

EDUC-928: Whole Student Education for Social Emotional Learning

Independent Study Online Course Syllabus

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Course Description

Educators- teachers, administrators, counselors and coaches (K-12) are often feeling pushed to their personal and professional limits as they strive to meet the complex demands of their roles. This course is taught by a former school counselor and current consultant to teachers, administrators and parents as a licensed therapist. The course provides practical tools to explore ways to best meet the needs of individual students with a comprehensive or holistic approach, and aids educators in the often-overwhelming task of discerning how to understand and assist their students and larger school communities. A whole student approach, according to ASDA, "ensures that each student is healthy, safe, engaged, supported and challenged, and sets the standard for comprehensive, sustainable school improvement and provides for long term student success." This whole student approach is a companion to Social Emotional Learning, which is the focus of many educational approaches today. The course is designed to meet the needs of those who are already fully engaged in their professional roles, and assignments are integrated into the work that busy professional educators are already committed to, adding to their expertise in supportive and practical ways.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Textbooks:

- Miller, John P. *Whole Child Education*. Toronto: University of Toronto Press, 2010. (ISBN 978-1-4426-1143-6). <https://www.amazon.com/Whole-Child-Education-John-Miller/dp/144261143X/>
- Scherer, Marge, ed. *Supporting the Whole Child*. Alexandria, Va.: ASCD, 2009. Available as ebook at [http://shop.ascd.org/Default.aspx?TabID=55&ProductId=2163&Supporting-the-Whole-Child:-Reflections-on-Best-Practices-in-Learning,-Teaching,-and-Leadership-\(EBOOK\)](http://shop.ascd.org/Default.aspx?TabID=55&ProductId=2163&Supporting-the-Whole-Child:-Reflections-on-Best-Practices-in-Learning,-Teaching,-and-Leadership-(EBOOK))

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook,

or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

The California Standards for the Teaching Profession

- STANDARD ONE: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING
 - 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
 - 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
 - 1.5 Promoting self-directed, reflective learning for all students
- STANDARD TWO: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
 - 2.1 Creating a physical environment that engages all students
 - 2.2 Establishing a climate that promotes fairness and respect
 - 2.3 Promoting social development and group responsibility
 - 2.4 Establishing and maintaining standards for student behavior
 - 2.5 Planning and implementing classroom procedures and routines that support student learning
 - 2.6 Using instructional time effectively
- STANDARD FOUR: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
 - 4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR
 - 6.1 Reflecting on teaching practice and planning professional development
 - 6.2 Establishing professional goals and pursuing opportunities to grow professionally

The National Board for Professional Teaching Standards

- Selected aspects of the "Five Core Propositions" put forth by the National Board for Professional Teaching Standards.
 - 1) Teachers are committed to students and their learning. . . . They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students from one another and taking account of these differences in their practice. . . . They are aware of the influence of context and culture on

- behavior. They develop students' cognitive capacity and respect for learning. Equally important, they foster students' self-esteem, motivation, character, sense of civic responsibility, and respect for individual, cultural, religious, and racial differences.
- 2) Teachers know the subjects they teach and how to teach those subjects to students. Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subjects is created, organized, linked to other disciplines, and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students. . . . Their instructional repertoire allows them to create multiple paths to teach the subjects they teach, and they are adept at teaching students how to pose and solve challenging problems.
 - 4) Teachers think systematically about their practice and learn from experience. Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students
 - curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences. They demonstrate capacities that are prerequisites for intellectual growth
 - the ability to reason, take multiple perspectives, be creative and take risks, and experiment and solve problems . . . striving to strengthen their teaching, accomplished teachers examine their practice critically, expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.
 - 5) Teachers are members of learning communities. Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives.

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Develop an understanding of educational, behavioral and social needs of students (K-12)	NB PTS 1-4	CEP 1-11
2. Compare and contrast various educational approaches, tools, & resources	NBPTS 1-4	CEP 1-11
3. Strengthen their own skills and tools as professionals	NBPTS 1-4	CEP 1-11
4. Further develop practical strategies and Responses in addressing the needs of diverse students & school communities	NBPTS 1-4	CEP 1-11
5. Increase their knowledge of how to best engage students with varied learning styles, interests, & temperaments.	NBPTS 1-4	CEP 1-11
6. Develop a clear language for definitions and educational plans in order to communicate well with other professionals and parents	NBPTS 1-4	CEP 1-11

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	Welcome Module - Welcome Video - Course Syllabus - Introduce yourself Forum	
Module 1 – Understanding whole child education	1.1 Self-reflections: yourself and your professional role 1.2 State and local objectives and standards 1.3 Miller, chapter 1 discussion questions 1.4 Discussion forum	10 pts 5 pts 15 pts 5 pts
Module 2 – Approaches to teaching whole child education & whole curriculum	2.1 Reading & Response: Miller, chapter 2 discussion questions: Transmission teaching, transitional teaching, transformation teaching. 2.2 Forum Discussion from Miller chapter 3	10 pts 20 pts
Module 3 – Whole school, whole teacher, whole student rationale	3.1 Miller, chapters 4-6 discussion questions: love of self, family, and strangers; support of ethical development and discernment.	20 pts
Module 4 – Shaping instruction,	4.1 Reading & Response: Scherer, chapters 1-3: discussion questions on instruction, intervention,	20 pts

Module Title	Module Assignments and Activities	Points Possible
interventions, & levelling the playing field	& levelling the playing field	
Module 5 – Positive classrooms, current challenges, respect for culture, religion, & heritage	5.1 Reading & Response: Scherer, chapters 4-6: discussion questions on creating a positive classroom environment, addressing contemporary concerns in education, & enhancing respect for diversity.	30 pts
Module 6 – Reflection & integration project	6.1 The Curse of Knowledge: Scherer, chapter 7 6.2 Major Assessment & Integration: Project will examine the participant's specific professional role, integrate course content, & discuss alternative strategies based on course readings.	10 pts 45 pts
Module 7 – Course Overview and Reflections	7.1 Overview of the course resources and materials 7.2 Integration and contributions forum	5 pts 10 pts
Course Wrap-up – Grading and Evaluation	- Final Reflection Forum - Course Evaluation - Course Completion Checklist 7.3 Grade Request / Transcript Request	
	TOTAL POINTS	205 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percentage	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 90 hours on a typical 2-unit course or 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and

posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.