

EARLY CHILDHOOD EDUCATION (CECE)

CECE 200 Intro. to Elementary Education 3 Credits

Course experiences are designed to provide a survey overview of early childhood education (preschool thru grade 5) as professional field of study and practice. Emphasis is on the role and function of early childhood education (ECE) programs in providing a learning foundation for urban, minority children. Course contents include an introduction to historical and contemporary issues, pioneers, and approaches in ECE. Prerequisite: Admission to Teacher Education or Educational Studies.

CECE 201 Literacy in Erly. Chd. Edu. I 3 Credits

Insights into the nature of the reading process and emergence of reading readiness skills will be emphasized. Candidates learn to provide a developmentally appropriate environment for reading to begin. The course focuses on the strategies needed to teach reading to the preschool, kindergarten, first-grade, and second-grade student. A field component provides practical experience. Prerequisite: Admission to Teacher Education or Educational Studies.

CECE 202 Literacy in Erly. Chd. Edu. II 3 Credits

This course covers the content of the literacy curriculum in early childhood education by focusing on the components of a balanced approach to literacy. These components include reading and writing processes, developmental levels of literacy, the alphabetic code, word knowledge, comprehension, reader and text factors, assessment, types of literacy programs and materials, and professional development for literacy teachers.

CECE 206 Foundations of Math I 3 Credits

Extends candidates' content proficiency, conceptual understanding of numbers, numeration systems and fundamental concepts of algebra, geometry, probability, statistics, and measurement. The presentation of these principles and aspects of mathematics will be interpreted through the National Council of Teachers of Mathematics (NCTM) standards in particular standards on problem solving, reasoning, technology and making connections to the real world. Prerequisite: Admission to Teacher Education or Educational Studies.

CECE 212 Pre-Professional Practicum I 1 Credit

This entry-level practicum introduces potential teacher education candidates seeking admission to Early Childhood programs to the varied educational institutions that support the schooling process (e.g., museums, science centers, and other community resources). Potential candidates can earn service learning hours as they complete course content. Prerequisite: Admission to Teacher Education or Educational Studies.

CECE 213 Practicum I: Observing & Expl 3 Credits

This entry-level practicum is designed for potential teacher education candidates. The practicum provides experiences that introduce potential candidates to teachers, learners, and the school community through processes of observing and exploring. Course assignments engage potential candidates in activities that strengthen skills in writing and critical observations. Prerequisite: Admission to Teacher Education.

CECE 214 Professional Engagement I 3 Credits

This entry-level experiential professional engagement is designed for prospective educators. The course introduces matriculated students to learning environments within schools and throughout the community. Students will observe these environments and explore the goals, objectives and desired outcomes of each. Student-mentor relationships will be established. Course assignments focus on activities that strengthen skills in writing and critical observations.

CECE 300 Literacy in Erly. Chd. Edu. I 6 Credits

Insights into the nature of the reading process and emergence of reading readiness skills will be emphasized. Candidates learn to provide a developmentally appropriate environment for reading to begin. The course focuses on the strategies needed to teach reading to the preschool, kindergarten, first-grade, and second-grade student. A field component provides practical experience. Prerequisite: Admission to Teacher Education or Educational Studies.

CECE 302 Child Development 3 Credits

Engages candidates in an exploration of how children learn and develop, of myriad influences on children's development, and theories of child development. Facilitates candidates' development of strategies which promote optimal learner growth. Focuses special attention on cultural elements which influence the development of children in urban schools and communities. Guides candidates to an appreciation of the interdependence of cognitive, physical, and affective domains in the overall development of children. Prerequisite: CCPS 301, Educational Psychology and Admission to Teacher Education or Educational Studies.

CECE 304 Classroom Management 3 Credits

This course includes a review of organization and scheduling practices which maximize a positive learning environment. Candidates explore the use of guidance and discipline techniques for managing classroom behavior. Through simulations of typical management problems in the classroom, candidates gain understanding of how to structure and organize the environment for effective learning. Prerequisite: Admission to the Teacher Education, Educational Studies, or Postbaccalaureate Programs.

CECE 313 Practicum II 3 Credits

This practicum promotes the development of teacher education candidates' knowledge and understanding of the schooling process and its influences and facilitates candidates' awareness of the foundational underpinnings that shape contemporary educational practices. Prerequisite: Admission to Teacher Education.

CECE 314 Creative Development 3 Credits

This course offers guided observations of and experiences in application of instructional methodologies. Emphasis on interdisciplinary methodology, culturally appropriate pedagogy, integration of creative activities and on assessment. Designed to offer candidates the opportunity to gain competency in the use of a variety of media and explore potentials in creative arts. Prerequisite: Admission to Educational Studies.

CECE 315 Professional Engagement II 3 Credits

Curricular experiences must be planned, developed and written prior to their implementation in a learning environment. Through directed experiential professional engagements within schools or private educational settings, matriculated students will develop and implement prototype experiences. Course assignments focus on logical thinking, oral/written communication skills and presentation techniques.

CECE 316 Practicum III: ICA 3 Credits

This practicum focuses on the instructional process and skills, resources, knowledge and interactions that ensure student learning. Experiences are provided which promote candidates' awareness of the importance of developing and nurturing family relationships to support the teaching/learning process. Candidates are guided to use their specific content knowledge to establish teaching/learning objectives. Prerequisite: Admission to Teacher Education.

CECE 404 Elem Educ Curriculum and Metho 3 Credits

Study of origins, philosophy, organization, and implementation of curriculum models for early childhood education. Candidates also examine teaching methods and materials used during the early years, and principles and practices employed in early learning programs. Prerequisite: Admission to Teacher Education or Educational Studies.

CECE 405 Preschool Program Development 3 Credits

Examination of organizational structure, aims, purposes, and variety of preschool educational programs, including teacher characteristics, classroom organization, and program scheduling. The laboratory component allows students to observe and participate in a preschool setting. Prerequisite: Admission to Educational Studies.

CECE 414 Professional Engagement III 3 Credits

This capstone experiential professional engagement assimilates the knowledge gained by the matriculated student with focus on instructional processes and skills; resources; knowledge; and interactions that ensure student learning. Course experiences are provided which promote awareness of the importance of developing and nurturing family relationships needed to support the teaching/learning process. Course assignments include a comprehensive portfolio detailing specific content knowledge acquired to establish teaching/learning objectives and achieve directed outcomes.

CECE 415 Methods of Teaching Read (Postbac) 3 Credits

Knowledge, skills, and attitudes necessary for effective organization and implementation of the reading program. Candidates learn to promote reading as an informative, rewarding, and essential component of education. The course includes a review of widely used methods in teaching reading and a laboratory experience in which candidates practice instructional strategies. Prerequisites: Admission to the Teacher Education.

CECE 426 Inte. Teach. of Elem. Math&Sci 3 Credits

This course uses readings, case studies, instructional technology, and a school-based practicum to help pre-service teachers develop the scientific and mathematical knowledge, skills, and dispositions needed to teach science and mathematics in grades P-5. It examines research and theory in the field of math and science instruction and assessment and emphasizes culturally appropriate methodology in the integration of math and science. Admission to Teacher Education .

CECE 444 Pre-Service Teaching-Elem Edua 12,13 Credits

Practical experiences with children, preschool to grade five, in approved educational settings and under the supervision of state-certified teachers. Through daily work and other interactions, the candidate integrates and utilizes the knowledge and skills gained in major courses. CEDC 444 is a full-time field experience lasting sixteen weeks. The pre-service teacher is required to attend the campus-based reflective seminars once per week and other teaching-related workshops and activities. Prerequisites: Completion of all core and major courses with required grades; passing scores on the GACE Basic Skills and relevant content examinations; appropriate recommendations; acceptable interview.

CECE 445 Pre-Service Teaching II 12 Credits

Practical experiences with children, preschool to grade five, in approved educational settings and under the supervision of state-certified teachers. Through daily work and other interactions, the candidate integrates and utilizes the knowledge and skills gained in major courses. CEDC 444 is a full-day practicum daily lasting sixteen weeks. The preservice teacher is required to attend the campus-based reflective seminars once per week and other teaching-related workshops and activities. Prerequisites: Completion of all core and major courses with required grades; passing scores on the GACE/Praxis I examination and the GACE/Praxis II examination in the appropriate field; appropriate recommendations; acceptable interview.

CECE 452 Inte. Teach. of Soc. Stu.&Lang 3 Credits

This course will examine, in depth, the methods used in teaching the integration of Social Studies into the Language Arts in the elementary school from an interdisciplinary, multicultural approach. Instruction in the elements of social studies and language arts, with emphasis on knowledge required for the teaching of content skills and methods in the language arts and social studies programs addressing national and state standards. Prerequisites: Admission to Teacher Education.

CECE 492 Cooperative Education 9-12 Credits

Educational Studies candidates spend a full semester (at least 12 weeks) working in an education related agency appropriate to their concentration or career goal. Experiences are supervised and monitored by a University professor and an onsite supervisor. Experiences are accompanied by a weekly seminar and require that candidates submit evaluations and reports that may include action research. Prerequisites: Completion of all other program requirements and acceptable recommendations and interviews.

CECE 493 Cooperative Education II 9-12 Credits**CECE 498 Developing Family & Comm. Rela 3 Credits**

The study of current and historical theory and practices in parent education and the impact of connecting with the community. The course reviews parents' and other adults' involvement with schools and covers the role of parent education in the school's curriculum and the theoretical and practical aspects of parental involvement in the educational setting. The course takes an in-depth view of the role that the community plays in shaping the development of children and youth. Prerequisite: Admission to the Teacher Education.