

EARLY CHILDHOOD & ELEMENTARY EDUCATION (ECEL)

ECEL 200 Perspectives on Early Childhood and Elementary Education in a Democracy (3 credits)

Prerequisite(s): WRIT 105 or HONP 100 or equivalent writing course from an accredited college/university. Restriction(s): Not open to freshmen. 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. Satisfies SEEDS Political and Civic Life student learning outcome in alignment with Social Justice and Equity value.

ECEL 209 Promoting Infant Toddler Social Emotional Well-being in Educational Settings (3 credits)

Prerequisite(s): FCST 214 or equivalent. 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.

ECEL 210 Supervised Field Work in Infant and Toddler Educational Settings (3 credits)

Prerequisite(s): ECEL 209. 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.

ECEL 216 Arts and Creative Expression in Early Childhood (3 credits)

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.

ECEL 219 Language and Literature for Young Children (3 credits)

Restriction(s): Not open to freshmen. The qualities of children's expression through language, books, stories and poems; criteria for evaluating material for early childhood programs.

ECEL 279 Foundation and Philosophy of Inclusive Education (3 credits)

Prerequisite(s): WRIT 105 or HONP 100. Restriction(s): Admission to Teacher Education. 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. Mutually Exclusive with SPED 279.

ECEL 300 Scientific Inquiry in Elementary Schools I (PreK-6th Grade) (3 credits)

Prerequisite(s): ECEL 200 and successful completion of one 4-credit Natural Science general education course. This course is the first in a two-course sequence intended to bolster students prior knowledge of science, develop scientific practices, and foster positive attitudes of future early childhood (EC, preschool-grade 3) and elementary (EL, kindergarten - grade 6) teachers. Students who complete this course develop: (1) scientific practices as described by the Next Generation Science Standards and (2) deepen prior scientific content knowledge to conceptualize and communicate scientific understandings related to the nature and history of science, life science and environmental science. May be repeated for a maximum of 9 hours.

ECEL 301 Scientific Inquiry in Elementary Schools II (PreK-6th Grade) (3 credits)

Prerequisite(s): ECEL 300. This course is the second in a two-course sequence intended to bolster students prior knowledge of science, develop scientific practices, and foster positive attitudes of future early childhood (EC, preschool-grade 3) and elementary (EL, kindergarten - grade 6) teachers. Students who complete this course develop scientific practices and conceptualize and communicate scientific understandings related to earth science, chemistry and physical science, computer science and engineering and design thinking. May be repeated for a maximum of 9 credits.

ECEL 365 Independent Study in Early Childhood and Elementary Education (1-3 credits)

Prerequisite(s): 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.

ECEL 375 Special Topics in Early Childhood and Elementary Education (1-3 credits)

Prerequisite(s): 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.

ECEL 408 Social Studies and the Arts in Elementary Classrooms (3 credits)

Restriction(s): Admission to Teacher Education Program. 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.

ECEL 410 Clinical Practice I: Inclusive Early Childhood and Elementary Classrooms (2-3 credits)

Corequisite(s): ECEL 412. Prerequisite(s): ECEL 200 and READ 399. Restriction(s): AFC. Special fee. 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.

ECEL 412 Seminar I: Inclusive Early Childhood and Elementary Classrooms (1-3 credits)

Corequisite(s): ECEL 410. Prerequisite(s): ECEL 200. Accompanies ECEL 410, Clinical Practice I: Inclusive Early Childhood and Elementary Classrooms, and offers students a forum for discussion, reflection, and critical thinking with regard to clinical work in inclusive elementary classrooms.

ECEL 414 Clinical Practice II: Inclusive Early Childhood and Elementary Classrooms (9 credits)

Corequisite(s): ECEL 421. Prerequisite(s): ECEL 410. Special fee. This is a full-time full-semester clinical internship that follows the placement school calendar. Interns 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 State 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. Interns 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.

ECEL 415 Clinical Experience II: Inclusive Early Childhood Classrooms (8 credits)

Corequisite(s): ECEL 419 or ECEL 421. Prerequisite(s): ECEL 411. Special fee. 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 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.

ECEL 417 Problem Solving in Science, Math, and Technology in Early Childhood Classrooms (3 credits)

Restriction(s): Admission to Teacher Education Program. 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 organizations (NCTM, NSTA, ITEA).

ECEL 418 Social and Cultural Context of Families and Communities (3 credits)

Restriction(s): Junior or senior standing. 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.

ECEL 419 Seminar II: Inclusive Early Childhood Classrooms (1 credit)

Corequisite(s): ECEL 415. Prerequisite(s): ECEL 200. 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.

ECEL 420 Building Programs and Community in Inclusive Early Childhood Classrooms (3 credits)

Restriction(s): Admission to Teacher Education Program. 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 the Core Curriculum Content Standards and both standardized and authentic assessment strategies.

ECEL 421 Seminar II: Inclusive Elementary Classrooms (3 credits)

Corequisite(s): ECEL 414. Prerequisite(s): ECEL 412. 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.

ECEL 427 Explorations: Science, Math, and Technology in the Elementary Classrooms (3 credits)

Prerequisite(s): ECEL 200. Restriction(s): Admission to Teacher Education Program. 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.

ECEL 501 Perspectives on Early Childhood and Elementary Education in a Diverse Society (3 credits)

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. 10 hours of field work required.

ECEL 502 Seminar I: Inclusive Early Childhood and Elementary Classrooms (1-3 credits)

Corequisite(s): ECEL 510. Restriction(s): Admission to MAT in Early Childhood or Elementary Education or Post-Baccalaureate Certificate Program in Early Childhood or Elementary Education. Accompanies ECEL 510, Clinical Practice 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.

ECEL 504 Seminar II: Inclusive Early Childhood and Elementary Classrooms (3 credits)

Corequisite(s): ECEL 511 or ECEL 514. 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.

ECEL 505 Observation and Inquiry in Early Childhood and Elementary Setting (3 credits)

Prerequisite(s): Three years of early childhood and/or elementary teaching experience. 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.

ECEL 506 Introduction to Early Childhood Theory and Practice (1.5 credit)

Restriction(s): Must have Bachelors degree. This course is an introduction for teachers considering or currently teaching in early childhood and early elementary school classrooms. Issues influencing 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.

ECEL 507 Application of Theory and Practice, Early Childhood Education (1.5 credit)

Prerequisite(s): ECEL 506. Restriction(s): Must have Bachelors degree and be admitted to P-3 Modified Alternate Route Program. 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.

ECEL 510 Clinical Practice I: Inclusive Early Childhood and Elementary Classrooms (2-3 credits)

Corequisite(s): ECEL 502. Restriction(s): Admission to MAT in Early Childhood or Elementary Education or Post-Baccalaureate Program in Early Childhood or Elementary Education. 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.

ECEL 511 Clinical Practice II: Inclusive Early Childhood and Elementary Classrooms (6 credits)

Corequisite(s): ECEL 504. Prerequisite(s): ECEL 510. Special fee. 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.

ECEL 513 Inclusive Science, Technology, Engineering and Math for Early Childhood and Elementary Classrooms (3 credits)

Prerequisite(s): ECEL 501. 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 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.

ECEL 514 In-Service Supervised Graduate Clinical Practice (6 credits)

Corequisite(s): ECEL 504. Special fee. Replaces Clinical Practice 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 from the school district and Department and must complete an application. Specific qualifications are required. Only students who completed Montclair State University's P-3 Modified Alternate Route Program are eligible to take this course.

ECEL 516 Social Studies and the Arts: Understanding Democracy in Early Childhood and Elementary Classrooms (3 credits)

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.

ECEL 517 Integrating Science and Technology in Early Childhood and Elementary Classrooms (3 credits)

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.

ECEL 518 Families, Communities, and Schools: Diversity, Culture and Democracy (3 credits)

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.

ECEL 523 Landscape of Learning, Schools, and Schooling (12 credits)

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.

ECEL 524 Engaging with the Community, Math, Science, and the Arts (9 credits)

Prerequisite(s): ECEL 523. 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.

ECEL 525 Curriculum, Assessment, and Inclusion in Urban Classrooms (12 credits)

Prerequisite(s): ECEL 523, ECEL 524. 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 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.

ECEL 526 Inquiry and Reflection: Teaching and Practice in Urban Classrooms (10 credits)

Prerequisite(s): ECEL 523, ECEL 524, ECEL 525. 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.

ECEL 527 Content-Area Instruction in Bilingual Education (3 credits)

This course highlights the principles and features of effective instruction to support multilingual 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 bilingual materials that support content objectives, and differentiate instruction across English proficiency levels.

ECEL 529 Sociocultural Foundations for Working with Multilingual Learners and Families (3 credits)

This course examines the schooling of multilingual learners (MLs) from a sociocultural and historical perspective. Students will learn about the historical and legislative foundations of bilingual education, the nature of the immigration experience, and the cultural psychology of bilingual-bicultural development from early and middle childhood through adolescence. To work effectively with multilingual learners, educators must understand their own cultural identities and how they shape their pedagogy. The role of families, cultural identity, and the relationship between language and culture are all central to both teaching and learning. Students will learn to recognize language and culture as resources and to build partnerships with culturally and linguistically diverse students and families that enhance social emotional development, language learning, and academic achievement.

ECEL 532 Special Topics in Early Childhood and Elementary Education Research Seminar (3 credits)

Prerequisite(s): Completion of 15 credits of core courses required for ECEL MEd Program. 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.

ECEL 565 Independent Study in Early Childhood and Elementary Education (1-3 credits)

Prerequisite(s): 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.

ECEL 575 Special Topics in Early Childhood and Elementary Education (1-3 credits)

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.

ECEL 610 Build Social Emotional Relationships in Group Sett: Infant Toddler Mental Health for Educators (3 credits)

Prerequisite(s): One semester of child development (birth-five years) or equivalent. 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.

ECEL 691 Issues, Policies and Trends in Inclusive Education (3 credits)

Prerequisite(s): Completion of 12 graduate credits in the program. 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. Mutually Exclusive with SPED 691.

ECEL 698 Master's Thesis (3 credits)

Prerequisite(s): 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.

ECEL 699 Master's Thesis Extension (1 credit)

Prerequisite(s): 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.