



Harassment, Bullying & Cyber-Intimidation in Schools

Instructor Name: Dr. Candyce Reynolds
Phone: 509-891-7219
Office Hours: 8 a.m. to 5 p.m. PST Monday - Friday
Email: candyce_reynolds@virtualeduc.com
Address: Virtual Education Software
23403 E Mission Avenue, Suite 220F
Liberty Lake, WA 99019
Technical Support: support@virtualeduc.com

Introduction

Harassment, Bullying & Cyber-Intimidation in Schools will discuss definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. The course will address what we know about these troubling areas. We will then explore preventative strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Harassment, Bullying & Cyber-Intimidation in Schools*
Publisher: Virtual Education Software, inc. 2009, Revised 2013, Revised 2016, Revised 2019, Revised 2022
Instructor: Dr. Candyce Reynolds, Ph.D.

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source.

Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout. A participant who fails to complete the entire course in the manner intended and as outlined, may have their grade reduced or fail the course. It is the student's responsibility to contact the facilitator, instructor-of-record, or VESi registrar if there is any question as to the manner in which this course is to be completed.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course that deepens your understanding of the laws and issues surrounding harassment, bullying and cyber-intimidation while providing assistance to victims who seek help. In addition, you will have increased awareness of the conditions that lend themselves to the creation and support of harassment and of the impact of harassment on individuals, schools, and the workplace. Finally, you will learn specific steps that individuals and organizations can take in order to prevent and respond to incidents of harassment.

Expected Learning Outcomes

At the conclusion of this course students will be able to:

- To trace the recent history and development of harassment and its relationship to discrimination, thereby increasing knowledge and understanding of its impact on individuals and the workplace
- To increase awareness and understanding of social and cultural factors contributing to harassment, and the response to and perception of harassment
- To know and understand the legal and operational definitions of harassment
- To know and understand the forms of sexual harassment and its relationship to prejudice, discrimination, and power differentials
- To know and understand the concepts behind the term "reasonable woman" as it pertains to sexual harassment issues
- To know and understand the problematic legal issues surrounding workplace romances
- To provide guidelines for the development and implementation of a sexual harassment policy applicable to the school or work site
- To increase knowledge of the extent and impact of sexual harassment on the victim and in the workplace
- To understand the steps that can be taken if someone is sexually harassed

- To identify strategies/behaviors to stop sexual harassment
- To increase knowledge of the responsibilities of supervisors and organizations in preventing and responding to harassment
- To know about gender harassment on the Internet and preventative steps to take
- To identify the dynamics of bullying in general
- To know the impact of bullying on the individuals involved
- To comprehend the impact of bullying on the school environment
- To understand the definition of cyber-bullying and intimidation
- To understand the methods used in cyber-bullying
- To be aware of the types of cyber-bullying that can occur
- To identify prevention strategies for bullying and cyber-bullying that schools can implement
- To offer ways that schools can support parents in preventing cyber-bullying
- To know and understand remediation possibilities for bullying and cyber-bullying

Course Description

Our educational institutions are, ideally, places where faculty and students are able to work and learn in a setting that is free from intimidation and offensive, hostile behavior. Unfortunately, this is not always the case. Harassment, specifically sexual harassment, bullying, and cyber-intimidation, effectively prevents this type of environment. As a result, all members of the academic community have a constant and meaningful interest in eliminating all forms of harassment. Schools have a *de facto* obligation to provide all persons with the promise of being able to develop professionally, intellectually, personally, and socially in egalitarian and humane surroundings.

Sadly, harassment in schools is more prevalent than we would like to imagine. A nationally representative survey of 1,965 7–12 grade students conducted in 2011 (AAUW, 2011) found that 48% of students experienced some form of sexual harassment with 87% saying it had a negative effect on them. Only 27% reported they talked with parents and family and only 23% talked with friends. About 1/2 of the students reported they did nothing afterward in response to the harassment. Project PAVE (2008) in Denver, CO reports that 5 million elementary and junior high students are impacted by bullying in the U.S. With the advent of social networking sites on the internet, sexual harassment and bullying have also moved into cyberspace. An i-SAFE America survey of more than 20,700 5th to 8th graders found that 37% reported that someone had said or done mean or hateful things to them online. A study of teenagers found that 70% of those who reported being a victim of sexually harassing behavior experienced it over the internet (Kelsey, 2007).

The risk that all public and private school environments face is high in terms of diminished productivity, lost time, and profound legal ramifications and financial liability for both the harasser and the administration. The increasing prevalence of all forms of harassment has generated increased awareness and involvement of courts, legislatures, society, school districts, students, parents, and staff. This increased awareness has lowered tolerance for harassment and inappropriate behavior in schools. It is essential that institutions and workplaces confront and address harassment, as it constitutes a violation of an individual's legal rights. Harassment also

threatens the physical and emotional well-being and performance of staff and interferes with the learning experience of students.

This class will discuss definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. The following sections will address what we know about these troubling areas. The final section will explore preventative strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all.

Student Expectations

As a student you will be expected to:

- Students are required to view/read each screen in each exercise of each chapter. Screens, exercises and chapter content may not be skipped. Students are also required to access and read all content in each course handout.
- Complete all three section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Chapter Topics

Chapter 1 – Sexual Harassment

Introduction

Sexual Harassment

Definition of Sexual Harassment

Sexual Nature

Quid Pro Quo

Hostile Environment

Scenario

Recognizing Harassment

Workplace Components

Impact of Sexual Harassment

Effects of Sexual Harassment

Scenario

Chapter 2 – Bullying & Cyber-Intimidation

Overview

Definitions

Scenario

Cyber-Bullying Behaviors

Scenario

Cyber-Bullying Technologies

Face-to-Face Bullying vs. Cyber-Bullying

Understanding the Dynamics of Bullying

Chapter 3 – Prevention & Intervention

The Need

Developing a Safe Organizational Culture

The Law & Sexual Harassment

Preventive Measures for Sexual Harassment

Sexual Harassment Policy

Internet Use

Workplace Environment

Scenario

Bullying at School

Cyber-Intimidation

Responding to Bullying

Parents Managing Cyber-Bullying

Scenario

Examinations

At the end of each chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam section before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may impact your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link. You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.***

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

You must click SAVE before you write another essay or move on to another part of the course.

Journal Article Summations

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D. or similar, on

the topic outlined within each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400 word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission you may go back at any point to edit your summaries, but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE before you write another summary or move on to another part of the course.

Instructor Description

Candyce Reynolds is director of University Foundations (General Education) and professor of Psychological Sciences at Boise State University. She was recently professor of Post Secondary Adult and Continuing Education in the Graduate School of Education at Portland State University and the chair of the Educational Leadership and Policy department. Her current scholarship is focused on developing inclusive classrooms and the role of a supportive environment on student learning. She has served at Portland State University as the director of Affirmative Action, where she spearheaded the development of the Sexual Harassment Training Program and the development of the university’s sexual harassment and consensual relationship policy. She holds an AB in psychology and social welfare from UC Berkeley and an MS and PhD in Counseling Psychology from the University of Oregon. Dr. Reynolds is a past board member of Open Adoption and Family Services and of the Leadership and Entrepreneurial Public Charter High School in Portland, Oregon.

Contacting the Instructor

You may contact the instructor by emailing candyce_reynolds@virtualeduc.com or by calling 509-891-7219 Monday through Friday. When calling during office hours messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists, please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance, then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom

left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

Bibliography (Suggested Readings)

American Association of University Women. (2017). *Sexual misconduct in schools*.

<https://www.aauw.org/issues/education/sexual-misconduct/>

American Association of University Women. (2011). *Crossing the line: Sexual harassment at school*.

Retrieved from <http://www.aauw.org/research/crossing-the-line/>

American Defamation League. (2021, March 22). *Online hate and harassment: The American experience 2021*. Center for Technology & Society.

<https://www.adl.org/resources/report/online-hate-and-harassment-american-experience-2021>

Anderson, M., Kaufman, J., Simon, T. R., Barrios, L., Paulozzi, L., Ryan, G., . . . the School-Associated Violent Deaths Study Group. (2001). School-associated violent deaths in the United States, 1994–1999. *Journal of the American Medical Association*, 286, 2695–2702. Retrieved from <http://pdba.georgetown.edu/Security/citizensecurity/eeuu/documents/school-deaths.pdf>

Ashbaugh, L., & Cornell, D. (2008). Sexual harassment and bullying behaviors in sixth graders.

Journal of School Violence, 7, 21–38. doi:10.1300/J202v07n02_03

Bhat, C. S. (2008). Cyber bullying: Overview and strategies for school counsellors, guidance officers, and all school personnel. *Australian Journal of Guidance & Counseling*, 18(1), 53–66.

doi:10.1375/ajgc.18.1.53

Boulton, M. J., & Underwood, K. (1992). Bully victim problems among middle school children.

British Journal of Educational Psychology, 98, 1–13. doi:10.2753/EUE1056-4934250318

Brown, L. M., Chesney-Lind, M., & Stein, N. (2007). Patriarchy matters: Toward a genderized theory of teen violence and victimization. *Violence against Women*, 13(12), 1249–1273.

doi:10.1177/1077801207310430

Caldwell, A. (2016). *Bullying: Real and lasting ways to stop bullies, stand up for yourself and overcome fear*. CreateSpace.

Carlson, S. M. *Cyberbullying: Strategies to battle the hidden threat to school children*. Author.

Coloroso, B. (2009). *The bully, the bullied, and the bystander: From pre-school to high school—How parents and teachers can help break the cycle*. New York, NY: William Morrow.

- Cuenca-Piqueras, C. Fernandex-Prados, JS, & Gonzales-Moreno, MJ (2023) Approach to theoretical perspectives of “sexual harassment”: Review and bibliometric analysis from social sciences. *Front. Psychol.* 18:14.
- Davis v. Monroe County Board of Education, 120 F.3d 1390 (11th Cir. 1997), rev’d 526 U.S. 629 (1999).
- deLara, E. W. (2016). *Bullying scars: The impact on adult life and relationships*. London, UK: Oxford Press.
- Dodgen-Magee, D. (2018). *Devised!: Balancing life and technology in a digital world*. New York, NY: Rowman & Littlefield.
- Dominick, B. (2018). *Preventing workplace harassment in a #MeToo world: A guide to a harassment-free culture*. Alexandria, VA: Society for Human Resource Management.
- Eisenberg, M. E., & Aalsma, M. C. (2005). Bullying and peer victimization: Position paper of the Society of Adolescent Medicine. *Journal of Adolescent Health*, 36, 88–91. doi:10.1016/j.jadohealth.2004.09.004
- Ellison v. Brady, 924 Federal Reporter 2d Series.
- Equal Employment Opportunity Commission. (2008). Sexual harassment. Available from https://www.eeoc.gov/laws/types/sexual_harassment.cfm
- Farrell, N., Reisch, J., & Williams, K. (2015). *Ending harassment now: Keeping our kids safe at school*. Equal Rights Advocates. <https://www.equalrights.org/wp-content/uploads/2021/01/Ending-Harassment-Now-web1.pdf>
- Farrington, D. (1993). Understanding and preventing bullying. In M. Tonry (Ed.), *Crime and justice: A review of the research* (pp. 381–458). Chicago, IL: University of Chicago Press.
- Federal Bureau of Investigation. (2017). *FBI safe online surfing brochure*. Retrieved from <https://www.fbi.gov/file-repository/sos-brochure-2017.pdf/view>
- Fein, R., Vossekuil, B., Pollack, W., Borum, R., Modzeleski, W., & Reddy, M. (2002). *Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates*. Washington, DC: US Department of Education, Office of Elementary and Secondary Education, Safe and Drug-Free Schools Program and the Secret Service, National Threat Assessment Center.
- Finkelhor, D., Ormrod, R., Turner, H., & Hamby, S. L. (2005). The victimization of children and youth: A comprehensive, national survey. *Child Maltreatment*, 10, 5–25. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/15611323/>
- Ford, D. (2023) *Overcoming Cyberbullying: T.E.L.L., Xulon Press*.
- Gunderson, J. (2019). *Cyberbullying: Perpetrators, bystanders, and victims*. Author.
- Hampton Township School District. (n.d.). Internet safety resources. <https://www.htsd.org/services/technology/digital-learning/internet-safety-resources>

- Harris Interactive & GLSEN. (2005). *From teasing to torment: School climate in America; A survey of students and teachers*. GLSEN.
- Hill, C., & Silva, E. (2005). *Drawing the line: Sexual harassment on campus*. American Association of University Women.
- Hinduja, S., & Patchin, J. W. (2019). *Cyberbullying identification, prevention, and response: 2019 edition*. Cyberbullying Research Center. <https://cyberbullying.org/Cyberbullying-Identification-Prevention-Response-2019.pdf>
- Hinduja, S., & Patchin, J. W. (2012). *School climate 2.0: Preventing cyberbullying and sexting one classroom at a time*. Corwin.
- Hitchcock, J. A. (2019). *Cyber-bullying and the wild, wild web: What everyone needs to know*. Rowman & Littlefield.
- Hirsch, L., Lowen, C., & Santorelli, D. (2012). *Bully: An action plan for teachers, parents, and communities to combat the bullying crisis*. Weinstein Books.
- Homayoun, A. (2017). *Social media wellness: Helping tweens and teens thrive in an unbalanced digital world*. Corwin.
- Hoover, J. H., Oliver, R., & Hazler, R. J. (1992). Bullying: Perceptions of adolescent victims in the Midwestern USA. *School Psychology International*, 13, 5–16. <https://doi.org/10.1177/0143034392131001>
- Hornby, G. (2016). Bullying: An ecological approach to intervention in schools. *Preventing School Failure: Alternative Education for Children and Youth*, 60(3), 222–230. <https://doi.org/10.1080/1045988X.2015.1086969>
- iSAFE. (2006). Survey of internet behavior. <https://www.ncjrs.gov/pdffiles1/nij/grants/213715.pdf>
- Juvenonen, J., Graham, S., & Schuster, M. A. (2003). Bullying among young adolescents: The strong, the weak, and the troubled. *Pediatrics*, 112, 1231–1237. https://reachfamilies.umn.edu/sites/default/files/rdoc/Juvenonen_2003.pdf
- Kaltiala-Heino, R., Frojd, S., & Marttunen, M. (2016). Sexual harassment and emotional and behavioural symptoms in adolescence: Stronger associations among boys than girls. *Social Psychiatry and Psychiatric Epidemiology*, 51(8), 1193–1201. <https://doi.org/10.1007/s00127-016-1237-0>
- Kelsey, C. M. (2007). *Generation MySpace: Helping your teens survive online adolescence*. Marlowe.
- Kim, Y. S., Koh, Y., & Leventhal, B. (2005). School bullying and suicidal risk in Korean middle school students. *Pediatrics*, 115, 357–363. <https://doi.org/10.1542/peds.2004-0902>
- Kowalski, R.M. & Limber, S.P. (2007) *Electronic Bullying Among Middle School Students*, *Journal of Adolescent Health*, 41(6) SUPPLEMENT , S22-S30.

- Kowalski, R. M., Limber, S. P., & Agatston, P. W. (2008). *Cyber bullying: Bullying in the digital age*. Blackwell.
- Kowalski v. Berkeley County Schools, No. 10-1098 (4th Cir. July 27, 2011).
- Lawrence, A. (2020). *Staying in the game: The playbook for beating workplace sexual harassment*. Penguin.
- Lei, X., Bussey, K., Hay, P., Mond, J., Trompeter, N., Lonegan, A., & Michison, D. (2020). Prevalence and correlates of sexual harassment in Australian adolescents. *Journal of School Violence*, 19(3), 349–361. <https://doi.org/10.1080/15388220.2019.1699800>
- Martlew, M., & Hodgson, J. (1991). Children with mild learning disabilities in an integrated and in a special school: Comparisons of behaviour, teasing, and teachers' attitudes. *British Journal of Educational Psychology*, 61(3), 355–372. <https://doi.org/10.1111/j.2044-8279.1991.tb00992.x>
- Mesach, G. S. (2009, August). Parental mediation, online activities, and cyberbullying. *CyberPsychology & Behavior*, 12(4), 387–393. <https://doi.org/10.1089/cpb.2009.0068>
- Miller, C. (2012). *The essential guide to bullying: Prevention and intervention*. Alpha Books.
- Modecki, K., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2014). Bullying prevalence across contexts: A meta-analysis measuring cyber and traditional bullying. *Journal of Adolescent Health*, 55, 602–611. <https://doi.org/10.1016/j.jadohealth.2014.06.007>
- Musu-Gillette, L., Zhang, A., Wang, K., Zhang, J., & Oudekerk, B.A. (2017). *Indicators of school crime and safety: 2016* (NCES 2017-064/NCJ 250650). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice.
- Nielsen. (2020, June 20). 3, 2, 1, go! Video gaming is at an all-time high during Covid-19. <https://www.nielsen.com/insights/2020/3-2-1-go-video-gaming-is-at-an-all-time-high-during-covid-19/>
- Ormerod, A., Parisi, T., Deblaere, C., & Sagrestano, L. M. (2022). School climate tolerant of sexual harassment is indirectly related to academic disengagement through peer sexual harassment and feeling safe in high school girls. *Journal of Social Issues*. <https://doi.org/10.1111/josi.12528>
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Blackwell.
- Olweus, D., Limber, S. P., Flerx, V. C., Mullin, N., Riese, J., & Snyder, M. (2007). *Olweus bullying prevention program: Schoolwide guide*. Hazelden.
- Oracle v. Sundowner, 523 U.S. 75 (1998).
- Paludi, M. A., Martin, J. L., Gruber, J. E., & Fineran, S. (2015). *Sexual harassment in education and work settings: Current research and best practices for prevention*. Praeger.
- Pascoe, C. J. (2011). Resource and risk: Youth sexuality and new media use. *Sexuality Research and Social Policy*, 8, 5–17. <https://doi.org/10.1007/s13178-011-0042-5>

- Patchin, J. W. (2011). *Cyberbullying prevention and response: Expert perspectives*. Routledge.
- Patchin, J. W., & Hinduja, S. (2016). Summary of our cyberbullying research (2004–2016). <http://www.pacer.org/bullying/resources/cyberbullying/>
- Pelfrey, W. V., Jr., & Weber, N. L. (2015). Student and school staff strategies to combat cyberbullying in an urban student population. *Preventing School Failure*, 59(4), 227–236. <https://doi.org/10.1080/1045988X.2014.924087>
- Pepler, D. J., & Craig, W. M. (Eds.). (2008). *Understanding and addressing bullying: An international perspective* (PREVNet Series, Vol. 1). AuthorHouse.
- Petersen, J. L., & Hyde, J. S. (2009). A longitudinal investigation of peer sexual harassment victimization in adolescence. *Journal of Adolescence*, 32(5), 1173–1188. <https://doi.org/10.1016/j.adolescence.2009.01.011>
- Petrosino, A., Guckenburger, S., DeVoe, J., & Hanson, T. (2010). What characteristics of bullying, bullying victims, and schools are associated with increased reporting of bullying to school officials? (Issues & Answers Report, REL 2010–No. 092). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. <http://ies.ed.gov/ncee/edlabs>
- Project PAVE. (2008). Available from <http://www.projectpave.org/>
- Reyes, M. (2022). *Stand your ground: Build ace confidence and self-esteem, survive peer pressure and bullying while staying true to yourself*. Author.
- Ribble, M., & Park, M. (2019). *The digital citizenship handbook for school leaders: Fostering positive interactions online*. International Society for Technology in Education.
- Rigby, K. (1996). *Bullying in schools: And what to do about it*. Jessica Kingsley.
- Roth, D. A., Coles, M. E., & Heimberg, R. G. (2002). The relationship between memories for childhood teasing and anxiety and depression in adulthood. *Journal of Anxiety Disorders*, 16, 149–164. [https://doi.org/10.1016/S0887-6185\(01\)00096-2](https://doi.org/10.1016/S0887-6185(01)00096-2)
- Rubin, P. N. (1995). *Civil rights and criminal justice: Primer on sexual harassment*. NIJ Research in Action series. <http://www.ncjrs.gov/txtfiles/harass.txt>
- Sandler, B. R., & Stonehill, H. M. (2005). *Student-to-student sexual harassment K–12: Strategies and solutions for educators to use in the classroom, school, and community*. Rowman & Littlefield.
- Scherr, T. G., & Larson, J. (2010). Bullying dynamics associated with race, ethnicity, and immigration status. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *The handbook of bullying in schools: An international perspective* (pp. 223–234). Routledge.
- Shakenborg, J., Van Aker, R., & Gable, R. A. (2011). Cyberbullying: Prevention and intervention to protect our children and youth. *Preventing School Failure*, 55(2), 88–95. <http://crazyjamiejo.pbworks.com/w/file/attach/69786957/CyberbullyingPreventionandIntervention.pdf>

- Shariff, S., & Strong-Wilson, T. (2005). Bullying and new technologies: What can teachers do to foster socially responsible discourse in the physical and virtual school environments? In J. L. Kincheloe (Ed.), *Classroom teaching: An introduction* (pp. 219–240). Peter Lang.
- Sjostrom, L., & Stein, N. (1996). *Bullyproof: A teacher's guide on teaching and bullying for use with fourth and fifth grade students*. Wellesley College Center for Research on Women.
- Smith, P., & Brain, P. (2000). Bullying in schools: Lessons from two decades of research. *Aggressive Behavior*, 26, 1–9. [https://doi.org/10.1002/\(SICI\)1098-2337\(2000\)26:1<1::AID-AB1>3.0.CO;2-7](https://doi.org/10.1002/(SICI)1098-2337(2000)26:1<1::AID-AB1>3.0.CO;2-7)
- Smith, P., Morita, J., Junger-Tas, D., Olweus, R., Catanano, C., & Slee, P. (1999). *The nature of school bullying: A cross-national perspective*. Routledge.
- Stahl, S., & Denhag, I. (2021). Online and offline sexual harassment associations of anxiety and depression in adolescent sample. *Nord Journal of Psychiatry*, 75(5), 330–345.
- Stein, N., & Mennemeier, K. A. (2011). Sexual harassment overview: Concerns, new directions, and strategies. In N. Stein (Ed.), *The national summit on gender-based violence among young people* (pp. 1–28). Wellesley Centers for Women. <https://www.wcwonline.org/Fact-Sheets-Briefs/national-summit-on-gender-based-violence-among-young-people-background-research-materials>
- Strauss, S. (2011). *Sexual harassment and bullying: A guide to keeping kids safe and holding schools accountable*. Rowman & Littlefield.
- Sutton, J., Smith, P. K., & Swettenham, J. (1999a). Bullying and “theory of mind”: A critique of the “social skills deficit” view of anti-social behavior. *Social Development*, 8, 117–127. <https://doi.org/10.1111/1467-9507.00083>
- Sutton, J., Smith, P. K., & Swettenham, J. (1999b). Social cognition and bullying: Social inadequacy or skilled manipulation? *British Journal of Development*, 17, 435–450. <https://doi.org/10.1348/026151099165384>
- Swartz, J. (2005, March 7). Schoolyard bullies get nastier online. *USA Today*, p. A1.
- Swearer, S. M., Grills, A. E., Haye, K. M., & Cary, P. T. (2004). Internalizing problems in students involved in bullying and victimization: Implications for intervention. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 63–83). Lawrence Erlbaum.
- Thompson, D., Whitney, I., & Smith, P. (1993). Bullying of children with special needs in mainstream schools. *Support for Learning*, 9, 103–106. <https://doi.org/10.1111/j.1467-9604.1994.tb00168.x>
- Whitney, I., & Smith, P. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research*, 35, 2–25. <https://doi.org/10.1080/0013188930350101>
- Unnever, J. D., & Cornell, D. G. (2003). The culture of bullying in middle school. *Journal of School Violence*, 2(2), 5–27. https://doi.org/10.1300/J202v02n02_02

U.S. Department of Education Office for Civil Rights. (2010). Dear colleague letter.

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>

Valbrune, M. (2018). *#MeToo: A practical guide to navigating today's cultural workplace revolution*. Author.

Vogel, E. (2022). *Teens and cyberbullying 2022*. Pew Research Center.

<https://www.pewresearch.org/internet/2022/12/15/teens-and-cyberbullying-2022/>

Williams, K., Harkins, S., & Latane, B. (1981). Identifiability as a deterrent to social loafing: Two cheering experiments. *Journal of Personality and Social Psychology*, 40, 303–311.

<https://doi.org/10.1037/0022-3514.40.2.303>

Wölfer, R., Schultze-Krumbholz, A., Zagorscak, P., Jäkel, A., Göbel, K., & Scheithauer, H. (2014). Prevention 2.0: Targeting cyberbullying @ school. *Prevention Science*, 15, 879–887.

<https://doi.org/10.1007/s11121-013-0438-y>

Young, A. M., Grey, M., & Boyd, C. J. (2009). Adolescents' experiences of sexual assault by peers: Prevalence and nature of victimization occurring within and outside of school. *Journal of Youth and Adolescence*, 38(8), 1072–1078. <https://doi.org/10.1007/s10964-008-9363-y>

Yude, C., Goodman, R., & McConachie, H. (1998). Peer problems of children with hemiplegia in mainstream primary schools. *Journal of Child Psychology and Psychiatry*, 39, 533–541.

<https://pubmed.ncbi.nlm.nih.gov/9599781/>

Zaloom, S., & Riera, M. (2019). *Sex, teens, and everything in between: The new and necessary conversations today's teenagers need to have about consent, sexual harassment, healthy relationships, love, and more*. Sourcebooks.

Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.

Updated 2/19/26 JN



COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the GRADE IS FINAL.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letters will be assigned as follows:

90% to 100%	A
80% to 89%	B
70% to 79%	C
69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions:

- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.
- Course Evaluation: Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.
- Print Certificate: You can print a copy of your course certificate for your records. Print Certificate: You can print a copy of your course certificate for your records.

Accessing your NDSU Transcript:

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance.

Instructions are found at this link: [Transcript Instructions | Continued Learning | NDSU](#)

Drops & Refunds:

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

Questions or Concerns:

Please direct any questions or concerns regarding this class to ndsudce@ndsudce.edu. Please include the title of the course in your correspondence.