



New England College

School of Graduate and Professional Studies



Graduate Programs in School Climate Leadership and Facilitation



The School of Graduate and Professional Studies removes obstacles to educational advancement and opens new pathways for those seeking professional development and personal enrichment. We are New England's leader in quality graduate programs offered through alternative delivery models.

Experienced educators understand that students cannot learn if they don't feel safe at school. It is hard to argue against the idea that the success of all educational programs depends upon the success of our efforts to improve school climate and student safety. Bullying, cyber-bullying, school shootings, and teen suicides have all become front-page news. Many states have passed tough, new anti-bullying laws which make it necessary for schools to ensure that they have well-trained professionals who can develop effective new anti-bullying policies, programs and systems to effectively address these problems.

New England College and its partner, the Center for School Climate and Learning (formerly Main Street Academix), have joined together to offer an exciting new set of professional certificate and advanced degree programs for educators interested in becoming school climate leaders, facilitators, and professional consultants. These school climate leaders will help schools and communities across the US successfully meet the challenges of bullying, school climate, safety, and respect in schools.

The Center for School Climate and Learning (CSCL) has over ten years of school-based experience, research and program development expertise and is nationally recognized as a leader in the field of school climate leadership and school improvement.

We understand that educators, who may be at different stages in their professional careers, want different professional development options to meet their career aspirations. For this reason, we have designed three different options for educational professionals who want to become school climate leaders.

Program Overview

Option #1 – Certificate in School Climate Leadership

A one year, 16-credit, featuring a low-residency cohort model, an exciting eight weekend seminar design, linked to five online courses. This program is excellent for teachers and administrators who want to help their schools address these challenges.

Option #2 – M.Ed. in School Climate Leadership

A two year, 36-credit, ten course master degree program has been developed for experienced educators with an interest in becoming school climate

leaders, creating classroom, school, and district level school climate improvement programs, conducting school climate research and evaluation, and developing their group facilitation skills to help improve school climate and learning. The program follows the same low-residency model as described above.

Option #3 – School Climate Leadership and Facilitation Certificate of Advanced Graduate Studies (C.A.G.S) Program

A two year, 36-credit, ten course program for experienced educators who want to prepare to become regional and national level school climate leaders. This program has been designed by the CSCL in collaboration with NEC faculty to help build a cadre of school climate leaders for the nation. National school climate experts will teach all courses that will draw upon the same low-residency design as described above.

Program Goals

- To provide a graduate level, school climate leadership certificate program for educators who want to become school climate improvement leaders and anti-bullying experts.
- To develop a cadre of school climate leaders who can effectively lead the national movement to improve school climate and learning.

Questions addressed in the program:

- What is school climate?
- What is and isn't bullying and how does it affect students and schools?
- How are bullying, cyber-bullying and school climate interrelated?
- How does school climate affect students' social and emotional development and learning?
- How can schools evaluate school climate and use data to support, and improve school climate and student learning?
- How does adult culture affect school climate by promoting and/or inhibiting successful school change?
- What is respectful teaching and how do certain pedagogical practices and strategies affect school climate and learning?

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Graduate Certificate Program in School Climate Leadership and Facilitation

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- What is collaborative action research and how can it be effectively implemented to affect improvement in school climate and learning?
- What are the social justice, civil rights, and educational equity implications of school climate improvement?
- What kinds of qualitative and quantitative data are used to assess and improve school climate and learning?

Course Sequence

Certificate in School Climate Leadership and Facilitation (16 credits); Master of Education in School Climate Leadership (36 credits); and School Climate Leadership and Facilitation Certificate of Advanced Graduate Studies (C.A.G.S.) Program (36 credits).

YEAR ONE

Course #1: (4 credits)

ED 6010—Introduction to School Climate Leadership and Facilitation

Course #2: (2 credits)

ED 6021—Beyond Bullying: Understanding Bullies, Victims, and Bystanders

Course #3: (2 credits)

ED 6022—Student Engagement, Empowerment, and Respectful Schools

Course #4: (4 credits)

ED 6030—Understanding Adult Culture: Overcoming Resistance /Building Support for School Change

Course #5: (4 credits)

ED 6040—Collaborative Action Research Leadership Internship

At the end of this **one year** set of courses students will be awarded a Certificate of School Climate Leadership and Facilitation from New England College. Students may choose to matriculate into NEC's M.Ed. or C.A.G.S. program in School Climate Leadership which can be completed in one additional year.

Course sequence to complete:

Master of Education in School Climate Leadership and Facilitation (additional 20 credits);

School Climate Leadership and Facilitation Certificate of Advanced Graduate Studies (C.A.G.S.) Program (additional 20 credits).

(**Year two** courses will be differentiated for M.Ed. and C.A.G.S. students)

YEAR TWO

Course #6: (4 credits)

ED 7061—Group Facilitation and Leadership Design

Course #7: (4 credits)

ED 7062—Pedagogy and the Respectful School

Course #8: (4 credits)

ED 7063—Legal Issues for School Climate Leaders

Course #9: (4 credits)

ED 7064—Using Data to Understand, Monitor, and Improve School Climate and Learning

Course #10: (4 credits)

ED 7065—Collaborative Action Research II-Capstone

Low-Residency Cohort Model

Cohorts will typically be made up of 16–20 students. All courses will follow NEC's seven-week graduate studies format.

Students will be expected to actively participate in online activities, assignments, virtual classroom lectures, virtual discussion groups, and authentic, performance-based tasks and assessments between each weekend seminar as part of this hybrid, low-residency, online instructional model. This program has been developed for working educational professionals. The combination of personalized, intensive, collaborative, face-to-face class work, and independent, online assignments will provide an engaging, rigorous, yet manageable instructional format.

Students are expected to attend a total of eight required weekend seminars over the course of **year one**. Students enrolled in the M.Ed. or C.A.G.S. program will participate in ten additional weekend seminars in **year two**. Seminars will run Fridays 4–8pm and Saturdays 8:00am–3:00pm. We know that these weekend seminars, featuring nationally respected guest experts, will be an exciting highpoint of this program.

A final exhibition/celebration and awarding of School Climate Leadership Certificates will take place at the end of **Year One**. **Year Two** courses will end with the awarding of Master of Education degrees or Certificates of Advanced Graduate Study (C.A.G.S.) at NEC's graduation ceremony.

Students will be eligible for financial aid through New England College for years one and two of the program.

Application Requirements

To apply, you must have a minimum of three years experience in teaching, submit an online or written NEC Graduate School application, enclose a current résumé, official college transcripts, a personal essay, and two letters of reference. Online and downloadable applications are at www.nec.edu.

Admission

For program information contact:
Rachael Frost
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wpreble@nec.edu

or

Graduate Admission Office
603.428.2252
graduateadmission@nec.edu

To apply you must have three years of teaching, educational, or other related professional experience.