



The NSCC-CUNY Four Course Sequence in Social, Emotional and Academic Education

“I am pleased to recommend the new four course graduate level sequence in social, emotional, and academic education. This perspective on education is an important one, and our knowledge base of what to present to students and how to foster these strands of development has grown significantly in recent years. No organization has been more deeply involved than NSCC, and it has formed appropriate collaborations with other relevant groups, such as the research- oriented CASEL. I am pleased to have been involved as an informal adviser to NSCC and to observe its growth over the years in terms of size, scope, and depth of undertaking. This new academic sequence seems just right to me and I look forward to seeing it implemented.”

Howard Gardner, Ph.D., Hobbs Professor of Education and Cognition, Harvard Graduate School of Education

Social and emotional education is both an old and a new idea. Since the beginning of formal education, school life has always colored and shaped students’ social and emotional as well as intellectual capacities.

A primary goal of education has been to foster socially responsible, effective citizens. In the last hundred years, a series of educational, school-health/mental-health and societal trends focused more and more on the importance of an integrative understanding of the “whole child.” And in the last two decades a growing body of research in education, health promotion, risk prevention, and mental health has underscored the importance of integrating social, emotional, ethical and academic teaching into school life.

This graduate-level certificate program, offered in partnership with the National School Climate Center (formerly CSEE), consists of four three-credit courses and is designed for K-12 educators who are seeking enhanced skills and exposure to this growing body of knowledge. It will provide students with an understanding of the basic principles of social, emotional, character and academic education with concrete approaches to integrate these principles into K-12 curricula and the classroom.

The curriculum is also designed to advance their knowledge, skills and abilities to become leaders and advocates for SEL in their schools and other educational institutions.

The overall goals for this course sequence are four-fold:

1. *Expand school community members’ reflective capacities* through development of self-awareness, self-regulation, social awareness and the ability to facilitate positive, healthy relationships with others
2. *Acquire knowledge of current theory, research and practice in evidenced based K-12 social emotional education:* coordinating the promotion of students social and emotional competencies and working to create even safer, more caring, participatory and responsive schools and homes.
3. *Acquire and apply skills to integrate* social emotional learning into existing academic and non-academic aspects of K-12 school life to promote students social, emotional and academic competencies.
4. *Develop and implement systemic plans* that foster safer, more caring, participatory and responsive environments for students to learn: at the classroom and school-wide level.

The four courses are:

Social, Emotional and Academic Education: Theory, Research and Practice

This course provides a basic overview of effective social, emotional and academic education, which encompasses evidence-based social and emotional learning (SEL) and character education, health and mental health promotion, and effective citizenry and

risk prevention efforts.

The course is organized around two questions: How can school personnel promote students' social and emotional competencies within the academic and non-academic facets of K-12 school life? And, what interventions can foster caring, safe, responsive, participatory learning communities?

Through the course, students will:

- Develop an understanding of the history, systemic considerations, child development theory and practice, and research associated with current practice of social, emotional and academic education;
- Enhance their own capacity for self-awareness and awareness of others; and
- Acquire knowledge and skills for implementing this approach in the classroom and school.

Creating a Climate for Academic, Social and Emotional Learning

This course prepares educators to develop caring learning communities and manage classrooms that help promote students' academic achievement. The context for developing a caring learning environment is the acquisition and use of evidence-based social and emotional learning skills and strategies. SEL prevention and intervention instructional strategies deter inappropriate, disruptive and violent behavior, as well as promote all students' ability to learn and develop in healthy, caring ways.

The theories of and research into moral and ethical development, resiliency and efficacy, and effective models of classroom management will be explored in this course. Students will also learn about a range of school-wide and school/home/community interventions that further safe, caring and intelligent learning communities.

They will be asked to examine their own self-management skills as they relate to intervening in a range of conflict situations involving children and adults using a problem-based, culturally sensitive learning model. Integral to this course is an awareness of how to apply social and emotional learning through the

implementation of service learning practices in the classroom and school.

Social and Emotional Teaching and Learning

The purpose of this course is to develop educators' capacity to teach K-12 students social, emotional and academic knowledge, skills and abilities, building on the skills developed through the previous courses.

It will provide teachers with guidance on the underlying theory and its practical applications for teaching direct SEL lessons and skills, acquiring effective instructional strategies, using "teachable moments," and infusing SEL into their year long required curriculum.

The course covers child development theory, prevention research, brain research, and best practices in teaching and learning such as differentiated instruction, cooperative learning, and bias awareness.

Students will acquire strategies for assessing students' cognitive and affective learning as well as the effectiveness of their own instruction delivery.

Leading Social Emotional and Academic Change

The fourth course is an advanced field and problem-based seminar in which students will create and implement a classroom or school-based intervention in social and emotional learning or service learning. In developing this intervention, students will work collaboratively to develop goals, define the methods to be used to achieve these goals, and learn how to establish and measure outcomes.

The knowledge and skills imparted in this course will increase the students' ability to implement and sustain social and emotional learning in classrooms and the school.

For more information about this course please contact Prof. Jonathan Cohen (jonathancohen@schoolclimate.org)