The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: The Social Emotional Curriculum
Credits: 3 credits
Class Type: Accelerated Fully Online

Participants taking this course for PDPs *are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.*

Participants taking this course for CEUs *are required to complete ONE discussion board post and ONE written response assignment.*

COURSE DESCRIPTION:
This course will teach participants what the Social Emotional Curriculum is. Participants will learn about Social Emotional skills, learning, and teaching. The learning standards of the Social Emotional Curriculum will be explored along with best practice principles of Social Emotional instruction. Course topics will include Social Emotional screening and assessment, linking Social Emotional Learning interventions to academics and discipline, including PBIS and universal design for learning, integration of Tier One, Two, and Three Social Emotional Learning interventions within the classroom and school structures, and the Social Emotional Curriculum for Special Education students.
Course Prerequisites: None

LEARNING GOALS:
GLOBAL GOALS OF THE COURSE:
1. Discuss, evaluate, and apply theories of Social Emotional Learning to academic instruction
2. Apply the components of Social Emotional Learning to already existing school structures
3. Execute techniques to design and implement a Social Emotional Learning curriculum
INSTRUCTIONAL OBJECTIVES:
1. Evaluate and implement components of Social Emotional screenings and assessments
2. Apply understandings of Social Emotional Learning standards to curriculum design
3. Design and implement techniques of Social Emotional Learning to instructional practices
4. Design and implement techniques of Social Emotional Learning to student behavior management
5. Execute techniques to design and implement Social Emotional Learning interventions for Tier One, Two, and Three students
6. Select, through a criteria, appropriate Social Emotional Learning interventions for Tier One, Two, and Three students

TEACHING/LEARNING ACTIVITIES:
Video clips, digital presentations, readings, graphic organizers, resource links, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:
Anderson, M. (2015). Emotionally Healthy Kids. "Social-Emotional Learning and Academics: Better Together." Alexandria, VA: ASCD.

CASEL (2018, October). SEL Trends: Integrating with Academics (Vol. 3), Retrieved from https://casel.org/wp-content/uploads/2018/10/SEL-Trends-3-10232018.pdf

Dusenbury, L., Calin, S., Domitrovich, C. & Weissberg, R.P. (2015, October). *What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?: A Brief on Findings from CASEL's Program Reviews*, Retrieved from https://www.casel.org/wp-content/uploads/2016/08/PDF-25-CASEL-Brief-What-Does-SEL-Look-Like-in-Practice-11-1-15.pdf

EVALUATION METHODS:

1. **Discussion Board Posts:** Our Course Discussion Board serves as an extension of the face-to-face classroom in a traditional class. It is an important part of the online learning experience and should be maximized by all participants. Participants are required to post to the Course Discussion Board at least 2 times before the end of the course. Course Discussion Board posts should be meaningful and reflective of course content.

   Discussion Board Posts Rubric
   Integration: post incorporates the course's topic(s) (30 pts)
   Critical Thinking: post expresses a critical analysis of course's topic(s); not just recitation of facts (30 pts)
   Learning Community Contribution: post contributes meaningfully to the discussion and assists to further participant learning (20 pts)
   Requirements: post has a minimum of a 100 word count and uses correct spelling, punctuation, and grammar (20 pts)

2. **Course Reflection:** Participants will be provided with required readings. After reading the assigned articles, participants will be asked to respond to a given related prompt. Participants should write a three to five page response to the given prompt.

   Course Reflection Rubric
   The Course Reflection must include...
   An Answer to the Given Prompt that is thoughtful, insightful, and analytical (40 pts)
   Required Reading Content incorporated and cited into the written response (20 pts)
   Integration of Course Concepts (20 pts)
   A Description of Course Content's Application to the participant's professional practice (10 pts)
   Assignment Requirements: 3-5 page written response, 12 pt Times New Roman, double spaced (10 pts)

3. **Topic Quizzes:** Quizzes are assigned on Weeks Two and Four. Quizzes check participants' understanding of the course topics. These will be multiple choice in format. Quizzes will include an assessment of newly presented information from the current week's topic and previously learned content from previous weeks' topics.

4. **Final Assignment:** For the final assignment, participants will administer a Social Emotional Learning Skills Assessment. The findings of the assessment will be shared in a provided report template. Participants will also use the findings to develop an intervention plan for the anonymous person of choice that the participant chose to administer the Social Emotional Learning Skills Assessment. The intervention plan template will be provided to participants.

Participants' intervention plans should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements and Rubric:
-Completion of Social Emotional Learning Skills Assessment Report Template (30 pts)
-Development of a Social Emotional Intervention Plan (using provided template) (50 pts)
-Integration of acquired and applicable course content across both templates (20 pts)

TESTING AND GRADING:
- 30% Course Reflection
- 10% Discussion Board Posts
- 20% Quizzes
- 40% Final Assignment

Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

ADA POLICY
If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. Please see your respective course syllabi for information on how to complete this process. If you are registered for PDPs or CEUs, please contact The Learning Tree PDN at learningtreepdn@gmail.com. Instructors will then be notified directly from the Accessibility Services Office of any approved academic accommodations including extended time eligibility.

Academic Integrity Statement
Students are required to abide by the *Academic Integrity Policy*.

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform The Learning Tree PDN prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and The Learning Tree PDN. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty,

the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to The Learning Tree PDN.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines
For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for tests and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE
Week One
- Topic(s) Covered:
  - Social Emotional Learning Defined
  - Social Emotional Curriculum Defined

Ongoing Assignments (due by the end of the course)**:**
- Course Reflection
- Discussion Board Posts

Week Two
- Topic(s) Covered:
  - Screening and Assessment in Social Emotional Learning
    - Identification of Tier One, Two, and Three Social Emotional Learning Students

Assignment:
- Week Two Quiz

Ongoing Assignments (due by the end of the course)**:**
- Course Reflection
- Discussion Board Posts

Week Three
- Topic(s) Covered:
  - Social Emotional Learning Standards
  - Instruction in Social Emotional Learning

Ongoing Assignments (due by the end of the course)**:**

- Course Reflection
- Discussion Board Posts

Week Four
- Topic(s) Covered:
  - o Social Emotional Curriculum: Tier One
    - ▪ Integration of Social Emotional Learning interventions and strategies with schoolwide interventions such as PBIS, literacy instruction and dropout prevention efforts
    - ▪ Linking of Social Emotional Learning interventions with universal design for learning
    - ▪ Integration of Social Emotional Learning interventions with instructional principles and discipline strategies

Assignment:
- Week Four Quiz

Ongoing Assignments (due by the end of the course)**:**
- Course Reflection
- Discussion Board Posts

Week Five
- Topic(s) Covered:
  - o Social Emotional Curriculum: Tier Two
    - ▪ Differences among the tiers in a 3-tier system
    - ▪ Identification of Tier Two Social Emotional Learning Students
    - ▪ Integration of Social Emotional Learning interventions with existing efforts for at-risk students
    - ▪ Integration of Social Emotional Learning interventions with current efforts to improve social skills and provide discipline

Ongoing Assignments (due by the end of the course)**:**
- Course Reflection
- Discussion Board Posts

Week Six
- Topic(s) Covered:
  - o Social Emotional Curriculum: Tier Three
    - ▪ Identification of Tier Three Social Emotional Learning Students
    - ▪ School-based therapeutic Social Emotional Learning interventions
    - ▪ Integration of Social Emotional Learning approaches with existing academic and behavioral special education interventions

Assignment due before the course closes:
- Final Assignment

Other Assignments due before the course closes:
Course Reflection
Discussion Board Posts

* Syllabus is subject to change.