

2014-2015 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: SOWK 8-3-15

Proposal Title: Graduate Certificate in Early Childhood Mental Health

Originating Department: School of Social Work & Department of Special Education and Child Development

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE XX UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	<u>DEPARTMENT CHAIR--SPCD</u> [Belva Collins]
9/21/15	9/21/15- 9/29/15	10/5/15	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR--</u> College of Education [Kelly Anderson]
10/7/15	10/7/15	10/8/15	Approved	<u>COLLEGE DEAN--College of Education</u> [Ellen McIntyre] Dawson R. Hancock
11/24/15	11/24/15	11/24/15	Approved	<u>DEPARTMENT CHAIR-SOWK</u> [Vivian Lord] Vivian B. Lord
11/24/15	12/14/15	12/14/15	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR--</u> College of Health and Human Services [Susan McCarter]
12/14/2015	12/14/2015	12/14/2015	Approved	<u>COLLEGE DEAN--College of Health & Human Services</u> [Nancy Fey-Yensen] Jane B. Neese
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
12/31/15	1/5/16		Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) Dennis Livesey
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

Certificate Proposal

TITLE: Establishing a Graduate Certificate in Early Childhood Mental Health

ORIGINATING DEPARTMENT: School of Social Work and Department of Special Education and Child Development

ADMINISTERING UNIT (if different): The School of Social Work will administer the program.

First Term Certificate is to be offered: Spring 2016

Primary Contact Name: Robert Herman-Smith, PhD, MSW #7-7180 and bherman@uncc.edu

Graduate Program Director Name (if different): Same as above

A: Summary (include a statement that the certificate is to be implemented using existing courses only.)

The Graduate Certificate in Early Childhood Mental Health (ECMH) is an interdisciplinary post-baccalaureate graduate certificate program that addresses the increasing need for mental health services for children birth to five years of age and their families. The certificate will be offered jointly by the School of Social Work and the Department of Special Education and Child Development; the certificate program relies on existing courses in those units.

B: Catalog Copy

1. Admission Requirements

The Early Childhood Mental Health (ECMH) certificate program welcomes professionals with a completed undergraduate or graduate degree in a human services field, including: counseling, education, early childhood special education, pediatrics, allied health services (i.e., occupational therapy, physical therapy, speech-language pathology), psychology, and social work. Individuals who are currently enrolled in a human service-related graduate degree program at UNC Charlotte are also welcome to apply to the ECMH certificate program.

General Requirements for Admission to the Graduate School

For all graduate degree and certificate programs, the Graduate School requires a completed online application. The application can be found at <http://gradadmissions.uncc.edu/apply-now>. An undergraduate degree from a regionally accredited four-year institution is also required. Students interested in the ECMH Graduate Certificate only are not required to take the GRE or MAT. Certificate students who later wish to apply to the MSW or M.Ed. programs must follow all admissions requirements for those programs, including entrance examinations. Successful completion of courses in the ECMH certificate program does not guarantee admission to any other UNC Charlotte graduate program.

Admission Requirements for the Graduate Certificate in ECMH

If certificate applicants are not already enrolled in graduate courses at UNC Charlotte, they must first complete the graduate school applications and be accepted by the UNC Charlotte Graduate School. In addition to Graduate School requirements, admission to the Graduate Certificate in ECMH requires the following:

- 1) A cumulative undergraduate GPA of 3.0
- 2) Three recommendations from persons knowledgeable about the applicant's interaction skills with children and families in a professional context
- 3) A 2-3 page statement of purpose

Notes:

If a certificate-only student would like to apply for admission to either the MSW or M.Ed. program, the student must complete an additional graduate application. Students can begin the ECMH certificate program in either Fall or Spring semester or a Summer Session.

If an ECMH Graduate Certificate student is accepted into a master's degree program, courses completed in the Graduate Certificate program may be applied toward the MSW program in Social Work or the M.Ed. program in Child and Family Studies at the discretion of the Graduate Program Director of the program to which the student applies and in compliance with existing university policy.

If a certificate student is later accepted into either the MSW or M.Ed. program at UNC Charlotte, all courses for the degree must be completed within six years of initial enrollment. All courses for the ECMH Graduate Certificate only must be completed within four years from initial enrollment in the certificate program.

Credits earned in one certificate program may not be used to satisfy the requirements of a second certificate program.

Additional information on admission to the certificate program can be directed to Dr. Robert Herman-Smith in the School of Social Work at bherman@uncc.edu or 704-687-7180.

2. Program Description (include requirements for completion of certificate. A separate listing of courses may be included with the proposal.)

The Early Childhood Mental Health (ECMH) Certificate is an interdisciplinary post-baccalaureate certificate program that addresses the increasing need for mental health services for children birth to five years of age. There is growing interest in infant and early childhood mental health; however, young children are rarely the focus of graduate training programs. Whereas mental health work with older children emphasizes increased personal choice-making and negotiation skills, mental health work with younger children is focused on the quality of the child's relationships, resources, and social environment. Consequently, parents and other caretakers are a much more integral part of prevention and intervention efforts for young children. Graduates of the EMCH Certificate program will be able to:

- Promote awareness about the importance of early childhood mental health
- Work with diverse families with young children
- Identify evidence-informed services for young children and their families

- Recognize, refer, and perform ecologically valid mental health assessments of young children
- Explain the relationship between social, cognitive, and communication development in young children
- Support positive, relationship-focused communication between young children and their adult caretakers
- Facilitate positive social-communication skills between young children, parents, and other caretakers in a variety of settings

The ECMH certificate is sponsored jointly by UNC Charlotte's School of Social Work and Department of Special Education and Child Development. The certificate program requires a minimum of 15 graduate credit hours, including four core courses (12 graduate hours) and one elective course (3 graduate hours). Courses are typically available in the evening hours, but this can vary by semester. Courses required for the ECMH certificate program can be taken in any order. Course pre-requisites and co-requisites for CHFD 6240, SPED 6242, and SOWK 7127 are waived for students completing the ECMH Graduate Certificate only. Permission of the ECMH certificate director, Dr. Herman-Smith, will be required for enrollment in courses with pre-requisites.

Four Core Courses (12 graduate hours)

SOWK 6171 Early Childhood Mental Health (3)
 CHFD 6240 Advanced Studies in Infant and Child Development (3)
 SPED 6242 Enhancing Communication and Supporting Behavior in Inclusive Settings (3)
 SOWK 7127 Advanced Social Work Practice with Families (3)

Elective Course (3 graduate hours)

The remaining course for the certificate is chosen by the student from the following:

SPED 5112 Authentic Approaches to the Assessment of Young Children with Disabilities: Birth-Kindergarten (3)
 CHFD 6220 Family Theories and Research (3)
 SPED 6350 Young Children w/ Disabilities and their Families: Interdisciplinary Collaboration (3)

3. Will the certificate program be delivered on campus, 100% online program, or a combination? Describe any distance education components in detail.

The course will be offered on campus.

C: Justification

1. Need for program

During the past two decades, research in neuroscience, genetics, and developmental psychology demonstrates that trauma and high levels of stress in early childhood set the stage for poor lifelong learning, health and mental health outcomes. The nature versus nurture debate is giving way to a transactional view of human development, one in which environment and biology act synergistically and interdependently to determine outcomes later in life. Because the brain's basic neural architecture develops by three to four years of age, what happens in the earliest years of life is vitally important for future well-being health and mental health.

Inattention to early development can perpetuate poor outcomes for children, especially those from poor or racial minority backgrounds.

Young children’s mental health is rarely the focus of graduate training programs. Whereas mental health work with older children emphasizes increased personal choice-making and negotiation skills, mental health work with younger children is focused on the quality of the child’s relationships with family and other caretakers, resources, and social environment. Consequently, parents and other caretakers are a much more integral part of prevention and intervention efforts for young children. As documented in the North Carolina Institute of Medicine’s 2012 report, *Growing Up Well: Supporting Young Children’s Social-Emotional Development and Mental Health in North Carolina*, “There are very few clinical training programs offer specialization in early childhood. Instead, most of the workforce gains knowledge through on-the-job training and professional development. Given the diverse backgrounds of these professionals and the lack of standardized training and education, it is difficult to know how qualified this workforce is to work effectively with young children with social-emotional and mental health needs and their parents” (NCIOM, 2012, p. 52).¹

2. Impact statement

- a. What group of students would be served by this certificate?

The ECMH certificate will primarily serve graduate students in the School of Social Work and Department of Special Education and Child Development. It will also serve professionals in the Charlotte region from a range of disciplines in allied health, early childhood education, early intervention, early childhood special education, and health care who interact with young children and their families on a regular basis.

- b. What impact will this certificate have on existing curricula?

There is no anticipated impact on existing curricula for any degree or certificate program in the School of Social Work or the Department of Special Education and Child Development.

- c. What is the projected annual enrollment for the first five years? Include “new” student enrollment counts and indicate if the program will primarily be pursued by students who are concurrently enrolled in a master’s program or only enrolled in the certificate program.

	Projected Enrollment
New Graduate Certificate Only Students	8
Social Work—MSW Students	5
Child & Family Development—CHFS Students	5

We anticipate about 8 post-baccalaureate applicants to the certificate program as new students to the university in the first year of the program. We will be marketing the certificate program during the first year, especially in public

¹ North Carolina Institute of Medicine (2012). *Growing up well: Supporting young children’s social-emotional development and mental health in North Carolina*. Retrieved from <http://www.nciom.org/wp-content/uploads/2012/08/Early-Childhood.pdf>

health, education, early intervention, early childhood special education, and social service agencies in the region. We anticipate 10 graduate students (five students from each program, MSW and CHFS) already enrolled at UNC Charlotte during the first year. We think more individuals will become interested in the certificate program as students begin to take courses. Students in the MSW program take elective courses after their first semester. Courses in the ECMH graduate certificate program can be used to fulfill elective requirements for MSW students. Students in the M.Ed. program in CHFS are required to complete a thematic elective (or area of specialization). Courses in the ECMH graduate certificate program can be used to fulfill those requirements for the CHFS graduate students.

- d. Are any new resources required to implement the certificate? If “yes” what are they and how will these needs be met?

No new resources are required to implement the Graduate certificate in Early Childhood Mental Health.

3. Will a tuition increment be charged for this certificate? If “yes”, how much?

There will be no additional fees or tuition charges for students.

D: Student Learning Outcomes (provide SLOs in template format): See Appendix A

E: For an educational program to be eligible for Title IV federal financial aid (unsubsidized student loans), it must lead to a degree, prepare students for further study, or lead to gainful employment. Because certificate programs do not necessarily lead to a degree, the U.S. Department of Education requires institutions to disclose certain information about the programs. If the proposed certificate is approved, it will be subject to annual Gainful Employment approval, disclosure, and most likely reporting requirements as established by the U.S. Department of Education.

F: How will the certificate be evaluated?

The ECMH Certificate will be evaluated by examining the following:

- The annual number of students enrolled in the certificate program.
- The annual number of students enrolled in a graduate degree program who also enroll in courses associated with the certificate in three categories: Social Work; Special Education and Child Development; and other graduate degree programs at UNC Charlotte.
- The number of students who enroll in the certificate program over the next five years.
- The number of students who complete the certificate over the next five years.
- The number of ECMH certificate students who receive a grade of A or B in certificate courses.

G: Letters of support or consultation as required. All units sponsoring and participating in the certificate should approve the proposal and provide letters of support. See Appendix B.

Department of Special Education and Child Development Chair Letter of Support
College of Education Dean Letter of Support
School of Social Work Letter of Support

College of Health and Human Services Letter of Support

H: Signatures and date (as appropriate). If the certificate is interdisciplinary, signatures from each participating unit are required.

1. Department Chair
2. Graduate Program Director
3. College Graduate Curriculum Committee Chair (if appropriate)
4. College Dean
5. Graduate Council Chair

Appendix A
Student Learning Outcomes

Student Learning Outcomes Assessment Plan

College: College of Health & Human Services & College of Education

Department: School of Social Work & Department of Special Education and Child Development

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program:
Early Childhood Mental Health Certificate

Student Learning Outcome 1 (knowledge, skill or ability to be assessed)

Students can analyze and articulate an empirically supported early childhood mental health intervention model.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and all scoring rubrics associated with this student learning outcome are to be attached to the plan.

This objective will be measured by the Evidence-Based Intervention Analysis Project. Professionals in mental health practice today must be able to articulate and justify their services to third-party payers, clients, and the general public. This assignment requires students to be able to do that for an evidence-based practice they are likely to encounter or use in their professional work.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

The assessment is worth 25 points out of 100 in the SOWK 6171 Early Childhood Mental Health course that is a required course for the Early Childhood Mental Health certificate. This course will be offered in the School of Social Work as part of the joint certificate program. Dr. Robert Herman-Smith, the certificate administrator, will collect student scores from the Evidence-Based Intervention Analysis Project at the end of the course. The assignment involves eight items scored on a 4-point scale: 3 (exceeds expectations), 2 (meets expectations), 1 (below expectations), and 0 (item is missing). The results will be communicated with the course instructor, certificate partners in the College of Education and College of Health and Human Services, and community stakeholders in a semi-annual meeting. This group of certificate stakeholders will amend the measure as needed before the next section of the course begins.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.
Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.

80% of the students assessed will achieve a score of 20/25 points (80%) on the Evidence-Based Intervention Analysis Project.

Student Learning Outcome 2 (knowledge, skill or ability to be assessed)

Students can identify disorders (e.g., Regulatory Disorders, Disorders of Attachment, Depression, Posttraumatic Stress Disorder) that place a child's emotional and social development (i.e, Early Childhood Mental Health) at risk. These disorders can also disrupt parent (or adult) child-interactions.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and all scoring rubrics associated with this student learning outcome are to be attached to the plan.

This objective will be measured through the completion of Psychopathologies Presentation in CHFD 6240: Advanced Studies in Infant and Child Development. Research supports the importance of early experiences in promoting healthy emotional-social development and parent-child interactions. In addition to understanding development, professionals who work with young children and their families need to be aware of disorders that have the potential to negatively influence a child's developmental trajectory and his/her parent child relationships. This assignment will enable students to select a disorder of early childhood development and learn more about how it impacts development and parent (adult)-child interactions.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

This objective is measured through the completion of the Psychopathologies Presentation in CHFD 6240: Advanced Studies in Infant and Child Development. The project is worth 40/240 points. The assignment is scored across two categories, the presentation and the topical outline. The presentation component of the assignment is worth 30 points and scored on the following criteria: content, accuracy of information, detail, clarity, organization, and comprehensive. The written topical outline is worth 10 points and scored on the following criteria: content, accuracy of information, detail, organization, professional tone of writing. The course instructor, Dr. Suzanne Lamorey will collect the data at the end of the course and provide it to Dr. Robert Herman-Smith, the certificate administrator. Results will be communicated with the course instructor, certificate partners in the College of Education and College of Health and Human Services, and community stakeholders in a semi-annual meeting. This group of certificate stakeholders will amend the measure as needed before the next section of the course begins.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.
Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.

80% of the students will score 32/40 points (80%) or higher on the Psychopathologies Presentation.

Student Learning Outcome 3 (knowledge, skill or ability to be assessed)

Students use Positive Behavior Supports to address challenging behaviors, including functional behavior assessments, behavioral intervention plans, and applied behavior analysis strategies (e.g., positive reinforcement, interruption & redirection, differential reinforcement of other behavior).

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired

knowledge, skill or ability. A copy of the data collection instrument and all scoring rubrics associated with this student learning outcome are to be attached to the plan.

This objective will be measured through the completion of two projects in SPED 6242: Enhancing Communication and Supporting Behaviors in Inclusive Settings: B-K. First, students will complete a Functional Behavior Assessment (FBA) on a child exhibiting challenging behaviors. Second, based on the proposed hypothesis of behavior determined from the FBA, students will review the research to identify an intervention strategy to address the identified challenging behavior and develop an Intervention Proposal. Professionals working with young children in a variety of settings will encounter children who exhibit challenging behaviors. In order to support child development and learning as well as the parent-child relationship, professionals need to be able to respond appropriately to those behaviors. This assignment asks students to complete an assessment on a challenging behavior and use evidence-based practices to provide an intervention plan.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

The Functional Behavior Assessment is worth 35 points and the Intervention Proposal is worth 30 points out of a total of 150 points in SPED 6242: Enhancing Communication and Supporting Behaviors in Inclusive Settings: B-K. The Functional Behavior Assessment will be scored across the following categories: Identification of an Observable & Measurable Behavior, Data Collection, Hypothesis Regarding the Function of the Challenging Behavior, Identification of a Replacement Behavior, and Implementation & Evaluation (dependent on semester taught). The Intervention Proposal will be scored across the following categories: Identification of Intervention, Intervention Implemented in Daily Activities & Routines, Family-Professional Collaboration. The course instructor, Dr. Cynthia Baughan will collect the data at the end of the course and provide it to Dr. Robert Herman-Smith, the certificate administrator. Results will be communicated with the course instructor, certificate partners in the College of Education and College of Health and Human Services, and community stakeholders in a semi-annual meeting. This group of certificate stakeholders will amend the measure as needed before the next section of the course begins.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.
Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.

80% of the students will score 28/35 points (80%) or higher on the Functional Behavior Assessment.
80% of the students will score 24/30 points (80%) or higher on the Intervention Proposal.



Department of Special Education and Child Development

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July 22, 2015

Dr. JaneDiane Smith and Dr. Vivian I. Correa
Department of Special Education & Child Development
College of Education
University of North Carolina Charlotte
9201 University City Blvd.
Charlotte, NC 29223-0001

Dear Dr. Smith and Dr. Correa:

I am pleased to write this letter in support of the proposed Early Childhood Mental Health (ECMH) Certificate, an interdisciplinary graduate certificate program that addresses the increasing need for mental health clinical and consultation services for children birth to five years of age. I understand that the certificate is sponsored jointly by our College's Department of Special Education and Child Development and the School of Social Work. The program will give professionals in the human services field, including early childhood education, early intervention/early childhood special education, social work, counselling, pediatrics, allied health services, and psychology, an opportunity to develop the expertise necessary for meeting the mental health needs of young children (birth to five) and their families.

Of particular benefit to our program is that certificate students will also have the option of transferring certificate credit hours into a master's degree in Child and Family Studies. As you know, we are in support of efforts to grow our master's degree programs in Child and Family Studies.

As Director of the Graduate Program in Child and Family Studies, I especially appreciate the collaborative nature of this certificate program with the School of Social Work. I have reviewed the ECMH certificate program and I whole-heartedly support the proposal. Your expertise in this area will serve the certificate program well. I am in support for your efforts and look forward to the opportunity to collaborate with you and your colleagues in the School of Social Work on this certificate program.

Sincerely,

Deana Murphy, M.Ed.
Program Director, Child and Family Studies



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Department of Special Education and Child Development

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December 17, 2014

Dr. JaneDiane Smith and Dr. Vivian I. Correa
Department of Special Education & Child Development
College of Education
University of North Carolina Charlotte
9201 University City Blvd.
Charlotte, NC 29223-0001

Dear Dr. Smith and Dr. Correa:

This letter is written in support of the proposed Early Childhood Mental Health (ECMH) Certificate, an interdisciplinary graduate certificate program that addresses the increasing need for mental health clinical and consultation services for children birth to five years of age. I understand that the certificate is sponsored jointly by our College's Department of Special Education and Child Development and the School of Social Work. The program will give professionals in the human services field, including early childhood education, early intervention/early childhood special education, social work, counseling, pediatrics, allied health services, and psychology, an opportunity to develop the expertise necessary for meeting the mental health needs of young children (birth to five) and their families.

The certificate program requires completion of 15 credit hours at the post-baccalaureate level, with at least six of those credits taken in the College of Education. There are no additional resources required to implement the certificate. The ECMH certificate will include coursework that is evenly distributed across the College of Education and the School of Social Work. The coursework will prepare certificate holders to promote awareness about the importance of early childhood mental health, work with diverse families with young children, recognize, refer, and perform ecologically valid mental health assessments of young children, support positive, relationship-focused communication between young children and their adult caretakers, and facilitate positive social-communication skills between young children and caretakers in a variety of settings.

As Chair of the Department of Special Education and Child Development, I especially appreciate the collaborative nature of this certificate program with the School of Social Work. I have reviewed the ECMH certificate program and I wholeheartedly support the proposal. Your expertise in this area will serve the certificate program well.

One benefit of the proposal is that certificate students will also have the option of transferring certificate credit hours into a master's degree in Child and Family Studies. I am in support for your efforts and look forward to the opportunity to collaborate with you and your colleagues in the School of Social Work on this certificate program.

Sincerely,

A handwritten signature in black ink, appearing to read "Belva Collins".

Belva Collins, Ph.D.
Chair, Special Education and Child Development



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Birth - Kindergarten • Ph.D. in Special Education

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UNC CHARLOTTE
College of Education

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February 17, 2014

Dr. JaneDiane Smith and Dr. Vivian I. Correa
Department of Special Education and Child Development
College of Education, The University of North Carolina Charlotte
9201 University City Boulevard
Charlotte, North Carolina 29223-0001

Dear Dr. Smith and Dr. Correa:

This letter is written in support of the proposed Early Childhood Mental Health (ECMH) Certificate, an interdisciplinary graduate certificate program that addresses the increasing need for mental health clinical and consultation services for children birth to five years of age. I understand that the certificate is sponsored jointly by our College's Department of Special Education and Child Development and the School of Social Work. The certificate program requires completion of 15 credit hours at the post-baccalaureate level, with at least six of those credits taken in the College of Education. There are no additional resources required to implement the certificate.

As Dean of the College of Education, I especially appreciate the collaborative nature of this certificate program with the School of Social Work and the community agencies serving young children birth to five years of age and their families. I have reviewed the ECMH certificate program and I whole-heartedly support the proposal.

Your certificate program will give professionals in the human services field, including early childhood education, early intervention/early childhood special education, social work, counseling, pediatrics, allied health services, and psychology, an opportunity to develop the expertise necessary for meeting the mental health needs of young children (birth to five) and their families. The ECMH certificate will include coursework that is evenly distributed across the College of Education and the School of Social Work. You represent the quality of faculty who can provide the expertise in this area. ECMH certificate holders will be prepared to promote awareness about the importance of early childhood mental health, work with diverse families with young children, recognize, refer, and perform ecologically valid mental health assessments of young children, support positive, relationship-focused communication between young children and their adult caretakers, and facilitate positive social-communication skills between young children and caretakers in a variety of settings

Certificate students will also have the option of transferring certificate credit hours into a master's degree in Child and Family Studies. I offer my support for your efforts and welcome the opportunity to collaborate with you and your colleagues in the School of Social Work on this certificate program.

Sincerely,

Ellen McIntyre
Dean, College of Education



UNC CHARLOTTE

College of Health and Human Services

9201 University City Boulevard
Charlotte, NC 28223-0001

Department of Social Work

Phone (704) 687-7938

Fax (704) 687-1658

December 16, 2014

Dr. Robert Herman-Smith
Associate Professor
School of Social Work
College of Health and Human Services
University of North Carolina Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001

Dear Dr. Herman-Smith:

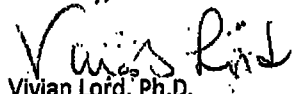
This letter is written in support of the proposed Early Childhood Mental Health (ECMH) Certificate, an interdisciplinary graduate certificate program that addresses the increasing need for mental health clinical and consultation services for children birth to five years of age. I understand that the certificate is sponsored jointly by our College's School of Social Work and the College of Education's Department of Special Education and Child Development. The program will give professionals in the human services field, including early childhood education, early intervention/early childhood special education, social work, counseling, pediatrics, allied health services, and psychology, an opportunity to develop the expertise necessary for meeting the mental health needs of young children (birth to five) and their families.

The certificate program requires completion of 15 credit hours at the post-baccalaureate level, with at least six of those credits taken in the School of Social Work. There are no additional resources required to implement the certificate. The School of Social Work will administer the certificate in consultation with the Department of Special Education and Child Development. The ECMH certificate will include coursework that is evenly distributed across the School of Social Work and the College of Education. The coursework will prepare certificate holders to promote awareness about the importance of early childhood mental health; work with diverse families with young children; recognize, refer, and perform ecologically valid mental health assessments of young children; support positive, relationship-focused communication between young children and their adult caretakers; and facilitate positive social-communication skills between young children and caretakers in a variety of settings. As documented in the North Carolina Institute of Medicine's 2012 report, *Growing Up Well: Supporting Young Children's Social-Emotional Development and Mental Health in North Carolina*, there is dearth of professionals trained in mental health services for young children who also understand the necessity of approaching this work from a family-centered perspective. Currently, there are no other approved post-baccalaureate degree or certificate options for those interested in early childhood mental health available in North Carolina.

As Interim Director of the School of Social Work, I especially appreciate the collaborative nature of this certificate program with the College of Education. I have reviewed the ECMH certificate program. I support the proposal and

look forward to the opportunity to collaborate with you and your colleagues in the School of Social Work and the College of Education on this certificate program. Your expertise in this area will serve the certificate program well.

Sincerely,



Vivian Lord, Ph.D.

Interim Director

School of Social Work



UNC CHARLOTTE
College of Health and Human Services

December 19, 2014

Dr. Robert Herman-Smith
Associate Professor, School of Social Work
College of Health and Human Services
University of North Carolina Charlotte
9201 University City Blvd. Charlotte, NC 29223-0001

Dear Dr. Herman-Smith,

This letter is written in support of the proposed Early Childhood Mental Health (ECMH) Certificate, an interdisciplinary graduate certificate program that addresses the increasing need for mental health clinical and consultation services for children birth to five years of age. The certificate is sponsored jointly by our College's School of Social Work and the Child Development and Family Studies Program in the College of Education. The certificate program requires completion of 15 credit hours at the post-baccalaureate level, with at least six of those credits taken in the College of Education and six credits in Social Work. The School of Social Work will administer the certificate in consultation with the Department of Special Education and Child Development. There are no additional resources required to implement the ECMH certificate.

As Dean of the College of Health and Human Services, I appreciate the collaborative nature of this certificate program with the College of Education and the community agencies serving young children birth to five years of age and their families. As documented in the North Carolina Institute of Medicine's 2012 report, *Growing Up Well: Supporting Young Children's Social-Emotional Development and Mental Health in North Carolina*, there is dearth of professionals trained in mental health services for young children and, who understand the necessity of approaching this work from a family-centered perspective. Currently, there are no other approved post-baccalaureate degree or certificate options for those interested early childhood mental health available in North Carolina. After reviewing the ECMH certificate program, I enthusiastically support the proposal.

The certificate program will give professionals in the human services field, including social work, education, early intervention/early childhood special education, counseling, pediatrics, allied health services and psychology an opportunity to develop the skills and dispositions necessary for meeting the mental health needs of young children and their families. ECMH certificate holders will be prepared to promote awareness about the importance of early childhood mental health, work with diverse families with young children, recognize, refer, and perform ecologically valid mental health assessments of young children, support positive, relationship-focused communication between young children and their adult caretakers, and facilitate positive social-communication skills between young children and caretakers in a variety of settings. Certificate students will also have the option of transferring certificate credit hours into a master's degree in Social Work in accordance with unit, College, and graduate school guidelines. I offer my support for your efforts and welcome the opportunity to collaborate with you and your colleagues in the College of Education on this important initiative.

Sincerely,

Dean Nancy Fey-Yensan, Ph.D., R.D.