



School of Allied Medical Professions
Occupational Therapy Division

406 Atwell Hall
453 West 10th Avenue
Columbus, OH 43210-1262
Phone: 614-292-5824 / Fax: 614-292-0210
<http://amp.osu.edu/ot>

May 25, 2011

Elliot Slotnick, PhD
Dena L. Myers
Graduate School
250 University Hall
230 North Oval Mall

Dear Dr. Slotnick and Ms. Myers,

The Graduate Interdisciplinary Specialization in Early Intervention/Early Childhood was designed to provide a course of study for students in professional programs who are interested in working with young children, particularly children with developmental delays or disability. Of the colleges that initiated the specialization, Nursing, Allied Medicine, Education, are invested in continuing the specialization. Each of the faculty involved will facilitate enrollment of students in their college's courses and will encourage appropriate students to take the specialization.

Professionals, such as occupational therapist, physical therapists, and nurses, who work with young children, providing educational and medical services, work in teams and benefit from understanding the roles of other disciplines. These graduate students need to develop teaming skills for working with other disciplines. Therefore a GIS in EC accomplishes a number of goals and may provide the graduate student with an advantage when seeking employment.

Attached is a description of the semester GIS in Early Intervention/Early Childhood. We will use the advising sheet that is provided online through the Graduate School website. Students who may begin the GIS in quarters and end in semesters can take a combination of quarter and semester courses. In both versions, a total of 4 to 5 courses out-of-discipline is required. For students who have both quarter and semester credits, the quarter course credit hours will be transformed to semester hours by multiplying by 2/3 and a total of 10 out-of-department hours will be required. The additional GIS early childhood hours are within their own department; those required courses taken in quarter and semesters will be accepted for completion of the specialization.

The concurrence letters of the other department participating in the GIS are attached.

Sincerely,

Jane Case-Smith
Professor
Coordinator of the GIS in EI/EC

**GRADUATE INTERDISCIPLINARY SPECIALIZATION
IN EARLY INTERVENTION/ EARLY CHILDHOOD
Transition to Semesters
School of Allied Medical Professions
Department of Physical Activity and Educational Services
Department of Teaching and Learning
Department of Human Development and Family Science
College of Nursing**

Purpose

The purpose of the Graduate Interdisciplinary Specialization in Early Intervention/Early Childhood is to prepare students for professional roles in early childhood programs (those serving young children and their families). This interdisciplinary program provides training that supports best practice models and offers students opportunities to gain an in-depth understanding of child development, family systems, and interdisciplinary teamwork. The students completing the program will be able to apply theories and models of early intervention practice and to analyze efficacy research that supports those theories and models. Graduates will understand the roles of professionals of early childhood and will value teamwork while understanding the complexity of interdisciplinary models of practice.

Program Requirements

Students must complete 14 credits of the courses listed below including 4 hours of practicum. Students will complete two semesters of an Early Childhood Practicum and a Family Practicum (4 credit hours total) and select additional courses (10 credits) in any of the content areas: family systems and dynamics, child development, early intervention theories and practice, and models of service delivery. It is recommended that students take at least one course in each content area. Of the 14 total hours, at least 10 hours must be outside the home graduate program and may include cross-listed courses.

Application to GIS

To apply a student must be in good academic standing and do the following:

- 1) Consult with their departmental advisor to determine how best to incorporate the Early Childhood Specialization into her or his program of study.
- 2) Meet with the GIS coordinator to complete the application form
- 3) Obtain approval from the department advisor for the GIS plan of study.
- 4) Submit the plan to the GIS coordinator who will review, sign, and submit to the Graduate School.

GIS Coordinator:

Jane Case-Smith, Professor
Division of Occupational Therapy
School of Allied Medical Professions
Jane.case-smith@osumc.edu

Core Content and Courses

I. Family systems and family dynamics

Objectives of courses under this requirement include ability to work with families of young children with disabilities, supporting family function, and promoting family interrelationships. The goal is that students analyze family dynamics in a variety of cultural and socioeconomic contexts.

Course options include:

PAES 5677	Parent/Professional Partnerships
HDFS 8404	Foundations and Issues in Family Science
HDFS 8820	Family Theory
NURS 653	Nursing Assessment of Early Interaction (needs new number)
NURS 7260	Theories, Concepts & Issues in Advanced Family Nursing

II. Child Development, Disability, and Health

Objectives in this content area include analysis of child development and the effects of developmental disabilities. Students apply current research of child development, including development of play, language, cognition, motor function, and pre-academic skills to care-giving and intervention practices.

Course options include:

HDFS 7765	Advanced Child Development
CrListed 7717.03	Developmental Disabilities
HDFS 4410	Infant Development
ED T&L 848	Understanding social world of the classroom
N7338.01, N7338.02, N7338.03	Advanced Practice Nursing

III. Early Intervention Theories and Practice

Objectives for this content area include application of current models of practice used in early intervention and early childhood. Theory based models are evaluated, analyzed, and critiqued using results of efficacy studies.

Course options include.

PAES 5760	Educational Assessment in Early Childhood Special Education
HDFS 4650	Interdisciplinary Collaboration & Consultation: Serving Families and Communities
CrListed 7717.02	Interdisciplinary Perspectives on ASD

IV. Content Area: Early Intervention Service Delivery Models/ Current Issues in Practice

Objectives include application and evaluation of current models of service delivery. Research supporting best practice models will be reviewed and analyzed. Inclusion, consultation, and home-based models will be discussed.

Course options include:

PAES 5761	Educational Interventions for Young Children with Disabilities
PAES 5769	Inclusion in Early Childhood Special Education

V. Early Childhood and Family Practica

Students are required to register for two semesters (4 credits) of practicum. Students select two of the following types of practicum:

Experience in early childhood services (supervised by faculty/practitioner of your own discipline)

Experience in early childhood services (supervised by faculty/practitioner of another discipline)

Experience with a family of a child with significant disabilities.

Students can register in one of the participating departments other than their own.

Course Options

OT	7610
PT	7890
NURS	793
PAES	7884

Sample Curriculum for MOT students

Three of the following courses:

Nursing Assessment of Early Interaction NURS 653 (summer)

Interdisciplinary Perspectives on ASD AM 7717.02 (Summer)

Inclusion in Early Childhood Special Education EDU PAES 5769

Total: 6-9 hours

Required:

Occupational Therapy with Young Children I OT 7310

Level I Fieldwork (Pediatrics) OT 7540

Total 6 hours

Practicum:

Two early childhood practica (register for 1 or 2 out of discipline)

Total 4-5 hours

Total: 14 hours (at least 10 out of discipline)

Case-Smith, Jane

From: Rebecca Kantor-Martin [rkantor-martin@ehe.osu.edu]
Sent: Wednesday, May 25, 2011 2:09 PM
To: Case-Smith, Jane
Subject: RE: Concurrence with the GIS in Early Childhood

We agree Jane. Looks good.

From: Case-Smith, Jane [<mailto:Jane.Case-Smith@osumc.edu>]
Sent: Wednesday, May 25, 2011 2:07 PM
To: Rebecca Kantor-Martin
Subject: Concurrence with the GIS in Early Childhood

Hi Rebecca,

I am attaching a near final draft of the GIS. It looks like the only course listed is "Understanding the social world of the classroom." We can probably add T&L courses later with student interest. Please provide the correct semester number (and title) for this course. I am attaching a letter of concurrence to sign but I think that it is equally acceptable to return this email with your agreement on behalf of the School. Thanks, Rebecca. Jane

Jane Case-Smith, Ed.D., OTR/L, FAOTA
Professor, Director
Occupational Therapy Division
406 Atwell Hall
453 West 10th Avenue
Columbus, OH 43210
614-292-0357 (ph)

Case-Smith, Jane

From: Julianne Serovich [JSerovich@ehe.osu.edu]
Sent: Tuesday, May 24, 2011 8:31 AM
To: Case-Smith, Jane
Subject: RE: Graduate Interdisciplinary Specialization in Early Intervention

Hi Jane,

HDFS gives concurrence to your specialization.

Best,
Julie

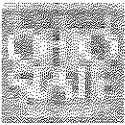
Dr. Julianne M. Serovich
Professor and Chair
Department of Human Development and Family Science
The Ohio State University
Columbus, OH 43210

Phone: 614.292.5685
Fax: 614.292.4365

From: Case-Smith, Jane [<mailto:Jane.Case-Smith@osumc.edu>]
Sent: Friday, May 20, 2011 8:38 AM
To: Julianne Serovich
Subject: Graduate Interdisciplinary Specialization in Early Intervention

Hi Julianne, Can you sign this letter of concurrence regarding the GIS in Early Intervention. Thank you for sending the list of courses and for your support. Jane

Jane Case-Smith, Ed.D., OTR/L, FAOTA
Professor, Director
Occupational Therapy Division
406 Atwell Hall
453 West 10th Avenue
Columbus, OH 43210
614-292-0357 (ph)



Faint header text, possibly a date or reference number.

Faint text block, likely a title or introductory paragraph.

Faint text block, possibly a signature or name.

My 1st Day

My 2nd Day
My 3rd Day
My 4th Day

My 5th Day

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My 26th Day
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My 28th Day
My 29th Day
My 30th Day



Nisonger Center

McC Campbell Hall
1581 Dodd Drive
Columbus, OH 43210
<http://nisonger.osu.edu/>

May 16, 2011

Elliot E. Slotnick
Associate Dean
The Graduate School
250 University Hall

Dear Dr. Slotnick,

We are pleased to continue our participation in the Graduate Interdisciplinary Specialization in Early Childhood as the University transitions to semesters. This letter indicates our concurrence in allowing graduate students from other disciplines, i.e., occupational therapy, physical therapy, social work, education, and special education, to take the following courses:

Cross Listed 7717.02 Interdisciplinary Perspectives on ASD
Cross Listed 7717.03 Interdisciplinary Perspectives on Developmental Disabilities

We believe that some of our LEND students may benefit from completing this GIS. We will work with Allied Medical Professions in advising students regarding the specialization and helping students plan a course of study that will allow them to complete the GIS. We will also communicate changes in the listed courses.

Sincerely,

A handwritten signature in black ink that reads 'Paula Rabidoux'.

Paula Rabidoux, PhD
LEND Co Director
Nisonger Center, UCEDD
The Ohio State University
1581 Dodd Dr.
Columbus, Ohio 43210

May 16, 2011

Elliot E. Slotnick
Associate Dean
The Graduate School
250 University Hall

Dear Dr. Slotnick,

We are pleased to continue our participation in the Graduate Interdisciplinary Specialization in Early Childhood as the University transitions to semesters. This letter indicates our concurrence in allowing graduate students from other disciplines, i.e., occupational therapy, physical therapy, social work, education, and special education, to take the following courses:

N7260 Theories, Concepts & Issues in Advanced Family Nursing
N7193 Independent Study in Nursing
N7653 Nursing Assessment of Early Parent-Child Interaction

We will also inform students about this specialization and support their participation as relevant and appropriate to their course of study and career goals.

We will work with Allied Medical Professions in advising students regarding the specialization and helping students plan a course of study that will allow them to complete the GIS. We will also communicate changes in the listed courses.

Sincerely,



Linda Bernhard, PhD, RN
Chairperson, Graduate Studies Committee and
Associate Professor



College of Medicine
School of Allied Medical Professions
Administration

CAA
10 of 15
453 West 10th Avenue
Columbus, OH 43210-2205

Phone: (614) 292-9579
FAX: (614) 292-0210

June 30, 2011

Elliott Slotnick, PhD
Dena Myers
Graduate School
250 University Hall
230 North Oval Mall

Dear Dr. Slotnick and Ms. Myers,

I am writing in support of the Graduate Interdisciplinary Specialization in Early Intervention/Early Childhood proposed by Professor Jane Case-Smith. The School of Allied Medical Professions will serve to coordinate the graduate interdisciplinary specialization as we move into semesters and Dr. Case-Smith will be the coordinator of the Early Intervention/Early Childhood program. This interdisciplinary training will provide students with valuable experience in working in care teams on behalf of children. We look forward to offering this training to a variety of professional students who wish to focus on the care and treatment of children. Thanks you for considering this proposal.

Sincerely,

A handwritten signature in cursive script that reads "D. Michele Basso".

D. Michele Basso, Ed.D., PT
Professor
Graduate Studies Chair

**Semester Conversion Program Request for
Graduate Interdisciplinary Specialization in
Early Childhood**

Primary contacts: Jane Case-Smith, EdD, Chair, Coordinating Committee; jane.case-smith@osumc.edu; Dale Deubler, MS, PT, Physical Therapy Faculty; Diane Sainato, PhD; Physical Activity and Education Services

1. **Fiscal Unit/ Academic Org:** School of Allied Medical Professions
2. **Administering College:** College of Medicine
3. **Co-administering College:** None
4. **Semester conversion designation:** Converted with minimal changes to program goals and/or curricular requirements
5. **Program/ Plan name:**
Current: Graduate Interdisciplinary Specialization in Early Intervention/ Early Childhood.
Proposed: Graduate Interdisciplinary Specialization in Early Childhood
6. **Type of Program:** Graduate Interdisciplinary specialization
7. **Program/ Plan code abbreviation:** GIS – EC
8. **Degree Title:** This is not a degree program.
9. **Associated Specializations:** None
10. **Program Requirements**

Students must complete 14 credits of the courses listed below including 4 hours of practicum. Students will complete two semesters of an Early Childhood Practicum and a Family Practicum (4 credit hours total) and select additional courses (10 credits) in any of the content areas: family systems and dynamics, child development, early intervention theories and practice, and models of service delivery. It is recommended that students take at least one course in each content area. Of the 14 total hours, at least 10 hours must be outside the home graduate program and may include cross-listed courses.

11. Program Learning Goals

Students will

- 1) Demonstrate competence in working with families of young children with disabilities, supporting family functions and promoting family interrelationships.
- 2) Demonstrate skills in comprehensive analysis of child development and effects of developmental disorders.

- 3) Apply current practice models used in early intervention and early childhood programs.
- 4) Analyze the efficacy of theory based interventions used in early childhood programs
- 5) Apply and evaluate current models of service delivery in early childhood programs.
- 6) Understand and define the roles of early childhood professionals from other disciplines.
- 7) Demonstrate skills in interdisciplinary teaming, including collaborative planning and resolution of disagreements.
- 8) Demonstrate discipline specific skills in interventions used with young children with disabilities.

List of Semester Courses

Core Content and Courses (all are 2-3 semester credits)

I. Family systems and family dynamics

Objectives of courses under this requirement include ability to work with families of young children with disabilities, supporting family function, and promoting family interrelationships. The goal is that students analyze family dynamics in a variety of cultural and socioeconomic contexts.

Potential Courses:

PAES 5677	Parent/Professional Partnerships
HDFS 8404	Foundations and Issues in Family Science
HDFS 8820	Family Theory
NURS ****	Nursing Assessment of Early Interaction (needs new number)
NURS 7260	Theories, Concepts & Issues in Advanced Family Nursing

II. Child Development, Disability, and Health

Objectives in this content area include analysis of child development and the effects of developmental disabilities. Students apply current research of child development, including development of play, language, cognition, motor function, and pre-academic skills to care-giving and intervention practices.

Potential Courses:

**HDFS 7765 Advanced Child Development
CrListed 7717.03 Developmental Disabilities**

HDFS 4410 Infant Development

ED T&L 848 Understanding the social world of the classroom

N7338.01, N7338.02, N7338.03 Advanced Practice Nursing

III. Early Intervention Theories and Practice

Objectives for this content area include application of current models of practice used in early intervention and early childhood. Theory based models are evaluated, analyzed, and critiqued using results of efficacy studies.

Potential courses:

**PAES 5760 Educational Assessment in Early Childhood Special
Education**

**HDFS 4650 Interdisciplinary Collaboration & Consultation: Serving
Families and Communities**

CrListed 7717.02 Interdisciplinary Perspectives on ASD

IV. Content Area: Early Intervention Service Delivery Models/ Current Issues in Practice

Objectives include application and evaluation of current models of service delivery. Research supporting best practice models will be reviewed and analyzed. Inclusion, consultation, and home-based models will be discussed.

Potential course:

**PAES 5761 Educational Interventions for Young
Children with Disabilities**

**PAES 5769 Inclusion in Early Childhood Special
Education**

V. Early Childhood and Family Practica

The students are required to register for two semesters (4 credits) of practicum. Students select two of the following types of practicum:

Experience in early childhood services (supervised by faculty/practitioner of your own discipline)

Experience in early childhood services (supervised by faculty/practitioner of another discipline)

Experience with a family of a child with significant disabilities.

The family practicum is a hands-on opportunity for students to learn from families and to appreciate the families perspectives. The students read and reflect on family adaptation, coping, resiliency and interactions with professionals. The early childhood practicum is an opportunity for students to learn specific assessment and interventions used in early childhood and to practice their discipline specific skills with young children.

Students can register in one of the participating departments other than their own.

Potential Courses:

OT	7610
PT	8089
NURS	****
PAES	7884

12. Program Rationale

The program goals remain unchanged. This quarter to semester conversion simply conforms to the revised requirements for GIS established by the Graduate School. This program gives OT, PT, Nursing, Social Work, and Special Education students opportunities to specialize in early childhood; preparing them to work in early childhood settings. The program was not revised other than elimination of courses that will not be converted and inclusion of new courses that are comparable to those that were revised or eliminated.

13. Quarters Curriculum advising sheet of requirement for the program, formatted to meet the unit's standards

N/A

14. Semester curriculum advising sheet of requirements for the program, formatted to meet the unit's standards.

N/A

15. Curricular Map that shows how, and at what level, the program's courses facilitate students' attainment of program learning goals. N/A

16. Will this program have an associated pre-major or are of interest? No

17. Credit Hour Explanation: Provide a table to aid the Council on Academic Affairs reviewers.

Program credit hour requirements	Number of credit hours in current program (Quarter hours)	Calculated result for 2/3rds of current (Semester credit hours)	Number of credit hours required for proposed program (Semester credit hours)	Change in credit hours
Number of total hours	21	14	14	0
Number of hours outside of department	14	10 (required by graduate school)	10	0

18. If the difference is more than 4 semester credit hours between columns B and C, provide a rationale for the change in credit hours.

We used the required formula and the 10 out of department hours for GIS required was established by the Graduate School.

Transition Policy

19. Transition policy statement that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree.

Students who are accomplishing the GIS in Early Childhood with quarter and semester courses will be able to directly transfer coursework into their GIS EC plan. So quarter courses at 4 to 5 credits will count for semester class at 2 to 3 credits. The same number of courses is required whether the student accomplishes the GIS in quarters, quarters and semesters or only semesters.

We will work with our partnering departments to make sure that students are not harmed and are able to complete the GIS EC in a timely way.

20. Is this a degree program or major? No.