**Course Title:** Social Emotional Learning: The Gateway to Engagement, Academic

 performance, Mental Wellness, and Healthy Relationships

**Course Number:**  PRDV 70830

**Credit:** 1

**Meeting dates & times:** Summer 2023

**Location:** Online CANVAS

**Instructor:** Katherine Kaczynski, M. Ed.

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**Target Audience**: Elementary Teachers

Embedding Social Emotional Learning (SEL) principles into daily planning provide a foundation and practice where teachers can support health and wellness and where students can learn and better manage their emotions. Seamlessly embedding SEL practices with a focus on equity and cultural responsiveness provides the engaged learner with continuous opportunities to build understanding that helps learners to regulate emotions and observe and empathize with others while building more profound knowledge on a multifaceted level and within the context of the teaching and learning environment.

**Course Description**

Designed to support the Department of Elementary and Secondary Education (DESE) Social Emotional Learning in Massachusetts, this course emphasizes Holistic Support and Enrichment: Strengthening Social Emotional Competencies, Health & Safety goals, and the five core strategies. Participants will learn the principles of Social-Emotional Learning (SEL), its foundation, framework, and resources available to assist in the planning and implementing SEL practices in the elementary education classroom. Participants will learn to implement SEL across the curriculum, emphasizing equity and cultural responsiveness.

**Course Goals**

**Course Goals are to:**

* fully inform participants on DESE’s position on Social Emotional Learning (SEL).
* fully inform participants on the principles of SEL.
* fully inform participants of the resources/tools available to support students' mental health and wellness
* provide examples of SEL strategies across the curriculum
* provide examples of equity and cultural responsivenesswithin SEL in practices.

**Massachusetts Curriculum Frameworks**

This course was developed in collaboration with the Massachusetts Department of Elementary& Secondary Education Guidelines on the Implementation of Social and Emotional Learning (SEL) Curricula K-12.

**Course Outcomes**

**Upon completion of the course, participants will be able to:**

1. Define the principles of Social Emotional Learning (SEL).
2. Define the frameworks of SEL.
3. Describe the practical benefits of SEL.
4. Describe embedded SEL strategies in subject areas.
5. Describe how embedded SEL supports equity and cultural responsiveness.
6. Apply the CASEL framework

**Course Requirements:** This asynchronous course is a collaborative experience that relies upon approach content-infused discussions. Participants are encouraged to draw on their professional experiences to further their course content's impact on their thinking. This online, four-week experience is organized by modules, where all modules are available at the start of the course. Participants must review all content for each weekly discussion and cite readings and videos to support posts. A Discussion Board Rubric provides a guide to the quality of posts and expectations for the course. A final project is required and expected to incorporate content from the course and outside resources to support the project.

**Weekly Modules**

Module 1: The Foundation                                                      Total read time: 14:12

Module 2 Fundamentals & Framework                                   Total read time: 16:20

Module 3 Mental Health & Wellness                                        Total read time: 15:42

Module 4 SEL, Equity, and Culturally Responsiveness        Total read time: 15:27

 **Grades**

**Grading Components:**

40 points = Readings and Videos (tied to the frequency and quality of posts (See Rubric for Discussion Board).

40 points = Weekly Assignments (See Rubric for Weekly Assignments).

20 points = Final Project: PowerPoint, Prezi, Podcast, or Research Paper (APA)

**100 points**

**Grading/Grade Points**

Assignments will be assessed using corresponding grading rubrics found on Canvas. See course expectations for information on late submissions for assignments. The following scale will be used to determine final letter grades (based on 100%): A 94-100% B+ 87-89% C+ 77-79% A- 90-93% B 84-86% C 74-76% B- 80-83% C- 70-73%

**How to use the Discussion Board Prompts**

Each weekly discussion will be based on the required course content. Each weekly Discussion Board will begin with one or more questions/discussion prompts. Each Discussions Board runs throughout the week; posts cannot be made up once a week closes. Please see the **Rubric for Discussion Board Throughout the Week.**

**Rubric for Discussion Board Throughout the Week**

**A Quality of Postings Indicator**

Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates' understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to through posts throughout the week.

Post your thoughts and provide supporting evidence using the readings and videos. DO NOT just give the facts. Posts MUST reflect how the readings and videos impacted your thinking and work.

Participants will use the Rubric for Discussion Board Posts Throughout the Week, to improve the quality of their discussion contributions.

**My commitment to cultivating an antiracist classroom**

At Framingham State University, faculty, staff, and students work together to sustain learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historical practices—on the experience and success of communities of color. Coming from diverse backgrounds and levels of privilege, we can all affirm and engage in antiracist work. Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all people from diverse backgrounds and experiences and supports the realization of everyone's potential.

**College Policy Regarding Academic Honesty**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Refer to *FSU (Framingham State University) Graduate Catalog, Student Conduct section, page 7 at:* [*http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf*](http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf)**.**

**Research/ Library Access**

Additional supporting information can be researched at the Framingham State University Online Library. Just log on to your FSU My Campus account and go to the tab that says Library.Go to: My Framingham; Click on the **Library tab;** Choose Books, Articles or Key E-resources.

**Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, based on disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: <https://www.framingham.edu/academics/center-for-academicsuccess-and-advising> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu

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