The University Of Toledo

New Graduate Program Proposal

* denotes required fields

College*: College of Health Sciences
Dept/Academic Unit*: Rehabilitation Sciences
Contact Person*: Alexia E. Metz
Phone: 530-6692
Email: alexia.metz@utoledo.edu

Program Code*: PHYT
Program Name*: Teaming in Early Childhood
Degree to be granted (if applicable): Certificate
Minimum number of credit hours for completion*: 8
Proposed effective term*: 2015 40

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

SPED5270
PHYT5610
PHYT5620
PHYT5630
PHYT5640

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

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

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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. Students will document their attainment of competencies in an individualized portfolio.

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:  

Dean of Graduate Studies:  

Office of the Provost:  

[Signatures]
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.
Graduate Certificate in Interprofessional Teaming in Early Childhood Proposal

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Narrative

Competencies

Course overview (minimum requirements)

Course overview (complete)

Course map & descriptions for Early Childhood

Course map & descriptions for Occupational Therapy

Course map & descriptions for Physical Therapy

Course map & descriptions for School Psychology

Course map & descriptions for Social Work

Course map & descriptions for Special Education

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). 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 (for 2 credits).
- Syllabi for each seminar as well as the practicum 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, to allow autonomy within the certificate for each of the programs involved. All certificate courses will be scheduled at the same time and at the same place and will share Blackboard sites. 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:

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

XXX represents the alpha code with each program having parallel courses (CIEC, OCCT, PHYT, SLP, SOCW, SPED, and SPSY). All certificate courses will be taught by a GCETEC instructor in a single format with students from all programs.

**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.

**XXX 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 (7th 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.

**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.
of intervention plans; technical training of the self and families; and reflection.

Case study will include assessment development, implementation, and assessment.

The study focuses on one or more children with special needs in inclusive settings.

Students will conduct a case study in Inclusive Education (SpEd) and the program.

Objectives:

- Develop and implement strategies for improving educational outcomes for students with disabilities.
- Enhance collaboration and communication skills with families and other professionals.
- Address the unique needs and challenges of students with disabilities.
- Promote inclusive practices in education settings.

Plan of Study Courses:

Under faculty advisement, students will survey their own

Seminar II: Team Models and Community Networking

| All Seminars | SPED 5/7210 | XXXX S/7940 | 4. Participate and share leadership in community
|--------------|-------------|-------------|----------------------------------------
| Seminar II:  | XXXX S/7620: |             | 3. Participate and show leadership in community
| Study        |             |             | 2. Promote one's discipline by educating other
|              |             |             | 1. Demonstrate professional advocacy by promoting the profession
| Plan of Study|             |             | Public
|              |             |             | Participate in regulations of agencies

Seminar II: XXXX S/7620: Focus on individuals with disabilities and their families.

A. Advocacy: Engage in a range of activities that promote the well-being of

**Competencies for the Graduate Certificate in Teaching**

<table>
<thead>
<tr>
<th>Program</th>
<th>All Seminars</th>
<th>SPED 5/7210</th>
<th>XXXX S/7940</th>
</tr>
</thead>
</table>
| Seminar I | XXXX S/720 |             | 1. Demonstrate the ability to work effectively with individuals with disabilities.
| Seminar I | XXXX S/720 |             | 2. Establish effective communication and advocacy in Special Education.
| Seminar I | XXXX S/720 |             | 3. Understand and apply educational strategies.
| Seminar I | XXXX S/720 |             | 4. Collaborate with colleagues and other professionals.

**Assessment:**

- Written Examination
- Professional Portfolio
- Observation and Evaluation
- Case Study Analysis

**Instructor:**

Dr. Jane Smith

**Course:**

Graduate Certificate in Teaching

**Semester:**

Fall, Spring
<table>
<thead>
<tr>
<th>Plan of Study</th>
<th>Plan of Study</th>
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<tbody>
<tr>
<td>All Seminars</td>
<td>Study of XXXX 5/7630</td>
</tr>
<tr>
<td>Seminar II</td>
<td>Study of XXXX 5/7620</td>
</tr>
<tr>
<td>Seminar I</td>
<td>Study of XXXX 5/7610</td>
</tr>
</tbody>
</table>

**Plan of Study (Seminar III)**

1. Demonstrate an in-depth understanding of professional, ethical, and cultural standards: Use one's Code of Ethics to guide practice and professional decision-making.
2. Demonstrate a commitment to lifelong learning and professional development.
3. Use professional resource utilization to enhance clinical practice.
4. Use clinical judgment, self-reflection, and reflective practice to evaluate and ensure continuous development.

**Plan of Study (Seminar II)**

5. Develop and implement culturally sensitive practices in assessment, intervention, and evaluation.
6. Develop and implement culturally sensitive and developmentally appropriate practices to support and enhance learning and development.

**Plan of Study (Seminar I)**

7. Advocate for equal standing for people from all cultures.
8. Demonstrate an in-depth understanding of evidence-based practice. Use theory, research, and collected data to drive practice. Conduct a cross-disciplinary review of research and prepare for the most possible care for clients based on evidence and research.

**Suggested Professional Development Resources**

- Understanding the unique cultures of service and the impact of cultural diversity on service delivery.
- Developing informed decision-making to ensure culturally competent practice.
- Advocating for equal standing for people from all cultures.

**Suggested Professional Development Activities**

- Conducting a cross-disciplinary review of research and preparing for the most possible care for clients based on evidence and research.
- Developing informed decision-making to ensure culturally competent practice.
- Advocating for equal standing for people from all cultures.
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<th>Title</th>
<th>Details</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Service Provision: Engage in Interprofessional Service Delivery</td>
<td>Plans and strategies to expand the curriculum, focus on interdisciplinary settings, and engage families and communities.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Characteristics of the Organization, Context, and Diversity</td>
<td>Decision making and problem solving methods are utilized in a collaborative effort to address needs.</td>
<td></td>
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<tr>
<td>3.</td>
<td>Communication, Collaboration, and Coordination</td>
<td>Strategies to enhance collaboration and coordination are implemented.</td>
<td></td>
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<tr>
<td>4.</td>
<td>Plan of Study: Human Development</td>
<td>Demonstrates knowledge of human development and health across various domains.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Technology: Use Technology to Keep Professionally Current, Assist with</td>
<td>Use technology to enhance learning and development.</td>
<td></td>
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<tr>
<td>6.</td>
<td>Technology in Understanding of the use of Technology</td>
<td>Use technology to support learning and development.</td>
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<tr>
<td>Client's natural environments</td>
<td>Practicum...</td>
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<tr>
<td>English and functional...</td>
<td>Program...</td>
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</table>

4. Effectively communicate, coordinate, and work...
<p>| Course                                      | SF 6210 (6) | SF 6240 (6) | SF 6380 (6) | SF 6420 (6) | SF 6440 (6) | SF 6490 (6) | SF 6580 (6) | SF 6620 (6) | SF 6660 (6) | SF 6710 (6) | SF 6750 (6) | SF 6780 (6) | SF 6820 (6) | SF 6840 (6) | SF 6880 (6) | SF 6920 (6) | SF 6950 (6) | SF 6980 (6) | SF 7020 (6) | SF 7060 (6) | SF 7100 (6) | SF 7140 (6) | SF 7180 (6) | SF 7220 (6) | SF 7260 (6) | SF 7300 (6) | SF 7340 (6) | SF 7380 (6) | SF 7420 (6) | SF 7460 (6) | SF 7500 (6) | SF 7540 (6) | SF 7580 (6) | SF 7620 (6) | SF 7660 (6) | SF 7700 (6) | SF 7740 (6) | SF 7780 (6) | SF 7820 (6) | SF 7860 (6) | SF 7900 (6) | SF 7940 (6) | SF 7980 (6) | SF 8020 (6) | SF 8060 (6) | |</p>
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Cecare Certificate in Interprofessional Learning in Early Childhood

Courses in the Early Childhood Program which offer opportunities for students to achieve the competencies of the Graduate Certificate in Teaching in Early Childhood.
Examining 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 multicultural society.

TOCO 2520 - Multicultural Non-Sexist Education (3 credits)

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

SPED 3510 - Applied Development in Early Childhood: Implications for Development (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 families.

EDP 2510 - 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 families.

Review and analysis of theory and research related to emotional and cognitive development.

CIC 6590 - Theory and Research in Early Childhood Education (3 credits)

Students will develop a deeper understanding of the development of children from infancy to middle childhood and will gain experience in observing children in the classroom setting under the supervision of a CEC instructor.

CIC 6940 - Internship in Early Childhood (1-2 credits)

Focuses on the development of early childhood curriculum, emphasizing principles of effective early childhood teaching and learning and the role of the teacher in supporting children's development.

CIC 6250 - Developmental and Classroom Assessment (3 credits)

Students will learn about the importance of assessing young children and will develop skills in using assessment tools to make instructional decisions.

CIC 6310 - Pre-Primary Curriculum (3 credits)

Students will work with children in a variety of settings and will learn about the principles of early childhood education and development in the 21st century.

CIC 5520 - Public Policy and Advocacy in Early Childhood Education (3 credits)

A comprehensive introduction to the profession of early childhood education by examining recent issues and trends to influence the long-term development of children ages birth to eight years.

CIC 5000 - ECE: Philosophy and Practice (3 credits)
<table>
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<tr>
<th>Course Area</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Type</th>
<th>Available Credit(s)</th>
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<tr>
<td>A.</td>
<td>Game Design</td>
<td>8070</td>
<td>Elective</td>
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<td>Human Resource Management</td>
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<td>C, B</td>
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Legend:

- **A.** Game Design
- **B.** Project Management
- **C.** Business Ethics
- **D.** Human Resource Management

Notes:

- Course credits for each course are listed in the respective columns.
- Prerequisites and corequisites are provided for each course.
- Recommended text(s) are indicated in the last column.
Addressing communication with children, family members, and healthcare care professionals; ethics and safety; cultural diversity.

OCFT 8340 Introduction to Professional Development Seminar (1 credit), Fall II

Explores the integration of evidence-based practice and research into professional development, emphasizing the importance of self-reflection and continuous learning.

OCFT 7320 Occupational Therapy Advisory (3 credits), Fall II

This course provides an opportunity for students to explore various career options in occupational therapy and the factors that influence decision-making in the field. It also covers the ethical considerations involved in decision-making and the importance of self-care for professionals.

OCFT 7805 Occupational Therapy Modules of Practice (5 credits), Fall II

This course provides an in-depth examination of the occupational therapy process from an ethical and philosophical perspective.
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<thead>
<tr>
<th>Course</th>
<th>Available for Service Provision in Early Childhood</th>
<th>(4) Evidence and Evalution Technologies</th>
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<tbody>
<tr>
<td>(7) Compensatory Curricula</td>
<td>(1) Evidence-Based Practice/Professional Development</td>
<td>(2) Standards Egalitarian and Educationally Equitable</td>
</tr>
<tr>
<td>(8) Collaboration/Educators/Advocates</td>
<td>(4) Advocacy</td>
<td>(2) Community Organizers/Instructors</td>
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</table>

Number of Competencies in this area: 500

Graduate Certificate in Interdisciplinary Teaching in Early Childhood:

Courses in the Doctor of Physical Therapy Program which offer opportunities for students to achieve the competencies of the Graduate Certificate in Teaching in Early Childhood.
<table>
<thead>
<tr>
<th>Course</th>
<th>College of Education</th>
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<tbody>
<tr>
<td>H</td>
<td>Family and Consumer Science</td>
</tr>
<tr>
<td>I</td>
<td>Human Development and Family Studies</td>
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<tr>
<td>J</td>
<td>Education</td>
</tr>
<tr>
<td>K</td>
<td>Psychology</td>
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</table>

**Graduate Certificate in Inclusive Education for Early Childhood:**

Courses in the School Psychology Education Specialist Program which offer opportunities for students to achieve the competencies of the Graduate Certificate in Inclusive Education in Early Childhood:

- (a) Social/Emotional Development
- (b) Language and Literacy
- (c) Early Learning Curriculum
- (d) Early Mathematics Curriculum
- (e) Early Science and Technology Curriculum
- (f) Early Social Studies Curriculum
- (g) Early Physical Education Curriculum
- (h) Early Health and Safety Curriculum

Available for all programs in this area (number of competencies in this area)
Relationships between school and the community and the effect of these programs on student outcomes. They also have to ready and able to form collaborative school- and community-wide systems to support the development of programs and community outcomes, and ensure that the effect of these programs on student outcomes. They also have to ready and able to form collaborative school- and community-wide systems to support the development of programs and community outcomes, and ensure that the effect of these programs on student outcomes.

School and Community: Initial Stages of Development and Utilization of Programs that Promote the Mental Health and Well Being of Students. These programs are critical in the mental health and well-being of students. They can lead to effective and meaningful health outcomes in the school and community settings. The programs are developed in a process that is critical in the mental health and well-being of students.

Effect of These Programs on Student Outcomes.

Programs (e.g., School Psychologists, School Counselors, School Nurses, Community Psychologists, Community Consultants) 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 course will examine the role of prevention and the importance of development models in school psychology. The course will examine the role of prevention and the importance of development models in school psychology.

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

The course will examine the role of consultation and the importance of development models in school psychology. The course will examine the role of consultation and the importance of development models in school psychology.
<table>
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<tr>
<th>Course</th>
<th>Graduate Certificate in Interprofessional Teaching in Early Childhood</th>
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<tbody>
<tr>
<td>A</td>
<td>(4) Collaboration</td>
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<td>(2) Professional/Technical Skills</td>
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<td>(5) Human Development Human Development</td>
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<td>(3) Evaluation and Assessment</td>
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<td>(4) Service Provision</td>
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<td>I</td>
<td>(4) Area of Competency</td>
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</table>

(number of competencies in this area)

Available for all courses.

SOCI 5330 POLICY ISSUES AND ANALYSIS IN SOCIAL WORK (3 Credits) FALL I

SOCW 5310 SOCIAL WORK PRACTICE I (3 Credits) FALL I

Competencies:

- Graduate level introduction to social work practice includes micro, mezzo and macro-level practice considerations and reviews engagement, intervention and evaluation stages of the helping relationship.
<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Area of Competency</th>
<th>Course</th>
<th>Other Course</th>
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Facts that contribute to a child's development in early childhood: published in child development and implications of delay on young children's development.
Society.

Examines how race, class, gender, ability, and disability intersect with power, culture, knowledge, and ideology in American schools to influence the lives of students and teachers in a multicultural developmental context. Focuses on teaching and learning in a developmental learning environment. Emphasis includes observing the developmental characteristics of young children and assessing for prescriptive teaching. Provides the advanced graduate student with supervised professional experiences in off-campus sites, including schools, hospitals, agencies, rehabilitation clinics, work training sites, and other community settings. Discusses the history and terminology of developmental and special education, and its application. Addresses age-appropriate assessment. Techniques and theories of intervention will be discussed.

TOC 2520 - Multicultural Non-Sector Education (3 credits)

EPD 2240 - Child Behavior and Development (3 credits)

CIC 4750 - Developmental & Classroom Assessment (3 credits)

SPED 6940 - Internships/Experiences in Special Education (1-12 credits)

SPED 5980 - Advanced and Internship in Special Education (3 credits)

SPED 5270 - Team Models and Community Networking in Early Intervention (3 credits)

Effective parent and professional partnerships will be explored. Interpersonal communication skills, legal issues, and differences in culture, values and
Addressing communication with children, family members, and health care professionals across the span of life.

**SPED 6210: Problem Solving and Decision Making (6 credits)** Fall or Spring

*6 SPED 6000 Advanced Practicum (6 credits) Fall or Spring*

Examine models of problem-solving and decision-making in child and adolescent therapy. Develop and implement strategies for enhancing communication with families and health care professionals.

**SPED 5550: Trends in Technology for Communication Disorders (3 credits)** Fall or Spring

Examine speech pathologyological models of practice that support multicultural assessment and establish professional ethics through the lens of examining the etiology and differential diagnosis and treatment of speech/language disorders.

**SPED 6110: Diagnosis of Communication Disorders (3 credits)** Fall or Spring

Examine speech pathologyological models of practice that support multicultural assessment and establish professional ethics through the lens of examining the etiology and differential diagnosis and treatment of speech/language disorders.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Electives</th>
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<tr>
<td><strong>(4)</strong> Service Provision</td>
<td><strong>(8)</strong> Collaboration/Partnerships</td>
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<tr>
<td><strong>(5)</strong> Developmental Assessment</td>
<td><strong>(9)</strong> Professional Ethics</td>
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<tr>
<td><strong>(6)</strong> Evidence-Based Practice</td>
<td><strong>(10)</strong> Cultural Competency</td>
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<td><strong>(7)</strong> Population Focus</td>
<td><strong>(11)</strong> Evidenced-Based Practice</td>
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<th>(number of credits in this area)</th>
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<tbody>
<tr>
<td>18</td>
<td>Communication Disorders in Early Childhood</td>
</tr>
</tbody>
</table>

Course in the Occupational Therapy doctoral program with opportunities for students to achieve the competencies of the Graduate Certificate in Training in Speech Pathology.