

Social Emotional Learning

M.Ed. Social Emotional Learning

René Schoening (Program Director)

This program is designed for teachers and community members interested in enhancing children and adolescent learning and reducing behavioral concerns using social and emotional learning. Students will attain a unique knowledge in the area of youth development, complex trauma, neurobiology, social and cultural considerations, the uniqueness of giftedness, and behavioral intervention. Students will engage in an action research project in order to evaluate effectiveness of their social and emotional strategies and practice.

Social Emotional Learning (SEL) Program Student Learning Outcomes

- Program Development: Develop, lead and evaluate a data-driven school counseling and/or behavioral health program that is comprehensive, utilizes best practices, and advances the mission of the school or agency.
- Pedagogy: Use their knowledge of pedagogy, child development, individual differences, learning barriers and Washington state learning requirements to support student and client learning. They work effectively with other educators/staff to monitor and improve student and client success.
- Counseling & Intervention Strategies: Use a variety of research-based counseling or intervention strategies to provide prevention, intervention and responsive services to meet the academic, personal/social and career needs of all student/clients.
- Intercultural Competency: Understand cultural contexts in a multicultural society, demonstrate fairness, equity and sensitivity to every student/client, and advocate for equitable access to instructional programs/therapeutic practices.
- Collaboration: Collaborate with colleagues, families and community members to establish and foster an inclusive, nurturing and physically safe environment for students, clients, staff and families.
- Ethics & Professional Growth: Engage in continuous and professional growth and development and advocate for appropriate school and behavioral health counselor identity roles. They adhere to ethical practices and to the Washington state and federal policies, laws and legislation relevant to school counseling and behavioral health.

Admission Policies

1. No more than nine semester credits should be taken prior to admission to the program, as there is no guarantee those credits will count toward a graduate degree.
2. Applicants must hold a bachelor's degree from an accredited college or university.
3. Complete an online application by the posted deadline found on each program's webpage.
4. There are two levels of admission, as follows:
 - a. Full admission: cumulative grade-point average of 3.0 or higher, satisfaction of all prerequisites and acceptable recommendations.
 - b. Restricted admission: cumulative grade-point average of 2.7 or higher, acceptable recommendations, and conditions identified by the admissions committee.
5. The entrance-exam requirement is waived for applicants with an undergraduate GPA of 3.0 or higher. Applicants with an undergraduate GPA below 3.0 must submit official GRE or MAT scores or complete an analytical essay in lieu of GRE or MAT scores. Please see the application for the essay prompt.
6. Prerequisites or corequisites prior to graduate study may be required where applicants lack appropriate preparation. Students whose first language is not English may be required to complete prerequisites prior to consideration for admission. These courses are determined with an advisor to improve expertise in English, math, education methods and study skills.
7. Part of the application process is completion of the character-and-fitness supplement. Based upon a review and documentation of items disclosed in this supplement, Whitworth may deny admission to any individual. Applicants with suspended or revoked educational certificates (teachers, counselors, principals, psychologists or others) for a program leading to state

- certification will not be processed for admission until such certificates have been reinstated. This includes certificates from other states as well as those from Washington.
- For international students, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) and the GRE are required prior to admission. The minimum score accepted is 88 on the TOEFL or an overall score of 7.0 on the IELTS. Testing is also done in English and in math prior to the student's graduate coursework, to determine any prerequisites that need to be written into the degree plan. International applicants with diplomas from non-English-speaking universities may be required to provide a professional credential evaluation of their university transcripts from World Education Services. International students must also provide a current passport copy and proof of adequate financial resources for graduate study prior to admission.
 - Social emotional learning applicants will be interviewed as part of their admissions process.
 - Graduates of the graduate studies in education and master in teaching programs at Whitworth seeking an additional master's degree may have the core classes waived if they have been completed within the previous six years. These classes include Educational Research, Milestones in Education, Curriculum Development and Psychology of Learning or course equivalents.

Note: At any given time, one or more of our programs may be undergoing revision to stay current with changing Washington State Board of Education requirements. Please consult your advisor to ensure that you have the most current information on your program.

Academic Policies for Graduate Education Programs

Academic Standards

Whitworth Graduate Studies in Education offers guided studies that may be taken on a tutorial basis. Program director approval is required. Proposals are submitted with the approvals of the faculty supervisor and the director/department chair via the electronic guided study proposal form by the registration deadline of the term during which the study will be taken.

Admission and Expulsion

- Students who take no courses toward the completion of their master's degree within a one-year period will be placed on inactive status, unless arrangements have been made for a hiatus. In order for a student to return to active status they must reapply and they will be responsible for any new university or program requirements.
- Students may be suspended or expelled for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
- Whitworth reserves the right to withhold transcripts and diplomas until all campus debts are settled.
- Students are prohibited from bringing children, other family members and/or guests to their classes except in an emergency and with the permission of the instructor.

General Guidelines

- Social Emotional Learning students register themselves for courses online.
- Check with your advisor each term for pre-registration advising and for exit requirements. Students must be cleared by their advisor prior to course registration each term.
- Tuition is paid through student financial services located in McEachran Hall. If a student enrolls in a course that is not approved for a specific program, that class will be considered an enrichment course only; it will not count toward a graduate degree or certification program.

M.Ed Social Emotional Learning (36)

Cerequisite:

Statistics		
EDC 502	Lifespan Development	3
EDC 503	Social and Cultural Considerations in Counseling	3
EDC 504	Counseling Theories	3
EDC 509	Research Methods and Program Evaluation	3
EDC 535A	Introduction to Substance Use Disorders	2
EDC 564	Foundations & Embodiment of SEL	3

EDC 565	Complex Trauma, Crisis, & Resilience	3
EDC 566	Strategies: SEL for School & Life	3
EDG 551	Social and Emotional Components of Giftedness	2
EDS 521	Intervention for Behavior and Motivation	3
EDC 544	SEL Learning Lab	1
EDU 596	Graduate Capstone Project, Behavior Analysis Supervised Independent Fieldwork	3
One of the following:		4
EDC 581A	Practicum	
Electives (4 credits)		

People without relevant background must complete a four-credit practicum. Others take four credits of electives.