

## **Social, Emotional, and Behavioral Wellness of PK-12 Students Endorsement**

### **Overview**

The Graduate Program in Education and Neumann University is pleased to offer the Social, Emotional, and Behavioral Wellness of PK-12 Students program, an official Pennsylvania Department of Education endorsement. The content and courses within this program are infused with social emotional learning focused on the classroom, school building, district and family. Faculty are Neumann University adjunct faculty who specialize in Social Emotional Learning.

The goal of this program is to make explicit how social, emotional, behavioral health integrated into academics improves attendance, graduation rates and prospects for employment, increases capacity for learning, mastery of subject material, commitment to school, time devoted to school work and standardized test scores while reducing suspensions and grade retentions (Taylor et al. 2017). The endorsement may also be completed as an added concentration within the [Social Emotional Learning, M.S.](#)

Your program will be exciting, challenging, invigorating, rewarding, practical, meaningful and immediately transferable to your work with students.

### **Field Experience Projects**

In each course, candidates will spend a minimum of 6 hours engaged in comprehensive and coordinated field experience with embedded candidate competencies. These field experiences, led by school and workforce partners, will provide learning experiences that model the integration and application of social, emotional and behavioral health concepts.

### **Program Curriculum: 12 credits**

This endorsement may be incorporated into the Social Emotional Learning Masters of Education. Each course includes a required 6 hours of field experience.

- EDUC 528 Understanding and Intervening with At Risk Youth Behaviors (3 credits)  
This course will examine the most significant at-risk issues impacting the lives of PreK through 12th grade students today. The physical, psychological, social, emotional and academic implications of these issues will be explored in depth. The indicators, signs, and symptoms of each issue will be shared through a culturally relevant lens that reflects the experience of students. Learners will engage and explore the systems and supports that do and can exist in a school environment and a community to support all students through authentic collaboration with family, school, and community partners.

- EDUC 529 Behavioral and Mental Health Literacy/Intervening to Promote Positive Outcomes in our PK-12 Students (3 credits)
 

The purpose of this course is to enhance the behavioral and mental health literacy of those who support Pre-K through 12th grade students. Focus will be placed on common mental health disorders affecting school-age children, such as: attention deficit hyperactivity disorder (ADHD), oppositional defiance disorder (ODD), anxiety disorders, substance use disorders, eating disorders, depression and other mood disorders. Learners will take a deep look at the needs of the abused child, the grieving child, suicidal students, and those who engage in non-suicidal self-injurious behaviors from the perspective of prevention, intervention, and ongoing support. Learners will closely examine their views and experiences regarding behavioral and mental health, define strategies, and develop tools to create a climate of acceptance, understanding, and change for our youth who are dealing with behavioral and mental health concerns.
- EDUC 530 Adverse Childhood Experiences, Trauma, and Mental Illness in PK-12 Students (3 credits)
 

This course is designed to explore the impact of traumatic experiences on children and adolescents across multiple stages of development. In addition, this course will identify how Adverse Childhood Experiences (ACEs) can affect the ability of children to learn in a variety of settings. Through engagement and participation in experiences, learners will gain a comprehensive understanding of the impacts of trauma and ACEs and attain a variety of strategies to implement in the school setting to effectively contain and manage maladaptive emotional and physical responses.
- EDUC 532 Fostering Resilience and Building Assets in our At-Risk Students (3 credits)
 

This course is designed to equip learners with tools and strategies to create and enhance programming that moves our students from risk to resiliency. The course hinges on the belief that resilience is not something you do, but something you are and can become. Learners will engage deeply with the relationship among Social Emotional Learning, Multi-Tiered System of Support (MTSS), and Positive Behavior Intervention and Supports (PBIS). Through this process, learners will be guided through a paradigm shift, away from a deficit-driven model and toward a strength- and asset-driven model.

### **Admission Requirements**

- Entry into this program may be done on a matriculated or non-matriculated basis.
- In order to receive the state endorsement, the candidate must possess a valid Pennsylvania Teaching Certificate.