

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

Course 103 – SECD Practicum Syllabus

Professor:

email:

Course 103 - Practicum – Course Content

This is the third and final course in the program. The focus in the practicum is on the supervised initiation and implementation phases of an SECD program in a classroom, small group or after school setting, utilizing the tools and information learned during the first two courses.

Learning Outcomes for Course 3:

After Completing SEL 103 Practicum You Will be Able to:

1. Assess current SECD programming in order to initiate and implement SECD into your setting.
2. Develop action plans to initiate and implement SECD into your setting
3. Broaden and develop skill sets from within SEL competencies and CD virtues and principles that will be integrated into curricula for deeper meaning and practice.

Duration of Practicum Course – 15 Weeks

This online course is organized into 15 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 and activities that you will develop and plan in order to initiate, implement and assess SECD programming within your class, counseling groups or after school program. 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 after school program.

Course Content

During the next 15 weeks, you will be asked to complete a variety of activities. Readings may be for all participants to read (noted as a General Reading for All) or “Tracked Readings” depending on your professional role (i.e. school mental health professional, educator, or after school personnel). Participants may read those articles outside of their professional role but will not be required to. The largest body of work you will be doing will be to develop action plans to initiate and implement SECD into your setting.

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Course Expectations

Students are expected to:

1. Complete each activity within the Unit Completion Dates (begin/end dates per unit) **AND score of 85% or better** at the completion of the course in order to receive Course Completion and Program Certificates.
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 and participate in all Live Chat discussions and participate in Threaded Discussions
5. Complete and submit all assessment pieces satisfactorily and within the given time-frame in order to receive course completion.

Course Elements: Students are required to complete the following:

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. Tracked readings and journal prompts will only be required within units 3 and 4.

Unit Completion Due Dates: Each of the units will have a range of dates to be used deadlines to submit assignments for each specific unit. Units will close upon 11:59 PM EST/EDT of the final date noted. If you are unable to submit assignment/s in by the end of the due date for that unit you must inform the instructor to be given an extension (which will be up to the instructor to grant). Incomplete assignments heading into the final unit (Assessment unit) will be given a reduced or no credit for each assignment not submitted. **It will not be acceptable to wait until the last week to make up and turn in back work. Assignments will need to be submitted and/or responded to (as in threaded discussion boards) as the courses progresses.**

Live Chats: Live Chats are held using the Big Blue Button or Zoom 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 also 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.

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Threaded Discussions: Threaded discussions are the equivalent to a live class session that is held not in real time and over a period of days. 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 or 0 points for that assignment.

Weekly Action Plans: You will be responsible to complete action plans weekly. These plans will be your guide in moving and progressing SECD in your setting. First, you will select a skill and/or character attribute/virtue to integrate into your curriculum or teach your SECD lesson. You will chart progress week to week and either move on to a new skill/attribute or stay with the same one.

You will be submitting the first Action Plan as indicated in the course. Each plan submitted accurately will show:

1. What skill/concept will be taught in the first week,
2. Which CASEL competency or Character domain the skill/virtue or concept it belongs to,
3. How many times per week (minimum of 1X per week)
4. The content areas will the skill/s or concept/s be integrated and how it is being taught
5. Track weekly student progress.

Running Journal: Throughout your practicum experience you will be documenting as a Word document various experiences regarding student and/or implementation progress as well as your own SECD progress via a Running Journal. You will be submitting your updated journal when asked to submit to the dropbox.

Journal Entries: From time to time you will be prompted to write a journal entry response. This response is different than your Running Journal and will be completed in a text box provided within the course.

Problem Solving Diaries: You will be introduced to a Problem-Solving Diary and asked from time to time to complete and submit. This assignment will help you become familiar with this tool to use when problem solving skills are needed.

Update and Check-In: You will be introduced to an Update and Check-In form and asked from time to time to complete and submit. This assignment is a way for your instructor to see how you are doing when a Live chat is not scheduled.

Student Generated Topic Assignment: For this assignment you will ask students to share a topic/s they would like to discuss.

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The Portfolio: By the end of the 15 weeks your portfolio will be comprised of

- 12 Weekly Action Plans
- Running Journal entries (with an intro and conclusion)
- Problem Solving Diaries
- Update and Check-in Forms
- Observation/Feedback Forms
- Student Evidence/Examples (No names please)

Final Assessment Paper: See Final Paper Description and Rubric

What online capabilities will I need?

The online forum for this level will be Canvas, which is an online system that facilitates educational environments for non-technical users. The Canvas site for this program will include the course content, syllabus, links to other online resources, and tools such as drop box for specific assignments, text box for journal entries, email where you can email with your instructor or others in your class. You will also find a Navigation Bar that will house all of the course content while the tools are listed across the top. **For the Live Chat/s you will need a headset and a microphone.** The Big Blue Button or Zoom will be used for Live Chats. It is recommended that you test out your equipment prior to any scheduled Live Chat. You will be provided with information to ensure that your computer has a compatible browser to accommodate (Free downloads are available.)

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 and up

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

Navigating Around the Course/s

SEL 103 uses Canvas Learning Management System. Once you log on and get into the course here are some things you will need to know:

1. The Navigation bar:
 - a. The Navigation bar located down the left side of the course. It houses the Course Tools used in each Module/Unit.
 - b. Start at the top with Home, Announcements and Syllabus. Here is where you will find the Front Page, The Syllabus and Course Announcements from the instructor and information regarding the course.
 - c. Modules is next and are found to the right of the Navigation Bar. There are 9

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Modules or Units.

- d. The next tools are Files (doc sharing files), Grades, People, Conferences (Live Chats, Discussions).
- e. Then proceed to the first unit (Course Home and Introductions). Here is where you will find out about your course instructor (Meet Your Instructor). Then you will click on the next item below which is a Threaded Discussion class for you to respond to several questions the instructor has posted to help guide you to Introduce Yourself to your classmates. They in turn will introduce themselves as well as post some comments/questions to your introduction. Threaded Discussions are graded (as noted in the grading explanation in the syllabus).
- f. Once you have completed the requirements for the Threaded Discussion you may move onto the next Unit and the content items within it.

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 3 or through website links.

Virtual Professional Learning Community

A unique feature of the courses and the certificate is participants' involvement in a virtual Professional Learning Community (vPLC). Beginning with the cohort of participants in one's classes and practicum, there is an emphasis on being part of a community of learners who support and assist one-another during the courses. Participants will also be introduced to a variety of experts in the field of SECD during Live Chat guest presentations. This will begin to broaden the network of those in the field. Most importantly, after the certificate is obtained, there is continued access to a wide community of implementers, many of whom have faced and addressed the implementation issues participants will inevitably confront as they bring their new skills into their professional settings. The vPLC brings continuous added value to obtaining the certificate. This, in turn, enhances one's role in one's school or out-of-school setting, including serving as a resource to other staff with regard to children's social-emotional and character competencies.