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Early Childhood and Elementary Education (ECEL)

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Early Childhood and Elementary Education

		being written. At the conclusion of the dissertation defense, a final grade of Pass or Fail will be recorded. Previous course ENVR 900 effective through Winter 2012.
EAES901	Title	Dissertation Extension.
	Prerequisites	30 credits of Dissertation Advisement.
	Course Description	Once students have acquired 30 credits of EAES 900 Dissertation Advisement, they must enroll in 1 credit of EAES 901 in every semester in which they intend to work on the dissertation, up to and including the semester of the defense. Credits are reported as IP (In Progress) while the dissertation is being written. At the conclusion of the dissertation defense, a final grade of Pass or Fail will be recorded. EAES 901 may be repeated until the time
EAES901	Course Description	limitation for completion of the doctoral program as specified in the Doctoral Policy Manual has been reached. Previous course ENVR 901 effective through Spring 2012.
ECEL200	Title	Perspectives on Early Childhood and Elementary Education in a Democracy.
	Prerequisites	ENWR 105 or HONP 100 or equivalent writing course from an accredited college/university. Not open to freshmen.
	Number and type of credits	2 hours lecture, 1 hour other.
	Course Description	This course examines the education of children during their early and elementary school years from historical, political, social, and cultural perspectives. Students critically analyze issues influencing our current public education system to determine their impact on schools, teachers, children families, and society. They examine how our education systems reflect and respond to the changing needs, knowledge, and dispositions of our democratic society. Closed to Freshmen. 25 hours of field experience required.
ECEL209	Title	Promoting Infant Toddler Social Emotional Well-being in Educational Settings.
	Prerequisites	FCST 214 or equivalent.
	Number and type of credits	3 hours lecture.
	Course Description	The course is designed to foster an understanding of child development, early care and education of young children birth to age three. Students explore infant and toddler mental health and examine the impact of early experiences

and relationships on young children's development and learning. They examine the caregiver's role in implementing developmentally appropriate practices and providing a safe, healthy, and stimulating environment for the development of infants and toddlers. Students also develop observation and assessment skills as well as strategies to create a responsive curriculum for diverse infants and toddlers and their families.

ECEL210	<p>Title Prerequisites Number and type of credits Course Description</p>	<p>Supervised Field Work in Infant and Toddler Educational Settings. ECEL 209. 1.5 hours lecture and 1.5 hours field experience and practicum. This course is designed to provide students with an intensive practicum experience with infants and toddlers in a child care setting. This experience reinforces the students' understanding of the developmental needs of young children and the importance of providing developmentally appropriate practice and environments. Students deepen their understanding of how families, culture, and prior experiences influence development and learning and develop skills to create parent-school partnership. All students will attend the weekly seminar. Critical evaluation of student field experiences by both students and teacher serves as a forum for discussion.</p>
ECEL216	<p>Title Number and type of credits Course Description</p>	<p>Arts and Creative Expression in Early Childhood. 3 hours lecture. This course introduces students to the process, skills, and inquiry of the arts through an integrated curriculum approach. The course focuses on the visual and performing arts as related to literature, technology, and children's lives. Students develop a critical perspective on the arts as related to creativity, literacy strategies, culturally responsive teaching and learning, and the role of the arts in a democratic society.</p>
ECEL219	<p>Title Prerequisites Number and type of credits Course Description</p>	<p>Language and Literature for Young Children. Not open to freshmen. 3 hours lecture. The qualities of children's expression through language, books, stories and poems; criteria for evaluating material for early childhood programs.</p>
ECEL279	<p>Title Prerequisites Number and type of credits</p>	<p>Foundation and Philosophy of Inclusive Education. ENWR 105 or HONP 100. 3 hours lecture.</p>

ECEL279	Course Description	This course provides an overview of the historical and ideological trends that impact the education of children in inclusive settings. Students explore the historical, political and legal foundations of inclusive education; principles of inclusive planning, consultation, and collaboration; resources and services for effective inclusion and inclusive transition programs; characteristics of high and low-incidence disabilities; and implications for students with and without disabilities. This course includes a field experience in which students engage in reflective observation of inclusive classrooms.
ECEL365	Title Prerequisites Course Description	Independent Study in Early Childhood and Elementary Education. Departmental permission. Provides students with opportunities to investigate topics not offered in the prescribed program. May be repeated once for a maximum of 6 credits.
ECEL375	Title Prerequisites Number and type of credits Course Description	Selected Topics in Early Childhood and Elementary Education. Departmental permission. 1 hour lecture. Provides students with opportunities to investigate topics not offered in the prescribed program. May be repeated once for a maximum of 6 credits.
ECEL408	Title Prerequisites Number and type of credits Course Description	Social Studies and the Arts in Elementary Classrooms. Admission to Teacher Education Program. 3 hours lecture. In this course, students consider the knowledge, skills, and perspectives necessary to help learners become active and informed citizens able to think critically about local, national, and global contexts in the 21st Century. Students are introduced to the four strands that frame social studies in New Jersey-(A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives. Independently and in groups, students enter real and virtual spaces to plan, implement, and evaluate teaching and learning that draws upon technology. Students experiment with technology and the arts-dance, theater, music, and the visual arts-in their discovery of methods that position learners to understand the myths and truths of the past and present with the capacity to imagine future realities.

ECEL410	<p>Title</p> <p>Prerequisites</p> <p>Corequisites</p> <p>Special Fee</p> <p>Course Description</p>	<p>Clinical Experience I: Inclusive Elementary and Early Childhood Classrooms.</p> <p>ECEL 200 and READ 399.</p> <p>ECEL 412; and ECEL 422 or ECEL 435.</p> <p>Special fee.</p> <p>This course introduces students to the dynamics of inclusive elementary and early childhood classrooms, schools, and communities. Through required fieldwork in elementary and early childhood settings, observations, interviews, and data collection, students discuss the role of the teacher(s), documentation and assessment techniques, variables of the classroom environment, school climate, and the wider community. Students implement lesson plans and use a range of observation and documentation strategies including running records, environmental rating scales, anecdotal records, checklists, rating scales, and examination of children's work. Students learn to link community resources to school and classroom needs, collect data to inform instructional practice and culturally responsive teaching and learning, and evaluate the progress and needs of children in inclusive elementary and early childhood settings. Fieldwork is required.</p>
ECEL411	<p>Title</p> <p>Prerequisites</p> <p>Corequisites</p> <p>Special Fee</p> <p>Course Description</p>	<p>Clinical Experience I: Inclusive Early Childhood Classrooms.</p> <p>ECEL 200 and ECEL 420.</p> <p>ECEL 413 or ECEL 412; and ECEL 435.</p> <p>Special fee.</p> <p>This course introduces students to the dynamics of inclusive early childhood classrooms, schools, and communities. Through required fieldwork in early</p>
ECEL411	<p>Course Description</p>	<p>childhood settings, observation, interviews, and data collection, students discuss the role of the teacher(s), documentation and assessment techniques, variables of the classroom environment, school climate, and the wider community. Students implement lesson plans and use a range of observation and documentation strategies including running records, environmental rating scales, anecdotal records, checklists, rating scales, and examination of children's work. Students learn to link community resources to school and classroom needs, collect data to inform instructional practice and culturally responsive teaching and learning, and evaluate the progress and needs of</p>

		children in inclusive early childhood and elementary settings. Fieldwork is required.
ECEL412	Title	Seminar I: Inclusive Elementary Classrooms.
	Prerequisites	ECEL 200.
	Corequisites	ECEL 410; and ECEL 422 or ECEL 435.
	Number and type of credits	1 hour seminar.
	Course Description	Accompanies ECEL 410, Clinical Experience I: Inclusive Elementary Classrooms, and offers students a forum for discussion, reflection, and critical thinking with regard to clinical work in inclusive elementary classrooms.
ECEL413	Title	Seminar I: Inclusive Early Childhood Classrooms.
	Prerequisites	ECEL 200.
	Corequisites	ECEL 410 or ECEL 411.
	Number and type of credits	1 hour seminar.
	Course Description	Accompanies Clinical Experience I: Inclusive Early Childhood Classrooms and offers students a forum for discussion, reflection, and critical thinking with regard to clinical work in classrooms.
ECEL414	Title	Clinical Experience II: Inclusive Elementary Classrooms.
	Prerequisites	ECEL 410.
	Corequisites	ECEL 419 or ECEL 421.
	Special Fee	Special fee.
	Course Description	Students demonstrate their knowledge of child and early adolescent development and the significant role of families and communities with regard to children's learning by planning and implementing developmentally appropriate and culturally responsive curriculum in an inclusive elementary classroom. Focusing on the diverse needs of individual children, students develop, implement, and assess an integrated curriculum unit that incorporates the Core Curriculum Content Standards and emphasizes literacy across the curriculum. As reflective practitioners, students utilize multiple strategies to assess children's learning, classroom climate, and effective classroom management. Students are responsible for the full range of teacher activities in the classroom and are expected to seek out parents, administrators, and school colleagues as resources. Students are required to assemble an exhibition portfolio and participate in a mock interview in order to demonstrate their strengths as a teacher.

ECEL415	<p>Title</p> <p>Prerequisites</p> <p>Corequisites</p> <p>Special Fee</p> <p>Course Description</p>	<p>Clinical Experience II: Inclusive Early Childhood Classrooms.</p> <p>ECEL 411.</p> <p>ECEL 419 or ECEL 421.</p> <p>Special fee.</p> <p>Students demonstrate their knowledge of child development and the significant role of families and communities with regard to children's learning by planning and implementing developmentally appropriate and culturally responsive curriculum in an inclusive early childhood classroom. Focusing on the diverse needs of individual children, students develop, implement, and assess an integrated curriculum unit that incorporates the Core Curriculum Content Standards and emphasizes literacy across the curriculum. As reflective practitioners, students utilize multiple strategies to assess</p>
ECEL415	Course Description	<p>children's learning, classroom climate, and effective classroom management. Students are responsible for the full range of teacher activities in the classroom and are expected to seek out parents, administrators, and school colleagues as resources. Students are required to assemble an exhibition portfolio and participate in a mock interview in order to demonstrate their strengths as a teacher. Fieldwork is required.</p>
ECEL417	<p>Title</p> <p>Prerequisites</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Problem Solving in Science, Math, and Technology in Early Childhood Classrooms.</p> <p>Admission to Teacher Education Program.</p> <p>3 hours lecture.</p> <p>This course provided learning experiences for diverse early childhood classrooms through the development, implementation, and assessment of integrated math/science/technology curriculum. Students design and carry out problem-solving activities (e.g., Children's Engineering) and develop interdisciplinary learning experiences for the early childhood classroom. Students gain experience analyzing the classroom environment and materials with regard to the needs of young learners through culturally responsive practices. They engage in learning experiences that apply appropriate content requirements as identified by the New Jersey Core Curriculum Content Standards, the New Jersey Early Childhood Expectations, and professional</p>

ECEL418	<p>Title</p> <p>Prerequisites</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>organizations (NCTM, NSTA, ITEA).</p> <p>Social and Cultural Context of Families and Communities.</p> <p>Junior or senior standing.</p> <p>3 hours lecture.</p> <p>This course provides students with an understanding of how social, cultural, economic, and environmental influences shape children's development and learning. Students explore the relationships and role expectations among teacher, family, child, and community as they affect learning. They also examine methods for developing school/family partnerships and how to use community resources to support families. Students learn to take into account issues of child diversity as they create learning experiences.</p>
ECEL419	<p>Title</p> <p>Prerequisites</p> <p>Corequisites</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Seminar II: Inclusive Early Childhood Classrooms.</p> <p>ECEL 200.</p> <p>ECEL 415.</p> <p>1 hour seminar.</p> <p>Provides students with a forum to discuss the role of the teacher as teacher candidates take on full-time classroom responsibilities. Discussions focus on identifying and involving oneself in the professional field of early care and education, upholding and advocating for ethical standards, engaging in continuous and collaborative learning, and taking a critical stance to inform practice. Teacher candidates demonstrate that they can make and justify decisions based on their knowledge of central issues such as developmentally appropriate practice, culturally responsive learning and teaching, and the context of children's lives.</p>
ECEL420	<p>Title</p> <p>Prerequisites</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Building Programs and Community in Inclusive Early Childhood Classrooms.</p> <p>Admission to Teacher Education Program.</p> <p>2 hours lecture, 1 hour other.</p> <p>Students develop skills needed for the P-3 classroom teacher with an emphasis on addressing the diversity of needs through the application of Learning Styles and Multiple Intelligence theory. Students apply developmentally appropriate practices; including play in classroom settings. They learn classroom environment and management strategies that support the development of classroom community. They explore the roles of family and community in child learning and linkages between families and schools. Students integrate</p>

the Core Curriculum Content Standards and both standardized and authentic

ECEL420	Course Description	assessment strategies.
ECEL421	Title	Seminar II: Inclusive Elementary Classrooms.
	Prerequisites	ECEL 412 or ECEL 413.
	Corequisites	ECEL 414.
	Number and type of credits	1 hour seminar. Starting Fall 2016: 3 hours seminar.
	Course Description	Provides students with a forum to discuss the role of the teacher as teacher candidates take on full-time classroom responsibilities. Discussions focus on identifying and involving oneself in the professional field of elementary and middle school education, upholding and advocating for ethical standards, engaging in continuous and collaborative learning, and taking a critical stance to inform practice. Teacher candidates demonstrate that they can make and justify decisions based on their knowledge of central issues such as developmentally appropriate practice, culturally responsive learning and teaching, and the context of children's lives.
ECEL422	Title	Integrating Elementary Curriculum and Assessment for Equity and Diversity.
	Prerequisites	Admission to Teacher Education Program.
	Number and type of credits	3 hours lecture.
	Course Description	In this course, students engage in reflective curriculum planning. They develop an integrated unit that incorporates state standards, differentiated instructional strategies, and appropriate adaptations for students with diverse learning styles and interests, students with disabilities, and English Language Learners. Students investigate and discuss issues related to their teaching and learning experiences focusing on inclusion practices, assessment, classroom management, and culturally responsive teaching. Students critically reflect on their teaching beliefs and explore teacher professionalism in the field of elementary education.
ECEL424	Title	In-Service Supervised Student Teaching.
	Prerequisites	ECEL 200.
	Corequisites	ECEL 419 or ECEL 421.
	Special Fee	Special fee.
	Course Description	Replaces student teaching for students who are employed as full-time teachers

		with primary responsibility for a classroom. Students are supervised by university faculty during one semester. Students must obtain permission of the school district and department and complete a COP application. Specific qualifications are required.
ECEL427	Title	Explorations: Science, Math, and Technology in the Elementary Classrooms.
	Prerequisites	ECEL 200 and admission to Teacher Education Program.
	Number and type of credits	3 hours lecture.
	Course Description	Explores the nature of elementary science and math instruction, how to incorporate these disciplines in inclusive upper elementary/middle school classrooms . Hands-on/minds-on science and math activities and effective management techniques that engage children in the wonder and critical study of life, earth, physical (human-made), and space sciences will be examined. Strategies to adapt science and math learning to individual learners will be emphasized. Students will gain confidence and skills in the unifying concepts of science: systems, order, and organization; evidence, models and explanation; change, constancy, and measurement; evolution and equilibrium; and form and function. Mathematical concepts such as geometric thinking and spatial sense, chance and data analysis, number systems and number sense, patterns and algebraic thinking, and problem solving will also be explored.
ECEL435	Title	Content Integration and Assessment in Inclusive Early Childhood Classrooms.
	Prerequisites	ECEL 420.
	Corequisites	ECEL 411 or ECEL 413.
	Number and type of credits	2 hours lecture, 1 hour other.
	Course Description	In this course, students engage in reflective curriculum planning. Students
ECEL435	Course Description	articulate and discuss developmentally appropriate practice and develop an integrated unit that incorporates state standards, differentiated instructional strategies, and appropriate adaptations for students with diverse learning styles and interests, students with disabilities, and English Language Learners. Students examine issues related to their teaching and learning experiences focusing on inclusion practices, authentic assessment, classroom management, and culturally responsive teaching. Students critically reflect on their teaching beliefs and explore teacher professionalism in

ECEL501	Title Number and type of credits Course Description	inclusive early childhood classrooms. Perspectives on Early Childhood and Elementary Education in a Diverse Society. 3 hours lecture. This course examines the education of children during their early and elementary school years from historical, political, social, and cultural perspectives. Students critically analyze issues influencing our current public education system to determine their impact on schools, teachers, children, families, and society. They examine ways our education system reflect and respond to the changing needs, knowledge, and dispositions of our democratic society with particular emphasis on inclusive education, culturally responsive teaching, and democratic practice. Required field work component.
ECEL502	Title Prerequisites Corequisites Number and type of credits Course Description	Seminar I: Inclusive Early Childhood and Elementary Classrooms. Admission to M.A.T. in Early Childhood or Elementary Education or Post-Baccalaureate Certificate Program in Early Childhood or Elementary Education. ECEL 510. 1 hour seminar. Accompanies ECEL 510, Clinical Experience I in Inclusive Early Childhood and Elementary Settings, and offers students a forum for discussion, reflection, and critical thinking with regard to clinical work in inclusive elementary classrooms.
ECEL504	Title Corequisites Number and type of credits Course Description	Seminar II: Inclusive Early Childhood and Elementary Classrooms. ECEL 511 or ECEL 514. 1 hour seminar. This course provides students with a forum to discuss the role of the teacher as teacher candidates take on full-time classroom responsibilities. Discussions focus on identifying and involving oneself in the professional field of early childhood/elementary/middle school education, upholding and advocating for ethical standards, engaging in continuous and collaborative learning, and taking a critical stance to inform practice. Teacher candidates demonstrate that they can make and justify decisions based on their knowledge of central issues such as developmentally appropriate practice, culturally responsive learning and teaching, and the context of children's lives.
ECEL505	Title	Observation and Inquiry in Early Childhood and Elementary Setting.

	Prerequisites	Three years of early childhood and/or elementary teaching experience.
	Number and type of credits	3 hours lecture, 1 hour other.
	Course Description	This course explores the theoretical foundations, methodological, and analytical strategies needed to plan and engage in action research. Students develop a detailed action research project proposal to be implemented within the student's classroom as the final course project. Within this context, the research design focuses on the improvement of and refinement of teaching practices to improve student learning.
ECEL506	Title	Introduction to Early Childhood Theory and Practice.
	Prerequisites	Must have Bachelors degree.
	Number and type of credits	1.5 hours lecture.
	Course Description	This course is an introduction for teachers considering or currently teaching in early childhood and early elementary school classrooms. Issues influencing
ECEL506	Course Description	quality teacher preparation are introduced, explored, and analyzed so that students understand and are able to observe and demonstrate these qualities in their current or future early childhood classrooms. This course also satisfies the New Jersey Department of Education's mandate for Alternate Route Preschool through third grade teachers who need to apply for a Certificate of Eligibility.
ECEL507	Title	Application of Theory and Practice, Early Childhood Education.
	Prerequisites	ECEL 506. Must have Bachelors degree and be admitted to P-3 Modified Alternate Route Program.
	Number and type of credits	1.5 hours lecture.
	Course Description	This course designed for in-service early childhood teachers. They examine best practices with the goal of observing and demonstrating those practices in their own classrooms. They explore critical issues for teachers: classroom management, classroom environment, assessment, professional development and working with diverse populations. Students begin the development of their teaching and learning portfolio and draft their philosophy of education statements.
ECEL510	Title	Clinical Experience I in Inclusive Early Childhood and Elementary Settings.
	Prerequisites	Admission to M.A.T. in Early Childhood or Elementary Education or

	Corequisites	Post-Baccalaureate Program in Early Childhood or Elementary Education.
	Special Fee	ECEL 502.
	Course Description	Special fee.
		Provides clinical experiences in an early childhood or elementary setting to foster the skills and dispositions necessary to become effective and nurturing teachers. Students provide learning opportunities that support children's intellectual, social, and emotional development; design environments that support culturally responsive teaching; and plan and assess high quality curriculum. Students develop skills as reflective and questioning practitioners, promote democratic values and communication in the classroom, and build relationships with school colleagues, families, and agencies in the larger community.
ECEL511	Title	Clinical Experience II in Inclusive Early Childhood and Elementary Settings.
	Prerequisites	ECEL 510.
	Corequisites	ECEL 504.
	Special Fee	Special fee.
	Course Description	Students demonstrate their knowledge of child development and the significant role of families and communities with regard to children's learning by planning and implementing developmentally appropriate and culturally responsive curriculum in an inclusive early childhood/elementary classroom. Focusing on the diverse needs of individual children, students develop, implement, and assess an integrated curriculum unit that incorporates the Core Curriculum Content Standards and emphasizes literacy across the curriculum. As reflective practitioners, students utilize multiple strategies to assess children's learning, classroom climate, and effective classroom management. Students are responsible for the full range of teacher activities in the classroom and are expected to seek out the resources of parents, administrators, and school colleagues. Students are to demonstrate their strengths as a teacher.
ECEL513	Title	Integrating Math/Science/Technology in Inclusive Early Childhood Classrooms.
	Prerequisites	ECEL 501.
	Number and type of credits	3 hours lecture.
	Course Description	In this course, students examine the development, implementation, and assessment of integrated math/science/technology curriculum for diverse early

childhood classrooms. They design and engage in problem-solving activities (e.g., Children's Engineering) and develop interdisciplinary learning

ECEL513	Course Description	experiences for inclusive classrooms. Students gain experience in analyzing the classroom environment and materials with regard to the needs of individual children. They plan and implement developmentally appropriate activities based on science, technology, engineering and math (STEM) through problem-based, project-based, and thematic instruction. Students also design an environment that promotes critical and creative thinking skills and problem solving strategies. 3 SH with opportunities for fieldwork.
ECEL514	Title	In-Service Supervised Graduate Student Teaching.
	Prerequisites	ECEL 522 or ECEL 528.
	Corequisites	ECEL 504.
	Special Fee	Special fee.
	Course Description	Replaces student teaching for students who are employed as full-time teachers with primary responsibility for a classroom. Students are supervised by university faculty during one semester. Students must obtain permission of the school district and department and complete a COP application. Specific qualifications are required.
ECEL516	Title	Social Studies and the Arts: Understanding Democracy in Elementary Classrooms.
	Number and type of credits	3 hours lecture.
	Course Description	By integrating the arts-dance, theater, music, and the visual arts-students consider the knowledge, skills and perspectives necessary to help learners become active and informed citizens able to think critically about local, national and global contexts in the 21st Century. Working independently and in groups, students use technology to enter real and virtual spaces to plan, implement, and evaluate teaching and learning. Course activities enable students to discover methods that position learners to understand the myths and truths of the past and present with the capacity to imagine future realities. Students learn how four strands frame social studies in New Jersey-(A) Civics, Government, Human Right; (B) Geography, People, and the Environment; (C) Economics Innovation, and Technology; and (D) History, Culture, and Perspectives.

ECEL517	Title	Integrating Science and Technology in Early Childhood and Elementary Classrooms.
	Number and type of credits	3 hours lecture.
	Course Description	Inquiry based science, technology, engineering and math (STEM) experiences for elementary instruction serve as a framework for this course. In this course, students examine the process of discovery through individual and group activities in STEM grounded in critical thinking and problem solving activities, effective pedagogical strategies that engage children in the wonder of STEM, a survey of dominant STEM curricula, and analysis of the impact policy documents have on the work of elementary educators. Opportunities for fieldwork.
ECEL518	Title	Families, Communities, and Schools: Diversity, Culture and Democracy.
	Number and type of credits	3 hours lecture.
	Course Description	In this course, students explore how social and cultural influences shape children's development and learning. They examine the relationships among teacher, parent, child, and community as they affect learning and learn about methods for developing school/family partnerships. Students learn to take into account issues of child diversity and culturally responsive teaching as they create learning experiences.
ECEL522	Title	Curriculum Development and Assessment in Diverse Elementary Classrooms.
	Prerequisites	ECEL 501.
	Corequisites	ECEL 502 and 510.
	Number and type of credits	3 hours lecture.
	Course Description	This course introduces students to reflective curriculum planning. Students plan a long-term integrated unit that integrates state standards,
ECEL522	Course Description	differentiated instructional strategies, and appropriate adaptations for students with diverse learning styles and interests, students with disabilities, and English Language Learners. They critically examine the issues related to their teaching and learning experiences focusing on inclusion practices, assessment, classroom management, equity and culturally responsive teaching. Students critically examine their teaching beliefs, ethics and teacher professionalism in the field of elementary education.

ECEL523	<p>Title</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Landscape of Learning, Schools, and Schooling.</p> <p>6 hours lecture, 6 hours field experience.</p> <p>This course focuses on the intersections of curriculum development, student assessment, and inclusion. Through a combination of classroom practice and academic study, residents acquire knowledge, skills and dispositions to build inclusive classroom communities, plan and implement short- and long-term instruction to meet diverse student needs, incorporate family and community cultures and languages into the classroom, implement literacy practices, develop a range of formative assessments for student learning, and use assessment data to inform practice. An action research project developed collaboratively with mentor teachers focuses residents on the role of inquiry to sustain and change dynamic classrooms. In addition, residents develop specific strategies for working with children with a range of special needs in inclusive and self-contained classrooms. Residents document their ongoing work and reflect on progress through an electronic portfolio.</p>
ECEL524	<p>Title</p> <p>Prerequisites</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Engaging with the Community, Math, Science, and the Arts.</p> <p>ECEL 523.</p> <p>9 hours internship/externship.</p> <p>This course engages students with institutions and services within the urban community. Residents study the political and social history of Newark through understanding the distinct neighborhoods and learning the roles of effective Newark service organizations. Residents complete an intensive internship at a Newark institution which enables them to work with diverse children, families, and professionals outside the school setting. They also learn how to implement math, science, and arts curriculum with the full range of school age students. They engage in professional development activities, readings, and academic activities related to math, science, and the arts that accompany the internship. In addition, residents contrast and compare the developmental variations between age groups and how they impact children's learning. Residents continue to meet with cohort faculty to reflect and assess individual progress, and plan learning goals for the next semester.</p>
ECEL525	<p>Title</p> <p>Prerequisites</p> <p>Number and type of credits</p>	<p>Curriculum, Assessment, and Inclusion in Urban Classrooms.</p> <p>ECEL 523, ECEL 524.</p> <p>6 hours lecture, 6 hours field experience.</p>

Course Description

This course focuses on the intersections of curriculum development, student assessment, & inclusion. Through a combination of classroom practice & academic study, residents acquire knowledge, skills & dispositions to build inclusive classroom communities, plan & implement short- & long-term instruction to meet diverse student needs, incorporate family & community cultures & languages into the classroom, develop a range of formative assessments for student learning, & use assessment data to inform practice. By drawing from academic, classroom-based, & technological resources, residents learn to plan a long-term integrated curriculum unit, implement & critique balanced literacy practices, investigate & document the literacy skills of individual students, explore the triumphs & challenges of families with children with special needs, focus on partnerships with parents, & reflect on the complexities of teaching & learning practices. An action research project developed collaboratively with mentor teachers focuses

ECEL525 Course Description

residents on the role of inquiry to sustain & change dynamic classrooms. In addition, residents develop specific strategies for working with children with a range of special needs in inclusive & self-contained classrooms. Residents document ongoing work & reflect on progress through & electronic portfolio.

ECEL526

Title

Inquiry and Reflection: Teaching and Practice in Urban Classrooms.

Prerequisites

ECEL 523, ECEL 524, ECEL 525.

Number and type of credits

4 hours lecture, 6 hours field experience.

Course Description

This course focuses on the resident's role as researcher and reflective practitioner. Teacher residents use an inquiry lens to organize the classroom, develop a positive environment, and plan for student learning. Residents demonstrate pedagogical and content knowledge in designing and implementing classroom learning experiences, assessments, and units of study. They evaluate their teaching effectiveness and adjust their instruction based on monitoring learning through observational, formative, and summative assessments. The course gives special attention to supporting differentiated instruction through the use of educational technologies and other instructional strategies. Residents engage in professional relationships with all members of the school community and are actively involved in building

partnerships with families. Residents are expected to take on significant responsibility for curriculum and all classroom related tasks. Residents collaborate with mentors on an action research project and present their findings in a public forum. They develop and present their cumulative learning portfolio to other professionals and are observed and assessed by university and school based faculty.

ECEL527	Title	Teaching Content in Early Childhood and Elementary Bilingual and Sheltered English Classrooms.
	Prerequisites	READ 500 or READ 521.
	Number and type of credits	3 hours lecture.
	Course Description	This course highlights the principles and features of effective instruction to support young English learners' mastery of grade-level content across the curriculum. Students explore both bilingual and sheltered English approaches as they learn to identify the language demands of everyday tasks in math, science, social studies and language arts, and to modify instruction to make lessons comprehensible and relevant for students. They learn strategies to build academic language through content learning, design materials that support content objectives, and differentiate instruction across English proficiency levels.
ECEL528	Title	Early Childhood Curriculum in Inclusive Settings.
	Prerequisites	ECEL 501.
	Corequisites	ECEL 502 and ECEL 510.
	Number and type of credits	3 hours lecture.
	Course Description	Provides students with strategies to assess professional goals, develop authentic assessment practices, and respond to the cultural, linguistic, and learning needs of individual children. Development, implementation, and assessment of an integrated unit that defines essential questions, aligns with state standards, and adopts lessons for children with special needs is required. May be repeated once for a total of six credits.
ECEL529	Title	Sociocultural Foundations for Working with Early Childhood and Elementary Bilingual Learners and Families.
	Number and type of credits	3 hours lecture.
	Course Description	In this course, students develop knowledge and skills for teaching English language learners in early childhood and elementary education settings.

Students examine language and culture as resources. They learn about the psychological foundations of bilingual and bicultural development in young children, and explore how to create safe social-emotional classroom climates

ECEL529	Course Description	that foster additive approaches to language learning and academic achievement. They learn ways to structure classroom environments, interactions, and routines that promote, rather than contradict, children's already developing cultural competencies, and to build successful home-school partnerships with culturally and linguistically diverse families.
ECEL532	Title Prerequisites Number and type of credits Course Description	Research Seminar: Current Topics in Early Childhood and Elementary Education. Completion of 15 credits of core courses required for ECEL M.Ed. Program. 3 hours seminar. Provides reading, discussion, and analysis of current research in the fields of early childhood and elementary education. Topics may include differentiated learning, inclusion, second language learners, curriculum development, policy implications, and/or culturally responsive teaching and learning, etc.
ECEL565	Title Prerequisites Course Description	Independent Study in Early Childhood and Elementary Education. ECEL 599 and departmental approval. Offers opportunities to explore areas in Early Childhood and Elementary Education that are not covered in the normal course offerings. May be repeated twice for a maximum of six credits.
ECEL575	Title Course Description	Selected Topics in Early Childhood and Elementary Education. This course examines a current issue in the field not addressed in existing courses. Students develop knowledge and skills with regard to a specified area of expertise. This course may be repeated once for a maximum of six credits.
ECEL610	Title Prerequisites Number and type of credits Course Description	Build Social & Emotional Relationships in Group Sett:Infant Toddler Mental Health for Educators. One semester of child development (birth-five years) or equivalent. 3 hours lecture. The course is designed to foster an understanding of development, care, and education of young children, birth to age three, and the caregiver's role in

fostering a healthy social and emotional environment. Through exploring infant/toddler mental health and the interaction process, students deepen their understanding of the impact of the relationship and early experiences on young children's development and learning. Students examine developmentally appropriate practices, play based curriculum, and ethical issues in the field of infant mental health. Students also develop observations and assessment skills as well as strategies to create a nurturing environment and responsive curriculum for diverse infants and toddlers and their families.

ECEL691 Title
Prerequisites
Number and type of credits
Course Description

Issues, Policies and Trends in Inclusive Education.
Completion of 12 graduate credits in the program.
3 hours lecture.

The culminating experience for the BA/MAT Dual Certification programs, this course focuses on policies, issues, and trends related to the education of students in inclusive settings. Relevant sociological and cultural perspectives focused on the social construction of dis/ability are examined as well as their implications for the schools. Students synthesize, analyze, and evaluate issues of relevance to inclusive education that will impact their professional careers as teachers in inclusive environments and the future of inclusive education. Students also conduct an empirical research project on inclusion.

ECEL698 Title
Prerequisites
Course Description

Master's Thesis.
Departmental approval.
Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take ECEL 699 if they don't complete ECEL 698 within the semester.

ECEL699 Title
Prerequisites
Course Description

Master's Thesis Extension.
ECEL 698.
Continuation of Master's Thesis Project. Thesis Extension is graded as IP (in Progress) until thesis is completed, at which time a grade of Pass or Fail is given.

ECON100 Title

Introduction to Economics.