



Understanding & Supporting Transgender Youth

Number of Credits: 1*

Course Instructors: Jordan Mix

Course Description: The landscape of transgender visibility has undergone a remarkable transformation over the past 15 years. With transgender celebrities assuming prominent roles in media, the power of social media amplifying personal narratives, and national surveys shedding light on disparities in care and support, awareness of transgender experiences has surged. This heightened awareness has extended into academic spheres, exposing the divergent school experiences of transgender students and prompting scrutiny of policies aimed at bolstering their support.

While states like Iowa have enacted legal safeguards to prevent discrimination against students, the mere existence of these laws does little to tangibly improve student experiences without proper training and resources. This course is designed to bridge that gap by empowering Iowa's educators and youth-serving professionals to effectively address the needs of transgender and gender non-conforming students. From mastering foundational terminology and adopting gender-inclusive language to exploring the nuanced global history of gender and navigating evolving local legislation, participants will emerge equipped with the knowledge and tools needed to foster inclusive and supportive learning environments for all students.

Learning Objectives: Upon completion of this course, students will be able to:

- Understand terminology surrounding transgender identities and experiences
- Analyze the historical and contemporary landscape of transgender visibility
- Evaluate the impact of state-level legal protections on the educational experiences of transgender and gender non-conforming students
- Develop strategies for creating gender-inclusive learning environments
- Apply knowledge of local legislation and policy changes relevant to transgender students in Iowa

Resources: No texts are required to purchase in order to complete this course. All resources will be provided to you in the course modules.

- Banks, James. (1989). *Approaches to Multicultural Reform*.
James Banks' theory of four different approaches to multicultural reform presents is one of the most recognized frameworks for implementing a multicultural education. In the excerpt used in this course, Banks describes four methods by which education professionals introduce multicultural lessons and content to their students, describing the pros and cons of each. This breakdown is helpful for educators to pinpoint which approach they are currently comfortable with and which they are striving for.
- Brill, S., & Pepper, R. (2008). *The transgender child: A handbook for families and professionals*. Cleis Press.

This guidebook explores the unique challenges that thousands of families face every day raising their children in every city and state. Through extensive research and interviews, the authors cover gender variance from birth through college.

***Course Requirements:** To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent a confirmation email that includes the course dates you registered for.
- A few days before your course is scheduled to begin, you will receive an invitation from Canvas Instructure to join your course. Please follow the prompts in that email to log in and access your course.
- Access each assignment through the course home page or the “Modules” page in your course’s left hand navigation menu. All assignments will be submitted through the Canvas platform.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) on specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, and has a definitive course end date, However you may work at your own pace within the three-week timeframe.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- For all discussions you will be asked to respond to your classmates’ posts. If you are the first poster for an assignment, or if there are not yet enough posts for you to respond to the minimum number of posts, *you are responsible for returning to lessons you’ve already completed to ensure you are participating in class discussions*. Not doing so may result in losing participation points. In the event that you are in a course with three or fewer students, your instructor will reach out with further instruction on meeting participation requirements.
- You may work collaboratively and submit *similar* responses on all assignments except for quizzes which must be done individually. **Under no circumstances may you copy/paste the same response as a classmate**, even if you collaborate on the assignment. Copying and pasting your classmates’ or colleagues’ responses will be treated as plagiarism and may be grounds for failing the course. Please contact your course instructor with any questions.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Assignment Checklist/Schedule:

Topic/Activity	In Class	Out of Class
Getting to Know the Class; Additional Readings: Take some time to work through the "getting started" module; watch the welcome video from the instructor, review the Canvas 101 instructions, and peruse the readings for the course under the "files" tab. Before beginning the course, participants are required to score 100% on a quiz on the transcript request procedure.		3 hours
<u>Week 1 - Getting Started</u>		
Discussion: Introductions – Participants will review the week 1 introduction from the course instructor before introducing themselves to their classmates in a discussion post. Participants will need to respond to a minimum of two classmates to fulfill all requirements for this assignment.	30 minutes	2 hours
Discussion: Terminology – Participants will review common terms used to talk about gender identity and transgender experiences. Participants will complete a series of discussion questions to share about their learning.	1 hour	2 hours

Discussion: Identity, Expression, and the Genderbread Person – Participants will use their new terminology knowledge in tandem with the Genderbread person to visualize the difference between gender expression and gender identity. Participants will then use the Genderbread person to map their own gender identity and expression.	2 hour	2.5 hours
Discussion: History of Trans – Before reading, participants will discuss their own history of hearing or learning about transgender people. Then, they will watch video segments on Two-Spirit peoples, and listen to a podcast episode to familiarize themselves with the long history of transgender identities throughout the world. Finally, participants will discuss what surprised them most about the history of transgender identities, and whether this new information has challenged ideas about the “fad” of being trans.	2 hours	3 hours
Discussion: Gender and Child Development – Participants will read about the way children develop a sense of gender by reading chapter 3 of The Transgender Child, along with an excerpt from chapter 1. Participants will discuss the ways in which assigned gender roles influence the way children understand and identify gender in themselves and others.	1 hour	2.5 hours
<u>Week 2 - Diving Deeper</u>		
Quiz: Legal Landscape - In this lesson, participants will review various laws affecting transgender Iowans, such as: The Iowa Civil Rights Code, SF 482, SF 496, and HF 2416. They will also review a summary of legislative changes that have been implemented since 2023 and take a quiz to ensure their understanding.	1.5 hours	2 hours
Discussion: All about Pronouns – Participants will read material published by a linguistics professor at the University of Illinois Urbana-Champaign as well as an article from the National Education Association on why honoring a students’ pronouns are important. Participants will complete a series of discussion questions and respond to at least two of their classmates.	1 hour	2 hours
Discussion: Classroom and School Inclusion – Participants review resources on how to implement inclusive language into their classroom or school space, everyday. They will also read the 4 approaches to multicultural education from James Banks and answer a series of discussion questions. They’ll respond to at least two of their classmates’ posts.	1 hour	2 hours
<u>Week 3 - Putting it to Work</u>		
Discussion: Navigating Conflict – In this session focusing on upholding our responsibilities as educators to maintain a safe and accessible learning environment for all students, participants will read a series of articles and practice strategies about how to navigate disagreement or conflict when it arises in a school space, in response to a marginalized student group. Participants will complete discussion questions and respond to at least two of their classmates’ posts.	1 hour	2 hours

Quiz: Privacy & Confidentiality – Participants will review a series of federal law ensuring student privacy, including FERPA and HIPAA as well as an article about the application of those laws in relation to transgender students. Participants will take a short quiz to ensure their understanding.	1 hour	2.5 hours
Discussion: Access to Support Services – In the final lesson of this course, participants will use survey data and information from national LGBTQ groups to reflect on what kinds of support services might be beneficial to transgender students at their school. They will answer a series of discussion questions and respond to at least two of their classmates' posts.	1 hour	1.5 hour
Final Assignment: Using the rubric found in this syllabus along with the prompt in the module, participants will design an implementation plan to use in their classroom/school/office or wherever they interact with students or those who make decisions affecting them. This plan will be about 1,000 words, and submitted in the student's preferred medium.	2 hours	3 hours
Total Class Time	15 hours	30 hours

Coursework: Participants can earn up to 100 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
9 Discussion Posts (5 Points Each)	45
2 Quizzes	15
Final Assignment	25
Total	85

Grading Scale – Graduate Credit

100-90% (80 pts-76.5 pts)	A
89-80% (76.5 pts - 68 pts)	B
79-70% (68 - 59.5 pts)	C
69-60% (59.5 - 51 pts)	D
59%-Below (59 pts-below)	F

Grading Scale - License Renewal Credit

100-80% (80 - 68 pts)	P
79%-Below (<68 points)	NP

Student Requirements Students are required to:

- Participate in **ALL** discussion forums and quizzes
- Complete the final assignment

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

Grading Rubrics for Individual Activities

15 Discussions (75 points possible) Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Final Assignment (25 points possible)

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25