

Gateways to Opportunity® Family Specialist Credential Entitled Application

Please complete each section of the application and return via e-mail to the Gateways to Opportunity Higher Education Liaison

1.) Applying Institution

Institution	
Mailing Address #1	
Mailing Address #2	
Primarily Faculty Contact	
Department	
Title	
Email	
Phone Number	
Dean Contact	
Dean's Email	
Date of Application	

2.) Student Information

Projected annual enrollment per year	
Projected annual completers per year	

3.) Faculty Information

Faculty Name	Email Address	Part-Time/Full-Time/Adjunct	Courses Taught in Program

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4.) FSC Competency Alignment Table

Each Competency is included within the following 7 Gateways to Opportunity FSC Content Areas and leveled through a color-coded system:

1. CPD: Curriculum or Program Design
2. FCR: Family and Community Relationships
3. HGD: Human Growth and Development
4. HSW: Health, Safety, and Nutrition
5. IRE: Interactions, Relationships, and Environments
6. OA: Observation and Assessment
7. PPD: Personal and Professional Development

Level 2 = Yellow • Level 3 = Green • Level 4 = Orange • Level 5 = Blue

Please indicate the course where the competency is primarily assessed and list the final assessment used to determine the proficiency for each targeted competency.

Example Assessments can be found in the FSC Toolbox by clicking [HERE](#).

**If there is a course substitution, please indicate “or” when listing the alternative course and add the prefix to the assessments*

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FSC Competency Alignment Table

FSC Competency		List course in which proficiency of the competency is assessed	List final assessment name & specify type
(Yellow = Level 2) Level 2 = 8 Competencies			
Human Growth & Development	HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains.	PSY 202 – Lifespan Development	Understanding Development in Context Presentation
	HGD2: Identifies and describes human development in the context of families and communities.	SWK 210 – Human Behavior and Social Environment OR PSY 202 – Lifespan Development	Understanding Development in Context Presentation

This section is an example of the competency Alignment Table.

FSC Competency Alignment Table

FSC Competency		List course in which proficiency of the competency is assessed	List final assessment name & specify type
(Yellow = Level 2) Level 2 = 8 Competencies			
Human Growth & Development	HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains.		
	HGD2: Identifies and describes human development in the context of families and communities.		
Health Safety & Well Being	HSW1: Identifies factors within family, neighborhood and community environments that support or impede the health, safety and well-being of the family and its individual members.		

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FSC Competency		List course in which proficiency of the competency is assessed	List final assessment name & specify type
(Yellow = Level 2)		Level 2 = 8 Competencies	
Interactions, Relationships & Environments	IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context.		
	IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience.		
Family & Community Relationships	FCR1: Identifies the influence of culture, language, social, and economic environments, via family and ecological systems theory, on family development.		
Personal & Professional Development	PPD1: Demonstrates professionalism in appearance, behavior, and disposition.		
	PPD2: Demonstrates professional conduct consistent with codes of ethics and standards (e.g., family support principles) outlined by legal entities, by the profession, and by family and child programs and services, including those related to dignity and right to privacy.		
Comments (if applicable):			

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FSC Competency		Course in which proficiency of the competency is assessed	List assessment name & specify type
(Green = Level 3)		Level 3 = 5 Additional Competencies	
Curriculum or Program Design	CPD1: Identifies culturally and linguistically appropriate family service strategies, programs, and approaches.		
	CPD2: Describes techniques, technologies, learning environments and methods supportive of family competence, confidence, and resilience and responsive to individual learning styles, strengths, and opportunities for growth.		
Family & Community Relationships	FCR2: Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture.		
Personal & Professional Development	PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams.		
	PPD4: Engages in reflective practice and the design of a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence.		
Comments: (if applicable):			

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FSC Competency		List course in which proficiency of the competency is assessed	List final assessment name & specify type
(Orange = Level 4) Level 4 = 12 Additional Competencies			
Health, Safety, & Well-Being	HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being.		
Observation & Assessment	OA1: Identifies data collection tools based on standards of practices.		
	OA2: Selects, utilizes, and evaluates formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation.		
	OA3: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and frequent data collection methods that are valid, reliable, legal, and ethical and responsive to family characteristics and functioning, including child characteristics and functioning within context of the family system.		
Curriculum or Program Design	CPD3: Analyzes the impact of theoretical constructs and historical human service concepts and principles of family functioning, sociocultural contexts, family development, and family systems on family service practice.		
	CPD4: Develops, implements, and assesses--in collaboration with families--content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and needs.		
Interactions & Relationship	IRE3: Creates culturally, linguistically, and individually appropriate opportunities for family engagement, foster healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children.		

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FSC Competency		List course in which proficiency of the competency is assessed	List final assessment name & specify type
(Orange = Level 4)		Level 4 = 12 Additional Competencies	
Family Community & Relationships	IRE4: Assesses program standards and approaches from the perspective of supporting family engagement in children’s development and learning.		
	FCR3: Develops, in partnership with families, enhanced supports and access to resources to enhance family functioning and development (e.g., formal, and informal neighborhood and community assets).		
	FCR4: Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family collaboration, trust and security, sharing information, and family use of services.		
	FCR5: Compares and contrasts family, neighborhood and community risk, protective and promotional relationship factors that may influence family functioning and development.		
Personal & Professional Development	PPD5: Articulates, reflects on, continually refines, and puts into practice a personal philosophy and values that drive personal professional beliefs about human service delivery.		
Comments (if applicable):			

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ECE Competency		List course in which proficiency of the competency is assessed	List final assessment name & specify type
(Blue = Level 5)		Level 5 = 15 Additional Competencies	
Health, Safety, & Well-Being	HSW3: Analyzes conditions within family, neighborhood and community environments for their ability to support or impede the health, safety and well-being of the family and its individual members.		
	HSW4: Designs collaborative plans, policies and services, at the individual, family, and community level that foster physically and emotionally healthy approaches to family living.		
Observation & Assessment	OA4: Develops engaging and collaborative assessment partnerships with families designed to understand family strengths, assets, concerns, priorities and goals, including those related to parenting their children.		
	OA5: Analyzes information from informal and formal assessment tools to inform decisions about family service and curricular planning and implementation, intervention, monitoring, and evaluation.		
	OA6: Analyzes respectful, culturally and linguistically responsive formats for sharing observation and assessment information with families and other providers.		
	OA7: Maintains legal, ethical, organized records of service delivery.		
Curriculum or Program Design	CPD5: Creates, implements, and assesses a comprehensive, cohesive system of family services that support family resilience and well-being within the context of typical, everyday environments.		
	CPD6: Evaluates and selects a broad range of technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals.		
Interactions, Relationships, & Environments	IRE5: Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community.		

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ECE Competency		List course in which proficiency of the competency is assessed	List final assessment name & specify type
(Blue = Level 5)		Level 5 = 15 Additional Competencies	
Family & Community Relationships	FCR6: Designs program policies and practices that promote family engagement and collaboration through the provision of meaningful engagement opportunities, involvement in decision-making processes, and demonstrating respect for family’s preferred language and modes of communication.		
	FCR7: Develops, implements, and assesses--in partnership with families and other providers—evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthens the family functioning through their ability to access and manage resources, including the family’s role in parenting children.		
	FCR8: Distinguishes between appropriate and inappropriate use of different communication technologies and develops program standards related to these technologies.		
	FCR9: Integrates theory and research on human and family development, functioning, and family systems to plan a comprehensive and cohesive system of family supports that build on and enhance family strengths to address family needs, concerns, priorities, and goals.		
Personal & Professional Development	PPD6: Designs and participates in collaborative systems and proactive, visionary leadership that address structural inequities in society and human service systems and support family cohesion and well-being.		
	PPD7: Designs and participates in collaborative systems and proactive, visionary leadership addresses structural inequities in society and human service systems and mitigates against family cohesion and well-being.		
Comments (if applicable):			

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Key Definitions:

- Family: A social unit consisting of one or more adults together with the children they care for.
- Parent: A mother, father, or any other adult, such as foster parent, grandparent, other relative, or guardian, who has primary and legal responsibility for providing a child with a physically, emotionally, and psychologically nurturing environment, and for making important decisions that have a permanent effect on the life and development of the child.
- Home Visiting: Home visiting refers to a continuum of services offered through visits where families primarily reside, which may occur elsewhere

5.) Program Layout

The Program Layout is the tool used to show which courses are required at each level of the credential and in which courses supervised experience resides.

Competencies stackability up to the highest level (Level 5) are based on the attainment of foundational competencies needed prior to developing higher-level competencies (e.g., Level 3 will need to meet the competencies of Level 2 and Level 3).

(Associate’s degree): Please complete the level 2, 3, & 4 Program Layouts

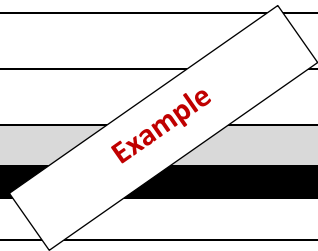
(Bachelor’s/Graduate degree): Please complete the level 2, 3, 4, and 5 Program Layouts

Please indicate all courses required to primarily assess competencies for each level. Please include any possible course substitutions (see example below).

Gateways to Opportunity: Family Specialist Credential—Level 2

List all the courses listed to assess the competencies at level 2.

Course Prefix and Number	Course Title	Credit Hours	Number Observation Hours Embedded Within This Course (10 Minimum for level 2)	Traditional(T), Hybrid (H) or Online (O)?
PSY 202	Lifespan Development	3	5	
SWK 210	Human Behavior and Social Environment	3	5	
		Totals:	Totals:10	
When listing a course substitution ↓				
PSY 202	Lifespan Development OR ←	3 OR	5 OR	
SWK 210	Human Behavior and Social Environment	3	5	
When listing a course for experience hours only ↓				
HUM SRV 350	Field Practicum: Non-Licensure Students (listed for experience hours only) OR	6	250	
SWK 400	Internship: Licensure Students (listed for experience hours only)	12	400	
When there are no total supervised experience hours (e.g., online program) ↓				
		Total: 6	Total: Students will need to submit the 200 family related exp hours.	



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Gateways to Opportunity: Family Specialist Credential—Level 2

List all the courses listed to assess the competencies at level 2.

Course Prefix and Number	Course Title	Credit Hours	Number Observation Hours Embedded Within This Course (10 Minimum for level 2)	Traditional(T), Hybrid (H), or Online (O)?
	Total FSC Experience Hours:			

Additional Requirements for FSC Level 2:

High School Diploma or GED

10 hours of family-related observation hours or 200 hours of documented family-related work experience

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Gateways to Opportunity: Family Specialist Credential—Level 3

List all the courses listed to primarily assess the competencies at level 2 and level 3.

Course Prefix and Number	Course Title	Credit Hours	Number Observation Hours Embedded Within This Course (10 Minimum for level 2)	Traditional(T), Hybrid (H), or Online (O)?
	Total FSC Experience Hours:			

Additional Requirements for the FSC Level 3:

High School Diploma or GED

6 semester hours in two areas—English, Social Science, Any Math, or Science (credit bearing and non-developmental 100 level +)

20 hours of family-related observation hours or 300 hours of documented family-related work experience

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Gateways to Opportunity: Family Specialist Credential—Level 4

List all the courses listed to primarily assess the competencies at level 2, level 3, and level 4.

Course Prefix and Number	Course Title	Credit Hours	Number Observation Hours Embedded Within This Course (10 Minimum for level 2)	Traditional(T), Hybrid (H), or Online (O)?
Total FSC Experience Hours:				

Additional Requirements for the FSC Level 4:

Associate’s Degree or 60+ Semester Hours with 9 semester Hours of English, Social Science, and Any Math or Science)
 100 hours of family-related observation hours or 500 hours of documented family-related work experience

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Gateways to Opportunity: Family Specialist Credential—Level 5

*List all the courses listed to primarily assess the competencies at **level 2**, **level 3**, **level 4**, and **level 5**.*

Course Prefix and Number	Course Title	Credit Hours	Number Observation Hours Embedded Within This Course (10 Minimum for level 2)	Traditional(T), Hybrid (H), or Online (O)?
Total FSC Experience Hours:				

Additional Requirements for the FSC Level 5

- Bachelor’s Degree
- 200 hours of family-related observation hours or 1200 hours of documented family-related work experience

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6.) Student Completer Communication:

Describe the institutions internal system for tracking, notification, and communication of completion. Ideally designed as an institutionally centric system, this system should include the following:

- Institutional system for tracking students moving through the credential
- Identified position at your institution responsible for official reporting of completers to Gateways (for example, the registrar, records office official, license office etc.). The number of completers should be reported to Gateways each semester.
- Communication processes with completing students, that outline how students will be notified that they have earned their credential.

Please note: Institutional processes are likely to vary based on the unique capacities of each institution. Programs may elect to designate that the registrar forward a list of completers to the individual responsible for Gateways Entitlement within the institution, who then forwards that list to Gateways, for example, or designate an individual within the institution who is responsible for determining completion and then forwarding the information to Gateways. Entitled institution responsibility includes outlining and implementing a process that is reflective and responsive to unique institutional needs.

Please Describe Internal System Here:

7.) Program Articulation

List below any articulation agreements with partner institutions (and provide a copy of all articulation agreements with your report).

Please list all institutions with which you have an articulation agreement here:

8.) Program Syllabi

All Current course syllabi referred to in the competency alignment table **must be attached to the application form**. If a course is being substituted, the course syllabi of the course that is meeting targeted competencies, not originally included in your application, must also be included.

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9.) Institutional Assurance & Signatures

Provide signatures of the appropriate Institutional Official (Department Chair/Dean level or above) should be provided below. This signature, on behalf of the submitting institution assures the following:

- All information and supporting documentation in the application above is correct and reflects Current practices.
- Gateways will be notified on all substantive changes in program requirements, offerings or clinical/observation hours deviating from what is described in this application.
- The institution has implemented and maintains a procedure for tracking credential completers
- Records will be maintained for all credentialing students including record of course substitutions allowed

Person Completing Application (please print name & title)

Signature & Date

Institutional Official (please print name & title)

Signature & Date



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