



**Social and Emotional Learning:
Promoting Positive Mental Health Across the Curriculum
Online Self-Paced Participant Syllabus**

Course Description

With the soaring concerns of mental health issues, students need to be supported more than ever with their social and emotional development. Social and Emotional Learning (SEL) involves teaching and modeling five lifelong skills: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. In this course, participants will learn how to weave SEL into the curriculum, which has been shown to increase academic outcomes and promote overall positive mental health among students. Participants will also explore strategies to support and enhance their own mental health and well-being.

Course Prerequisites

Participants must hold a baccalaureate degree.

System Requirements

This is specific for technology or online courses.

- Computer with word processing software
- Internet connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

Textbooks/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and supplementary materials are embedded throughout the course. Assigned and recommended readings are listed in each milestone.

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of the course:

1. Comprehend the five competencies of Social and Emotional Learning (SEL).
2. Investigate the rationale for SEL and the benefits of SEL.
3. Design teaching strategies and activities to support the social and emotional learning needs of students.
4. Implement strategies and activities to promote positive mental health and

wellness within schools and communities.

5. Examine school and community resources available to support the SEL initiative.

Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Explore the impact of Social and Emotional Learning (SEL) on students
 - 1.1 Define and describe what SEL involves, including the five competencies
 - 1.2 Describe the rationale for SEL, including the increase of mental health concerns among youth
 - 1.3 Explain the benefits of SEL
 - 1.4 Discuss the research supporting SEL
2. Explore research-based instructional strategies to promote self-awareness skills among students
 - 2.1 Explore methods to teach students how to effectively identify emotions
 - 2.2 Understand how behavior is influenced by emotions, thoughts, and values
 - 2.3 Describe how students can work to develop self-perception, self-confidence, and self-efficacy
3. Investigate research-based instructional strategies to promote self-management skills among students
 - 3.1 Identify methods to teach students how to effectively regulate emotions, thoughts, and behaviors
 - 3.2 Discuss methods to support students with stress management
 - 3.3 Demonstrate strategies to promote self-discipline, self-motivation, goal-setting and organizational skills
4. Examine research-based instructional strategies to promote social awareness and relationship skills among students
 - 4.1 Discuss methods to develop perspective-taking, empathy, and respect for others
 - 4.2 Describe ways to foster an appreciation for diversity among students
 - 4.3 Address strategies to enhance relationship-building and social skills for students
 - 4.4 Provide opportunities which encourage effective communication and teamwork among students
5. Explore research-based strategies to promote responsible decision-making
 - 5.1 Demonstrate the ability to teach students how to effectively identify

- 5.2 problems, analyze situations, and solve problems
 - 5.2 Examine strategies used to support students with evaluating and reflecting upon the consequences of their actions
 - 5.3 Discuss methods to teach students about ethical responsibilities
6. Review schoolwide and district-wide SEL strategies and program implementation
- 6.1 Analyze how schools and districts have successfully implemented SEL
 - 6.2 Examine SEL program guides and rubrics
 - 6.3 Identify benefits and challenges associated with the implementation of SEL
 - 6.4 Reflect on current SEL strategies and determine steps that will be taken to enhance SEL within schools
7. Understand the role families and communities play with SEL
- 7.1 Review a variety of online websites, literature, and organizations related to SEL to deepen understanding of the course content
 - 7.2 Develop a professional network of resources associated with SEL which will further enhance educational practices
 - 7.3 Discuss the benefits and challenges of establishing partnerships with families and community organizations
8. Develop a focus on the mental health and wellness of education professionals
- 8.1 Reflect on current state of mental health and well-being
 - 8.2 Discuss strategies to build resilience and to manage stress
 - 8.3 Develop a plan with steps to take toward enhanced health and well-being

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, Forum and Assessment completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.

4. Course content, activities, and assignments are organized into Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

Compliance with National Board of Professional Teaching Standards

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community.

Final Projects

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and Summative assignments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

Final projects are due and will be submitted to the instructor within 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Assessment and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication,

plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact their instructor and The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given. Failure to complete all work in the 12-week time frame may result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.