

Certificate in Instruction in Social-Emotional and Character Development (SECD) in Schools and Out-of School Programs

Course 101 – SEL Foundations of Social-Emotional and Character Development

Professor:

email:

Course 101 - Foundations Course Content

This course is designed specifically for the person (educators, mental health professionals, after-school personnel, etc) who will provide direct instruction of the SECD competencies in a classroom, small group or out-of-school setting. The focus is on the theoretical underpinnings of social-emotional and character development as well as the research behind it.

Learning Outcomes for SEL 101: After Completing SEL 101 Foundations You Will be Able to:

1. Identify core theoretical learning and counseling models related to Social-Emotional and Character Development and how these theories can be useful in guiding practice.
2. Identify key components of Social-Emotional Learning, including the “CASEL 5” skills of Self-Awareness, Emotional Regulation, Social Awareness, Relationship Building and Decision Making, and those of Character Development and explain how they are the same and/or different.
3. Explain briefly and effectively what a research validated Social-Emotional and Character Development program is and why and how it will enhance student academic performance.

Duration of Course: 10 Weeks

This course is organized into 10 weeks worth of activities. During the first 2 weeks, you will become oriented to the course expectations and activities, your facilitator, and the professional learning community in which you will be collaborating with other participants in this program. During subsequent weeks, you will be moving through topics such as Theory, Research, Social-Emotional Learning, Character Education, Social-Emotional Learning and Character Education Combined, and then a two-part assessment in the final week. Engagement in threaded discussions, readings, journal entries etc. will provide critical insights for developing your own strategies and will provide a sounding board and support community for helping you integrate your own initiatives within your class, small group or out-of-school program.

Note: Despite this being an online course, participation via **Threaded Discussions and Live Chats are essential**. Not participating in an appropriate and timely fashion with your classmates will warrant loss of points and the possibility of not earning completion of the course. Students will not be permitted to lag through the course, only to make up everything missed at the end.

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Course Expectations

Students are expected to:

1. Complete each activity within the Unit Completion Guideline Dates (begin/end dates per unit) AND **score 85 %** or better at the completion of the course in order to receive course completion certification.
2. Contact the instructor if the student begins to fall behind to discuss catch up plans.
3. Contact the instructor if the student has challenges that interfere with successful continuation in the course and possible withdrawal.
4. Attend all Live Chat discussions and participate in Threaded Discussions
5. Complete ALL assessments satisfactorily prior to registering for Course 102.

NB: The instructor has the discretion to discontinue any student whose lack of progress warrants withdrawal from the course or prevent any student from registering into Course 102 without instructor approval.

Course Elements Students are required to complete the following:

1. Tracked Readings: Readings are tracked depending on your role and your setting. Readings are marked as follows: All Read, Reading for Educators, Reading for Out of School Personnel and/or Reading for Mental Health Professional. You are required to read the article for your role/setting. If you would like to read an article identified for someone outside of your role, you may do so; but you are not required to.

2. Live Chats: Live Chats are held using Zoom. Students will be sent a Zoom link approximately 5 mins prior to the Live Chat time by your instructor. Live Chats are discussions that occur in real time usually during the evening on a mutually agreed upon day/time, keeping in mind students who live in various time zones. Dates and times of Live Chats will be posted on the Course Home Announcement Page. Confirmation emails will be sent out by the course instructor.

If you cannot make a Live Chat you must inform the instructor ahead of time. Once the Live Chat has concluded you must contact the instructor for a make-up assignment for an alternate assignment. This will be turned in as a journal submission. This make-up assignment will be worth 3 pts rather than 5 pts for participating in the Live Chat. To miss the Live Chat and not submit the make-up assignment will be worth 0 pts.

3. Threaded Discussions: You will be asked to post a response and then respond to the comments of others in your class within a specified window of time. To not post and/or respond to the postings of others will result in a reduction of points for that assignment. If you are ahead of your class in the course you will be expected to go back to the threaded discussion to post your responses to others in the class.

4. Journal Entries: From time to time you will be prompted to write a journal entry response.

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This response is different than your Running Journal and will be completed in the Journal spot in

5. Pre-Course Activities

6. Final Assessment

1. Synthesis Paper with Venn Diagram
2. Elevator Pitch hard copy submitted AND presented to class.

Directions and rubric found in course.

Course Tools

SEL 101 uses Canvas Learning Management System. Here are the tools that students use for the course:

1. The Navigation bar:

- a. The Navigation bar located down the left side of the course. It houses the following items:
 - i. Home
 - ii. Announcements
 - iii. Syllabus
 - iv. Modules (or Units)
 - v. Grades
 - vi. Discussions (for Threaded Discussions)

Most of your work will be done within the Modules.

SEL 101 (Foundations) Requirements

- Required Text: SECD Card which will be available to you to access and read from within the course. All other readings will be available on-line within course 1 or through website links.
- Assignments: Various activities, journal entries, papers and participation in the interactive components (threaded discussions and/or Live Chats) of the course.

What online capabilities will I need?

The online system for this level will be the Canvas Learning Management System which is a comprehensive, on-demand, online learning solution available for the delivery of fully online, hybrid, and face-to-face courses. The Canvas site for this program will include course content, syllabus, links

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to other online resources, and a discussion board to upload your assignments and to communicate with your classmates. You will be provided with information to ensure that your computer has a compatible browser to accommodate Canvas. As synchronous meetings (LiveChats) are determined, you will be notified of the time, day and the specifics regarding how to join.

For Windows: Windows 8.1, 8, 7, Vista, XP -

- Chrome 40, Fire Fox 34 and 35, Internet Explorer 10 and 11

For MAC OS: OSX 10.9, 10.10, 10.8, 10.7 –

- Chrome 40, Safari, Firefox 31 and 32

Note: These requirements are for Canvas itself. Plug-ins or players below may have their own system.

Suggested Readings:

Charney, R.S., (1991). *Teaching Children to Care: Management in the Responsive Classroom*. Greenfield, MA: Northeast Foundation for Children

Cohen, J. (1999). *Educating Minds and Hearts: Social and Emotional Learning and the Passage into Adolescence*. New York: Teachers College Press

Cohen, J., & Elias, M. J. (2011). *School climate: Building safe, supportive, and engaging classrooms and schools*. Port Chester, NY: National Professional Resources.

Dunkelblau, E. (2009). *Social-emotional and character development: A laminated resource card for teachers, for students, for parents*. Port Chester, NY: National Professional Resources.

Elias, M. J. (2014). Social-emotional skills can boost Common Core implementation. *Phi Delta Kappan*, (96), 58-62.

Elias, M. J., & Arnold, H. (Eds.) (2006). *The educator's guide to emotional intelligence and academic achievement: Social-emotional learning in the classroom*. Thousand Oaks, CA: Corwin Press.

Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., . . . Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic

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Books, Inc.

Gardner, H. (1993). *Multiple intelligence: Theory in Practice*, New York, NY: Basic Books, Inc.

Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York, NY: Bantam Books

Salovey, P. and Sluyter, D. J. (Eds.)(1997). *Emotional Development and Emotional Intelligence: Educational Implications*. New York: Basic Books.

www.Edutopia.org

Zins, J. E., Weissberg, R. P., Wang, M C., & Walberg, H. J. (Eds.) (2004). T (Eds.), *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.