



**Loyola Marymount University**  
**Social and Emotional Learning Curriculum Instruction Certificate Program**  
**Course Syllabus**

**Course Name:** Social and Emotional Learning Curriculum Instruction Certificate Program

**Course Number:** INRX825.01

**Semester:** Fall, 2020 (Monday) **Course Length:** 10 weeks

**Starting and Ending Date of Course:** ?

**Possibility of course dates adjustment.**

The dates listed as the starting and ending date of classes is what is anticipated. However, there may be occurrences where the instructor has an unforeseen absence, or there could be another unforeseeable cause for a class session to be canceled. In this event, the instructor will schedule an alternate date for the missed class session. Every attempt will be made for classes to be held as scheduled.

**Who is this course for?:**

- Busy and stressed educators who want to strengthen their own personal SEL skills, but have very little time to learn SEL on their own, or their school might not be able to adequately support adult SEL.
- Educators who want to teach their students SEL, but don't have an SEL curriculum or sufficient training to teach SEL. *(Note: We will provide you with a powerful hands-on SEL Curriculum with over 160 40-minute lessons that are distance learning ready).*
- Busy educators who want to learn SEL simultaneously as they teach it to students.
- Busy educators or parents, who might be able to directly teach SEL to students in a classroom, but want to strengthen their own SEL skills.

**Course Requirements:**

- Your course fee will include access to the Mindset Mastery SEL Curriculum, a hands-on SEL program for high school and college students. *(Note: The curriculum has been successfully used in middle school grades 6-8 with some slight teacher modifications.)*
- Computer with access to the internet, wifi, google drive and all google document types (doc, ppt, slides), and email.

- Phone or camera with video recording capability to upload a 5 minute video to a google drive folder.
- You don't need a strong understanding of Social and Emotional Learning. This course will catch you up if you are new to SEL, and will also push your SEL knowledge and skills further if you already have SEL experience.

**Instructor:** Gerard Javier Vargas

**Contact:** [gvargas1204@gmail.com](mailto:gvargas1204@gmail.com) or (310) 623-7176

***To successfully pass the course you must receive a minimum grade of "B-" (80% of possible points) and meet attendance expectations.***

### **Course Description:**

Multiple research sources emphasize the importance of Social and Emotional Learning (SEL) Skills in determining student success in all areas of their lives: academic, relationships, financial, career, and physical and mental health. However, student SEL skills can only be developed effectively in the presence of a teacher who is trained in teaching SEL and who has personal level of SEL competence. The challenge is that schools do not have the capacity or time built in their schedule to train teachers in SEL. Teachers, as busy, stressed, and overstretched as they are, might not have the capacity to learn SEL on their own, outside of the classroom. This course is the perfect solution for these challenges. In this course, you learn SEL as you teach SEL to your students! You simply complete an online SEL training professional development video series, teach a powerful online SEL curriculum to your students, complete the same assignments your students complete, and submit reflections on your personal SEL development and progress as an SEL instructor. Your professional development is literally occurring as you teach SEL to your students! Don't have a classroom to teach, but you want to strengthen your own SEL skills? No worries! The provided SEL curriculum is self-guided and will help you elevate all 5 SEL competencies as defined by The Collaborative for Academic Social & Emotional Learning (CASEL) which include: Self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

At the end of successfully completing this 10-week course, you are eligible to receive a certificate issued by Loyola Marymount University and the Legacy Mastery Academy. The Social and Emotional Learning Curriculum Instruction Certificate was developed by Gerard Vargas, an award-winning educator, university professor, instructional coach, curriculum writer, and expert in social and emotional learning and cognitive neuroscience. You will teach and learn from the Mindset Mastery SEL Curriculum, a

hands-on program designed to strengthen your SEL skills for long-term behavioral change by changing your beliefs, habits, and thinking patterns through hands-on, brain based routines.

### **Learning Outcomes:**

- Explain the 10 beliefs of Effective SEL Educators and create a plan for developing in these areas.
- Create a plan for developing a positive classroom learning environment built on trusting relationships, cognitively engaging lessons, and a supportive community that creates psychological safety where students can take risks, make mistakes, ask for help, seek feedback, express their ideas, and learn optimally.
- Self-assess your social, emotional, and cultural beliefs and habits and create a growth plan for target areas.
- Explain how thoughts, emotions, and beliefs impact the learning brain.
- Apply routines for engaging students in SEL, teaching SEL through classroom management, and supporting behaviorally challenging students.
- Apply SEL routines that support trauma-informed practices, culturally responsive teaching, brain-based learning, students with learning differences, PBIS, and restorative practices.
- Receive mentorship from Legacy SEL certified expert teachers.
- Apply routines and strategies that teach and develop the 5 CASEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making.
- Develop yourself and your students in the following areas: Grit, The Growth Mindset, Emotional Intelligence, Empowering vs Limiting Beliefs, Responsibility, Cognitive Behavioral Therapy, Purpose, Happiness, Resilience and many others.
- Complete a Legacy Talk video (5 minutes or less) that showcases how you transformed in your personal SEL and SEL teaching ability.

### **Required Text:**

The SEL Mindset, by the Legacy Mastery Academy.

### **Expectations for Virtual Meeting Behavior:**

Since the course will be mostly self-directed, the following are expectations for the three virtual meetings with the instructor (check-ins #1, #2, and #3). Since these

meetings are with other students. Please be respectful of both your classmates and the instructor. Examples of being respectful include: being fully present during check-ins without any distractions, following the Zoom meeting guidelines, responding quickly to emails or calls from the instructor, not engaging in side conversations, and asking questions. Participation in the **Facebook Group: Thriving with SEL** is required. Questions, responses, and discussions are to be kept on topic with the material being presented by the instructor. Students are to ask questions, respond to others, while also respecting the need for other students to participate in the discussion (share their conversation contributions equally so that not one voice dominates).

If you have a cell phone or any other device that emits sound, please keep it turned off or silenced and out of sight during each virtual meeting.

Disruptive behavior which is persistent or significantly interferes with meeting activities may result in the student being requested to leave the meeting and/or possibly may be requested to withdraw from the course.

### **Communication:**

There may be occasions where the instructor may need to communicate with a student(s) during non-class time. The instructor will use the email address provided to LMU by the student to send any necessary communications. Students should contact the Program Coordinator (**Fay Craton; [fay.craton@lmu.edu](mailto:fay.craton@lmu.edu); 310-338-2812**) to advise of any changes or corrections to email addresses.

### **Participation**

Full participation in all virtual meetings is required. Full completion of all assignments and reflections are required. While students are not expected to share confidential information about his or herself, students are expected to fully engage in class activities and assignments. Participation in the course is considered to be part of the grading process. Appropriate vulnerability is part of self-awareness and SEL development, and so it is highly encouraged to share how you are growing as an educator and personally. Share as much as you feel comfortable during the assignment reflections. The instructor will always model appropriate vulnerability first in order to set the tone. The online professional development training videos will discuss what is meant by appropriate vulnerability.

### **Attendance:**

Attendance at all three virtual meetings is expected for the full length of each class in this course.

- Students must sign up ahead of time to attend virtual meetings. Click here for The Virtual meeting calendar. Make sure you sign up for 3 virtual meetings as shown after reading the instructions on this link.
- Students will check-in virtually (virtual meetings) with the instructor and other students. The instructor will review assignments, check on progress, answer any questions, and allow for participants to share best practices, challenges, and solutions.
- Students will be signed in by the **Webex attendance roster** at each class meeting.
- Students are asked to notify the instructor by email if they will not be attending the meeting or need to reschedule.
- Students are expected to complete the Mindset Mastery Curriculum Training Program.
- Students who have an unforeseeable emergency may sign up for an alternate virtual meeting date: **Simply notify the instructor of their absence by email.**
- **If no other virtual meetings are available, students can complete a makeup assignment for one missed virtual meeting to be eligible to receive attendance/participation points. To submit a makeup assignment, students must do the following:**
  - **Notify the instructor of their absence by email.**
  - **A copy of the recorded class will be sent to the student for viewing (please note there is a time limit on the availability of the recording).**
  - **Students will be issued a makeup assignment consisting of submitting an essay answer to a question pertaining to the topic of the missed class.**
  - **The essay must be one full page in length and be typed using 12 point font, single-spaced.**
  - **The essay must be turned in via email, two weeks following the missed class.**
  - **Students are to keep a copy of their essay. The instructor will keep the copy submitted.**

### **Grading:**

To receive a certificate you must receive a minimum grade of a “B-”. All students may obtain a copy of his/her transcript, regardless of received grade. Grades and transcripts are available at the PROWL website. Please go to:

<http://academics.lmu.edu/extension/resources/records/> to find out more information about PROWL. **PLEASE NOTE:** you will need your student ID number to access information in PROWL.

**Student Identification Number:** Your student identification number can be found on the second registration confirmation email you received. You may also obtain this number from anyone in the LMU Extension office or from your instructor. The phone number to the LMU Extension office is 310-338-1971.

**Receipt of a Certificate:** Please submit a “Certificate Request” form to the LMU Extension office. To receive a certificate you must receive a grade of “B-“or better in the course. (For the Advanced Human Resources Management Certificate you must complete the 12-week HRM Certificate course and three of the Advanced HRM Certificate courses.) Receiving your certificate could take several weeks after successful completion of the course. To rapidly obtain proof of course completion, please go to PROWL and request a transcript.

The final grade for each participant will be determined by combining scores each of the factors shown below and in the proportionate percentages for each factor:

**Course Requirements:**

Please Note: During meeting #1, your instructor will review all these assignments and due dates with you and help answer any questions.

Requirement (Assignment Description)	Assignment Due Date	Percentage Awarded
<p><b>Attendance/Participation in</b></p> <ul style="list-style-type: none"> <li>● Completion of Online PD and Quiz: 10%</li> <li>● One-hour virtual meetings with the instructor. Create your appointment on the virtual meeting calendar:               <ul style="list-style-type: none"> <li>○ Meeting #1 = 5%</li> <li>○ Meeting #2 = 5%</li> <li>○ Meeting #3 = 5%</li> </ul> </li> <li>● One-hour interview with an SEL expert at your school site: 10% (<a href="#">see interview template</a>). Identify an SEL</li> </ul>	<ul style="list-style-type: none"> <li>● Online PD and Quiz (week 1 before starting curriculum and before check-in #1)</li> <li>● Check-in #1: (within first week of enrollment)</li> <li>● Check-in #2: week 5</li> </ul>	<p>40%</p>

<p>expert (colleague or staff member) who is strong in personal SEL and teaches SEL effectively. Your mission is to learn how they developed their strong personal SEL skills and SEL teaching skills.</p> <ul style="list-style-type: none"> <li>Contribute at least 5 new questions and 5 responses to the <a href="#">Facebook Group: Thriving with SEL</a>. 5%</li> </ul>	<ul style="list-style-type: none"> <li>Check-in #3: (week 9 before the Legacy Talk is due)</li> <li>One hour interview (anytime before week 10)</li> <li>10 Facebook Group Contributions (anytime before week 10)</li> </ul>	
<p><b>Curriculum Assignment and Reflections</b></p> <ul style="list-style-type: none"> <li>Complete all assignments along with your students. Then select 5 key assignments from the curriculum that made the biggest impact on your personal SEL and SEL teaching skills. Write a short reflection and submit via google docs. (each completed curriculum assignment is worth 3% and each reflection is worth 3%. (<a href="#">See reflection template and Sample Reflection</a>))</li> </ul>	<p>All 5 Due before week 10:</p> <ul style="list-style-type: none"> <li>2 assignments and reflections due before virtual meeting #2 and 3 assignments and reflections due before virtual meeting #3.</li> </ul>	30%
<p><b>Teaching Surveys (Pre and Post)</b> 2.5% each. (link to pre and post surveys)</p>	<ul style="list-style-type: none"> <li>Pre: During week 1, before starting curriculum</li> <li>Post: Week 10, along with Legacy Talk Video</li> </ul>	5%
<p><b>Legacy Talk Video</b> (See Legacy Talk video instructions) <a href="#">Use this to create from</a></p>	Week 10	25%
<p><b>Total percentage:</b></p>		100%

**Grading Scale:**

<b>Grade</b>	
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	Percentage
A	93%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	75%
C-	70%
D	63%
F	

**General Assignment Rubric:** This rubric will be applied to all assignments:

- Curriculum Assignments and Reflections
- SEL expert Interview
- Legacy Talk Video

Pass	No Pass
<ul style="list-style-type: none"> <li>● <b>Assignment Elements:</b> All elements of the assignment instructions are completed.</li> <li>● <b>Spelling and Grammar:</b> Spellcheck is applied, grammatically sound, clear and easy to read and understand.</li> <li>● <b>Content Mastery:</b> Strong understanding of the content is demonstrated (<i>Student refers to specific vocabulary, strategies, routines, or the content in the lesson or assignment by name and their explanation demonstrates that they understand the content</i>)</li> <li>● <b>Reflectiveness:</b> Reflections demonstrate self-awareness, introspection, and a sincere attempt to thoroughly articulate his/her SEL development and the impact it will have on his/her life. (<i>Personal examples are used and explained clearly, Content is specifically mentioned. See the sample reflection</i>)</li> <li>● <b>Action Steps</b> are specific, clear, simple and easy to implement, and have specific dates,</li> </ul>	<p>One or more elements of the assignment are incomplete. Students can redo only 2 assignments, but not the Legacy Talk Video.</p>

times, and locations.	
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**Class Schedule (Any changes to the class schedule will be announced in class.)**

<b>Week</b>	<b>Topic</b>	<b>Assignments Due</b>
1	Preparing to teach SEL to students and to learn SEL	<p><b>Complete the following before virtual meeting #1:</b></p> <ul style="list-style-type: none"> <li>• Step 1: Complete the online Mindset Mastery SEL Teaching Training Program and Quiz.</li> <li>• Step 2: Complete the SEL Teaching Pre-Survey.</li> <li>• Step 3: <b>Virtual Meeting #1.</b> Set up virtual meetings promptly upon registering for the class. Have steps 1 and 2 completed before joining this meeting.</li> </ul>
2-5	Personal and teaching SEL development	<p><b>Complete the following before virtual meeting #2 on week 5:</b></p> <ul style="list-style-type: none"> <li>• 2 Mindset Mastery SEL Curriculum Assignments and Reflections. Submit via google folder.</li> <li>• One-hour interview with SEL expert: <a href="#">See interview questions template.</a></li> <li>• Virtual Meeting #2.</li> </ul>
6-9	Personal and teaching SEL Development	<p><b>Complete the following before virtual meeting #3 on week 9:</b></p> <ul style="list-style-type: none"> <li>• 3 Mindset Mastery SEL Curriculum Assignments and Reflections. Submit via assigned google folder.</li> <li>• Virtual Check-in #3 (To prepare for the Legacy Talk)</li> </ul>
10	Legacy Talk	<p><b>Complete the Following:</b></p> <ul style="list-style-type: none"> <li>• Complete the SEL Teaching Post-Survey.</li> <li>• 5 Minute Legacy Talk Video Submission</li> </ul>

**Specifics about Assignments:**

- **Absences:** Students must email the instructor if they will not be in attendance for a virtual meeting and then select an alternate date in the [Virtual Meeting Calendar](#).
- **Legacy Talk:** The Legacy Talk is a video recording of yourself explaining how you developed your personal SEL skills and ability to teach SEL to students as a result of this course. There are no make-up Legacy Talks after week 10. Click [here](#) for Legacy Talk instructions.
- **Late assignments:** Since assignments are due A late assignment will count as a “no pass” for that assignment. A student can submit for a redo (up to only 2 redos).

### **Academic Integrity:**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated.

*Plagiarize:* “To steal and pass off (the ideas or words of another) as one's own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster's New Collegiate Dictionary, Springfield: G. & C. Merriam Company, 1973, 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.

*Cheating:* Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

*Cell Phones:* The use of cell phones, pagers, or PDAs, during class is not allowed. These devices can be put on vibrate and answered out of the classroom in cases of emergency or work on-call status.

### **Thriving in the Classroom:**

Students join our courses from many diverse personal histories and expectations. The richness of their perspective adds to the classroom learning experience for all students. You are encouraged to fully engage in the topics presented by your instructor. In order to keep the virtual meeting discussions within a respectful

timeframe and in line with learning objectives, some guidelines are to be followed when participating in class discussions.

1. Discussion is to be kept to the topic presented by the instructor. Please do not bring personal agendas into classroom discussions.
2. While it is important to speak up during class, quality classroom participation also means allowing other students to talk. When a student is monopolizing time meant for all students, the instructor will stop the student and encourage others students to speak or move on with course content.
3. When doing classroom processes, assignments, and/or projects, please follow the directions of the instructor.
4. Direct criticism, put downs, and/or negative comments of **any** student or by **any** student will be immediately stopped by the instructor.
5. Demeaning remarks and/or intimidation of one person by another person is not acceptable.
6. Disrupting the classroom learning experience is not acceptable.
7. Direct criticism of any other course or any other instructor will be immediately stopped by this course instructor.
8. Personal concerns and/or off class topic comments wishing to be made to your course instructor are to be made by making an appointment with the instructor or by sending an email to the instructor.
9. Students wishing to discuss concerns about a course or an instructor may make an appointment to speak with **Fay Craton** or **send her an email**. **She can be contacted by email at [fay.craton@lmu.edu](mailto:fay.craton@lmu.edu) or phone at 310-338-2812.**

### **Accommodations for Students with Disabilities:**

Students should let the Program Coordinator (Fay Craton; [fay.craton@lmu.edu](mailto:fay.craton@lmu.edu); 310-338-2812) know of a disability that limits you in a major life activity. Referrals will be made to the LMU Disability Support Services (DSS) for evaluation of reasonable accommodation, modifications, or special assistance. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should be in contact with the DSS Office as early in the semester as possible.

### **Non-Discrimination:**

Loyola Marymount University does not discriminate on the basis of race, religion, creed, color, national origin, sex, age, veteran status, marital status, sexual orientation,

gender identity, alienage, citizenship status, disability or any other characteristic protected by state or federal law. Loyola Marymount University seeks compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and section 504 of the Rehabilitation Act of 1973, which prohibit discrimination. Any student complaints of discrimination shall be handled and resolved pursuant to the University's Discriminatory Harassment and Complaint Process. This process provides for the filing, investigation and resolution of all student discrimination complaints. Copies of the Discriminatory Harassment and Complaint Process may be found on LMU's website under Student Codes + Policies and in the LMU Community Standards booklet published by the Division of Student Affairs.

**Sexual and interpersonal misconduct and prevention:**

LMU has a policy regarding sexual and interpersonal misconduct and prevention. Information about the policy can be found at the LMU Cares website: <http://studentaffairs.lmu.edu/lmucares/aboutlmucares/>

**Steps:**

- Questionnaire
- Which modules will you teach?
- Based on SEL self-assessment; identify strength SEL area and growth SEL area
- SMARTER Goal
- Create a schedule for self, then decide what is due by 2nd checkpoint and 3rd checkpoint.
- What we will discuss at first checkpoint: course overview, assignments, google drive, folders, rubric, etc.
- What we will discuss at second checkpoint
- What we will discuss at third checkpoint: Legacy Talk
-