

Graduate Council Curriculum Subcommittee

March 7, 2007

12:00, MH 243

1. Approval of minutes from February 21, 2007
2. Review of tabled course From Screenplay to Deal – Randy Finch
3. Revisions to the MS in Digital Media – Ben Noel
4. Addition of a Graduate Certificate in Addictions Counseling – Anne Culp
5. Revisions to the MA in Early Childhood Education – Anne Culp
6. Courses and special topics



Office of the Dean
College of Arts and Humanities

RECEIVED FEB 19 2007

Memorandum

To: Patricia Bishop, Dean & Vice Provost
Office of Graduate Studies

From: Consuelo Stebbins, Associate Dean
CAH Graduate Studies

Re: MS in Digital Media


Date: February 16, 2007

The College of Arts and Humanities is requesting a degree title change from MS in Digital Media to MS in Interactive Entertainment. The Executive Director of the Florida Interactive Entertainment Academy (FIEA), housed in the School of Film and Digital Media, presented the rationale for the title change to the CAH Graduate Studies & Research Committee at their meeting on February 14, 2007. Committee Members voted unanimously for the title change basing their decision on the fact that the proposed title, Interactive Entertainment, reflects more accurately the curricular offerings of the MS program.

Subsequently approved by Dean Jose B. Fernandez

A handwritten signature of Jose B. Fernandez, written in dark ink, positioned above a horizontal line.

To: Consuelo Stebbins
Associate Dean of CAH Graduate Program

From: Ben Noel 
Executive Director, F.I.E.A.

Re: MS in Digital Media

The College of Arts and Humanities is requesting a degree title change from MS in Digital Media to MS in Interactive Entertainment. When the Florida Interactive Entertainment Academy (F.I.E.A) was established at UCF, it was initiated as the MS in Digital Media. Since its inception, curricular modifications have been made to better reflect the nature of the coursework in the gaming industry. The new degree title will better reflect the focus of the curriculum and enable the students to seek employment in the Interactive Entertainment industry.

Cc: Jose Fernandez

FIEA 2007-2008 Graduate Catalog Requirements

FIEA CORE			
	Prefix and Number	Title	Credit Hours
2007-2008 Course	DIG 5XXXC	Production for Media	3(1,3)
2007-2008 Course	DIG5XXXC	Rapid Prototype Production I	3(1,3)
2007-2008 Course	DIG5XXXC	Rapid Prototype Production II	3(1,3)
2007-2008 Course	DIG6XXX	Preproduction & Prototyping	3(1,3)
			12

FIEA Specialization Requirements			
	Prefix and Number	Title	Credit Hours
2007-2008 Course	DIG 5XXXC	Principals fo Interactive Entertainment I	3(1,3)
2007-2008 Course	DIG 5XXXC	Principals fo Interactive Entertainment II	3(1,3)
2007-2008 Course	DIG 6XXXC	Advanced Interactive Entertainment	3(1,3)
			9

FIEA Practicum Experience			
	Prefix and Number	Title	Credit Hours
2007-2008 Course	DIG 6XXX	Game Design Practicum	6(2,6)
			6

FIEA Capstone			
	Prefix and Number	Title	Credit Hours
2007-2008 Course	DIG6XXX	Interactive Entertainment Project	3(1,3)
			3



MEMORANDUM

January 25, 2007

TO: Dr. Patricia Bishop, Vice Provost and Dean, Graduate Studies

**FROM: Dr. Grant Hayes, Associate Dean for Graduate Studies,
College of Education**

SUBJECT: Proposal to Establish a Graduate Certificate in Addictions Counseling

Attached please find a proposal to establish a graduate certificate program in Addictions Counseling. This certificate program proposal was reviewed and approved at the College of Education Graduate Curriculum and Standards Committee meeting held Tuesday, January 23, 2007.

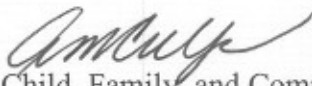


Department of Child, Family
and Community Sciences

Memorandum

DATE: December 15, 2006

TO: Grant Hayes, PhD
Associate Dean of Graduate Studies
College of Education

FROM: Anne Culp, PhD 
Department Chair, Child, Family, and Community Sciences
College of Education

RE: Proposal for new Graduate Certificate Program in Addictions Counseling

Please find attached a proposal for the new Graduate Certificate Program in Addictions Counseling. The faculty in Counseling Education is looking forward to offering this certificate program. Dr. Dayle Jones will be the coordinator.

CC: Dayle Jones, PhD

Proposal for a Graduate Certificate in Addictions Counseling
Counselor Education
Department of Child, Family & Community Sciences
College of Education
University of Central Florida

Purposes and Goals of the Program

The purpose of the certificate in addictions counseling is to supply education to practicing professionals and counseling students who want to become certified by the State of Florida as CAP's (Certified Addictions Professionals). The certificate is offered by the Florida Certification Board, 1715 S. Gadsden St., Tallahassee, FL 32301. In order to offer this training, the Counselor Education Program would need to become a provider for the Florida Certification Board. There are both *education* and *experience* requirements as well as an examination for the CAP. Our certificate would supply only the educational requirements although enrolled graduate students can fulfill some of the experience requirements in their internships.

The certificate allows counselors to practice addictions counseling in the State of Florida. Many state agencies require or prefer CAP's for certain jobs in the addictions field. Providing the educational requirements would benefit our students seeking jobs in this arena. Admission to the certificate would be limited to UCF students in the Master's degree programs in Counselor Education or Clinical Psychology.

Needs Assessment and Target Audience

Counselors held about 601,000 jobs in 2004. Employment was distributed among the counseling specialties as follows:

Educational, vocational, and school counselors	248,000
Rehabilitation counselors	131,000
Mental health counselors	96,000
Substance abuse and behavioral disorder counselors	76,000
Marriage and family therapists	24,000
Counselors, all other	25,000

The data above shows that addictions counselors (substance abuse counselors and behavioral disorder counselors combined) are a significant segment of the counseling work force. According to the Occupational Outlook Handbook, produced by the Bureau of Labor Statistics, the U.S. governments job forecasting agency, the "Overall employment of counselors is expected to **grow faster than the average** for all occupations through 2014. In addition, numerous job openings will occur as many counselors retire or leave the profession. While job prospects will vary with location and specialization, opportunities generally should be very good because the number of job openings that arise should exceed the number of graduates of counseling preparation programs. Rehabilitation counselors and addictions and behavioral disorder counselors, in particular, should experience excellent prospects (retrieved May 1, 2006 from <http://www.bls.gov/oco/ocos067.htm>)

Projected Enrollment

The projected number of students enrolling in this certificate program during the first year is 6-8. This should double in the second year and stabilize at about 30 students in the program at any point in time. This estimate is based on our three other certificate programs in the Counselor Education Program.

The target audience is graduate students in the counselor education and clinical psychology master's programs at UCF *and* individuals who already possess a master's degree in counseling and who wish to meet academic requirements for certification for the CAP credential.

Faculty Resources and Qualifications

Counselor Education and School Psychology Faculty:

M. Young, Ph.D.	Professor
E. H. Robinson, Ph.D.	Professor
B. Grant Hayes, Ph.D.	Associate Professor
K. D. Jones, Ph.D.	Associate Professor
M. Casado Ph.D.	Assistant Professor
A. Daire Ph.D.	Assistant Professor
Glenn Lambie Ph.D.	Assistant Professor
Heather Smith, Ph.D.	Research Associate
C. Balado, Ed.D.	Associate Professor
O. Edwards Ph.D.	Assistant Professor
G. Taub, Ph.D.	Associate Professor

Curriculum: Required Courses for the Graduate Certificate in Addictions Counseling (12 hours)

1. MHS 6450: Counseling Substance Use and Abuse (3 credit hours)**
2. MHS 6xxx: Assessment and Treatment of Addictions*
3. MHS 6020: Mental Health Care Systems
4. MHS 6407: Counseling for Wellness

* New course syllabus attached, course action request submitted for approval.

** Course to be renamed, course action request submitted for approval.

Sequencing of Courses

Each course would be taught once per year and it is suggested that they be sequenced as shown below. For those already possessing a master's in counseling or the equivalent, one course could be taken per semester. No courses can be transferred into a certificate program. Therefore, those already possessing a master's level course in substance abuse will not be able to substitute it for the course below.

- | | |
|---|--------|
| 1. MHS 6450 Counseling Substance Use and Abuse (3 credit hours) | Summer |
| 2. MHS 6xxx Assessment and Treatment of Addictions* or
CLP 6181 Psychological Theories of Substance Abuse ** | Fall |
| 3. MHS 6020 Mental Health Care Systems | Spring |
| 4. MHS 6407 Counseling for Wellness | Summer |

* A prerequisite for MHS 6xxx is MHS 6450. The other two courses, Mental Health Care Systems and Counseling for Wellness may be taken at any time, however the sequence above is recommended.

** This option is only available to psychology students and the counseling program makes no claims that this course meets the objectives of the Florida Certification Board.

Suggested Program of Study

Listed below is a suggested program of study for a student in the M.A. in Mental Health Counseling, who begins in the Fall, takes 9 hours per semester and wishes to incorporate the Certificate Program into the plan:

Fall Year 1

MHS 5005: Introduction to the Counseling Profession
MHS 6400: Theories of Counseling and Personality
MHS 6070: Diagnosis and Treatment in Counseling

Spring Year 1

MHS 6500: Group Procedures and Theories of Counseling
MHS 6220: Individual Psychoeducational Testing I
SDS 6347: Career Development (web)

Summer Year 1

MHS 6450: Counseling Substance Use and Abuse (to be renamed Addictions Counseling)
MHS 6702: Ethical and Legal Issues
MHS 6401: Techniques of Counseling

Fall Year 2**MHS 6xxx: Assessment and Treatment of Addictions Counseling**

MHS 6803: Practicum in Counselor Education I

MHS 6470: Human Sexuality and Relationships

Spring Year 2**MHS 6020: Mental Health Care Systems**

MHS 6803: Practicum in Counselor Education II

EDF 6155: Lifespan Human Development and Learning

Summer Year 2**MHS 6407: Counseling for Wellness**

MHS 6420: Counseling Special Populations

MHS 6830: Counseling Internship I

Fall Year 3

MHS 6830: Counseling Internship II

EDF 6481: Fundamentals of Graduate Research in Education

Elective

How the Program is Integrated to Form a Coherent Curriculum

The 23 Transdisciplinary Foundations of the Florida Certification Board and the Federal Substance Abuse and Mental Health Services Administration (SAMHSA) provide the basis of the certificate program. These competencies are obtained in graduate coursework and are listed as objectives in the course syllabi. Each of the four courses in the certificate contains some of these competencies. The course number associated with the competency is listed below:

I. Understanding Addiction

A. Understand a variety of models and theories of addiction and other problems related to substance use.

B. Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.

C. Describe the behavioral, psychological, physical health, and social effects of psychoactive substances on the user and significant others.

D. Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential

for medical and psychological disorders to co-exist with addiction and substance abuse.

II. Treatment Knowledge

- A. Describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
- B. Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
- C. Understand the importance of research and outcome data and their application in clinical practice.
- D. Understand the value of an interdisciplinary approach to addiction treatment.

III. Application to Practice

- A. Understand the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
- B. Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.
- C. Tailor helping strategies and treatment modalities to the client's stage of dependence, change, or recovery.
- D. Provide treatment services appropriate to the personal and cultural identity and language of the client.
- E. Adapt practice to the range of treatment settings and modalities.
- F. Be familiar with medical and pharmacological resources in the treatment of substance use disorders.
- G. Understand the variety of insurance and health maintenance options available and the importance of helping clients access those benefits.
- H. Recognize that crisis may indicate an underlying substance use disorder and may be a window of opportunity for change.
- I. Understand the need for and the use of methods for measuring

treatment outcome.

IV. Professional Readiness

- A. Understand diverse cultures and incorporate the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice.
- B. Understand the importance of self-awareness in one's personal, professional, and cultural life.
- C. Understand the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship.
- D. Understand the importance of ongoing supervision and continuing education in the delivery of client services.
- E. Understand the obligation of the addiction professional to participate in prevention as well as treatment.
- F. Understand and apply setting-specific policies and procedures for handling crisis or dangerous situations, including safety measures for clients and staff.

How Can Students and Community Professionals Attain Certification as a CAP?

There are two ways that a student or professional might attain the educational requirements for the CAP. Both methods would be supported by fulfilling the requirements of the proposed addictions counseling certificate:

Path Number One for Enrolled Graduate Students: (Complete A and B below)

- A. Complete 350 hours of Education with at least 190 hours in the following:
(These requirements would be fulfilled in the graduate program)
 - 1. Clinical Evaluation (20 hours in Assessment & 15 in screening)
 - 2. Treatment Planning – 20 hours
 - 3. Referral – 5 hours
 - 4. Service Coordination – 5 hours
 - 5. Counseling – 50 hours
 - 6. Client, Family and Community Education – 15 hours

7. Documentation – 15 hours
 8. Professional and Ethical Responsibilities – 30 hours
 9. Supervision – 15 hours
- B. At least 160 in the Transdisciplinary Foundations as follows: Within these 160 hours must be at least 4 hours of HIV and 2 hours of domestic violence education/training. *(These requirements would be met in the certificate program and are described above in the section entitled "How the Program is Integrated to Form a Coherent Curriculum")*

Two categories of knowledge/attitudes under Transdisciplinary Foundations are:

1. 80 hours in Understanding Addiction/Treatment Knowledge; AND
2. 80 hours in Application to Practice/ Professional Readiness.

Path Number Two (for counseling program graduates and other working professionals)

- A. Become licensed as a mental health counselor, marriage and family therapist or clinical social worker.
- B. 145 hours of addiction specific education in the 2 Transdisciplinary Foundations: *(each of the 23 competencies/standards for knowledge and attitudes is covered in one of the four courses in the certificate program and is identified in the course syllabuses)*

The two general categories under Transdisciplinary Foundations are

1. Understanding Addiction/Treatment Knowledge;
2. Application to Practice/ Professional Readiness.

How will Distance Learning Be Used?

Within two years, we propose to place all four courses in an online format providing we can still meet the requirements of the Florida Certification Board by so doing.

Administration of the Program

The program would be administered through the Counselor Education Program in the Department of Child, Family and Community Sciences. K. Dayle Jones, Ph.D. would be the Coordinator of the Graduate Certificate Program in Addictions Counseling. She will sign the certificate completion forms when students submit them to the Student Services Office in the College of Education along with an audit showing that they have completed the program.

Admission Standards

Graduate students enrolled in the UCF Counselor Education Program or the UCF Clinical Psychology Program would be automatically accepted into the certificate in addictions counseling program when they apply. Community professionals holding a master's degree or higher in counseling, counselor education or a related field are also eligible for admission into the certificate. The Coordinator will determine whether a master's degree is in counseling or a related field.

DATE: February 21, 2007

TO: College of Education Graduate Curriculum and Standards Committee

FROM: Anne M. Culp, Department Chair, Child, Family, and Community Sciences

RE: MA in Early Childhood Education

The Early Childhood Education faculty members are proposing a curriculum change and name change with their MA program in Early Childhood Education. The proposed name change is Master of Arts in Early Childhood Development and Education (ECDE). The proposed ECDE curriculum is attached

Purpose of the revision: The ECE faculty members have a goal of starting a doctoral track in Early Childhood Education by 2008. With this progression toward a focus on research and doctoral work, it was necessary for the faculty to revise the curriculum in the MA program. .

Employment: Graduates of the MA program could either continue in the doctoral track or seek employment. There are several employment opportunities within the state of Florida in community agencies, schools, corporations, and organizations that serve children and families. Some examples are Early Steps, Early Learning Coalitions, Healthy Families America programs, Head Start programs, Child Care Resource and Referral programs, Quest Kids, Vocational Technical schools and community colleges. They are hired as testers, behavioral specialists, program evaluators, child care directors, preschool teachers, parent education specialists, home visitors, research assistants, and instructors.

Target audience: students completing their BS in Early Childhood Education who want to pursue a masters degree for furthering their teaching, students completing their BS in psychology, sociology, communication, liberal studies, nursing, , theatre who would like to work with children and families.

The Early Childhood Education faculty members are excited to pursue this change in their program. Dr. Lynn Hartle will be the program coordinator. Other faculty members will include Dr. Judit Szente, Dr. Anne Culp, Dr. Mary Little, Dr. Lee Cross, Dr. Gordon Taub, Dr. Lea Witta, and Dr. Dave Boote.



MEMORANDUM

February 27, 2007

TO: Dr. Patricia Bishop, Vice Provost and Dean, Graduate Studies

FROM: Dr. Grant Hayes, Associate Dean for Graduate Studies

SUBJECT: Request for revision to the MA in Early Childhood Education

Attached please find a proposal for program revisions to the Master of Arts in Early Childhood Education. This proposal includes changing the program title to Master of Arts in Early Childhood Development and Education, moving the program into a non-teacher certification arena, and eliminating the internship field experience. The proposal was voted upon and unanimously approved at the College of Education Graduate Curriculum and Standards Committee meeting held February 27, 2007.

University of Central Florida (UCF)
Proposed: Master of Arts in Early Childhood Development and Education

Master of Arts in ECDE thirty-six (36) semester hours

Research Core - six (6) semester hours

EDF 6481 Fundamentals of Graduate Research in Education

EDF 6401 Statistics for Educational Data

Early Childhood Development and Education – eighteen (18) semester hours

EEC 5205 Programs and Trends in Early Childhood Education

EEC 6216 Communicative Arts in Early Childhood Education

EEC 6269 Play Development, Intervention, and Assessment

EEC 6405 Home-School-Community Interaction in Early Childhood Education

EEC 6938 ST: Global Issues in Early Childhood

EEX 6224 Observation and Assessment of Young Children

Elective choices - Six (6) Semester hours

EEX 6017 Typical and Atypical Applied Child Development

(recommended if no undergraduate Child Development)

EEC 6406 Guiding and Facilitating Social Competence

(recommended if no undergraduate child guidance/management)

EEX 5702 Planning Curriculum for Pre-kindergarten Children with Disabilities

EEX 5750 Communication with Parents and Agencies

MHS 6403 Techniques of Play Therapy and Expressive Arts

MHS 6421 Foundations of Play Therapy and Play Process

SPS 6125 Infant Development Assessment

EDP 6056 Advanced Educational Psychology/Advanced Psychoeducational Interventions

OR OTHER APPROVED *Elective*

Capstone Experience, two (2) choices - Six (6) Semester hours

EEC 6909 Research Report 3cr. + one (1) more elective 3 cr.

OR

EEC 6908 Thesis 6cr.

Research Core

Required courses; Six (6) semester hours

EDF 6481. Fundamentals of Graduate Research in Education

3(3,0). PR: Graduate standing. Review and critique of research literature, use of library resources for educational research, and introduction to the concepts of research design and data analysis. Fall, Spring. ED-Ed Research, Tech and Lead

EDF 6401. Statistics for Educational Data

3(3,0). PR: EDF 6481 or C.I. Design of educational evaluation; analysis of data, descriptive and inferential statistics, interpretation of results.

	Fall, Spring. ED-Ed Research, Tech and Lead
<p><i>Early Childhood Development and Education</i></p> <p>Required courses; eighteen (18) semester hours</p>	<p>EEC 5205. Programs and Trends in Early Childhood Education 3(3,0). PR: Regular Certificate or C.I. Philosophy, content, facilities, instructional materials, and activities appropriate for children ages 3 to 8 years; current research; issues and trends. Concurrent laboratory experiences. ED-Child, Family and Comm Sci</p> <p>EEC 6216. Communicative Arts in Early Childhood Education 3(3,0). PR: Graduate standing or C.I. Study of young children's many forms of linguistic pictorial, and three-dimensional expression and communication. Spring. ED-Child, Family and Comm Sci</p> <p>EEC 6269. Play Development, Intervention, and Assessment 3(3,0). Explores play development, facilitation, intervention, and assessment. ED-Child, Family and Comm Sci</p> <p>EEC 6405. Home-School-Community Interaction in Early Childhood Education 3(3,0). PR: Graduate standing. Explores the knowledge and skills necessary to form partnerships with families and the community to enhance the care and education of young children. Fall. ED-Child, Family and Comm Sci</p> <p>EEC 6938 ST: Global Issues in Early Childhood 3(3,0). PR: Graduate standing. This course is designed to provide students with global perspectives on early childhood development and engage students in international research activities.</p> <p>EEX 6224. Observation and Assessment of Young Children 3(3,0). Study of formal and informal observation and assessment. ED-Child, Family and Comm Sci</p>

Elective Choices

Six (6) credit hours
(choose two courses)

EEX 6017. Typical and Atypical Applied Child Development

3(3,0). Focus on the stages and sequence of development and the impact of disabilities and biomedical risk factors on learning and development.

Fall. ED-Child, Family and Comm Sci

(recommended if no undergraduate Child Development)

EEC 6406. Guiding and Facilitating Social Competence

3(3,0). Provides students with techniques to facilitate and guide the behavior and emotional growth of young children.

Spring. ED-Child, Family and Comm Sci

(recommended if no undergraduate child guidance/management)

EEX 5702. Planning Curriculum for Pre-kindergarten Children with Disabilities

3(3,0). Focus on curriculum planning; developmentally appropriate practices and implementation of individualized instruction for pre-kindergarten children with disabilities. Odd Spring.

ED-Child, Family and Comm Sci

EEX 5750. Communication with Parents and Agencies

3(3,0). Presentation of methods of interacting with community agencies, supporting and collaborating with families, developing a case management system, and facilitating program transition.

ED-Child, Family and Comm Sci

MHS 6403. Techniques of Play Therapy and Expressive Arts

3(3,0). PR: Graduate standing in mental health counseling or related field. This course provides a theoretical foundation for using expressive arts in counseling.

Fall.

ED-Child, Family and Comm Sci

MHS 6421. Foundations of Play Therapy and Play Process

3(3,0). PR: Graduate standing in mental health counseling or related field. Theories and application of the principles of play in the counseling process with children.

ED-Child, Family and Comm Sci

SPS 6125. Infant Development Assessment

3(2,1). PR: Graduate admission and C.I. Analysis of test theory and practice in administration, scoring, and interpretation of instruments assessing cognitive, visual-motor ability and adaptive behavior to pre- and primary school children.

ED-Child, Family and Comm Sci

EDP 6056: ST: Advanced Educational Psychology/Advanced Psychoeducational Interventions

3(3,0). PR: Graduate admission and C.I.. Application of formal and informal psychoeducational assessments to assist in designing, implementing, and monitoring students response to academic interventions. Fall. ED-Child, Family and Comm Sci

**fill out course substitution form; program coordinator signs*

Capstone

Experience

(taken last FALL of
student's program)

Required Six (6)
semester hours

EEC 6909 Research Report 3cr. + one (1) more elective 3 cr.

OR

EEC 6908 Thesis 6cr.

Total Credits for the M.A. in ECDE 36hrs.

CURRENT CATALOG 2006-2007

MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION

Initial Certification Track

Minimum Hours Required for M.A.—39 Credit Hours

Core courses and professional teaching certificate courses may be taken in any sequence preceding the graduate internship.

The M.A. program requires a portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the pre professional level of performance for all twelve of the Florida Educator Accomplished Practices. Multiple artifacts and reflective analysis are required for each of the accomplished practices. In addition, all portfolios require a final reflective analysis of students' overall learning and professional development as the capstone portfolio entry. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners.

Area A: Core—6 Credit Hours

- EDF 6432 Measurement and Evaluation in Education (3 credit hours)
- EDF 6481 Fundamentals of Graduate Research in Education (3 credit hours)

Area B: Professional Teaching Certificate Courses—33-45 credit hours by program adviser consultation (dependent on undergraduate degree)

Historical, philosophical, and sociological perspectives in early childhood education—3 Credit Hours

- EEC 5205 Programs and Trends in Early Childhood Education (3 credit hours)

Child growth and development from conception to age eight—3 Credit Hours

- EEX 6017 Typical and Atypical Applied Child Development (3 credit hours)

Developmentally appropriate integrated curriculum and practices in programs serving children ages three through five—9-18 Credit Hours

- EEC 5206 Organization of Instruction in Early Childhood Education (3 credit hours)
- EEC 5208 Creative Activities in Early Childhood (3 credit hours)
- EEC 6216 Communicative Arts in Early Childhood Education (3 credit hours)
- EEC 6269 Play Development, Intervention, and Assessment (3 credit hours)

- EEC 6263 Studies in Curriculum Environments for Early Childhood Education (3 credit hours)
- EEC 6XXX Early Childhood Children's Literature (3 credit hours)
- TSL 5345 Methods of ESOL Teaching (3 credit hours)
- TSL 5525 ESOL Cultural Diversity (3 credit hours)

Issues and practices to promote family and community involvement—3-6 Credit Hours

- EEC 6405 Home-School-Community Interaction in Early Childhood Education (3 credit hours)
- EEX 5750 Communication with Parents and Agencies (3 credit hours)
- EEC 6947 Practicum in Family Liaison Building (3 credit hours)

Health, nutrition, and safety for children ages three through five—3 Credit Hours

- EEC 4731 Health, Safety, and Nutrition for Young Children (3 credit hours)

Diagnosis, assessment, and evaluation—3 Credit Hours

- EEX 6224 Observation and Assessment of Young Children (3 credit hours)

Special needs of all children and their families—6 Credit Hours

- EEX 5051 Exceptional Children in the Schools (3 credit hours)
- EEX 5702 Planning Curriculum for Pre-Kindergarten Children with Disabilities (3 credit hours)

Child guidance and classroom management—3 Credit Hours

- EEC 6406 Guiding and Facilitating Social Competence (3 credit hours)

Area C: Internship—6 Credit Hours

- Required only for students who have less than one year of experience in early childhood settings (pre-kindergarten through grade three)
- EEC 6946 Graduate Internship (6 credit hours)