

**Department of Early Childhood, Elementary,
and Literacy Education
University Hall, Suite 3162**

New Faculty & Adjunct Faculty Handbook

**2007-2008 Edition
Revised August 2007**



Montclair State University

Compiled by Anne Snyder
Revised by Kimberly Johnson and Maria Silva
Edited by Dr. Nancy Lauter

WELCOME TO THE EARLY CHILDHOOD,
ELEMENTARY AND LITERACY EDUCATION
DEPARTMENT
THANK YOU FOR YOUR CONTRIBUTION TO
MONTCLAIR STATE UNIVERSITY

Please be aware the University policies, procedures, programs, and web addresses may change during the year. Information in this handbook is accurate as of August 2007. If you have any questions about information in this handbook, please contact the ECELE department secretary.

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Welcome to the Department of Early Childhood, Elementary, and Literacy Education

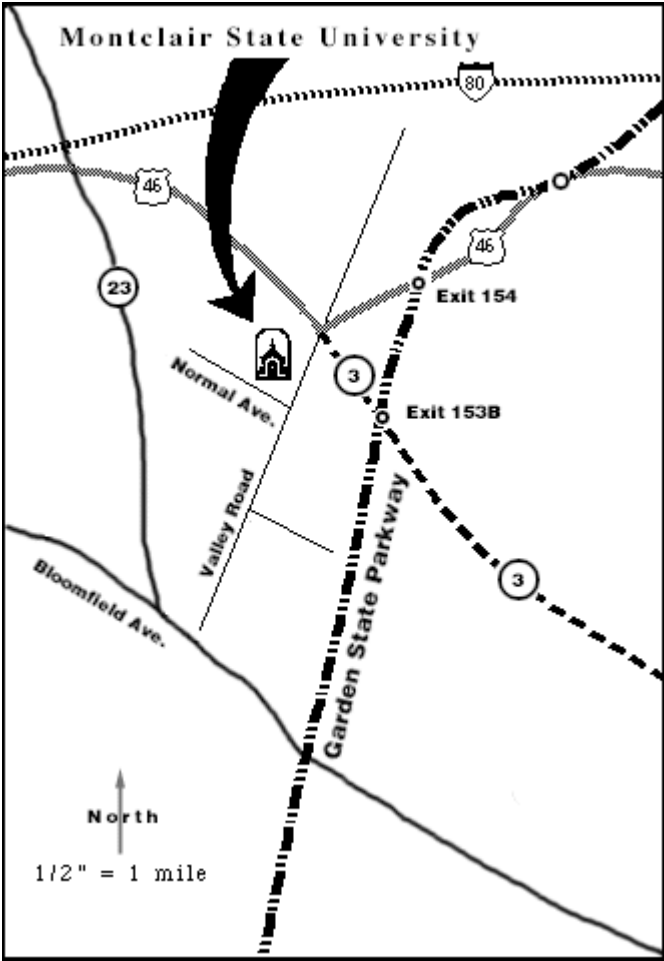
The Early Childhood, Elementary, and Literacy Education department is committed to preparing critical professionals who can improve the lives of children, youth, and adults by implementing effective care, education, and literacy programs. In order to meet this challenge, our students build a strong knowledge base through inquiry and action research, develop skills and dispositions as reflective and caring practitioners, support and enhance systems that demonstrably include and respect all children, youth, adults, and their families, and provide professional leadership on local, state, and national levels. The department's work reflects our commitment to the "Portrait of a Teacher," social justice, and diversity.

The department's programs emphasize the following:

- A common, clear vision of good teaching that is apparent in all course work and clinical experiences, and aligned to well-defined standards of practice and performance;
- Strong relationships, common knowledge, and shared beliefs among school/community-based and university faculty who work together to provide substantial clinical experiences using a cohort model;
- Learning and teaching as social processes with political implications;
- Emphasis on social justice and the principles of democracy to ensure the optimal achievement of all students;
- Teaching and learning as a life-long process, and
- Courses developed and scheduled to meet the unique needs of adult learners.

Location of the Montclair State University Campus

Montclair State University
1 Normal Avenue
Montclair NJ 07043



Campus Map

**Department of Early Childhood, Elementary, and Literacy Education
NOW LOCATED IN UNIVERSITY HALL 3162
TO THE LEFT OF THE STUDENT CENTER (SC)**



| | | | | | | | | | |
|--------|---------------------------------------|--------|---------------------------------------|----------|----------------------------------|--------|-------------------------|---------|---|
| 1. TH | Alexander Kasser Theater Amphitheater | 13. CG | Cogeneration Plant | 25. GL | Global Education | 37. NJ | NJ Transit Parking Deck | 49. SC | Student Center and Annex |
| 2. | Alumni Green | 14. CO | College Hall | 26. IN | IAPC | 38. PZ | Panzer Gymnasium | 50. | Student Rec Center (under construction) |
| 3. AL | Alumni House | 15. AR | Construction and Engineering Services | 27. LH | Life Hall | 39. PA | Partridge Hall | 51. UN | University Hall |
| 4. BL | Blanton Hall | 16. DI | Dickson Hall | 28. MA | Maintenance Building | 40. DN | Red Hawk Diner | 52. PO | University Police |
| 5. BN | Bond House | 17. | Dioguardi Field | 29. ML | Mallory Hall | 41. PG | Red Hawk Parking Deck | 53. | Village at Little Falls *** see details |
| 6. BO | Bohn Hall | 18. DR | Drop-In Center | 30. MC | McEachern Music Building | 42. RI | Richardson Hall | 54. SS | Women's Softball Stadium |
| 7. BR | Broadcasting Department | 19. FH | Field House | 31. ME | Memorial Auditorium | 43. RU | Russ Hall/Admissions | 55. WE | Webster Hall |
| 8. CA | Calcia Hall | 20. FI | Finley Hall and Annex | 32. MO | Morehead Hall | 44. SH | Science Hall | 56. | Yogi Berra Museum |
| 9. CR | Central Receiving/ Mail Room | 21. FY | Floyd Hall Arena | 33. | MSU Soccer Park at Pittser Field | 45. SP | Speech Building | 57. YB | Yogi Berra Stadium |
| 10. CH | Chapin Hall | 22. FR | Freeman Hall | 34. NE | Newman Center | 46. | Sprague Field | 58. | 18 Normal Avenue |
| 11. CC | Children's Center | 23. 2V | Gifted & Talented, 1286 Valley | 35. DO E | NJ Dept. of Ed. (Coder House) | 47. LB | Sprague Library | 59. 30N | 30 Normal Avenue |
| 12. CL | Clove Road Apartments | 24. GI | Gilbreth House | 36. DO E | NJ Dept. of Ed. (Legge House) | 48. ST | Stone Hall | 60. | 855 Valley Road |

Main Office Information

Location: UNIVERSITY HALL, SUITE 3162

Main Phone Number: (973) 655-5407

Fax Number: (973) 655-7043

Primary Department Email: ecel@mail.montclair.edu

Primary Mailing Address:

Department of Early Childhood, Elementary, and Literacy Education
Montclair State University
1 Normal Avenue
Montclair, NJ 07043

Department Program Offerings

The Department of Early Childhood, Elementary, and Literacy Education offers a number of undergraduate and graduate programs, as follows:

Undergraduate

Early Childhood Teacher Certification, P-3 (preschool through third grade)

Elementary Teacher Certification, K-5 (kindergarten through fifth grade)

Graduate

Master of Arts in Teaching (MAT) in Early Childhood, P-3 certification

Master of Arts in Teaching (MAT) in Elementary Education, K-5 certification

Post-baccalaureate Initial Instructional Certification in Early Childhood, P-3 certification

Post-baccalaureate Initial Instructional Certification in Elementary Education, K-5 certification

Master of Arts in Teaching (MAT) Certification in Early Childhood, P-3, and Teacher of Students with Disabilities (TSD) (Dual Certification)

Master of Arts in Teaching (MAT) Certification in Elementary Education, K-5, and Teacher of Students with Disabilities (TSD) (Dual Certification)

Master of Education (M.Ed.) in Early Childhood and Elementary Education (scheduled to begin Fall 2007)

Master of Education (M.Ed.) in Early Childhood Special Education

Early Childhood Teacher of Students with Disabilities (P-3): certification only

Master of Arts in Reading

Reading Specialist Certification

Reading Teacher Certification

Associate Library Media Specialist Program (certification)

Modified Alternate Route P-3 Certification Program (This program is available only to full-time teachers in Abbott-contracted classrooms.)

All programs are described on the CEHS/ECELE Department website.

Department Faculty and Staff Information

Eric Brooks

Department Administrator

Office: University Hall, Room 3167

Phone: (973) 655-7360

Email: brookse@mail.montclair.edu

Website: <http://www.montclair.edu/~brookse>

Education: M.Ed., SUNY New Paltz; B.S., Northern Michigan University

Professional research interests: Second language acquisition, student life and student development issues.

Raymond Cabrera

Assistant Coordinator, P-3 Modified Alternate Route Program

Office: University Hall, Room 3189

Phone: (973) 655-6909

Email: cabrerar@mail.montclair.edu

Website: <http://www.montclair.edu/~cabrerar>

Education: B.A., Rutgers University

Professional research interests: Social/emotional development of school-age children.

Danné E. Davis

Office: University Hall, Room 3237

Phone: (973) 655-5183

Email: davidd@mail.montclair.edu

Website: <http://www.montclair.edu/~davidd>

Education: Ph.D., Boston College; M.Ed., Wheelock College; B.S., Northeastern University

Professional research interests: Curriculum, critical pedagogy, elementary instruction, multiculturalism, teacher education, urban schooling.

Elizabeth Erwin

Office: University Hall, Room 3241

Phone: (973) 655-6843

Email: erwine@mail.montclair.edu

Website: <http://www.montclair.edu/~erwine>

Education: Ed.D. and M.A., Teachers College, Columbia University; B.S., Syracuse University.

Professional research interests: Early childhood special education, inclusive education, self-determination in early childhood.

Carla Parry Engstrom

Office: University Hall, Room 3239

Phone: (973) 655-6961

Email: engstromc@mail.montclair.edu

Website: <http://www.montclair.edu/~engstromc>

Education: Ed.M., Administration & Supervision, Rutgers University; Ed.M. Elementary Education, Rutgers University; B.A., Susquehanna University

Professional research interests: early literacy, reading assessment, effective reading instruction, and children's literature.

Margaret Freedson-Gonzalez (on leave 07-08)

Office: University Hall, Room 3220

Phone: (973) 655-5411

Email: freedsonm@mail.montclair.edu

Website: <http://www.montclair.edu/~freedsonm>

Education: Ed.D., Ed.M., Harvard University; B.A., University of California

Professional research interests: Early literacy instruction in linguistically diverse, urban preschools.

Dierdre Glenn Paul

Office: University Hall, Room 3224

Phone: (973) 655-7183

Email: pauld@mail.montclair.edu

Website: <http://www.montclair.edu/~pauld>

Education: Ed.D., Teachers College, Columbia University; M.Ed., Lehman College, CUNY; B.A., University of Alabama

Professional research interests: Issues pertaining to literacy and education of U.S. Blacks.

Fran Greb

Office: University Hall, Room 3181

Phone: (973) 655-7487

Email: grebf@mail.montclair.edu

Website: <http://www.montclair.edu/~grebf>

Education: Ed.D., St. John's University; M.A., Newark State College; B.S., Boston University

Professional research interests: Elementary education, special education, professional development schools.

Laurence D. Greenberg

Office: University Hall, Room 3158

Phone: (973) 655-7389

Email: greenbergl@mail.montclair.edu

Website: <http://www.montclair.edu/~greenbergl>

Education: M.S., B.A., Brooklyn College, City University of New York

Professional research interests: elementary education, best classroom teaching practices, student-centered models of instruction.

Sumi Hagiwara

Office: University Hall, Room 3179

Phone: (973) 655-6848

Email: hagiwaras@mail.montclair.edu

Website: <http://www.montclair.edu/~hagiwaras>

Education: Ph.D., M.Phil., Teachers College, Columbia University; M.S., New York University; B.A., Baruch College, City University of New York

Professional research interests: Critical pedagogy, inner-city/urban elementary and middle school science education, immigrant students and families, multicultural education, emergent science education for students with special needs.

Felicia M. Hines

Department Secretary

Office: University Hall, Room 3162

Phone: (973) 655-5407

Email: hinesf@mail.montclair.edu

Website: <http://www.montclair.edu/~hinesf>

Tina Jacobowitz (on sabbatical Fall 2007; Interim chair Spring 2008)

Office: University Hall, Room 3198

Phone: (973) 655-7191

Email: jacobowitzt@mail.montclair.edu

Website: <http://www.montclair.edu/~jacobowitzt>

Education: Ph.D., New York University; M.A., University of Wisconsin; B.A., Brooklyn College

Professional research interests: Literacy, critical thinking, social justice, democratic practice.

Erik Jacobson

Office: University Hall, Room 3233

Phone: (973) 655-3471

Email: Jacobson@mail.montclair.edu

Website: <http://www.montclair.edu/~jacobsone>

Education: Ed.D., Ed.M., Harvard University; B.A., Wesleyan University

Professional research interests: Sociocultural theories of literacy, adult literacy, immigration and literacy, community engagement, and international collaboration.

Elizabeth Kendall

Program Coordinator, P-3 Modified Alternate Route and Off-campus P-3 Programs

Office: University Hall, Room 3187

Phone: (973) 655-7101

Email: kendalle@mail.montclair.edu

Website: <http://www.montclair.edu/~kendalle>

Education: M.T.S., Drew University; B.A., Glassboro College

Professional research interests: Early childhood curriculum, urban communities.

Michele Knobel

Office: University Hall, Room 3173

Phone: (973) 655-5405

Email: knobelm@mail.montclair.edu

Website: <http://www.montclair.edu/~knobelm>

Education: Ph.D., Queensland University of Technology; M.Ed., Queensland University of Technology; M.Ed., B.Ed., University College of Southern Queensland

Professional research interests: New technologies, in-school and out-of-school practices, classroom teaching.

Nancy J. Lauter, Chair (on sabbatical Spring 2008)

Office: University Hall, Room 3163

Phone: (973) 655-5407

Email: lautern@mail.montclair.edu

Website: <http://www.montclair.edu/~lautern>

Education: Ed.D., Boston University; M.A., Columbia University; B.A., Connecticut College

Professional research interests: School-university partnerships, new teachers in urban settings, curriculum development, mentoring, and leadership development.

Kenneth J. Monaco

Office: University Hall, Room 3235

Phone: (973) 655-7159

Email: monacok@mail.montclair.edu

Website: <http://www.montclair.edu/~monacok>

Education: M.A, B.A., Jersey City State College; Principal's certification, Seton Hall University

Professional research interests: early literacy, content literacy, special education, urban education.

Betty Moore

Secretary, P-3 Modified Alternate Route Program

Office: University Hall, Room 3162

Phone: (973) 655-7490

Email: moorebe@mail.montclair.edu

Website: <http://www.montclair.edu/~moorebe>

Tina Seaboch

Program Assistant, Literacy Enrichment Center

Office: University Hall, Room 3124

Phone: (973) 655-4247

Email: seaboct@mail.montclair.edu

Website: <http://www.montclair.edu/~seaboct>

Antoinette Spiotta

Co-Director, Children's Center at Montclair State University

Office: MSU Children's Center

Phone: (973) 655-7366

Email: spiotta@mail.montclair.edu

Website: <http://www.montclair.edu/~spiotta>

Professional research interests: Early intervention, children on the spectrum of autism, and inclusion.

Eric Weiner

Office: University Hall, Room 3222

Phone: (973) 655-5177

Email: weinerer@mail.montclair.edu

Website: <http://www.montclair.edu/~weinerer>

Education: Ph.D., Pennsylvania State University; M.A., B.A., University of Massachusetts

Professional research interests: Critical literacy, cultural studies, critical pedagogy, and social theory.

Dana Wilbur (formerly Cammack)

Office: University Hall, Room 3200

Phone: (973) 655-7486

Email: wilburd@mail.montclair.edu

Website: <http://www.montclair.edu/~wilburd>

Education: Ed.D., Teachers College, Columbia University; Ph. D., Peabody College; M. Ed., University of Colorado; B.S. and B.A., University of Colorado

Professional research interests: Literacy development, struggling readers and the applications of technology in literacy pedagogy.

Linda L. Wise

Office: University Hall, Room 3126

Phone: (973) 655-4436

Email: wisel@mail.montclair.edu

Website: <http://www.montclair.edu/~wisel>

Education: Ed.D., Columbia University; M.S. Ed., Lehman College, CUNY; A.B., Syracuse University

Professional research interests: Social context issues in literacy development, teacher education.

Susan Wray

Office: University Hall, Room 3177

Phone: (973) 655-6902

Email: wrays@mail.montclair.edu

Website: <http://www.montclair.edu/~wrays>

Education: Ph.D., Education., M.S., University of Wisconsin; B.S. Northern Arizona University

Professional research interests: Teacher learning communities, teacher learning and professional development, social justice education, constructivist teaching and learning practices, and teaching portfolios.

Graduate and Student Assistants

Graduate Assistants

ECELE Department

Kristian Domicic

Email: dumicick1@mail.montclair.edu

Carolyn Ford (Literacy Center F07)

Email: fordc3@mail.montclair.edu

Will Kochis

Email: kochisw1@mail.montclair.edu

Shanna Houchens

Email: houchens1@mail.montclair.edu

Lori Marulli

Email: marullil1@mail.montclair.edu

Naomi Morton

Email: mortonn1@mail.montclair.edu

Ayesha Rauf

Email: raufa1@mail.montclair.edu

Lisa Riotto (Literacy Center F07)

Email: riottol1@mail.montclair.edu

Melinda Starc

Email: starcml@mail.montclair.edu

Children's Center

Lily Chang

Email: changl3@mail.montclair.edu

Student Assistant

Sowmya Gurukar

Email: gurukars1@mail.montclair.edu

Payroll/Paychecks

All new adjunct faculty must complete Appointment Package paperwork which may be sent to the new adjunct or picked up in the suite during normal business hours. Forms are to be returned to the Department Secretary, Mrs. Felicia M. Hines in University Hall, suite 3162. If you have any questions regarding the paperwork you may contact Mrs. Hines at (973) 655-5407.

Full-time administrators and faculty, support staff, visiting specialists, and adjuncts are paid on the regular biweekly payroll. Paychecks are distributed one week after the pay period ends. Payday is Friday unless it is a holiday. You may obtain a payroll schedule on the website under the Human Resources link.

If you have not received a paycheck after the first pay period, immediately contact the ECELE department secretary, Felicia Hines. Please do not wait until the end of the semester to inform the office you have not been paid. We want to ensure that everyone gets paid in a timely manner.

Department Mission

Our mission is to prepare critical professionals who possess the knowledge, skills, and dispositions to transform early childhood, elementary, and life-long literacy education in the service of social justice and democratic ideals.

As a department, we struggle collectively to ensure that our students understand that:

- Learning and teaching are social processes with political implications.
- Teaching/learning is a life-long process.

- Educators, to be effective, must affectively engage their students.
- Educators accept an active role in democracy and the promotion of social justice locally, nationally and globally.
- Critical education is a process that works to change “what is” while simultaneously preparing people to participate in “what is yet to be.”
- Respect for the value and educability of every person is a fundamental principle of teaching/learning.

Characteristics of the Department of Early Childhood, Elementary, and Literacy Education

- A common clear vision of good teaching (Agenda for Education in a Democracy) that is apparent in all course work and clinical experiences.
- Well-defined standards of practice and performance that are used to guide and evaluate course work and clinical work.
- A curriculum grounded in substantial knowledge of child development, learning theory, cognition, motivation, and subject matter pedagogy, taught in the context of practice.
- Extended clinical experiences for student teachers (including core curriculum content standards) that are carefully chosen to support the ideas and practices presented in simultaneous and closely woven course work.
- Strong relationships, common knowledge, and shared beliefs among school and university faculty.
- Extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice (Darling-Hammond, 2000, Critique of Teacher Education, *Journal of Teacher Education*, AACTE).
- Development of the ability of each teacher educator and candidate to see beyond his or her own perspective, to put oneself in the shoes of the learner and to understand the meaning of experiences in terms of learning. This capacity to understand another is not innate; it is developed through study, reflection, guided experience, and inquiry (Darling-Hammond, 2000, Needs of teacher education candidates, *Journal of Teacher Education*, AACTE).
- Strive to make social justice ubiquitous in teacher education. A concern for social justice means looking critically at why and how schools are unjust to some students. When social justice is a major lens with which to view the education of all students of all backgrounds, then diversity gains a place of prominence in the teacher education curriculum (Nieto, 2000, Addressing diversity in teacher education programs, *Journal of Teacher Education*, AACTE).

Portrait of a Teacher
(Revised 9/1/03)

The Montclair State University community is committed to the continuing development of teachers who exemplify the dispositions, knowledge, and skills reflected in this portrait. They:

1. Have expert knowledge of the disciplines they will teach and can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students.
2. Understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
3. Understand the practice of culturally responsive teaching. They understand that children bring varied talents, strengths, and perspectives to learning; have skills for learning about the diverse students they teach; and use knowledge of students and their lives to design and carry out instruction that builds on students' individual and cultural strengths.
4. Plan instruction based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
5. Understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.
6. Understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom.
7. Understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
8. Create a community in the classroom that is nurturing, caring, safe, and conducive to learning.
9. Are reflective practitioners who continually inquire into the nature of teaching and learning, reflect on their own learning and professional practice, evaluate the effects of their choices and actions on others, and seek out opportunities to grow professionally.
10. Build relationships with school colleagues, families, and agencies in the community to support students' learning and well-being, and work to foster an appreciation of diversity among students and colleagues.
11. Possess the literacy skills associated with an educated person; can speak and write English fluently and communicate clearly.

12. Develop dispositions expected of professional educators. These include belief in the potential of schools to promote social justice; passion for teaching; and commitment to ensuring equal learning opportunities for every student, critical reflection, inquiry, critical thinking, and life-long learning, the ethical and enculturating responsibilities of educators, and serving as agents of change and stewards of best practice.

Portrait of a Literacy Educator

(Revised 11/7/03)

The Department of Early Childhood, Elementary, and Literacy Education is committed to the development of literacy educators who:

- 1. Continue to inquire into the nature of teaching and learning and reflect upon professional practice.**
 - Know philosophies and theories of literacy instruction.
 - Possess knowledge of reading process, language development, and learning.
 - Demonstrate knowledge of selection process as it pertains to literacy resources and materials.
 - Demonstrate knowledge of assessment principles and techniques.
 - Demonstrate knowledge of appropriate instructional strategies.
 - Are effective communicators who share information about reading with colleagues, parents, and the public.
 - Are technologically literate and know how technology facilitates learning and enhances literacy.
- 2. Possess the skills and dispositions necessary to create literacy environments which stimulate critical thinking and inquiry.**
 - Can organize and plan effective literacy programs for classroom, school, and district levels;
 - Instill enthusiasm in others, for the delights and rewards of literacy development.
 - Possess the interpersonal skills and dispositions to work cooperatively and collaboratively with colleagues.
- 3. Understand the principles of democracy and the roles of literacy and critical thinking within a democracy.**
 - Possess the literacy and critical thinking abilities associated with the concept of an educated person.
 - Plan instruction to promote critical reflection about the ideas, values, and practices of citizenship based upon democratic principles.
- 4. Understand and are committed to the professional and ethical responsibilities of those who work in educational settings with diverse populations.**
 - Believe in the educability of all children regardless of race, class, gender, religion, ethnicity, sexual orientation, and special needs.
 - Seek to ensure equitable learning opportunities for every student.
 - Provide a nurturing and caring environment for all students.

5. Model respect and empathy for individual differences and an appreciation of the basic worth of each individual.

- Plan instruction and select materials with sensitivity to issues of race, class, gender, religion, ethnicity, sexual orientation, and special needs.
- Work to foster an appreciation of diversity among students, colleagues, and parents.

6. Are committed to renewal and best practice in the schools.

- Lead, implement, and/or support change in literacy, teaching and learning.
- Possess passion and commitment to lifelong learning and literacy development.
- Build and participate in communities of inquiry related to literacy development.

What We Want Our Students to Know and Be Able to Do

- Understand, analyze, and apply various principles and global perspectives of child development to enhance the care and well being of all children.
- Implement culturally responsive teaching and learning practices, assessments, and dispositions.
- Identify bias (racism, sexism, homophobia, etc.) and intolerance in teaching practices, materials, websites, etc. and insure an anti-bias teaching and learning environment.
- Demonstrate sensitivity and sensibility toward the cultural, social, and political context of families and communities, particularly those in inner cities, and reflect the knowledge, skills, and dispositions necessary to work collaboratively with diverse communities.
- Implement a well-articulated constructivist philosophy of teaching and learning as demonstrated by cohesive and integrated curricular approaches, student-centered instructional strategies, core curriculum content standards, varied assessment and observation strategies, critical thinking strategies, technology, building classroom community, classroom management, and classroom environment (physical design).
- Demonstrate knowledge, skills, and dispositions toward inclusionary practices - accommodating to the needs and abilities of individual students and families (differentiated learning, special education strategies, etc.).
- Use strategies of collaboration and advocacy to promote collegiality within the profession and to act on the moral dimensions of teaching and the demands of social justice in order to improve the lives of children and families.
- Provide shared leadership within schools, agencies, and institutions that serve children and families based on knowledge of social systems and how systems work in a given community. Respect cultural competence.
- Build communities of learners based on high quality affective relationships that enable effective learning: knowing children and families well, appreciating strengths and differences, acknowledging and building on rich social interactions among children, etc.
- Use technology as a tool for teaching, learning, and communicating: curriculum, professional development, and collaboration across school, university, and community.

Performance Assessment System

The College of Education and Human Services has developed a Performance Assessment System to insure that all students meet high standards. Certain courses are designated to report student progress. The following courses in our department have a prescribed assignment, rubric, and rating scale to report results. Please speak with the appropriate Program Coordinator/Advisor if you are teaching one of these classes.

| Course & Section | Description of Rubric/Rating Scale |
|-------------------------------|--|
| ECEL 200/501 | Comparative Analysis of Programs |
| ECEL 412/413/502 – Seminar I | Organizing the Classroom Assessment of Student Performance (formally Teacher Rating Scale) Verification Form |
| ECEL 422/435/522/528 | Adapting Instruction for a Student with a Disability Integrated Unit Plan |
| ECEL 419/421/504 – Seminar II | Professional Semester Inventory (PSI) |
| ECSE 507 | Team Assessment Report |
| ECSE 508 | Assisting Families with Children with Disabilities |
| ECSE 510 | Fieldwork Assignment |
| READ 500 | Literacy Theory and Academic Review |
| READ 501 | Website or Software Evaluation |
| READ 502 | School-wide Literacy Reform Project |
| READ 503 | Case Study |
| READ 505 | Research Report & Professional Development Presentation |
| READ 508 | <i>Under revision</i> |
| READ 511 | Literacy Intervention Project |
| READ 513/514 | Diagnostic and Progress Portfolio and Report |

Life at MSU

Obtaining a Faculty ID Card

Montclair State University identification cards may be obtained on the first floor of the Student Center. The office is located behind the main staircase past the computer lab, and it is open Monday – Friday from 8:30 a.m. through 4:30 p.m. You will need to bring a driver’s license or other form of photo identification in order to obtain a card. If your card is lost or stolen, you must pay a \$10 fee to replace it.

Parking Permits

All employees of the University are **required** to have a parking permit for any vehicle that they park on campus, unless the vehicle will be parked only in the Red Hawk Deck, the NJ Transit deck, or in metered spaces. All permits must be re-issued at the start of a new academic year. Permits expire on August 31, each year. All permits remain the property of MSU.

Parking Regulations can be found at:

<http://www.montclair.edu/pages/oyo/parking/regulations.htm>

Full-time employees have eight parking options:

1. Apply for a free surface parking permit, allowing you to park in all restricted employee (orange) surface lots and all general (yellow) surface lots.
2. Apply for a Red Hawk Deck permit, which has a charge associated with it, allowing you to park at any time in the Red Hawk Deck and also allows you to park in all restricted employee (orange) surface lots and all general (yellow) surface lots. (The number of Red Hawk Deck permits is limited).
3. With or without obtaining an MSU permit, use the Red Hawk Deck or metered spaces, paying the appropriate short-term charges at the time of use.
4. With or without obtaining an MSU permit, purchase a semester permit for the NJ Transit garage, paying \$100 per semester. MSU Shuttle buses run every ten minutes from the NJ Transit Parking Garage to the campus core.
5. With or without obtaining an MSU permit, purchase a monthly parking permit for the NJ Transit garage at a rate of \$35 per month. For more information visit <http://www.montclair.edu/pages/oyo/parking/njtransit.htm>
6. With or without obtaining an MSU permit, purchase a pre-paid stored value card for parking in the NJ Transit garage. See http://www.njtransit.com/nn_seemorespots_msu.shtml for more information.
7. With or without obtaining an MSU permit, use the NJ Transit garage, paying the appropriate short-term charges at the time of use. Short-term parking is available at a cost of \$3.00 per day, or for any portion thereof.
8. Share a Red Hawk Deck or surface lot permit with another eligible individual (refer to the carpool section in the Parking Regulations online).

Part-time employees or adjunct faculty have five parking options:

1. Apply for a free surface parking permit, allowing you to park in all general (yellow) surface parking lots. Adjunct faculty, part-time athletic coaches, and part-time librarians may park in employee restricted (orange) lots after 4:30 p.m. weekdays and on weekends with the proper permit certification.
2. Apply for a Red Hawk Deck permit, for a flat fee of \$250 per year, and which allows you to park at any time in the Red Hawk Deck and also allows you to register for a general parking permit in order to park in all general (yellow) surface parking lots. The number of available Red Hawk Deck permits is limited. Adjuncts are permitted to purchase Red Hawk Deck permits on a semester basis for \$125.
3. With or without obtaining a permit, use the Red Hawk Deck or metered spaces, paying the appropriate short-term charges at the time of use.
4. With or without obtaining an MSU permit, purchase semester permits for the NJ Transit garage, paying \$100 per semester. MSU Shuttle buses run every ten minutes from the NJ Transit Parking Garage to the campus core.

5. With or without obtaining an MSU permit, purchase monthly permits for the NJ Transit garage, paying \$35 per month. See http://www.njtransit.com/nn_seemorespots_msu.shtml for more information.
6. With or without obtaining an MSU permit, purchase a pre-paid stored value card to use for parking in the NJ Transit garage. See http://www.njtransit.com/nn_seemorespots_msu.shtml for more information.
7. With or without obtaining an MSU permit, use the NJ Transit garage, paying the appropriate short-term charges at the time of use. For more information see http://www.njtransit.com/nn_seemorespots_msu.shtml. Short-term parking is available at a cost of \$3.00 per day, or any portion thereof.
8. Share a Red Hawk Deck permit with another eligible individual (refer to the carpool section in the Parking Regulations online).

E-Park Registration

Montclair State University faculty, staff and students can register vehicles online to obtain parking permits, using *E-Park Registration*. A NetID is required to register for a parking permit via E-Park. Online payment may be made by credit card only. Vehicle registration is available at: <http://www.montclair.edu/fo/parking/registration.html>.

Regular Registration

Standard applications for those without computer access or who wish to pay by cash or check may be picked up and submitted at **Parking Services**, located on the Level 1 of the Red Hawk Parking Deck. Registration can also be by mail (surface lot permits only).

Red Hawk Deck

The Red Hawk Deck is a parking garage located near College Hall. A controlled number of annual Deck permits (valid for twelve months) are available for purchase on a first-come, first served basis. Both current deck permit holders and new permit holders may register online. If available permits are sold out at any time, applicants will be placed on a waiting list. Waitlist processing will be ongoing and as vacancies occur, individuals will be contacted by e-mail.

Please note that the Red Hawk Deck is not only for permit-holders, but is also available for short-term use by all faculty, staff, students, and visitors. You can pay for short-term parking using the Automated Pay Stations. The rates* are as follows:

| | | | |
|----------------|--------|--|---------|
| First 1/2 hour | \$1.15 | 4-6 hours | \$8.00 |
| Up to 1 hour | \$2.25 | 6-8 hours | \$9.15 |
| 1-2 hours | \$3.50 | 8+ hours | \$11.50 |
| 2-4 hours | \$5.75 | Overnight Flat Rate Midnight to 8 hours | \$3.50 |

*Includes 7% sales tax

If you have any questions, please contact Parking Services at (973) 655-7580 (or 7581). You can visit their web address at: <http://www.montclair.edu/fo/parking/index.shtml>.

MSU Email Accounts

In order to establish a faculty email account, complete the NetID form which is located at <http://netid.montclair.edu>. This account will create an email address and access. Typically, faculty and staff email addresses consist of the last name and the first initial, followed by “@mail.montclair.edu” (i.e. if your name is Jordan Smith, your email address would be smithj@mail.montclair.edu). You can access your email account using a web browser (either Netscape or Explorer) from any computer with Internet access. To log on, go to <http://webmail.montclair.edu> and enter your login name and password. Alternatively, you can use a program such as Netscape Communicator or Microsoft Outlook to access your email account.

Through your MSU account, you can also join listservs for the College of Education and Human Services, the College of Humanities and Social Sciences, the College of Science and Mathematics, the School of the Arts, the School of Business, the library, and general community and administration information. To join a listserv, send an email to the Lyris address, which will be lyris@<site>.montclair.edu, with this command: subscribe <listname>. For more information, visit: <http://oit.montclair.edu/resources/facultystafflyris.html>.

University Calendars

All university-related calendars (e.g. Administrative Deadlines) may be found on the MSU homepage. In the Quick Links menu, click on Administration and then Calendars. Please note that all calendars are subject to change. The following is the academic calendar through Spring 2008.

Fall 2007

| | |
|----------------|--|
| September 3 | Labor Day Holiday (No Classes) |
| September 4 | Opening Day (No Classes) |
| September 5 | Classes Begin |
| October 24 | University Day (Classes follow regular schedule) |
| November 22-25 | Thanksgiving Holiday (No Classes) |
| December 12 | Wednesday designated as a Friday (for Friday day classes only; Wednesday day and evening classes do not meet). |
| December 13 | Classes end |
| December 14-20 | Examination period |
| December 20 | End of semester |

Spring 2008

| | |
|-------------|---|
| January 21 | Martin Luther King Holiday (No Classes) |
| January 22 | Classes Begin |
| March 17-23 | Spring Recess (No Classes) |
| May 5 | Classes end |
| May 7-13 | Examination period |
| May 13 | End of semester |

| | |
|--------|--------------------------|
| May 23 | Commencement (Tentative) |
|--------|--------------------------|

Summer 2008

| | |
|------------------|--|
| May 19-June 5 | Pre-Session (Three weeks; no Friday Classes; 11 sessions) |
| May 19-June 12 | Pre-Session (Four weeks; no Friday Classes; 15 sessions) |
| May 19-August 7 | Twelve Week Session (No Friday Classes; extended hours Monday, 10 Sessions) |
| May 26 | Memorial Day (No Classes) |
| June 7-August 9 | Saturday Classes (10 Sessions) |
| June 16-August 7 | Eight-Week Session (No Friday Classes) |
| June 16-July 10 | First Four-Week Session (No Friday Classes) |
| June 30-August 7 | Six-Week Session (No Friday Classes) |
| July 4 | Independence Day Holiday (No Classes) |
| July 14-August 7 | Second Four-Week Session (No Friday Classes) |
| August 11-28 | Post-Session (No Friday Classes; 12 Sessions) |

MSU Website

The main MSU website is located at www.montclair.edu. This comprehensive site contains important information pertaining to the university, and it includes a searchable directory that provides phone extensions, email and web addresses, and office locations for people and departments on campus. All faculty, staff, and students should spend some time perusing the site and becoming familiar with the general layout of the webpages.

University Closings

The main website will post any closings under the “News” column. Additional information on closings can be found at <http://www.montclair.edu/closings/>. **Faculty will not be called when the University is closed due to snow/poor weather. Please check the website before leaving for campus.**

College of Education and Human Services Website

The College of Education and Human Services website is located at: <http://cehs.montclair.edu/>. This site contains information about the College of Education and Human Services, its faculty and staff, its academic departments and centers, the undergraduate and graduate programs offered, the Center of Pedagogy, and the college’s special programs and projects. This site also has links to student services and the MSU homepage.

Student Advisement System

All full-time faculty advise students. Most full-time faculty are assigned both undergraduate and graduate students. Dr. Fran Greb is the undergraduate advisement coordinator, Dr. Nancy Lauter is the graduate advisement coordinator, Dr. Michele Knobel is the Program Coordinator for the Literacy Programs, and Mr. Eric Brooks is the department advisor. Dr. Elizabeth Erwin serves as advisor to Early Childhood Special Education students. If you have advisement questions, please direct them to the appropriate person.

Faculty Office Hours

All faculty are required to hold weekly office hours (check your contract for your exact requirements). Full-time faculty must hold a total of three scheduled office hours per week, if possible on the days that they are teaching. Adjuncts typically designate office hours as one or two hours before or after class. In addition, faculty should be available for students as course-related needs and questions arise.

Class Cancellations and University Closings

University Closings

The President of the university determines whether or not to close the university or cancel classes campus-wide depending on local conditions. All cancellations and closings are posted on the main page of the MSU website. You may also call (973) 655-7810 for this information; though, this line is usually busy during periods of inclement weather. Most local radio stations also announce MSU closings.

The department will not call faculty when the university is closed. If the University is open, all scheduled classes must be held.

Individual Class Cancellations

If an individual faculty member must cancel class due to an emergency or sudden illness, it is his or her responsibility to find another faculty member who can cover the class. If faculty coverage for the class cannot be obtained, ***the primary instructor must notify students via email and phone calls*** (again, all faculty should collect contact information for all students in each class). In addition, the department secretary must be notified in a timely manner of any class cancellations.

The department secretary will post a notice on the door of the classroom informing students of the cancellation. However, students should be notified before leaving for campus.

Faculty who have planned an “alternate” class session (e.g. off-campus session, guest instructor replacing faculty, change of class location, etc.) must **be sure that the department secretary is aware of where class will meet, with whom, etc., and how students were notified.**

When full-time faculty are away from campus for an approved conference or meeting, they must complete a Faculty Absence form two weeks before departure.

Emergencies

Who to call in an emergency (fire, flood, health crisis):

The emergency numbers for Montclair State University are (973) 655-5222 and (973) 655-4111. When dialing from a campus phone, simply dial 5222 or 4111 and you will be connected to the campus police. The MSU police are the primary dispatchers for all emergencies on campus and are in operation all day and night, every day of the year.

The MSU Emergency website is located at <http://www.montclair.edu/emergency>.

What to do if your classroom is locked:

If your classroom is locked, go the security desk on the first floor of University Hall or call the MSU police at x5222 or x4111 and give them your name and location. Usually an officer arrives within ten to fifteen minutes.

What to do if a student needs assistance/wheelchair access and parking:

All buildings at MSU have elevators so that all classrooms are wheelchair accessible. If you have a student who needs assistance and/or parking, call Transportation and Parking Services at x7580 and the campus police at x5222.

What to do if a student needs immediate health care and/or counseling and psychological services:

MSU houses its Health and Wellness Center on the bottom floor of Blanton Hall (the large dormitory near the student parking lots). The Wellness Center can be reached at (973) 655-4361 and it is open on Monday, Tuesday, and Thursday from 9 a.m. – 8 p.m. and on Wednesday and Friday from 9 a.m. – 5 p.m. During the summer, the Center is open from Monday through Thursday, 8 a.m. – 5:15 p.m.

If a student requires immediate psychological/psychiatric care, call the campus police at x5222 and Counseling and Psychological Services, which is located in Gilbreth House and can be reached at (973) 655-5211. Gilbreth is open from Monday - Thursday, 9 a.m. – 5 p.m. and from 8:30 a.m. – 4:30 p.m. on Friday. During the summer, Gilbreth is open from 9 a.m. – 5 p.m., Monday to Thursday.

Graduate Rolling Admissions

In an effort to maximize enrollments, enrollment deadlines are being removed from all masters and post-baccalaureate certificate programs and are being replaced with rolling admissions beginning July 1, 2007. This change will not be applied to doctoral programs.

Use of 400 Level Courses in Graduate Programs

The University has recently revised its policy regarding the use of 400 level courses for graduate programs. Effective Fall 2007, such courses may no longer count toward the credit hours required for graduate-level programs. Specifically:

- 400 level courses may not be used to fulfill requirements for doctoral, masters, or post-baccalaureate teacher or other educational certification programs;
- For certificate programs at the post-baccalaureate level:
400 level courses may be used to partially fulfill requirements for post-baccalaureate certificate programs, which incorporate undergraduate courses. These include our certificate programs in Music Therapy, Paralegal Studies, Translation and Interpretation in Spanish and CISCO.

400 level courses may not be used to fulfill requirements for graduate certificate programs (all other post-baccalaureate certificate programs not listed above).

- 400 level courses may continue to be used to fulfill prerequisite requirements that a student must take apart from his/her graduate program.

Beginning with course enrollment for the Fall 2007 semester, faculty should advise their graduate students to take only graduate level courses (500 level and above), and arrange for appropriate graduate level course substitutions for 400 level courses currently required by the program. Please contact Karen Sprengel (doctoral programs) or Amanda Robertson (all other graduate programs) with any questions regarding course substitution procedures.

Withdrawal and Grade Change Policies

Withdrawal From Class

Students may use WESS, the Web Enrollment Services for Students, to add or drop a course during the Change of Program period, September 5 - 12, 2007 (typically the first week of the semester). Students may withdraw from a course through September 12, 2007, and receive a 100% refund. Courses dropped within the 100% refund period may be processed either through WESS or by submitting written notice to the Office of the Registrar. The final day for students to withdraw from a course with **50% refund** is October 9, 2007. The final day for students to withdraw from a course resulting in **no refund is November 7, 2007. No course withdrawal permitted after this date.**

Students who drop a course through WESS are responsible for reviewing their schedule to make certain that they have indeed dropped the course. Students may also submit written withdrawal requests by completing a Withdrawal Form. For written withdrawals submitted, students will be given or sent acknowledgement. Any student who does not receive this acknowledgement within 1 week should immediately notify the Registrar at (973) 655-4376 or registrar@montclair.edu.

Refunds for course withdrawals submitted in writing will be calculated based on the date of receipt of withdrawal, or from the date of the U.S. Postmark for those received through U.S. mail. All refunds are processed within these established deadlines, without exception. Tuition and fees are refunded in full if classes are discontinued by University authorities. Students who do not drop their courses according to the above procedures will receive the grade of "F" in those courses they ceased to attend and will be responsible for all tuition and fees associated with those

courses. See the current Schedule of Courses book for further withdrawal information, WESS availability, and registration dates and times.

Withdrawal From the University

Any full-time undergraduate student wishing to withdraw from the University must complete a Withdrawal/Leave of Absence form from the Center for Academic Advising and Adult Learning in Morehead Hall, Room 132. The withdrawal form requires the student to receive exit clearance from the Business Office, Financial Aid, Residence Life, etc. The completed form must then be returned by the student to the Office of Academic Advising. Graduate students requesting a leave of absence or withdrawal from the University must contact the Graduate Office.

Students must withdraw from all of their classes via WESS prior to submitting the Withdrawal/Leave of Absence form. Completion of the form DOES NOT CONSTITUTE COURSE WITHDRAWALS. Students requesting a Leave of Absence prior to the mid-point of the semester MUST also complete a “Course Withdrawal” form in the Office of the Registrar. Students on Academic Probation who withdraw from all of their courses may be subject to Academic Action.

Grades

There are eighteen grades used at MSU (effective Fall 1989):

| | | | |
|-------------------|--------------|----------------|--------------|
| A = 4.0 Excellent | C+ = 2.3 | D- = 0.7 | AU Audit |
| A- = 3.7 | C = 2.0 Fair | F = 0.0 | NC No Credit |
| B+ = 3.3 | C- = 1.7 | P Pass | WD Withdrew |
| B = 3.0 Good | D+ = 1.3 | IN Incomplete | |
| B- = 2.7 | D = 1.0 Poor | IP In Progress | |

Please note that the grades of D+, D, and D- are **not an option for graduate students** in any course. Graduate students may present only 2 grades of “C” in their program at final audit. However, D+, D, D- may be awarded to an undergraduate student enrolled in a graduate level course for undergraduate credit. The grade “IN” is intended to indicate that the student has not completed the course and that a grade is being withheld until the work is performed and approved. Students must enter into a formal contract with the faculty prior to the semester. Please refer to the undergraduate and graduate University catalogs for descriptive information on grades and the time frames governing grade changes.

Request for Course Withdrawal Exception

Withdrawal from classes from time of registration through the ninth week:

Students may withdraw from one or more course(s) without faculty permission from the time of registration through the 9th week of the semester without academic penalty. A WD will appear on the student’s transcript with no effect on the student’s grade point or cumulative average. The student is responsible for officially withdrawing from the course(s) and all costs for the course(s). Refunds are dictated by University policy found in the “Web Schedule of Courses” book. It is incumbent upon the student to be familiar with such policies.

Withdrawal from classes after the ninth week, through the last day of classes, before final exams: Although rare, there exist extreme life circumstances that prohibit a student from successfully completing the semester beyond the 9th week. These life circumstances may include death of a parent or spouse, incapacitating accident, extended hospitalization, or other severe condition that prevents the student from attending classes and require them to withdraw from the entire semester. (Failure to attend the class, failure to drop a course, failing work, poor attendance, dislike of the instructor, making the wrong course choice, lack of interest, conflict with teaching style or similar reasons are not considered extenuating life circumstances. Withdrawal for these or similar reasons must occur during the first nine weeks of the semester.) Requests for withdrawal after the ninth week must be completed within the semester and be made by the last day of classes before finals week starts. Requests for withdrawal from courses taken in semesters prior to the current semester will not be considered. If requests for withdrawal from all classes are honored, a grade of WD will be awarded. Requests for withdrawal from individual courses will not be considered.

Requests for withdrawals from all courses must be made in the following manner:

1. The student submits to the Dean of Students (SC 400) the *Request for Course Withdrawal Exception* form (available online or in the Dean of Students office) plus required documentation substantiating the extreme life circumstance. The requesting student should retain a copy of the completed form and all documentation. After submitting the *Request for Course Withdrawal Exception*, and substantiating documentation, the student may be required to meet with a member of the Dean of Students staff.
2. The Dean of Students Office will send a filled out form to the instructor informing them of the verification of the extenuating life circumstances that requires withdrawal from the course. The instructor will indicate acknowledgement of the granting of a grade of WD.
3. The Dean of Students Office will inform the student of the final determination after discussion with the respective instructors
4. If the request for withdrawal is not approved, the Dean of Students will recommend that the student go to her/his respective advisor (located in the Center for Academic Advising and Adult Learning, New Student Experience, E.O.P., etc.) for advice regarding her/his academic standing, future course selection, and other academic assistance.

Incomplete Grades

Incomplete grades will be granted by faculty members in cases where a student has completed most of the work for a course and extraordinary circumstances preclude her/him from finishing the required work by the end of a semester or summer session. Incomplete grades will be posted for a period of approximately six weeks after the submission of final grades. Deadlines for Incompletes are: February 15th for Fall Incompletes, June 30th for Spring Incompletes and October 15th for Summer Incompletes.

If work is not completed and a final grade posted within that time, the grade will revert to an F. Faculty members will no longer need to submit incomplete contracts, the grade sheet will suffice. Faculty members in the ECELE department should continue to use the incomplete contract or equivalent. However, no form is submitted to the Registrar's office and the six week period will be the maximum permissible course completion time.

Please note:

- When the GPA of a graduate student in a *degree* program falls below 3.00, the student will be placed on academic probation.
- When the GPA of a *non-degree* graduate student (i.e. in a post- baccalaureate program) falls below a 2.50, the student will be placed on academic probation.

Grade Changes

A change of grade request form must be initiated by faculty, approved by Department Chair, and also approved by the College or School Dean if initial grade is other than IN. The form is then forwarded to the Office of the Registrar no later than the end of the next full semester following the semester in which the grade was earned.

In the event that a faculty member has left the employment of the University, the chair of the department in which the faculty member was employed shall determine his/her willingness to consider “IN” grade completions as well as grade changes. The department should determine how the individual would be contacted for this purpose. In the event that the former faculty member is not available for completion of these tasks, the department should determine some continuing faculty person who can act in his/her behalf. Note that no changes will be made to the academic record beyond 30 days of the student’s graduation date.

IMPORTANT NOTE: No student is to remain in a class if she/he is not officially registered. Faculty are responsible for insuring that there is no student in class who is not on the official class list of the Registrar. It is *not* possible for students to ‘post’ register for a course. Faculty should check class lists on WESS and those forwarded from the Registrar’s office.

Life in the Office

Keys

You will be given keys to your office as well as a swipe card, which will give you access to the ECELE office suite in University Hall, and the 3rd floor adjunct suite. If you require additional keys or you lose your key, please contact the department secretary.

If you are locked out of a building during a weekend, an evening, or a civil service holiday, you may gain entrance by calling the campus police at (973) 655-5222. You will not be able to enter any academic buildings when the university is officially closed.

University Hall has a 24-hour security guard at the desk near the main entrance.

Phones

To dial an extension within the university, simply dial the four-digit code. To dial a number outside MSU (local or long distance), dial ‘9,’ ‘1,’ and then the area code and seven-digit number. Some phones are not equipped for long distance calling.

Voicemail System

To access voicemail, dial ext. 5323 and then dial in your personal four-digit extension and the pound sign. At the prompt, enter your password and the pound sign, and then follow the prompts to access your messages.

Computer Assistance

If you are having trouble with your computer, feel free to ask a student assistant. If you are still having difficulty, you can call the helpline for the Office of Information Technology (OIT) at extension 7971. You will be given a code number for future reference and a student helper from OIT will come to the office to work on your computer. If you have a laptop, you may find it easier to simply bring your computer to the OIT Help Desk & Technology Solutions Center on the fifth floor of University Hall.

Fax Machine

The department fax machine is located near the department student work area. All department staff and faculty have access to the fax machine. The main fax number is (973) 655-7043. To send a fax, load your document face down (top first), dial the number, and push the SEND button. To send a fax to another office on campus, merely dial the four-digit extension and press SEND. Faxes can be sent locally by dialing '9' before the seven-digit number. Faxes can be sent to long distance numbers by dialing '9', '1', area code, and seven-digit number. The fax number in the MAR P-3 office is (973) 655-7085.

Supplies and Equipment Available

Office supplies are kept in the storage cabinet marked ECELE, located in the ECELE suite. If you need something that you cannot find, the department secretary and student workers know where most supplies can be located. Department equipment is located in a locked office. Please see the department secretary to obtain the key and sign out equipment.

Pens, pencils, markers, highlighters, dry-erase markers, small dry-erase boards, printer/copier paper (many colors), lined paper pads, overhead sheets, hanging file folders, plain file folders, three-ring binders, post-it notes, paper clips, staples and staplers, bookends, tape and tape dispensers, magnets, computer disks, zip disks, *digital cameras, memory sticks for digital cameras, digital camcorder, portable projector, audiotape recorder* are all available (items in italics must be reserved with the department secretary and must be signed out).

If you need supplies or equipment that is not currently available in the office, you may request these materials in writing. In addition to documenting the objects that you need, please provide a source (such as an online store or a catalog) from which your materials can be ordered. Please give your written request to the department secretary.

Department Educational Materials

Our collection of department educational materials (videos, books, tests, etc.) is located at the rear of the Suite. Videos must be signed out. A list of department videos and other materials may be obtained from the secretary. Additional videos are available from the ADP Curriculum Resource Center, 1st floor of University Hall. The department also has cameras for your use. Please speak with the department secretary.

Conference Room – Suite 3162

The office suite holds a large conference room. If you wish to use the conference room, please reserve the day and time with the department secretary at least 24 hours in advance by contacting ext. 5407.

We cannot guarantee last minute use of a conference room. Conference rooms are often used for interviews with graduate students and regular department meetings. The rooms are also used by other faculty and departments. In University Hall there are also Break Out rooms available for small meetings with students. If you wish to use one of these rooms at a designated time, please post a sign of the door indicating day and time of use.

Please note: A phone is available to adjunct faculty in the conference room. Please check conference room availability with the department secretary.

Department Secretary

What to ask the secretary for:

- Ordering supplies
- Help with booking rooms on campus
- Help with ordering refreshments for events
- Assistance with payroll matters
- Course evaluation forms
- Scheduling appointments with the department chair
- Assistance with travel expense and requisition forms
- Assistance from undergraduate student work

What NOT to ask the secretary for:

- Help with computers
- Collating/stapling
- Deliveries to other offices
- Mailings or stuffing envelopes

Student Assistants

Undergraduate student assistants are assigned tasks by the department secretary.

What student assistants can do:

- Help with computers
- Some copying
- Some mailings/stuffing envelopes
- Delivering messages to other offices on campus
- Assistance with course materials
- Help with proofreading/editing
- Assistance with presentations
- Assistance with audio/visual equipment
- Help with research and information retrieval
- Assistance with events and meetings
- Note-taking/recording of meeting minutes
- Help writing department documents

What student assistants CANNOT do:

- Teach classes
- File papers
- Personal errands (i.e. pick up lunch) unless absolutely necessary
- Assist with cleaning
- Extensive heavy lifting
- Extensive mailings or stuffing envelopes

Graduate student assistants receive assignments generally made by the chair, department administrator, or program coordinators.

Copying and Duplicating

Office Copiers

The main copier is in the COPY ROOM across from the ECELE office suite in University Hall and is available for all faculty, staff, and student workers within the department. To make copies, you will need a key card which you will need to request from the department secretary. The copier can make single or double-sided copies, enlargements or reductions, collated or stapled documents, and overheads. This copier is to be used for relatively small copying jobs (no more than 25 pages at one time). For larger copy jobs, you must see the department secretary, so that she can arrange to send your order out to Alpha Graphics.

If you have any technical trouble with the copier, feel free to ask the department secretary or student assistants for help. Paper for the copier can be found in the small cabinet on the bottom left of the copier. If the cabinet is empty, the paper is located in the storage closet.

Alpha Graphics

If you have large packets of copying (i.e. course packets, collections of articles, flyers for mass distribution) or special finishing/binding requests, the department secretary will send out your requested job to Alpha Graphics in downtown Montclair. In order for the secretary to send out your request, you must provide her with a hardcopy or digital copy of the document you want duplicated, as well as specific instructions as to what you would like done. In addition to large-scale copying and duplicating jobs, Alpha Graphics provides professional finishing, binding and oversized printing options.

The department secretary will ensure your materials are delivered to and picked up from the Alpha Graphics. Please see the department secretary if you have further questions.

Non-MSU Duplicating Services

All printing and duplicating should be done using Montclair State University services. The department cannot reimburse duplicating completed outside the university. Please see the department secretary if you have questions regarding this issue.

***PLEASE NOTE:** We are moving toward a 'less paper/save-a-tree' community. Please use Blackboard, E-Reserves, and in class technology to share hard copies and written documents with students.*

Bookstore

The campus bookstore is located on the ground floor of the Student Center, to the left of the convenience store. In addition to textbooks, the bookstore sells greeting cards, stationery, school supplies, insignia gifts, general books, text preparation guides, and clothing. The main telephone line for the store is (973) 655-5460, the fax number is (973) 655-1291, and the main web page is <http://www.bkstr.com/Home/10001-10415-1?demoKey=d>.

Faculty members can place orders for required course texts by contacting Steve Gaffney at gaffneys@mail.montclair.edu. When ordering texts, please be sure to provide the complete book

title, author, publisher, total quantity required, and ISBN number. Request that the Bookstore send you confirmation of your received order. Should you decide to order online please cc a copy of your order to the department chair and secretary. Make sure that you order the books before the deadline to ensure that students will be able to purchase their texts prior to the beginning of the semester. New faculty members have the option to make an appointment with the textbook department of the bookstore to learn about ordering procedures and place their first orders.

Although the campus bookstore does not provide desk copies of textbooks, they do supply faculty with desk copy request forms, which are sent directly to the publishers. Often, publishers also have links on their website for desk copy order forms.

Bookstore hours are Monday through Thursday, 8:30 a.m. through 8 p.m., Friday 8:30 a.m. through 4 p.m., and Saturday, 10 a.m. through 2 p.m.

Information Technology

Email Accounts

All Montclair State University adjuncts and faculty should create email accounts through the university as soon as possible. In order to create an account, go to <http://netid.montclair.edu> and enter your social security number and PIN in the required fields and click “Login.” Then follow the onscreen prompts to establish your email account. If you do not yet know your PIN, call the Human Resources Department at (973) 655-4055.

Once your account has been created, you can access it via the MSU webmail service or through Netscape or Internet Explorer. To login through webmail, go to the main login screen at <http://webmail.montclair.edu/> and enter your login and password information.

Technology Helpline

The Office of Information Technology (OIT) at MSU offers a helpline support service for all faculty, adjuncts, and staff. If you are having difficulty with your technology devices (computers, palm pilots, digital cameras, etc.) or classroom technology equipment, you may call the helpline at (973) 655-7971 or email them at helpline@mail.montclair.edu. OIT also hosts a Technology Solutions Center on the bottom floor of College Hall to help faculty and staff with computer repairs, software loans and installation, media equipment loans, training sessions, and a variety of other services.

Training and Information Sessions

Montclair State University offers faculty, adjuncts, staff, and students an extensive selection of free training sessions on software, hardware, digital equipment, and other technology-related skills and tools. If you would like to schedule a session or find out more information about the sessions offered, you may call the helpline at (973) 655-7971, or use the website at: <http://oit.montclair.edu/resources/facultystaff.html>.

Blackboard

The Blackboard Learning System is a comprehensive and flexible e-Learning software platform that provides faculty members with a complete course management system. Blackboard Building Blocks allows for the integration of external applications, tools, documents, content, and services into the Blackboard Learning System.

As the Blackboard Learning and Community Portal System, it allows for a customizable institution-wide portal with online communities able to communicate via discussion boards. Each course that you teach will be assigned a Blackboard site. To access Blackboard, go to <http://montclair.blackboard.com> and login using your NetID and password. If you do not have a NetID, go to the NetID tab at the top of the page and follow the directions to activate your NetID account.

In addition, without having to login, Blackboard allows instant access to necessary information such as campus events calendars, and links to websites such as the Sprague Library database, OIT, and Webmail. For help with using the Blackboard website, visit the Services tab at the top of the page, which will provide you with helpful information, such as Blackboard documentation from the Office of Information Technology.

ECELE Blackboard Community

In addition to accessing your courses and campus-wide communities, Blackboard will also connect you to the department's Blackboard site. When you login, click on the Community tab at the top and you will see the ECELE department link. (By clicking the Community tab you will also see access to the CEHS, COP and OIT online communities.) Once you have clicked on the ECELE link, you will have instant access to department related documents such as course syllabi, department forms, research information, assessment documents, as well as up-to-date news and events.

Online Web Grading

All faculty members must submit course grades online. Registrar sends out instructions about grade submissions and deadlines each semester. **Registrar is very strict about grade submission deadlines. If you miss the deadline, a student will receive an "F" for the course.** The "F" (and other incorrect grades) may be changed by completing a Change of Grade Form. Faculty must use a Montclair email address to receive notifications from the Registrar to complete grade rosters.

Faculty Resources & Locations

The offices of the Early Childhood, Elementary, and Literacy Education department are located in University Hall, third floor.

All faculty should be familiar with the following:

1. MSU, CEHS, ECELE, and COP websites
2. MSU Student Handbook
3. MSU Faculty Handbook

4. AFT-MSU Faculty Contract
5. ECELE Department Guidelines and Procedures
6. MSU Graduate and Undergraduate Catalogues
7. WESS and Blackboard online systems
8. The MSU Student Information System (SIS) online (full-time faculty)

The ADP Center for Teacher Preparation and Learning Technologies

The ADP Center functions as a hub of pedagogical research, curriculum planning, instructional design and educational technology within the Center of Pedagogy, in the College of Education & Human Services. Their mission is to improve the quality of education for teacher education students, practicing teachers, counselors, administrators, and others in professional careers in pre-K through secondary schools, and post secondary education. The ADP Center maintains the Curriculum Resource Collection, the CEHS Instructional Technology Design Lab, three highly mediated Classrooms of the Future and the Computer Teaching Lab. They provide access to more than 20,000 curriculum and instructional resources including books, videos, journals, test materials, software and hardware. The ADP Center also provides a fully wireless environment, as well as a multitude of technological resources such as Windows and Mac labs, Smartboard instructional spaces, digital video cameras with an editing station, Podcasting and Palm Pilot labs, LCD projectors, digital cameras, and video conferencing centers. The ADP Center also provides a quiet place to research, plan, or study.

Faculty may borrow books, videos and technology (excluding software). You can also reserve a computer lab by contacting the ADP Center with the date and time of the course and any equipment that would be needed. Please note that you should contact the ADP Center as soon as possible because vacancy fills up quickly. For more information, you may visit the ADP Center in University Hall, on the first floor. They can be contacted at (973) 655-5220 or by e-mail at crc01@mail.montclair.edu. You can visit their website by going to the web address: <http://www.montclair.edu/crc/>.

Center of Pedagogy

The Center of Pedagogy is a unique structure at Montclair State University. The COP coordinates all aspects of teacher education including admissions to undergraduate and graduate programs for initial and advanced certifications, the Ed.D. program in pedagogy, a network of 20 school district partnerships, grant-funded projects for recruiting and preparing new teachers, and professional development for faculty on campus and in the schools. The Center of Pedagogy (COP) office is on the 1st floor of University Hall. Their main telephone line is (973) 655-4262 and the fax number is (973) 655-7776. The website for the Center of Pedagogy is: <http://cehs.montclair.edu/academic/cop/>.

Children's Center

Completed in the summer of 2005, the MSU Children's Center serves the children of students and staff, as well as families from surrounding communities. The 24,000 square-foot building serves as many as 500 children (infants through preschool) annually and the programs of the Children's Center are fully inclusive, designed for a range of children: with and without

identified special needs. At the new facility, parents of preschool-age children have the opportunity to choose among three possible programs: the Demonstration Program, the Jeffrey Dworkin Early Childhood Program, or the Child Care Center program. In addition to providing care and educational experiences to youngsters, the Children's Center also serves as a learning laboratory and research facility for early childhood educators. The MSU Children's Center is located at 80 Clove Rd and can be accessed by taking a campus shuttle bus to the location. The main telephone line is (973) 655-7177 and the fax number is (973) 655-5155. You can visit the website for the Children's Center by going to <http://cehs.montclair.edu/academic/childcare/index.shtml>.

Curriculum and Teaching Department

The Curriculum and Teaching (C&T) Department houses special education courses, curriculum, education technology, certificate programs, and content-area graduate programs. Students from C&T may take Reading courses in the ECELE department. Also, students in the ECELE department may require Special Education courses in the C&T department. The Curriculum and Teaching department main office is on the 2nd floor of University Hall. The main phone number is (973) 655-5187. The fax number is (973) 655-7084. You can visit the Curriculum and Teaching department website by going to <http://cehs.montclair.edu/academic/curriculumteach/index.shtml>.

Family and Child Studies Department

The Family and Child Studies (F&CS) Department offers concentrations at the undergraduate level, including Early and Middle Childhood (K-5) and Early Childhood (P-3). Undergraduate students enrolled in either of these concentrations major in the F&CS department, but take their teacher education courses in the ECELE department. The Family and Child Studies department main office is located on the 4th floor of University Hall. Their main phone number is (973) 655-4171 and their fax number is (973) 655-6795. Visit the Family and Child Studies website at <http://cehs.montclair.edu/academic/fcs/index.shtml>.

Library

Harry A. Sprague Library is the large building located in the center of campus. The library houses over 400,000 circulating and reference books and materials, which are available to all MSU students, faculty, and staff. The Circulation Desk can be reached at (973) 655-4288. The main library website is: <http://library.montclair.edu/>.

Course Readings

All course readings and materials should be brought to Sprague Library so that they can be put online and on desk reserves. To put your materials on reserve, make single-sided, unstapled copies of your syllabus and each of your readings, and fill out the course reserve form, available at the library and also online at:

<http://fmweb.montclair.edu/lib/circreserves.html>. Make sure to include all bibliographic information and title pages for your readings.

Electronic Reserves

Materials can be placed on electronic reserve at the Sprague Library. Reserves are temporary collections of materials that support the Montclair State University curriculum. Items in the Reserves collections are set apart from the rest of the Library's collection by the Circulation

Department at the request of Faculty for educational, research, or scholarly use by their students. To place an item on electronic reserve, access and complete the Circulation Department Reserve Material Request Form found at: <http://fmweb.montclair.edu/lib/circreserves.html>. For questions, the main webpage is: <http://library.montclair.edu/circulation/CircReserve.html>, and the main telephone line for the Circulation Department is (973) 655-4288.

P-3 Modified Alternate Route Program

The P-3 Modified Alternate Route Program provides the courses necessary for a teacher to apply for P-3 licensure through the NJDOE. This program targets employed teachers in pre-kindergarten through third grade classrooms, primarily teachers employed in Abbott districts. Courses are offered on campus, as well as off-campus locations in South Jersey. Program coordinators Liz Kendall and Raymond Cabrera, as well as Betty Moore, the program secretary, are located next to the ECELE department office in Suite 3162. The main number for this office is (973) 655-7490. Visit their website at <http://cehs.montclair.edu/academic/ecele/p3.shtml>.

Office of Information Technology

The Office of Information Technology (OIT) is located on the 5th and 6th floors of University Hall. The helpline for that office is (973) 655-7971. The OIT web address is: <http://oit.montclair.edu>.

Travel

When preparing to attend an out-of-state conference, obtain and complete the TR-1 Request for Travel Authorization and the TR-1 Travel and Expense Invoice. The Travel Authorization form must be submitted at least four weeks in advance of your departure date. It is reviewed and signed by the person requesting the authorization, their Immediate Supervisor (e.g. Department Chair), the Fiscal Agent (e.g. Department Chair or CEHS Dean), the Director of Personnel Services and the Business Office. The Travel and Expense Invoice is completed when you return from your trip. It must be certified by the employee, their Supervisor, and the Fiscal Agent. When participating in a day trip, fill out only the Travel and Expense Invoice only after you have returned. When traveling by car, mileage is paid at 31¢ per mile, breakfast allowance is \$8.00, lunch is \$9.00, and dinner is \$23.00. No receipts are needed for meals; however, receipts are necessary for all other expenses such as taxis, hotel accommodations, car services and the like. Travel forms are available through the department secretary. Additional information regarding travel is located at: http://www.montclair.edu/facultyhandbook/travel_regulation.html.

Faculty who will be away from the university and have not completed a Request for Travel Authorization form must complete a Request for Approved Absence (i.e. if you have been invited to give an address and all expenses are paid by another organization, or attending a conference that has been funded by another organization). For additional information, please contact the department secretary at (973) 655-5407.

Office of Research and Sponsored Programs

The Office of Research and Sponsored Programs assists faculty and staff who are working to obtain external funding for approved research projects, creative work, and academic activities. This office is located in University Hall on the 3rd floor. Call (973) 655-4128 for further information.

College of Education and Human Services (CEHS) Development Office

The college has a full time development officer, Mr. Anthony Lazroe, who assists faculty with identifying sources of funding such as grant proposals, etc. New faculty should arrange a meeting with Mr. Lazroe to discuss research interests, etc. You may reach him by dialing (973) 655-4156, or by emailing him at lazroea@mail.montclair.edu.

Course Related Information

Formatting Your Course Syllabi

A course syllabus is an important source of information for your students and is clear documentation of the goals and content of a course. It is important that you develop your syllabus carefully with appropriate detail. Each semester faculty are required to submit a copy of a syllabus for each course to the department secretary and Chair. You may submit syllabi online or by hard copy. The following format is suggested.

Sample Syllabus

Department of Early Childhood, Elementary, and Literacy Education
College of Education and Human Services
Montclair State University

Course Name
credits
Course Time

Course Title
Course Room #
Semester

Office Hours and Contact Information

Your name
Your office location
Your phone extension
Your email address
Your office hours

Course Description

This should be taken directly from the course description offered in the undergraduate or graduate catalog or new course proposals. You may also choose to write additional information in this section related to your course.

Student Outcomes

You should identify five to seven goals and objectives that students will achieve by the end of the course. These objectives should align with NCATE, MSU, NJDOE and/or professional standards (NAEYC, ACEI, IRA, CEC) whenever appropriate. Please be explicit in identifying which standards are addressed (i.e., put standard numbers next to student outcome).

Course Texts

Include here each required and recommended text you will use, including the publication information and where the books and readings can be obtained. Please write out book references in standard MLA or APA format.

Course Assignments

The assignments section is a detailed description of what students will be producing throughout the semester. This should include a well-rounded selection of readings, journals, papers, observations, short essays, exams, presentations, and/or final projects. Each assignment should include an explanation of the work that the student will be doing, as well as the date it will be due.

Student Assessment

In a brief statement, explain how you will be assessing the students in the course. You may want to model the democratic ideals promoted by Montclair's "Portrait of a Teacher" by offering authentic assessment options and student participation in grading.

Course Outlines

In addition to a standard course syllabus, you should also provide students with a comprehensive course outline that informs students about what will happen during each class session, along with what readings and assignments are due. The following is a suggested format for a course outline:

Department of Early Childhood, Elementary, and Literacy Education
College of Education and Human Services
Montclair State University

| | |
|-------------|-----------------|
| Course Name | Course Title |
| # credits | Course Room # |
| Course Time | Semester |
| Professor | Email and Phone |

Course Outline

| | |
|------|---|
| Date | General Heading for Topics and Class Activities |
| | Specific Activity/Discussion/Lecture/Learning Outcome |

Questions to consider: Question

Readings: Textbook with chapter or page numbers, articles, etc.

Assignment Due: Basic description of assignment

Bibliography

Many professors also choose to include a reference list or annotated bibliography with the regular syllabus and course outline. This document helps students find related texts that can assist them with project, presentations, or simply a better understanding of the course material. All bibliographies should be written in current APA style.

All faculty are encouraged to meet with other faculty who have previously taught an assigned course and the chair of the department and/or the program coordinator. Please *do not* hesitate to ask questions regarding texts, assignments, student culture at MSU, etc! Syllabi are available on the ECELE community Blackboard site.

Other Course Issues to Consider

1. Absence and Lateness Policy

The MSU Student Handbook (p. 9) reads: “Attendance: . . . Professors should notify students, in writing, of what the course requirements will be. Professors may penalize students for failure to meet specific attendance requirements.” Syllabi should clearly state what your attendance and lateness policies are – to avoid any questions and miscommunication later on!

2. Academic Honesty & Plagiarism

“Plagiarism is defined as using another person’s words as if they were your own, and the unacknowledged incorporation of those words in one’s own work for academic credit. Plagiarism includes, but is not limited to, submitting as one’s own a project, paper, report, test, program, design, or speech copied from, partially copied, or partially paraphrased work of another (whether the source is printed, under copyright in manuscript form or electronic media) without proper citation. Source citations must be given for works quoted or paraphrased. The above rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral (University Code of Conduct, Section I:A:9). Please see the University Code of Conduct for examples and further information on academic dishonesty and plagiarism: <http://www.montclair.edu/pages/deanstudents/regulations1.html>. All academic papers must use a designated form of citation (APA, MLA, etc.). As the professor, you should inform students of the citation system that is required in your course.

3. Class discussion and participation ground rules.

4. Assessment strategies, including rubrics.

5. Explicit criteria for written work.

6. Policy on late papers and opportunities to rewrite papers or re-do assignments.

7. General rules and parameters for in-class discussion and dialogue.

8. N.B. Please be sure course assignments (including field-based assignments) do not interfere with student responsibilities to other courses.

Book Orders

Book orders must be submitted to Steve Gaffney at the MSU bookstore a **MINIMUM** of six weeks before the beginning of the semester. You can contact Steve Gaffney by emailing him at gaffneys@mail.montclair.edu. Please see section on Bookstore, page 29 of this handbook, for further information on placing book orders.

Course Evaluations

Each faculty member is responsible for insuring that students complete course evaluations for each class. Course evaluation packets will be in your department mailbox 3 weeks before the exam period. Faculty members are asked to select a student in the course to collect the completed evaluation forms and return them to the department secretary. Faculty will receive a written summary of the evaluations during the following semester. If you have any questions about this process, please see our department secretary.

Student Papers

Student papers may NOT be left outside of offices to be picked up by students. Student papers cannot be left with the department secretary to be picked up by students. These policies are in accordance with the federal law protecting student privacy. All faculty (full-time and adjuncts) must arrange to return all student papers by mail (ask student for a stamped, self-addressed envelope) or in person.

Classroom Observations

As directed by our faculty contract, all faculty are observed by a colleague during their teaching experience at MSU. The chair of the department or her/his designee is required to observe one class taught by each faculty person – both full time and adjunct – at least once a year. Full-time faculty are observed by the department chair or a designee each academic year and also by a colleague, usually a member of the Department Personnel Advisory Committee. Adjuncts are observed during their first or second teaching semesters by the chair or a designee. Full-time faculty should insure that these observations are complete well in advance of reappointment deadlines.

The observation process has five phases, as follows:

1. Pre-Observation Meeting

- The observer and faculty should discuss the goals of the class to be observed. Faculty should let the observer know if there is a particular element of his or her teaching that should be a focus of the observation.
- The observer and faculty should discuss the ‘nature’ of the observation.
 - Will the observer be taking handwritten notes?
 - How will the observer be introduced to the class members?
 - Will the observer stay for the full class period (not necessary if the class is more than 2 hours)?
- The faculty person should share with the observer:
 - The course syllabus.
 - Specific goals of this class session (written form/email).
 - Readings, texts, and other resources that are relevant to this class session.

2. Observation of the Class

- Given the focus on the pre-observation meeting, the observer should try to ‘capture’ the tone, interactions, and instructional strategies of the class session.
- A well described ‘slice’ of the class period is often more informative than a lengthy generalized summary.

3. Post Observation Discussion

- Within FIVE (5) days of the observed class – sooner is better, the faculty and the observer should meet for a post-observation discussion.
 - This may happen immediately following the class or within 5 days of the observation.
4. Written Observation Report
- This report is written by the observer in a timely manner (within two weeks of post observation meeting), and shared with faculty.
 - If faculty does not agree with the content of the report, he/she may:
 - Discuss with the observer and ask for changes in the write up.
 - Or, if agreement cannot be reached, the faculty person may write a rejoinder to the observer’s comments and attach it to the observation report.
5. Post-Report Process
- Observation Report must be signed by the observer and the faculty person indicating that it has been reviewed by each.
 - A signed copy of the observation should be given to the department chair and placed in the faculty person’s personnel file.
 - Each faculty must keep a copy of the report for use in his/her reappointment file.

The chair will contact faculty to decide which class session will be visited. At least one week before that class session, please e-mail or send the chair your goals for students during the designated class. Following the class, you will receive a draft of a written report regarding the observation. Please make an appointment to discuss this draft with the chair or designated observer. Once the report is jointly reviewed, both faculty and observer will sign off on it. The faculty person receives a copy and a copy is placed in faculty’s department folder. Two observation reports are required each year for faculty reappointment review.

Writing Resources for Students

The resources below are for both undergraduate and graduate students, except where noted.

APA Style

The ECELE Department Graduate Student Handbook lists the following regarding APA style:

APA/MLA Format

For written work you complete for your courses, you are required to follow APA (American Psychological Association) or MLA (Modern Language Association) guidelines. Ask your professor which format is acceptable for assignments. You are expected to know how to cite properly, create bibliographies and works cited documents in the proper format, and use appropriate grammar and punctuation.

Graduate School Workshop

The Graduate School offers a series of workshops throughout the year for all of their students. One workshop in the series is focused on writing styles and citation formats. Information regarding the workshops is sent out to students via the graduate student listserv. You can also check for schedules at <http://www.montclair.edu/graduate/workshops.shtml>.

Online Guides

There is a wealth of information available online regarding the mechanics of writing and the various formatting styles in existence. Below are a few examples of some of the better sites:

<http://www.bedfordstmartins.com/online/citex.html>

<http://www.newark.ohio-state.edu/~osuwite/apa.htm>

<http://webster.commnet.edu/mla.htm>

Sprague Library

The librarians at Sprague Library can help direct you to resources for writing in several different formats, and you can even send questions online from the following site:

<http://notes2.montclair.edu/shapiros/eref.nsf/AskLibrarian?openform>.

Teacher Education Advocacy Center

The Teacher Education Advocacy Center offers many programs including a writing tutor. A writing tutor is available to support students who need to improve their writing skills. This service is provided free of charge to students within any of the teacher education programs, as well as students referred by any of the sub-units within TEAC. The writing tutor is available to work with students throughout the academic year on an ongoing basis. Students interested in setting up an appointment should contact the TEAC office, Suite 1160 in University Hall, Their phone number is (973) 655-7696 and their email is johnsonjan@mail.montclair.edu. You can also access their website at <http://cehs.montclair.edu/academic/cop/teac.shtml#writingtour>.

Writing Center

The MSU Writing Center offers free tutoring and consultation services for all university students. You can call (973) 655-7442 to make an appointment, or just drop by Dickson, room 285. Visit their website at http://english.montclair.edu/Programs2/FirstYear/Writing_center.htm.

Writing Manuals

APA and MLA manuals are available for purchase at most major bookstores. Graduate students are well advised to purchase at least the APA manual, since it offers guidelines on all facets of writing that you can use for many of your courses.