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COLLEGE OF  
GRADUATE STUDIES

# The University Of Toledo

## New Graduate Program Proposal

\* denotes required fields

College\*:   
Dept/Academic Unit\*:   
Contact Person\*: Alexia E. Metz Phone: 530-6692 (xxx - xxxx) Email:  
alexia.metz@utoledo.edu

Program Code\*:   
Program Name\*:   
Degree to be granted (if applicable):

Minimum number of credit hours for completion\*: ~~11~~ 8 [12, SEE ATTACHED explanation in  
Catalog description 2015-16]  
Proposed effective term\*: 2015<sup>10</sup> (e.g. 201140 for 2011 Fall)  
40

List all courses which  
comprise the certificate  
or degree and identify  
term offered  
(summer/fall/spring):

SPED5270  
OCCT7610  
OCCT7620  
OCCT7630  
OCCT7640

Identify delivery method (Online/in class/off campus):

Please refer to <http://www.utoledo.edu/catalog/> for university catalog.

File Type	View File
Attachment	<a href="#">View</a>

Comments/Notes:

**Rationale:**

The goal of the graduate certificate in teaming is to prepare and guide professionals to engage in collaborative best practices in service to individuals with special needs and their families. Graduate students enrolled in professional programs in seven disciplines will be able to earn this certificate to augment their preparation to engage in collaborative best practices in services to young children with special needs and their families.

Earning the certificate will entail documenting 38 competencies in the areas of collaboration, advocacy, diversity and cultural competence, evidence-based practice, professional and ethical standards, technology, human development, assessment and evaluation, and service provision.

Students will demonstrate competencies through individualized programs of study in their own disciplines, a course in teaming, 3-seminar series, and a practicum.

**Program Approval:**

Department Curriculum Authority:

Beth Ann Hatkevich

Date 2015/03/13

Department Chairperson:

Michelle Masterson

Date 2015/04/07

College Curriculum Authority or Chair:

Eric Longsdorf

Date 2015/04/17

College Dean:

Barry W. Scheuermann

Date 2015/04/17

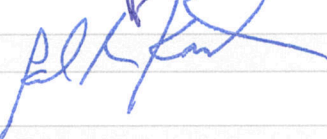
Graduate Council:



Date 2015/05/12

GC 5.5.2015

Dean of Graduate Studies:



Date 2015/05/12

Office of the Provost :

Date


**Administrative Use Only**

Effective Date:

 (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

**Registrar's Office Use Only****Processed in Banner on:** **Processed in Banner by:****Banner Program Code:****Banner Term Code:**

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## Graduate Certificate in Interprofessional Teaming in Early Childhood

The goal of the graduate certificate in Interprofessional teaming is to prepare and guide professionals to engage in collaborative best practices in service to individuals with special needs and their families. The Graduate Certificate in Interprofessional Teaming advances this mission. Graduate students already enrolled in professional programs in the following six disciplines will be able to earn this certificate to augment their preparation to engage in collaborative best practices in services to young children with special needs and their families:

- Early Childhood Education,
- Occupational Therapy,
- Physical Therapy,
- School Psychology,
- Special Education,
- Speech Language Pathology

The criteria for eligibility for enrollment and retention in the certificate program include:

- Completion of the first semester in one's program of study with a minimum 3.5 GPA and otherwise in good standing, as verified by program director and/or academic advisor,
- Submission of a statement of purpose outlining one's desire to complete the certificate, and
- Grades of B or higher in all certificate courses.

Students will demonstrate competencies through individualized programs of study, approved by faculty members affiliated with the certificate program. Students should consult their advisor for detailed information.

While earning the certificate will entail documenting 38 competencies (in the areas of Collaboration, Advocacy, Diversity and Cultural Competence, Evidence-Based Practice, Professional and Ethical Standards, Technology, Human Development, Assessment and Evaluation, and Service Provision), the minimum total credit hours to be awarded the certificate is 12. In addition to the core courses required by the certificate, additional courses from the student's professional program will be identified by the advisor. The certificate must be awarded simultaneously with the professional degree.





**SCHOOL OF  
INTERPROFESSIONAL TEAMING**

THE UNIVERSITY OF TOLEDO

Graduate Certificate in Interprofessional Teaming in Early Childhood

Proposal

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Course map & descriptions for Speech Language Pathology

## Graduate Certificate in Interprofessional Teaming in Early Childhood

The goal of the graduate certificate in interprofessional teaming is to prepare and guide professionals to engage in collaborative best practices in service to individuals with special needs and their families. The Graduate Certificate in Interprofessional Teaming advances this mission. Graduate students enrolled in professional programs in the following seven disciplines will be able to earn this certificate to augment their preparation to engage in collaborative best practices in services to young children with special needs and their families:

- Early Childhood Education,
- Occupational Therapy,
- Physical Therapy,
- School Psychology,
- Social Work ,
- Special Education,
- Speech Language Pathology

The following faculty members have jointly developed the certificate program and agree to serve as academic advisors for students who want to earn the certificate:

Early Childhood Education: Dr. Laurie Dinnebeil

Occupational Therapy: Dr. Alexia Metz

Physical Therapy: Professor Amy Both

School Psychology: Dr. Wendy Cochrane

Social Work: Dr. Heather Sloane

Special Education: Dr. Laurie Dinnebeil

Speech Language Pathology: Professor Aileen Hunt

The criteria for eligibility for enrollment and retention in the certificate program include:

- Completion of the first semester in one's program of study with a minimum 3.5 GPA and otherwise in good standing, as verified by program director and/or academic advisor,
- Submission of a statement of purpose outlining one's desire to complete the certificate, and
- Grades of B or higher in all certificate courses.

It is anticipated that completion of the program will require four semesters of study.

Earning the certificate will entail documenting 38 competencies in the areas of:

- Collaboration,
- Advocacy,
- Diversity and Cultural Competence,
- Evidence-Based Practice,
- Professional and Ethical Standards
- Technology,
- Human Development,
- Assessment and Evaluation, and
- Service Provision

Competencies were developed through a review of the literature regarding best practices in interprofessional teaming and a study of agreement between the accreditation standards for all seven

disciplines. Instruction and activities within the certificate program will foster students' adoption of the values of the faculty members affiliated with the certificate program.

1. Attitudes and competencies related to interprofessional teaming,
2. Provision of services in the least restrictive/natural environment,
3. Use of evidence-based practices,
4. Knowledge shared across disciplines,
5. Innovation, including the use of technology,
6. Cultural competency, and
7. Dignity and respect for all.

Students will demonstrate competencies through individualized programs of study, approved by faculty members affiliated with the certificate program, consisting of:

- Enrollment in SPED 5/7270\* for 3 credits in the first Spring semester of a student's engagement in the certificate program. This course is administered in a Distance Learning format. The course objectives will address approximately 25% of the competencies
- Enrollment in a series of one-credit hour seminar courses (3 credits, XXXX 5/7610, XXXX 5/7620, and XXXX 5/7630). The seminars will use a blend of classroom and online formats for interprofessional engagement and report on progress toward competencies.
- Between 25 and 50% of competencies can be obtained through achieving stated objectives within courses in one's own program of study. Completion of a summative experience through a practicum in interprofessional teaming to demonstrate mastery of 25% of competencies (XXXX 5/7940 for 2 credits).
- Syllabi for each seminar as well as the practicum (see description of XXXX 5/7940 below) are parallel across disciplines with each discipline having its own course prefix (e.g., CIEC, OCCT, PHYT, SLP, SOCW, SPED, SPSY) and a common course number. This is the process recommended by the Provost's Office. Seminars will be scheduled at the same time and at the same place. One instructor affiliated with the GCTEC will teach each seminar each semester.
- Optionally, up to 25% of competencies must be obtained through faculty member-approved courses outside of one's own program of study (where the instructor agrees to allow enrollment of certificate students), for up to 3 credit hours.

Students will document their obtainment of competencies in an individualized portfolio



Sample program of study:

Semester	Certificate activities	Competencies	Certificate Credit Hours
Fall I	Recruiting		
Spring I	SPED 5/7270: Team Models and Community Network	25%	3 credits
Summer I & Fall II	XXXX 5/7610: Seminar I		1 credit
	XXXX 5/7620: Seminar II		1 credit
	Courses in one's own program	25-50%	
	Courses outside of one's own program, optional	Up to 25%	Up to 3 credits
Spring II	XXXX 5/7640: Practicum	25%	2 credits
	XXXX 5/7630: Seminar III		1 credit
	Total	100%	8-11 credits

**SPED 5/7270: Team Models and Community Networking** This course is delivered through distance learning in a fully online format. It provides an introduction to the foundations of team practice in early childhood including child/family-centered practice. It examines various models of teaming and consultation. It introduces the need for cultural competency.

**Plan of study courses.** The specific course activities which go towards obtaining competencies will be documented in students' portfolios. We have surveyed the curricula of all associated professional programs to identify courses which have objectives that are relevant to the certificate competencies. We have worked with course instructors to verify that the courses are appropriate for the certificate program given their content, requirements, and assignments. Program Directors/faculty have indicated which courses would be appropriate for enrollment by certificate students from outside disciplines. When enrolling in courses outside of their own discipline, students will work with the course instructor and their academic advisors to modify requirements/assignments appropriately. Registration in courses outside of one's own discipline will serve as an opportunity to observe (and come to respect) the professional culture of another discipline, become aware of the clinical perspective of another discipline, gain knowledge from another discipline, and practice interprofessional communication.

**XXXX 5/7610, 5/7620, 5/7630: Seminars I, II, and III.** The complement of seminars will address all of the certificate objectives, building upon experiences students have in SPED 5/7270, plan of study courses, and the practicum. The seminar series will provide opportunities for students to reflect upon and document their progress toward the certificate competencies. Further, the seminars will provide opportunities for interprofessional interaction within the cohort of students enrolled in the certificate program. Seminar courses will have a blended classroom/distance learning format.

The required text for the seminar series will be Dettmer, P., Thurston, L.P., & Dyck, N. (2013). *Consultation, collaboration and teamwork for students with special needs (7<sup>th</sup> ed)*. Toronto: Allyn & Bacon.

**Seminar I: Orientation to interprofessional teaming**

In this seminar, students will be introduced to values in interprofessional teaming. Emphasis will be placed on consultative/coaching approaches to team practice, ways of resolving conflicts and skills related to interpersonal communication. Students will also explore the relationship between cultural similarities and differences with collaborative practice.

**Seminar II: Leadership and advocacy in interprofessional teaming**

In this seminar, students will develop skill in assessing interprofessional team practices at the facility/system level. They will explore how policy affects teaming practices. They will engage in advocacy of team practice. Students will develop skill in providing feedback to team members, resolving interpersonal conflict, and cultural competency.

**Seminar III: Evidence-based practice and innovation in teaming**

This seminar accompanies the practicum experience. Students will conduct a review of the literature guiding practice in an area relevant to the practicum case study. Students will explore technologies which can benefit children with disability and team practices with children with disabilities. Students will develop a plan for life-long learning on a topic relating to interprofessional teaming. Students will finalize and present their portfolio of competencies.

**XXXX 5/7940: Practicum in interprofessional teaming.** Students in the certificate program will have two options for completing the practicum. In **Option A**, students will be placed by program faculty in a community-based early childhood program, perhaps as an interprofessional cohort. In **Option B**, with faculty approval, students will conduct their practicum at a facility in which they are already placed for a discipline-specific training experience. In either option, students will conduct a case study focusing on one or more child with special needs in an inclusive setting. The case study will include assessment; development, implementation, and assessment of intervention plans; technical training of site staff and families; and reflection. Students will create a dissemination of their practicum results.

All courses are assessed on a grade scale of weighted scores of assignments. All courses include requirements specific to advanced students.



## Competencies for the Graduate Certificate in Teaming

<b>A. Partnerships/Collaboration: Demonstrate the ability to work effectively with other professionals as well as parents of individuals with disabilities as well as individuals with disabilities themselves.</b>			
	Course	Seminar	
1. Demonstrate a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program	SPED 5/7270	All seminars	
2. Exhibit caring, compassion, and empathy in providing services to others (i.e., patients, clients, students, other professionals, family members)	XXXX 5/7940 Practicum	All seminars	
3. Understand models and strategies of consultation and collaboration	SPED 5/7270	XXXX 5/7610 Seminar I	
4. Provide consultation within boundaries of expertise to businesses, schools, government agencies, other organizations, or individuals.	XXXX 5/7940 Practicum	XXXX 5/7620: Seminar II	
5. Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the professional and his or her assistant(s).	SPED 5/7270	XXXX 5/7610 Seminar I	
6. Effectively educate others using culturally appropriate teaching methods that are commensurate with the needs of the learner.	SPED 5/7270	XXXX 5/7610 Seminar I	
7. Use group problem-solving skills to develop, implement, and evaluate collaborative activities.	SPED 5/7270	XXXX 5/7610 Seminar I	
8. Engage in effective teaming to support the learning and development of individuals with disabilities and their families.	XXXX 5/7940 Practicum	All seminars	

<b>B. Advocacy: Engage in a range of activities that promote the well-being of individuals with disabilities and their families.</b>			
	Course	Seminar	
1. Demonstrate professional advocacy by participating in organizations or agencies promoting the profession	Plan of study	XXXX 5/7620: Seminar II	
2. Promote one's discipline by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	Plan of study	XXXX 5/7620: Seminar II	
3. Participate and show leadership in community organizations and volunteer service.	Plan of study	XXXX 5/7620: Seminar II	
4. Negotiate, mediate, and advocate for specific individuals with disabilities and their families	Plan of study	XXXX 5/7620: Seminar II	

**SPED 5/7270: Team Models and Community Networking** provides an introduction to the foundations of team practice in early childhood including child/family-centered practice. It examines various models of teaming and consultation. It introduces the need for cultural competency.

**Plan of study courses.** Under faculty advisement, students will survey their own program of study for learning activities through which they will meet 25-50% of the competencies. They may select a faculty-approved course for up to three credit hours to obtain up to 25% of the plan of study competencies. Each program has contributed a list of courses through which students would have the opportunity to meet competencies.

**XXXX 5/7610; 5/7620; 5/7630: Seminars I, II, and III.** The complement of seminars will address all of the certificate objectives, building upon experiences students have in SPED 5/7270, plan of study courses, and the practicum.

**XXXX 5/7940: Practicum in interprofessional teaming.** Students will conduct a case study focusing on one or more child with special needs in an inclusive setting. The case study will include assessment; development, implementation, and assessment of intervention plans; technical training of site staff and families; and reflection.

C. Diversity/Cultural Competence: Understand and accommodate for varying beliefs and cultures			
	Course	Seminar	
1. Demonstrate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Plan of study	XXXX 5/7610 Seminar I	
2. Explain the effect that the unique cultures of disciplines have on setting priorities and shaping service.	Plan of study	XXXX 5/7610 Seminar I	
3. Support, understand, and respect culturally and linguistically sensitive norms about volunteering, negotiation, dress, eye contact, and ways of signaling differences of opinion and obtaining information for decisions.	Plan of study	XXXX 5/7610 Seminar I	
4. Utilize insights from different cultural and historical perspectives, respecting diverse ways of “knowing” and recognizing that there are multiple “truths”;	Plan of study	XXXX 5/7610 Seminar I	
5. Evaluate and implement culturally and linguistically sensitive practices in assessment, planning, and intervention	Plan of study	XXXX 5/7610 Seminar I	
6. Distinguish the unique cultures of service settings	Plan of study	XXXX 5/7620 Seminar II	
7. Advocate for equal standing for people from all cultures	Plan of study	XXXX 5/7620 XXXX 5/7630 Seminars II and III	

D. Evidence-based Practice Use theory, research, and collected data to drive practice, provision of the best possible care for clients based on evidence and research previously conducted		
	Course	Seminar
1. Conduct a cross-disciplinary review of research and relevant reports and apply findings to service provision;	XXXX 5/7940 Practicum	XXXX 5/7630 Seminar III

E. Professional/Ethical Standards: Use one's Code of Ethical Conduct to guide professional practice. Demonstrate a commitment to life-long learning and continuous professional development.		
	Course	Seminar
1. Demonstrate an in-depth understanding and thoughtful application of one's professional Code of Ethical Conduct and other professional guidelines relevant to their professional role	Plan of study	XXXX 5/7610 Seminar I
2. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional	Plan of study	XXXX 5/7610 Seminar I
3. Use professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.	Plan of study	XXXX 5/7630 Seminar III
4. Use clinical judgment and self-reflection to identify, monitor, and enhance clinical reasoning to minimize errors and enhance outcomes for individuals with disabilities and their families.	Plan of study	All seminars



<b>F. Technology: Use technology as a way to keep professionally current, assist with intervention/learning or communicate with stakeholders</b>		
	Course	Seminar
1. Demonstrate an understanding of the use of technology to support communication, performance, participation, health and well-being. This technology may include, but is not limited to, virtual environments, assistive devices, and telehealth technology.	Plan of study	XXXX 5/7630 Seminar III
2. Demonstrate an understanding of the use of technology to support team practice. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology	Plan of study	XXXX 5/7630 Seminar III
<b>G. Human Development: Demonstrate knowledge and understanding of typical and atypical human development and health across various domains which influence behavior, learning, engagement, and functional performance</b>		
	Course	Seminar
1. Identify theories that relate to biological, motor, cognitive, social, and psychological development	Plan of study	XXXX 5/7610 XXXX 5/7630 Seminars I and III
2. Demonstrate knowledge of young children's characteristics and needs	Plan of study	XXXX 5/7610 XXXX 5/7630 Seminars I and III
3. Demonstrate understanding of the multiple influences on health, development, behavior, learning, engagement, and functional performance	Plan of study	XXXX 5/7610 XXXX 5/7630 Seminars I and III
4. Use of developmental knowledge to create healthy, respectful, supportive, and challenging environments which support health, development, behavior, learning, engagement, and functional performance	Plan of study	XXXX 5/7610 XXXX 5/7630 Seminars I and III
5. Demonstrate knowledge and application of principles and methods of prevention of developmental delay and/or functional	Plan of study	XXXX 5/7610 XXXX 5/7630 Seminars

impairment		I and III
<b>H. Assessment and Evaluation: Select and utilize varied methods of assessment and data collection to guide services (e.g. norm-referenced, criterion-referenced, curriculum-based, behavioral analysis, goal attainment, program outcomes, etc.)</b>		
	Course	Seminar
1. Communicate the results and interpretation of assessment results to clients/families, team members, and stake holders.	XXXX 5/7940 Practicum	XXXX 5/7620 Seminars II
2. Work with a team to conduct assessments and data collection using methods relevant to a comprehensive, systematic process of effective decision making and problem solving for particular situations, contexts, and diverse characteristics	XXXX 5/7940 Practicum	XXXX 5/7620 Seminar II
3. Select and utilize appropriate outcome measures to monitor and direct intervention plans and for programmatic evaluation	XXXX 5/7940 Practicum	XXXX 5/7630 Seminar III

<b>I. Service Provision: Engage in interprofessional service delivery to promote health, development, learning, engagement, and functional performance of children with diverse abilities and their families across settings including home, community, and school.</b>		
	Course	Seminar
1. Effectively communicate, coordinate, and work interprofessionally to establish client-and family-centered goals/outcomes for service provision	XXXX 5/7940 Practicum	All seminars
2. Effectively communicate, coordinate, and work interprofessionally to establish intervention plans and strategies to obtain goals/outcomes	XXXX 5/7940 Practicum	All seminars
3. Effectively communicate, coordinate, and work interprofessionally to design inclusive environments to support development, learning, engagement, and functional performance	XXXX 5/7940 Practicum	All Seminars

4. Effectively communicate, coordinate, and work interprofessionally to develop and promote programming to support development, learning, engagement, and functional performance in the client's natural environments	XXXX 5/7940 Practicum	All seminars
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Minimum requirements	Graduate Certificate in Interprofessional Teaming in Early Childhood Areas of Competency (number of competencies in this area)								
	A. Partnerships/ Collaboration (8)	B. Advocacy (4)	C. Diversity/ Cultural Competency (7)	D. Evidenced-Based Practice (1)	E. Professional/ Ethical Standards (4)	F. Technology (2)	G. Human Development (5)	H. Assessment and Evaluation (3)	I. Service Provision (4)
Certificate Disciplines	SPED 5/7270 (all) All Seminars Practicum	Seminar II	All Seminars	Seminar III Practicum (all)	All Seminars	Seminar III	Seminars I & III	Seminars II & III Practicum (all)	All Seminars Practicum (all)
Early Childhood		CIEC 5350 (all)	TSOC 5210 (all)		CIEC 5000 (#1,2) CIEC 5350 (#1,2)		CIEC 6310 (#1-4)		
			CIEC 6750 (#2,5)		CIEC 6940 (#1, #2, #4) CIEC 6950 (#3)				
Occupational Therapy		OCCT 8230 (all)	OCCT 8340 (all)		OCCT 8230 (all) OCCT 8340 (all)		OCCT 7040 (all) OCCT 8050 (#2)		
Physical Therapy		PHYT 5450 (#1,3,4) PHYT 6050 (#2) PHYT 6460 (#2)	PHYT 5450 (all)		PHYT 5450 (all)		PHYT 5020 (all)		
		SPSY 5030 (#2) SPSY 5040 (#4)	PHYT 7990 (all) SPSY 5030 (#2) SPSY 5040 (#7) SPSY 5170 (#1) SPSY 7080 (#1, 5)		PHYT 7990 (#3) SPSY 5040 (all) SPSY 7080 (#3)				
School Psychology		SPSY 7180 (#2,4) SPSY 7190 (#2,4)	SPSY 7190 (#1,3,5)		SPSY 7190 (#3)		SPSY 7080 (#3-5) SPSY 7190 (#3-5) SPSY 6/7260 (#1,2,3,5)		
		*	*						
Social Work		SOCW 5110 (all) SOCW 5330 (all)	SOCW 5110 (all) SOCW 5330 (all) TSOC 5210 (#1-4)		SOCW 5110 (all)		SOCW 5110 (all)		
Special Education		SPED 5270 (all)	SPED 6940 (#5) SLP 6100 (all)		SPED 5270 (#1) SPED 6940 (#2-4) SLP 6100 (all)		EDP 5210 (#1-4) SPED 5010 (#5)		
Speech Therapy		SLP 6800 (all)					SLP 6210 (all)		

No additional course work is required to meet competencies addressed in this course	Open to enrollment to students of all disciplines	Open to enrollment to students of all disciplines with SPSY 5170 as a pre requisite	* Indicates that courses outside the program would be required to complete the certificate.
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Full Overview	Graduate Certificate in Interprofessional Teaming in Early Childhood Areas of Competency (number of competencies in this area)								
	A. Partnerships/ Collaboration (8)	B. Advocacy (4)	C. Diversity/ Cultural Competency (7)	D. Evidence-Based Practice (1)	E. Professional/ Ethical Standards (4)	F. Technology (2)	G. Human Development (5)	H. Assessment and Evaluation (3)	I. Service Provision (4)
SOT courses (all disciplines)	SPED 5/7270 (all) All Seminars Practicum	Seminar II	All Seminars	Seminar III Practicum (all)	All Seminars	Seminar III	Seminars I & III	Seminars II & III Practicum (all)	All Seminars Practicum (all)
Early Childhood		CIEC 5350 (all)	TSOC 5210 (all)		CIEC 5000 (#1,2) CIEC 5350 (#1,2) CIEC 6940 (#1, #2, #4) CIEC 6950 (#3)		SPED 5010 (#5) CIEC 6310 (#1-4)	CIEC 6750 (all)	
Occupational Therapy		OCCT 8230 (all)	OCCT 8340 (all)		OCCT 8230 (all) OCCT 8340 (all)	OCCT 8060 (#1) OCCT 8070 (#2)	OCCT 7040 (all) OCCT 8050 (#2)		
Physical Therapy		PHYT 5450 (#1,3,4) PHYT 6050 (#2) PHYT 6460 (#2)	PHYT 5450 (all)	PHYT 5750 (all)	PHYT 5450 (all)	PHYT 5280 (#1) PHYT 5750 (#2) PHYT 6600 (#1) PHYT 6610 (#1) PHYT 6720 (#1)	PHYT 5020 (all)		
School Psychology	SPSY 5170 (#1,3,5-7) SPSY 7180 (all) SPSY 7190 (all)	SPSY 5030 (#2) SPSY 5040 (#4) SPSY 7180 (#2,4) SPSY 7190 (#2,4)	PHYT 7990 (all) SPSY 5030 (#2) SPSY 5040 (#7) SPSY 5170 (#1) SPSY 7080 (#1, 5) SPSY 7190 (#1,3,5)		SPSY 5040 (all) SPSY 7080 (#3) SPSY 7190 (#3)	SPSY 7080 (#2) SPSY 7190 (#2)	SPSY 7080 (#3-5) SPSY 7190 (#3-5) SPSY 6/7260 (#1,2,3,5)	SPSY 7180 (all) SPSY 7190 (all)	SPSY 5170 (all) SPSY 7180 (all) SPSY 7190 (all)
Social Work	SOCW 5110 (all) SOCW 5330 (all)	*	*	SOCW 5110 (all)	SOCW 5110 (all)		SOCW 5110 (all)	SOCW 5110 (all)	SOCW 5110 (all)
Special Education		SPED 5270 (all)			SPED 5270 (#1) SPED 6940 (#2-4)	SPED 5980 (#2)	EDP 5210 (#1-4) SPED 5010 (#5)	CIEC 6750 (all)	SPED 6940 (all) SLP 6000 (all)
Speech Therapy	SLP 6800 (all)	SLP 6800 (all)	SLP 6100 (all)	SLP 6000 (all)	SLP 6100 (all)	SLP 6550 (all)	SLP 6210 (all)	SLP 6100 (all)	SLP 6000 (all)

Courses in the Early Childhood program which offer opportunities for students to achieve the competencies of the Graduate Certificate in Teaming in Early Childhood:

Graduate Certificate in Interprofessional Teaming in Early Childhood Areas of Competency (number of competencies in this area)									
Course									
	A. Partnerships/ Collaboration (8)	B. Advocacy (4)	C. Diversity/ Cultural Competency (7)	D. Evidenced-Based Practice (1)	E. Professional/ Ethical Standards (4)	F. Technology (2)	G. Human Development (5)	H. Assessment and Evaluation (3)	I. Service Provision (4)
SOIT courses	Address all competencies			Address all competencies		Address all competencies		Address all competencies	Address all competencies
CIEC	5000				Addresses competencies 1 and 2				
CIEC	5350	Addresses all competencies			Addresses competencies 1 and 2				Yes
CIEC	6750		Addresses competencies 2 and 5					Address all competencies	Yes
CIEC	6310						Addresses competencies 1- 4		Yes
CIEC	6940				Addresses competencies 1, 2, and 4				No
CIEC	6950				Address competency 3				Yes
EDP	5210						Addresses competencies 1- 5		Yes
SPED	5010						Addresses competency 5		Yes
TSOC	5210		Addresses all competencies						Yes



**CIEC 5000 - ECE: Philosophy And Practice (3 credits)**

A comprehensive introduction to the profession of early childhood education by examining relevant issues as they relate to overall development of children ages birth to eight years.

**CIEC 5350 - Public Policy And Advocacy In Early Childhood Education (3 credits)**

Students will understand the implications of social, political and economic policies on the emergence of services for young children in the 21st century.

**CIEC 6310 Pre-K/Primary curriculum (3 credits)**

The study and design of early childhood curriculum from a best practice/developmental perspective including integrated curriculum, anti-bias approaches, authentic assessment, direct learning strategies. Student self assessment and change project required.

**CIEC6750 Developmental and Classroom Assessment (3 credits)**

Focuses upon teaching and learning in a developmental learning environment. Emphases includes observing the developmental characteristics of young children and assessment for prescriptive teaching.

**CIEC 6940 - Internship In Early Childhood (1-12 credits)**

Placement of a Master's student in an appropriate Prek-Grade 3 school setting under the direction of a CIEC instructor. A maximum of 3 hours can be applied towards a masters degree.

**CIEC 6950 - Theory And Research In Early Childhood (3 credits)**

Review and analysis of theory and research related to rationale and methods for program options for young children. Critique research and prepare a review of synthesis of research.

**EDP 5210 - Child Development For Early Childhood Educators (3 credits)**

Students in early childhood education will be introduced to emotional, social and cognitive factors in child development (birth to age eight) and examine how teachers can create optimal environments for students.

**SPED 5010 - Atypical Development In Early Childhood: Implications For Development (3 credits)**

Factors that contribute to atypical development in early childhood, appropriate intervention models and implications of delay on young children's development.

**TSOC 5210 - Multicultural Non-Sexist Education (3 credits)**

Examines how race, class, gender, ethnicity and disability intersect with power, culture, knowledge and ideology in American schools to influence the lives of students and teachers in a multicultural society.

Courses in the occupational therapy doctoral program which offer opportunities for students to achieve the competencies of the Graduate Certificate in Teaming in Early Childhood:

Graduate Certificate in Interprofessional Teaming in Early Childhood									
Areas of Competency (number of competencies in this area)									
Course									
	A. Partnerships/ Collaboration (8)	B. Advocacy (4)	C. Diversity/ Cultural Competency (7)	D. Evidenced-Based Practice (1)	E. Professional/ Ethical Standards (4)	F. Technology (2)	G. Human Development (5)	H. Assessment and Evaluation (3)	I. Service Provision (4)
SOIT courses		Address all competencies		Address all competencies		Address all competencies	Addresses all competencies	Address all competencies	Address all competencies
OCCT	7040						Addresses all competencies	Address all competencies	Address all competencies
OCCT	8050						Addresses competencies 2-5		
OCCT	8060					Addresses competency 1			
OCCT	8070					Addresses competency 2			
OCCT	8230		Addresses all competencies		Addresses all competencies				
OCCT	8340		Addresses all competencies		Addresses all competencies				
									Available for outside enrollment

**OCCCT 7040 Occupational Therapy Models of Practice IV (5 credits), SUMMER I**

Part I: Examines the occupational therapy process specific to pediatric populations.

Part II: Introduces models of practice (treatment approaches) for individuals with neurological impairment.

**OCCCT 18050 Occupational Therapy Models of Practice V (5 credits), FALL II**

Examines occupational therapy models of practice that support occupational performance throughout the lifespan, including prevention of occupational impairment. Examines the psychosocial aspects of disease and disability.

**OCCCT 8060 Occupational Therapy Models of Practice VI (4 credits), FALL II**

Examines compensation-oriented models of practice including assistive technology, positioning, patient handling, and mobility. Presents occupational and non-occupational assessments and interventions for prevention, adaptation, and compensation.

**OCCCT 18230 Occupational Therapy Advocacy III (2 credits), FALL II**

Identifies advocacy issues relevant to occupational therapy and introduces community resources that can enhance successful and satisfying reintegration back into home, school, work, and/or community. Explores legislation and ethical issues that influence health care provision.

**OCCCT 8340 Fieldwork and Professional Development Seminar IV (1 credit), FALL II**

Addresses communication with children, family members, and health care professionals; ethics and safety; and cultural diversity.

**OCCCT 8070 Occupational Therapy Models of Practice VII (4 credits), SPRING II**

Examines contemporary and possible models of practice emphasizing wellness, health promotion, community care, population-based intervention, and other emerging trends. Provides students with leadership experiences in program development.



Courses in the Doctor of Physical Therapy program which offer opportunities for students to achieve the competencies of the Graduate Certificate in Teaming in Early Childhood:

Course	Graduate Certificate in Interprofessional Teaming in Early Childhood Areas of Competency (number of competencies in this area)									
	A. Partnerships/ Collaboration (8)	B. Advocacy (4)	C. Diversity/ Cultural Competency (7)	D. Evidenced-Based Practice (1)	E. Professional/ Ethical Standards (4)	F. Technology (2)	G. Human Development (5)	H. Assessment and Evaluation (3)	I. Service Provision (4)	Available for outside enrollment
	SOIT courses	Address all competencies		Address all competencies		Address all competencies	Address all competencies	Address all competencies	Address all competencies	
PHYT	5020						Address all competencies		Address all competencies	YES
PHYT	5280					Addresses competency 1	Address all competencies			NO
PHYT	5450		Addresses competencies 1,3, & 4	Address all competencies	Address all competencies					NO
PHYT	5750			Address all competencies		Addresses competency 2				NO
PHYT	6050		Addresses competency 2							NO
PHYT	6460		Addresses competency 2							NO
PHYT	6600					Addresses competency 1				NO
PHYT	6610					Addresses competency 1				NO
PHYT	6720					Addresses competency 1				YES
PHYT	7990			Address all competencies	Addresses competency 3			Address all competencies		NO

**PHYT 5450 Foundations of Physical Therapy (2 hours), FALL 1**

This course addresses the professional socialization process with emphasis on professional codes of ethics and conduct, laws relative to PT practice, therapeutic communication, cultural competency, stress management and conflict resolution.

**PHYT 5750 Clinical Reasoning I (1 hour), FALL 1**

Introduction to theoretical models that guide clinical decision making, including patient management, clinical reasoning, disablement, and evidence-based practice models. Documentation will be discussed as a tool to aid clinical reasoning. (1 hour)

**PHYT 6460 Teaching and Learning (2 hours), FALL 1**

Study of a physical therapist's role as educator of peers, patients and families, community members, and students in the clinical setting. Emphasis on instructional design, instructional strategies, teaching methods, and evaluation of learning.

**PHYT 5280 Therapeutic Interventions I (2 hours), SPRING 1**

The theory and practice of physical therapy in the acute care setting as it relates to improvement of functional mobility, prevention of complications, and preparation for next level of care.

**PHYT 5020 Lifespan I (2 hours), SUMMER 2**

Examines typical development from birth to adolescence. Emphasis on gross motor development, contemporary theoretical models, family-centered care and the elements of physical therapist practice. Overviews fine motor and cognitive development.

**PHYT 6600 Neuromuscular Rehab I (3 hours), FALL 2**

Theories and principles of client examination, evaluation, PT diagnosis

**PHYT 6050 Health Care Policy and Delivery (1hour), SPRING 2**

Overview of the origins and components of the American health care system and major policy initiatives that influence it. Access, cost, and quality factors in health care delivery will be explored. Serves as a starting point for the student's study of the, prognosis, and therapeutic intervention for clients with stroke and spinal cord injury. Historic and modern evidence-based treatment approaches for the neurologic patient, in general

**PHYT 6610 Neuromuscular Rehab II (3 hours), SPRING 2**

Principles of rehabilitation for clients with chronic neuromuscular impairments and long-term disability. Emphasis on theories, philosophies, and the PT plan of care including examination, evaluation, and intervention strategies. Includes pediatric module

**PHYT 6720 Special Topics in PT (2 hours), SPRING 2**

Intensive exploration of a topic related to the profession of physical therapy and designed to meet the student's special interest and professional goals. Subject matter will vary depending upon student interest.

**PHYT 7990 SPECIALTY INTERNSHIP, (4 hours), SPRING 3**

Supervised clinical practice and/or formal, professional experience in a specialized practice setting, research lab and/or an administrative environment designated to meet the students' special practice interests and professional goals.





**SPSY 5030 Role and function of the school psychologist (3 credits), FALL I**

This course is designed to help develop an understanding of the school psychologist as a member of the school staff. It also serves as an introduction to each of the important concepts in current practice, as well as the values of our specific program. Current legal & ethical responsibilities, the history of the profession, as well as current theories of service delivery will be explored.

**SPSY 5040 Legal and ethical issues in school psychology (4 credits), FALL I**

This course is designed to provide an overview of the ethical standards and legal regulations in school psychology and school counseling. Ethical standards, litigation, and legal regulation are examined in regard to professional practice.

**SPSY 6/7260 Developmental child psychopathology (3 credits), SPRING I or SPRING II\***

This course will examine disorders of childhood and adolescence from an ecological perspective. The focus will be on understanding characteristics and causes of the disorders, diagnosis both medical and educational, and identification of interventions appropriate for the school and home settings

**SPSY 5170 Theory and practice of consultation (3 credits), SPRING I**

This course is designed to provide an overview of the major consultation theories and techniques and to help students develop consultation skills, which may be applied in the schools, community agencies, or other settings.

**SPSY 7180 Consultation II: School and home (3 credits), SUMMER I**

Given the major challenges facing today's schools and the children they serve, it is critical that those working in schools understand and utilize prevention programs that promote the academic success of students. This includes extending understanding to how to involve families in the child's school success. Consequently, professionals (e.g., school psychologists, school counselors, community counselors, administrators) working in schools settings must be prepared to identify needs, develop, and implement system-level changes (e.g., prevention programs and parent involvement programs) and evaluate the effect of these programs on student outcomes.

**SPSY 7190 Consultation III: School and community (4 credits), Summer II**

Those employed in school and community settings are engaged in a constant process of change. Given the major challenges facing today's schools and the children they serve, it is critical that those working in school and community settings understand and utilize prevention programs that promote the mental health and well being of students so they can effectively function as mental health consultants at the system level. Consequently, professionals (e.g., school psychologists, school counselors, community counselors, administrators) working in school and community settings must be prepared to identify needs, develop, and implement system-level changes (e.g., prevention programs) and evaluate the effect of these programs on student outcomes. They also have to ready and able to form collaborative relationships between school and the community if they are to meet the overwhelming mental health needs of the school-age population.

**\*Indicates courses delivered through Distance Learning**



Courses in the Masters of Social Work program which offer opportunities for students to achieve the competencies of the Graduate Certificate in Teaming in Early Childhood:

Graduate Certificate in Interprofessional Teaming in Early Childhood Areas of Competency (number of competencies in this area)										
	A. Partnerships/ Collaboration (8)	B. Advocacy (4)	C. Diversity/ Cultural Competency (7)	D. Evidenced-Based Practice (1)	E. Professional/ Ethical Standards (4)	F. Technology (2)	G. Human Development (5)	H. Assessment and Evaluation (3)	I. Service Provision (4)	Available for outside enrollment
SOIT courses	Address all competencies			Address all competencies		Address all competencies		Address all competencies	Address all competencies	
SOCW	5110	Address all competencies	Address all competencies	Address all competencies	Address all competencies		Address all competencies	Address all competencies	Address all competencies	YES
SOCW	5330	Address all competencies	Address all competencies	Address all competencies						YES

**SOCW 5110 Social Work Practice I (3 credits), FALL I**

Graduate level introduction to social work practice includes micro, mezzo and macro-level practice considerations and reviews engagement, assessment, intervention and evaluation stages of the helping relationship.

**SOCW 5330 Policy Issues and Analysis in Social Work (3 credits), FALL I**

Graduate level introduction to advocacy, legislation and agency level policy.



Courses in the Special Education program which offer opportunities for students to achieve the competencies of the Graduate Certificate in Teaming in Early Childhood:

Graduate Certificate in Interprofessional Teaming in Early Childhood										
Areas of Competency										Available for outside enrollment
(number of competencies in this area)										
	A. Partnerships/ Collaboration (8)	B. Advocacy (4)	C. Diversity/ Cultural Competency (7)	D. Evidenced- Based Practice (1)	E. Professional/ Ethical Standards (4)	F. Technology (2)	G. Human Development (5)	H. Assessment and Evaluation (3)	I. Service Provision (4)	
Course										
SOIT courses	Address all competencies			Address all competencies		Address all competencies		Address all competencies	Address all competencies	
SPED 5010							Addresses competency 5			Yes
SPED 5260	Address all competencies		Addresses competencies 1-4							Yes
SPED 5270		Addresses all competencies			Addresses competency 1					Yes
SPED 5980						Addresses competency 1				Yes
SPED 6940			Addresses competency 5		Addresses competencies 2-4				Addresses all competencies	No
CIEC 6750								Addresses all competencies		Yes
EDP 5210							Addresses competencies 1-4			Yes
TSOC 5210			Addresses all competencies							Yes

**SPED 5010 - Atypical Development In Early Childhood: Implications For Development (3 credits)**

Factors that contribute to atypical development in early childhood, appropriate intervention models and implications of delay on young children's development.

**SPED 5260 - Family And Professional Relations In Special Education (3 credits)**

Effective parent and professional partnerships will be explored. Interpersonal communication skills, legal issues, effective models for home-school communication, and differences in culture, values and family expectations will be discussed.

**SPED 5270 - Team Models And Community Networking In Early Intervention (3 credits)**

Theoretical and conceptual bases of instruction for students with mild disabilities. Analysis of a range of intervention models.

**SPED 5980: Augmentative and Alternative Communication (3 credits)**

Overview of alternative or augmentative modes of communication for children with communication delays/disorders. Addresses AAC and its application, along with the history and terminology.

**SPED 6940 - Internship/Externship In Special Education (1-12 credits)**

Provides the advanced graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served.

**CIEC 6750 - Developmental And Classroom Assessment (3 credits)**

Focuses upon teaching and learning in a developmental learning environment. Emphases include observing the developmental characteristics of young children and assessment for prescriptive teaching.

**EDP 5210 - Child Behavior And Development (3 credits)**

Current theory and research on physical, cognitive, social, emotional and personality development are examined and used as the basis for identifying and solving problems related to child growth and development.

**TSOC 5210 - Multicultural Non-Sexist Education (3 credits)**

Examines how race, class, gender, ethnicity and disability intersect with power, culture, knowledge and ideology in American schools to influence the lives of students and teachers in a multicultural society.



Courses in the occupational therapy doctoral program which offer opportunities for students to achieve the competencies of the Graduate Certificate in Teaming in Speech Pathology:

Graduate Certificate in Interprofessional Teaming in Early Childhood										
Areas of Competency (number of competencies in this area)										
	A. Partnerships/ Collaboration (8)	B. Advocacy (4)	C. Diversity/ Cultural Competency (7)	D. Evidenced-Based Practice (1)	E. Professional/ Ethical Standards (4)	F. Technology (2)	G. Human Development (5)	H. Assessment and Evaluation (3)	I. Service Provision (4)	Available for outside enrollment
Course										
SOIT courses	Address all competencies			Address all competencies				Address all competencies	Address all competencies	
SLP	6800	Address all competencies	Address all competencies							No
SLP	6100		Address all competencies		Address all competencies			Address all competencies		No
SLP	6550					Addresses competency				Yes
SLP	6000			Address all competencies					Address all competencies	No
SLP	6210						Address all competencies			No

**SLP 6800 Aural (Re)Habilitation (3 credits) FALL II**

Addresses advocating for individual with hearing impairment and collaborative assessment.

**SLP 6100 Diagnosis of Communication Disorders (3 credits), FALL I or SPRING I**

Examines speech pathology diagnostic models of practice that support multicultural assessment as well as professional ethics throughout the lifespan. Examines the etiology and diagnoses and treatment of a speech/language disability.

**SLP 6550 Trends in Technology for Communication Disorders (3 credits), FALL I or SPRING I**

Examines models of practice including assistive technology for communication and enhancement of therapy. Presents assessments and interventions and adaptation.

**SLP 6000 Advanced Practicum(2 credits), FALL I or SPRING I**

Identifies advocacy, treatment issues relevant to speech therapy. Encompasses providing evidence based treatment approaches that return a client to a functional communication level in their environment.

**SLP 6210 Preschool Language Disorders (6 credits), FALL I or SPRING I**

Addresses communication with children, family members, and health care professionals across a life span.