Course Syllabus

Idaho State University - Albion Institute

Social Emotional Learning (PD)

EDUC 5597 - 0132

Description

Social-emotional learning (SEL) supports students' ability to understand emotions, manage stress, build healthy relationships, and make responsible decisions. This course examines the five core competencies of the CASEL framework: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Participants will consider how these interconnected competencies influence student well-being, academic engagement, classroom relationships, and equitable learning environments.

Through practical classroom applications, participants will learn strategies for strengthening students' emotional awareness, self-regulation, empathy, communication, collaboration, and decision-making. The course also invites educators to reflect on their own social-emotional development and apply SEL practices to their professional lives. Participants will leave prepared to integrate SEL into daily instruction, classroom interactions, and learning experiences in ways that support both student growth and educator well-being.

Enrollment, Delivery, and Completion Information

- EDUC 5597: Social Emotional Learning
- Course Completion: 30 clock hours awarded upon successful completion (graded as Satisfactory/Unsatisfactory)
- Enrollment Type: Open enrollment with self-registration
- Completion Timeframe: Six months from the date of enrollment
- Delivery Format: Fully online
- Purpose: K-12 professional development for recertification/relicensure and, where applicable, salary advancement.*

*Always check your state's relicensure requirements and your school or district's requirements before registering for a course to confirm how the course may be used.

Recertification and Professional Advancement Statement

Successful completion of this course results in a satisfactory or unsatisfactory completion status. This course provides 30 clock hours of professional development that may be applied toward teacher license renewal or recertification requirements. Learners enroll as non-matriculated students, and course completion is recorded on an Idaho State University transcript.

Depending on state, district, employer, and applicable salary schedule requirements, these clock hours may also be eligible for salary advancement, lane movement, or other forms of professional advancement. Acceptance and application of clock hours toward recertification, salary advancement, or other professional purposes are determined by the relevant state board of education, licensing authority, school district, human resources office, collective bargaining agreement, district policy, or other approving entity. Educators are encouraged to verify eligibility and obtain any required pre-approval before enrolling.

Student Expectations

Learners are expected to complete all activities and engage with the content in good faith. The course includes academically engaging learning through readings, lectures, videos, applied activities, and other instructional materials designed to support professional learning and implementation in educational settings. Successful completion requires meaningful participation in all required course components and learning activities as described below:

- Spend the time necessary to complete all assigned learning materials, activities, and assessments in support of the course learning outcomes
- Demonstrate thoughtful and substantive engagement by applying course knowledge through high-quality, timely work that produces practical strategies, tools, resources, or artifacts ready for use in educational settings

Required Materials and Technology

Students must have regular access to a reliable laptop or desktop computer capable of loading and running standard software.

The computer must support word processing, presentation tools (e.g., PowerPoint), Adobe Acrobat files (PDF), file downloads and uploads, and viewing videos.

The learning management system supports mobile devices, but mobile access should be considered supplemental only. Mobile devices may limit a student’s ability to complete assignments successfully, particularly those involving file

handling, multimedia creation, lesson plan development, or other course activities.

An up-to-date browser on any computer or device is required, along with a reliable internet connection.

General Technology Hardware for Online/Hybrid Courses - ISU Help Desk

No textbook purchase is required for this course.

Learning Outcomes

By the end of this course, participants will be able to:

1. Explain the five core competencies of the CASEL framework and evaluate how SEL can support student well-being, academic engagement, relationships, and school success.

2. Apply self-awareness practices that help students recognize emotions, examine thought patterns, identify strengths and limitations, and develop a growth mindset.

3. Implement developmentally appropriate strategies that strengthen students' emotional regulation, stress management, executive functioning, coping skills, and goal setting.

4. Design learning experiences that build social awareness through empathy, perspective-taking, cultural awareness, respect for differences, and inclusive classroom practices.

5. Integrate relationship-building strategies that promote effective communication, collaboration, healthy boundaries, help-seeking, and supportive student–educator relationships.

6. Use classroom practices and authentic learning experiences to strengthen students' ability to evaluate choices, consider consequences, identify values, and make responsible decisions.

7. Develop a plan for integrating the five CASEL competencies into instruction, classroom interactions, or schoolwide practices in ways that support equitable learning environments.

8. Assess personal social-emotional strengths and needs and create a practical plan for supporting professional relationships, stress management, and educator well-being.

Course Modules

Time Allocation	Module Content
5 hrs	Module 1: Introduction to Social Emotional Learning
5 hrs	Module 2: Self-Awareness
3 hrs	Module 3: Self-Management
4 hrs	Module 4: Social Awareness
4 hrs	Module 5: Relationship Skills
3 hrs	Module 6: Responsible Decision Making
2 hrs	Module 7: Connect the Dots
4 hrs	Module 8: Reflecting and Integrating Personal SEL Skills

Assignments and Grading

Successful course completion requires participants to complete all required learning activities and achieve a score of at least 80%.

Academic Integrity

Students are expected to follow institutional policies on academic honesty. Plagiarism, cheating, or misrepresentation of work undermines learning and will result in appropriate consequences as defined by university policy. If you are unsure whether something is acceptable, ask before submitting work.

Accessibility and Disability Services

The university is committed to providing an accessible learning environment. If you have a documented disability and need accommodations, contact the

Disability Services office as early as possible to ensure that reasonable accommodations can be arranged. Students without documentation who believe they may have a disability or learning difference are encouraged to consult Disability Services about evaluation options and campus resources.