**

1. Understand the personality of a bully.
2. Recognize bullying in schools and all aspects of life.
3. Understand the three groups of people; Bullies, Leaders, and Followers, and the relation they have with each other.

4. Stress educating the Followers as opposed to the past practices of trying to change the Bullies.
5. Obtain knowledge of cyberbullying
6. Identify the apps students are exposed to and how the students' use of these apps affect their education.
7. A working anti-bullying program will be provided for all levels of K-12 schools
8. Identify the characteristics of a positive work environment/school.
9. Explain various ways in which the educator can help his/her staff provide bullying prevention instruction for students.
10. Recognize bullying within the school staff and develop a positive plan to prevent this.

**Skills:**

1. Develop a personal philosophy regarding positive strategies to prevent bullying.
2. Develop a personal plan for responding to bullying situations.
3. Navigate the online programs the students are exposed to.
4. Demonstrate competence in writing through required assignments.

**Dispositions:**

1. Students will have a plan for responding to the situation of a student being bullied.
2. Students will recognize the pattern of social exclusion.
3. Students will understand the importance of having current information in the ever changing world of cyber- bullying.
4. Appreciate the importance of working in a global, multicultural, nonsexist society.
5. Respect for all individuals—their uniqueness and value systems in dealing with others.
6. Appreciate the strengths and weaknesses in one's self and others.

**STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1

6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

### Course Requirements:

#### Class Description/Overview:

- A YouTube playlist will be posted on the Google Classroom and consist of videos from nationally known speakers. Please watch all of the featured presenters.
- A worksheet with a list of reflection questions will go with the presentations and lectures. Students can pause the presentations to complete the reflection questions.
- Class participation. Google hangout discussion groups: one night, three hours which will include Q&A with the instructor, the featured speakers, and break out groups for discussion.
  - Students will prepare and post a question prior to the live virtual discussion.
  - Students will participate in online group discussions.
  - Students will participate in the online question and answer discussions.
  - Students will complete a response sheet in collaboration with peers.
- Students must participate in both the synchronous and asynchronous components of the class.

<b>Requirements for Three Credits</b>	<b>Students Effort (hours)</b>
Watch all videos posted on Google Classroom.	7
Reflect on videos, respond to questions on the worksheet and prepare for discussion/questions.	3
Email instructor one question after viewing and reflecting on videos. The question will be addressed the night of the live virtual discussion.	.5
Participate in a live three hour class including discussion with fellow educators, guest speakers and a Q & A session with the instructor. Students will complete a response sheet in collaboration with peers.	3

<p>Reflect on the ideas shared in the live discussion and how these ideas impact you as an educator.</p>	<p>1.5</p>
<p>Write a six page reflection paper to the required work provided. Include how you are going to implement at least one idea from class into your educational setting. The paper must be typed, double-spaced, 12-point Times New Roman font, following APA protocol.</p>	<p>15</p>
<p>Complete <b>one</b> of the following options:</p>	<p>15</p>
<p>A. Book Critique - Read one of the books provided below and write a two page critique of the book. You should include a summary, how the book relates to your classroom, and how you will implement an idea from the book.</p> <p>B. Become a Character Education Leader - Take a leadership role in your grade level or content area Professional Learning Community (PLC), building, or district that involves character education. Write a two-page paper as assigned in class. Your principal's signature will be required to verify. These activities could include but are not limited to:</p> <ul style="list-style-type: none"> <li>● A parent information night</li> <li>● An all-school assembly</li> <li>● An all-school character program</li> <li>● Your school applying for an award based upon character education</li> <li>● Membership in your school's PBIS Committee</li> <li>● Starting a character based program in your content/building/district from something you have learned in the class</li> <li>● Leadership Roles as approved by the instructor</li> <li>● Please submit this <a href="#">form</a> with your administrator's signature</li> </ul> <p>C. Speaker - Arrange for nationally recognized speaker Stephen Smith or Jim Bisenius to make a presentation at your school. You may work on this with other people and all receive credit.</p> <p>D. Character Education Book - Students must read the entire <a href="#">Are You a Character Educator</a> by Jim Place and write a two page reflection paper outlining the philosophies that resonated with them the most and why.</p> <p>E. Philosophy Book - Students must read the entire <a href="#">Jim Place's Philosophy Book</a> and write a two page reflection paper outlining the philosophies that resonated with them the most and why.</p> <p>F. Community Service - Volunteer a minimum of six hours at an organization that will inspire you to be a character educator and design lessons with social justice in mind for students. These hours can be with or without students. The site manager's signature is required. Please use this <a href="#">form</a> for the signature.</p> <ul style="list-style-type: none"> <li>● Write a two page reflection paper on your experience and how this will impact your lesson design and the impact of community service to your students.</li> <li>● Suggested organizations include but are not limited to:</li> </ul>	

<ul style="list-style-type: none"> <li>● St. Vincent DePaul</li> <li>● House of Bread</li> <li>● The Free Store Food Bank</li> <li>● Any local food pantry or soup kitchen</li> <li>● Organizations as approved by the instructors.</li> </ul> <p>G. Character Professional Learning Community - Form a Professional Learning Community of Character Educators at your school or in your district. You must have at least three other members in your PLC. Your group must meet at least five times (in person or virtually) for a minimum of one hour to discuss how you can create more positive character programs for your school or district.</p> <ul style="list-style-type: none"> <li>● The PLC must create a product that builds better character in their school. Examples include but are not limited to: <ul style="list-style-type: none"> <li>● PBIS initiative</li> <li>● School-wide character week</li> <li>● Professional Development for staff</li> <li>● Social-Emotional Standards based lesson examples for all content areas</li> </ul> </li> <li>● A two page paper reflecting on your work is required.</li> </ul> <p>H. Character Lesson Design - Implement a character lesson or program in your class or school that you learned in class. The planning and execution should consist of a minimum of six hours of work. Your principal's signature will be required. Write a two page reflection paper on the lesson design, implementation, barriers, and successes of your character program.</p> <p>I. <i>A Wired Family</i> - Stephen Smith's blog - Explore and navigate through Stephen Smith's blog, <i>A Wired Family</i>. You will need to read or watch seven articles/videos. You must write a summary and how this information impacts your educational setting or students for each article/video and submit. Each summary should be a minimum of 100 words. Then, you must arrange a meeting with a counselor or administrator in your district to share with them what you learned and how your district can prevent online bullying. Signature is required for proof of meeting. **Please note that not all the blog's articles/videos are about bullying but all topics are relevant to keeping students safe while online and are therefore valid for your graduate credit.</p>	
<p>Total for three credit hours</p>	<p>45</p>

\*\*You may not repeat a specific assignment that you completed for another class. You may choose the same option, but it has to be new material, lessons, PLCs, etc.

**Approved Book Critique Books**

*A Wired Family* by Stephen J. Smith

*Social Media & the Adolescent Digital Tribe: Navigating the Teen World ...*  
By Stephen J. Smith

*Reset Your Child's Brain: A Four-Week Plan to End Meltdowns, Raise Grades, and Boost Social Skills by Reversing the Effects of Electronic Screen-Time* By Victoria L. Dunckley

*Be The Hero You've Been Waiting For* by Yvonne and Rich Dutra-St. John  
*Principals Who Dare to Care* by Dr. A. William Place

*Little Girls Can Be So Mean* by Michelle Anthony & Renya Lindert

*Bullied* by Carrie Goldman

*The Bully, the Bullied, and the Bystander* by Barbara Coloroso

*Words Will Never Hurt Me* by Sally Ogden

*I Didn't Know I was a Bully* by Melissa Richards

*A Smart Kid's Guide to Online Bullying* by David Jakubiak

*10 Truths About Leadership* by Pete Luongo

*It Gets Better: Coming Out, Overcoming Bullying and Creating a Life Worth Living* by Dan Savage and Terry Miller

**Attendance/Participation:** Attendance is required for the live three hour virtual class.

**Grading:** Students will earn a Satisfactory (S) or Unsatisfactory (U) grade for this class. To earn a S students must successfully complete the work as outlined above.

**Late Work:** An assignment is late if it is not turned in at the place, date, and time established by the instructor. The instructor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the instructor before the due date (and not the night before) in order for any extension to be given.

**Incomplete Grades:** Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at

<https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Accommodations:** If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in LARC 169, and can be reached by phone (719-549-2648) and email ([dro@csupueblo.edu](mailto:dro@csupueblo.edu)).

**Academic Dishonesty:** Academic dishonesty is any form of cheating that results in students giving or

receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

**Mandatory Reporting:** Colorado State University Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional equity](http://www.csupueblo.edu/institutional-equity)).

Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: *discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.*