



University of Idaho

College of Education,
Health and Human Sciences

COURSE SYLLABUS

Course Title: ED 505: Experience SEL (Social Emotional Learning)

Number of Credits: 1

Course Location: United States School Districts/Schools

Instructor Name: Christina Cox

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The University of Idaho has identified the following items as Course Learning Objectives. Please indicate which of these items (may be multiple) are covered in your course.

1. Learn and integrate: Through independent learning and collaborative study, attain, use and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
2. Think and create: Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
3. Communicate: Acquire, articulate, create, and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.
4. Clarify purpose and perspective: Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspective.
5. Practice citizenship: Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an independent world, and a service-oriented commitment to advance and sustain local and global communities.

Specific course objectives related to learning objectives above:

1. Students engage in self-awareness and self-management competency building.
2. Students will be affirmed in their purpose and passion as an educator.
3. Students will adopt an intentional strategy to incorporate social-emotional competency into their classroom and teaching practices.
4. Students will be inspired to create trusting and nurturing relationships with and between students.
5. Students will gain new tools and activities to build unity with other staff and students.

6. Students will learn classroom facilitation practices to provide an experiential opportunity for growth.
7. Students will learn about the difference between informal and formal SEL practices and how to integrate both naturally.
8. Students will connect and collaborate with a team of staff and other educators.
9. Students will learn how to use the Core Lessons™ online curriculum portal.

Required material, required assignments and grading policy

Required materials, books, and web sources:

The Core Project will provide the following materials:

- Program Guide (Hard copy or digital)
- Training Survey (Digital)
- Access to Core Lessons online portal

Attendance: (20%)

Expectations at the in-person training include 6 contact hours:

- Arrive on time and stay through the duration of the training (6 hours)
- Be present in and participate in large and small group discussions
- Participate in experience-based activities
- Discuss implementation plan (start date, weekly schedule, surveys)

Activities/Assignments (80%)

Expectations after the in-person training include 9 contact hours:

- Adhere to the implementation calendar as determined by each district
- Prepare for and provide weekly Core Lessons as indicated on the Scope & Sequence
- Complete the Self-Reflection Guide and submit to kelsey@thecorepro.com by December 8th.

Grading policy:

This course is graded on a Pass/Fail basis. Seventy percent or above constitutes a passing grade. In order to pass, students must attend the in-person training and email the “Self-Reflection Guide” to kelsey@thecorepro.com by December 8th.

Course Schedule

Each school will set its own meeting schedule. Check with your principal/district administrator.