

**College of Education and Human
Services**

Montclair State University

**Department of Early
Childhood, Elementary,
and Literacy Education**

Graduate Student Guide



Montclair State University

Compiled by Anne Snyder, 2002
Revised by Patricia Watson, Summer 2007
Edited by Dr. Nancy Lauter

2007 - 2008

Table of Contents

Welcome	2
Department Mission Statement	3
MSU Teaching Standards	4
Portrait of a Literacy Educator	5
Location of Department	7
Department Faculty & Staff Information	9
Analysis of Academic Progress	14
Advising	15
Classes	15
Registration	16
Physiology and Hygiene Requirement	18
Speech Challenge	18
Praxis Exam	18
Tuition, Fees, and Insurance	20
Financial Aid	21
Resources at MSU	21
Student Life	25
Expectations of Graduate Students	26
Some Very Important Information	30
Advice and Ideas	34
Disclaimer	35
Appendix A – MAT P-3 Suggested Sequence of Courses	36
Appendix B – MAT K-5 Suggested Sequence of Courses	37
Appendix C – MA Reading Recommended Program of Study	38
Appendix D-MAT K-5 Teaching Students with Disabilities	39
Appendix E-MAT P-3 Teaching Students with Disabilities	40

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.

Department Mission Statement

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 our democracy and promote 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.

MSU Standards for Candidates in Initial Teacher Programs

1. Candidates know the subjects they plan to teach and how to teach those subjects to students. They:
 - a. Understand the concepts, structures, purposes, and processes of inquiry of their disciplines.
 - b. Know they can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students.
2. Candidates 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. Candidates understand the practice of culturally responsive teaching. They:
 - a. Understand that a person's worldview is profoundly shaped by his or her life experiences, as mediated by factors such as race/ethnicity, social class, gender, and special needs.
 - b. Understand the educability of all children, and that children bring varied talents, strengths, and perspectives to learning.
 - c. Understand the supports for and barriers to culturally responsive teaching in school environments.
 - d. Understand that learners construct knowledge, drawing on prior knowledge and experience.
 - e. Have skills for learning about the diverse students they teach, and the students' families and communities.
 - f. Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs, taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs.
4. Candidates plan instruction (a) based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and (b) taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
5. Candidates 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. Candidates understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom as well as critical reflection on the ideals, dispositions, and processes of democracy.
7. Candidates understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.

8. Candidates create a learning community in the classroom. They:
 - a. Have students assume responsibility for themselves and one another, participate in decision-making, work independently and collaboratively, and engage in purposeful activities.
 - b. Establish and maintain appropriate standards of behavior.
 - c. Provide an environment that is safe and conducive to learning.
 - d. Use instructional time effectively.
9. Candidates are reflective practitioners who continually (a) inquire into the nature of teaching and learning, (b) evaluate the effects of their choices and actions on others, and (c) seek out opportunities to grow professionally.
10. Candidates build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.
11. Candidates speak and write English fluently and communicate clearly.
12. Candidates develop disposition expected of professional educators:
 - a. Belief in the educability of all children.
 - b. Respect for individual and cultural differences, an appreciation of the basic worth of each individual and cultural group.
 - c. Belief that all children bring talents and strengths to learning.
 - d. Attitude that students' strengths are basis for growth and their errors are opportunities for learning.
 - e. Commitment to using assessment to identify students' strengths and promote students' growth rather than to deny students access to learning opportunities
 - f. Appreciation for multiple ways of knowing.
 - g. Commitment to the expression and use of democratic values in the classroom.
 - h. Commitment to critical reflection, inquiry, critical thinking, and life-long learning.
 - i. Commitment to the ethical and enculturating responsibilities of educators.
 - j. Belief in the potential of schools to promote social justice, and commitment to being agents of change and stewards of best practice.
 - k. Commitment to teaching.

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 disposition 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 disposition 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 education 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.

Location of Department



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

* **College Hall includes:** The Graduate School.

* * **Life Hall includes:** the University Art Gallery, the L. Howard Fox Studio Theatre and the Dumont Television Center.

* * * **Village at Little Falls includes:** Alice Paul Hall, Count Basie Hall, Millicent Fenwick Hall, William Carlos Williams Hall and the Abbott and Costello Center.

Montclair State University
Montclair, New Jersey, USA , 973-655-4000

Department Faculty & 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: davisd@mail.montclair.edu

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

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.

Carla P. Engstrom

Office: University Hall, Room 3239

Phone: (973) 655-6961

Email: engstromc@mail.montclair.edu

Education: Ed.M., Rutgers University; B.A. Susquehanna University

Professional research interests: Literacy: reading and writing development; language arts, math, and science methods; mentoring beginning teachers.

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.

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, Program Coordinator: Undergraduate EC/EL

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

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

Professional research interests: Urban education, mentoring beginning teachers.

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, ProgramCoordinator:Literacy

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)

Program Coordinator: Graduate EC/EL

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

Education: M.A, B.A., Jersey City State University

Professional research interests: Literacy development, literacy in the content areas.

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: seabocht@mail.montclair.edu

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

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 Wilber (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.

Analysis of Academic Progress

What is an Analysis of Academic Progress?

An analysis of academic progress is a detailed list of classes that you have completed and are currently registered for. Students are encouraged to check their Analysis of Academic Progress on WESS. When you log onto WESS, click on Analysis of Academic Progress under Student Records.

Program Pre-requisites: Some programs require prerequisite courses (background knowledge). Program prerequisites may be waived if you have appropriate undergraduate courses,

For the MAT and Post-bacc Programs, these classes may include:

Psychology 101 (General Psychology)

Speech. This is a state requirement. If you do not have an undergraduate course in public speaking, Speech 101 can be taken anytime or it can be waived by taking a "Speech Challenge Exam." (See page 18).

Health and Hygiene Requirement: This is a state requirement that can be satisfied by a human anatomy course or a state exam. The exam is administered by your County Education Department.

Child Development I and/or Child Development II are required prerequisites for the MAT P-3 and K-5, post-bacc P-3 and K-5 programs. One course in child development is a required prerequisite for the dual certification P3/TSD and K-5/TSD programs. If you have not taken these classes as an undergraduate, you should complete courses during your first semester at the University. The department strongly recommends that you take graduate level child development courses.

Graduate courses taken at other institutions: MSU will only accept 6 transfer credits from another institution. These courses must be approved during the admissions process or by your faculty advisor as meeting the requirements of an equivalent course in your program. You will need to share the course description and syllabus with your faculty advisor.

Undergraduate classes cannot be substituted for graduate level courses. Graduate students must complete courses that are designated as 500 level or above.

Required program credits: Each program has a required number of credits needed for completion. Therefore if you are waived out of a course in a required category you may need to complete additional graduate credits in that category..

Do I need to take classes in any specific order?

Each program has core or foundations courses that should be taken early in your program. Please discuss your course sequence with your advisor. You will need to take any prerequisite and co-requisite courses as required. Please see Appendices A, B, C, D and E for a Suggested Sequence of Courses for: 1. Early Childhood (P-3) MAT, 2. Elementary (K-5) MAT, 3. Master of Arts in

Reading and Reading Specialist Programs, 4. Elementary (K-5) MAT and teacher of Students with Disabilities, and 5. Early Childhood (P-3) MAT and Teacher of Students with Disabilities.

ECEL students, please note: The course “Clinical Experience I: Inclusive Early Childhood and Elementary Settings” (ECEL 510) must be taken concurrently with your “Seminar I: Inclusive Early Childhood and Elementary Classrooms” course (ECEL 502) and a curriculum course (either ECEL 522 or 528), the semester prior to your student teaching. The courses, ECEL 511 and 504, must be taken at the same time.

Advising

Who is my advisor?

Your advisor will be a full-time faculty member in the ECELE department. After you receive your acceptance letter from the Graduate School, you may go to the WESS system and find out who your faculty advisor is under Student Records. PLEASE CHECK THIS. You can schedule an appointment with your advisor via email or phone. In addition to faculty advisors, the department has a general academic advisor, Mr. Eric Brooks, who holds walk-in advisement hours each week for undergraduate and graduate students. These hours vary from week to week. Please call the department (x 5407) for the weekly schedule of walk-in advisement hours.

What will my advisor do for me?

Your advisor is your guide for planning your course schedule each semester, arranging course substitutions, and helping you successfully complete your program. In addition, your advisor may serve as your mentor, assisting you with professional decisions and career goals. Please note that due to the large number of students who need advisement, you should schedule appointments with your advisor as far in advance as possible. It is important that you meet with or speak to your advisor at least once each semester.

Classes

How do I know which classes to take?

Your work program, which is available on the WESS system once you have been admitted to the program, lists all the coursework requirements for your degree. Your graduate advisor can help you determine which courses you should register for each semester.

When are classes offered?

Classes are offered year-round, during fall, spring, and summer semesters. Most graduate classes are scheduled in the late afternoon and evening for the convenience of students who work during the day. Evening classes are generally held from 5:30 – 8 pm and 8:15 – 10:45 pm.

How long are classes?

This varies. Three credit graduate classes generally meet once a week for two and one half hours. However, you may have a class that meets for an hour and fifteen minutes twice a week for a semester, or you may have a pre-session summer class that meets for two and one half hours every day for three weeks. Seminar courses are one credit and meet for one and half hours over

10 – 12 weeks of the semester. The best way to determine the length of your courses is to review the listings in the course catalog or online (<http://www.montclair.edu/Registrar/schedulebook/>).

Also keep in mind that many of your courses will require ‘field based assignments’. These may range from visiting classrooms, interviewing a parent, or completing an assessment with a child. The course syllabus will explain the nature of the assignment and the requirements.

Registration

Where do I obtain information on course offerings and schedules?

The best place to find the most up-to-date information and schedules for classes is online through the MSU web enrollment services (WESS). WESS can be accessed at: <http://www.montclair.edu/wess/>.

The Schedule of Courses Book is published online each semester in PDF* format and contains academic regulations, calendar of dates/deadlines, registration procedures, billing and tuition facts, visiting student information, and more. As of Spring 2007, the Schedule of Courses Book will be published exclusively online and will include course sections being offered at the time of publication. Updates to and details of courses being offered are available online by selecting Course Sections on the WESS home page.

*If you do not have Acrobat Reader installed on your computer, you can download a free copy from the Acrobat Web site (<http://www.adobe.com/>)

Your login will be your social security number, and your initial six-digit PIN number is your birthday (for example, if the date of birth which is on file is July 12, 1975, the assigned PIN would be 071275). *[Please note: for students who have created a PIN prior to July 2003, the PIN is simply the original four-digit PIN followed by two zeroes.]*

When can I register for classes?

You may check your registration date and status online via the WESS system. This date can vary according to your classification status and the number of credits you have already earned, so your registration priority date may be different from other students. Registration Priorities will be published on WESS approximately two weeks prior to the beginning of registration. You should take careful notice of the specific dates of your registration window because initial registrations processed after your respective deadline will be assessed a late registration fee. **You can make “Drop or Add” changes to your registration up until a week after the first day of classes.**

How do I register?

You can register via the computer (WESS). The system is available only at specific times during the day. You can check availability at: <http://www.montclair.edu/wess/>.

You will find that registration via the WESS online system is easy. To register, log on to the site at: <http://www.montclair.edu/wess/>, click on enter student services, and enter your login and password. Once you are logged on, click the link on the middle of the page under the title “Registration” that says “Drop and Add Classes.” The system will then ask you to choose a

semester to register for. After entering the semester, you will be shown a screen that allows you to enter call numbers for your desired courses. Once you have registered, you can check your schedule or look up information and call numbers for other courses by logging into the WESS system. The WESS system is quite comprehensive and you will find that it is worth your while to explore all the options WESS offers.

Can I take classes if I have not been accepted into the program yet?

You can take up to six credit hours of classes before you are a matriculated student in the Graduate School under Pre-Admit Status. To obtain pre-admit status go to the Graduate Office website and complete a Pre-Admit Status form.

Can I take 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*, 400 level 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;
- 400 level courses may continue to be used to fulfill prerequisite requirements that a student must take to meet content requirements for a graduate program.

How many courses can I take during a semester?

The Graduate School considers 9-12 credit hours per semester as a full-time credit load. You can take up to fifteen credits a semester (which is not recommended), but you must obtain permission from your graduate advisor as well as the Graduate School to carry more than twelve credit hours. Graduate courses require significant time for research, reading, and writing. Although nine credit hours may not seem like a lot, you should plan to spend 2 to 3 times (5 – 8 hours) as much time out of class working on assignments as you do in class.

Please note: Graduate Assistants are considered full time with a minimum six-credit load. Graduate Assistants may not carry more than twelve credits during any given semester.

Can I transfer any credits from another school?

You may transfer up to six semester hours of graduate credit that you earned from another accredited college or university. You must first obtain approval from your advisor and the Graduate School *at the time of admission*. These credits must not have been previously applied to any degree, nor can they be more than ten years old.

Note: Transfer courses will not be accepted if they have grades below a B, or if they are below graduate level at the original institution. The grades from these transfer credits will not be included in the MSU cumulative grade point average.

How long do I have to complete all my coursework?

Requirements for a master's degree program must be fulfilled within six years from the date of matriculation unless you are given an approved extension. All requirements for post-baccalaureate/post-master's degree certification programs must be completed within five years of the date of matriculation. Students enrolled in graduate certificate programs must complete all

requirements within three years. Written requests for extensions may be submitted to the Graduate School for review and evaluation. The Dean of the College of Education and Human Services will be consulted in reaching a decision. Please review the Graduate Catalog for all policies and regulations.

Physiology and Hygiene Requirement

What is the Physiology and Hygiene Requirement?

In addition to the university requirements, the state has a physiology and hygiene requirement which a candidate must complete in order to be recommended to the state for certification upon completion of a certification program. A list of courses satisfying this requirement for undergraduates is provided in The Teacher Education Handbook, though students can also opt to take a free physiology and hygiene test at a county office of education. If you choose to take the test, we recommend that you do so no later than 1 year prior to completion of your certification program to allow time for the state to process your test. Transfer students are encouraged to talk to an advisor in the University's Academic Advising Center to determine if a transfer course meets this requirement.

Speech Challenge

What is a Speech Challenge?

The University requires that all students have experience with public speaking. If you have not taken a Speech class as an undergraduate, you may either take the Fundamentals of Speech class as a graduate student, or you may fulfill the speech requirement by passing a Speech Challenge.

How do I take the Speech Challenge?

First, call the Coordinator of the Speech Challenge Exam at (973) 655-7471 to determine if you are eligible to take the exam. Next, go to the Bursar's Office and pay your \$100 fee for the exam. When this is paid, contact the Coordinator to schedule a date and time for the exam and to get your assignments for the exam.

The exam itself involves a variety of speaking and listening tasks:

1. A 7-10 minute prepared speech on an assigned topic delivered extemporaneously from an outline.
2. An impromptu speech.
3. A selection to read aloud.
4. A set of questions that must be answered based on a short listening tape.

If the examiners judge that you have met the department's criteria for speech and listening skills, you will be waived from the Fundamentals class. You will not receive three credits for the waiver.

Praxis Exam

What is the Praxis Exam?

The New Jersey Department of Education requires all teacher candidates to obtain a passing score on a Praxis Exam. The Elementary Education Content Knowledge Praxis Exam is taken by those pursuing P-3 and K-5 including students pursuing dual certification. MSU requires students to complete the Praxis at the time of application, and to obtain a passing score *before* enrolling in the Professional (Student Teaching) Semester. The Praxis II Reading Exam is taken by Literacy students once they have completed their program.

Please note: Although New Jersey has not yet identified a Praxis Exam specific to the P-3 Certification, the federal No Child Left Behind Act requires that all teachers pass a state exam. We urge P-3 candidates to take the Elementary Ed Praxis Exam until the state identifies an early childhood Praxis.

How can I prepare for the exam?

The Teacher Education Advocacy Center (TEAC) periodically offers review classes for the Praxis. For more information, please call that office at (973) 655-7799. You can also find information on the TEAC website available at:

<http://cehs.montclair.edu/academic/cop/teac.shtml#praxisreview>.

Are there any good preparation books available?

ETS offers *A Guide to the Elementary Education: Content Knowledge Test* to assist students in their test preparation. You can order this book by calling 1-800-537-3161, Monday through Friday from 8:00 am to 7:00 pm (EST). The book is \$25, and you can pay using a major credit card. You can also order online by visiting: <http://www.ets.org/praxis/prxorder.html>.

When the above link loads into your web browser, scroll down to the list of test preparation materials. Then scroll down to “A Guide to Elementary Education: Content Knowledge Study Guide (0014)” and click on the link. Click the “Buy it Now” link on the next page and follow the instructions to complete your order.

Where can I find more information?

The Educational Testing Service (ETS) hosts a website with information about the Praxis at: <http://www.ets.org/praxis/index.html>.

Elementary teacher candidates (K-5) are required to pass the **Praxis II Elementary Education: Content Knowledge** exam and submit their scores *prior to entering student teaching*. In order to complete the program, students *must* submit a passing score. Bring a copy of your scores, received from ETS to the Teacher Education Admissions office in Room 1160, University Hall. Literacy program students take the **Praxis II Reading Exam** upon completion of the program and are then eligible for the instructional certificate in Reading Teacher.

What is considered a passing score?

A score of **141** is the minimum passing score in the state of New Jersey for the Praxis II Elementary Education Exam: Content Knowledge.

A score of 560 is the minimum passing score in the state of New Jersey for the Praxis II Reading Exam.

Tuition, Fees, & Insurance

What is the current graduate student tuition rate?

The tuition per semester hour of credit varies according to your residency status.

As of 2006, the per-credit rate for NJ residents is **\$477.20**.

The rate for non-residents of NJ is **\$736.61**.

Please note: Tuition rates may change at any time. For more information, contact the Bursar's Office at (973) 655-4105.

In order to qualify for the in-state tuition rate, the student must have resided within New Jersey for a continuous period of twelve months prior to first enrolling at MSU. If you do not meet these criteria, you may still be eligible for the lower rate if you can provide documentation that your residency is not for the sole reason of attending MSU. You can obtain more information from the Bursar's Office in College Hall, Room 218C.

Am I required to have health insurance in order to attend MSU?

Yes. All full-time graduate students are required to have health insurance. You can either pay a fee of \$120 (which is included in your Fall semester bill or, if you are entering during the Spring semester, the fee is \$72) or you can submit a health insurance waiver form. The waiver form is available for students who are currently insured under their parents, spouse, or themselves, and it must be submitted by the due date of your semester bill. The waiver form is found at:

<http://www.montclair.edu/pages/bursar/HealthWaiverForm.html>.

You can mail the form to:

Student Accounts Office
CO 218
Montclair State University
Montclair, NJ 07043

Do I need to have my immunization records sent to MSU?

Yes. You are required to provide evidence of immunization against measles, mumps, and rubella. You must submit a form with this information, which can be found at:

<http://www5.montclair.edu/wellness/wellness/html/Immunization.html>.

During your fieldwork semester, the school district you are placed at will require documentation of a Mantoux tuberculosis test within the last six months. Students may either go to their own doctor or the MSU Health Center. The fee at the Health Center is currently \$7.00 for this test.

What other fees am I required to pay?

Other fees (PER CREDIT HOUR) include:

1. Student Services: \$42.05
2. Facilities: \$55.10
3. Computer Technology Fee: \$8.50

Please note: All ECE and EL initial certification students: You will also be required to pay a clinical experiences/student teaching fee of \$150 at the beginning of the Clinical I semester, and \$450 at the beginning of your Clinical II (student teaching) Experience. These fees are used as honoraria to your cooperating teacher.

Financial Aid

What type of financial aid is available to graduate students?

Various sources of financial aid are available, including graduate assistantships, loans, work-study jobs, and a variety of awards and scholarships. You can find out more about financial aid from the Graduate Catalog, or from the Graduate School website:

<http://www.montclair.edu/graduate/prospective/finanaid.shtml>.

How can I obtain MSU awards and scholarships?

All first-time graduate *degree* students are eligible for the Saul and Adelaide Goldfarb Scholarship. The application for this scholarship is due by May 1 before the student enters his or her first fall semester. Information can be found at:

<http://www.chss.montclair.edu/leclair/scholop.htm>.

The Graduate School website lists scholarships available for students. Information can be found by visiting: <http://www.montclair.edu/graduate/prospective/scholarships.shtml>. The Center of Pedagogy Fieldwork Office can also provide you with a list of available scholarships. The COP is located in University Hall, Room 1180.

In addition, the College of Education and Human Services and the ECELE department offer some awards to degree students. Check the Center of Pedagogy Website for student awards?????

Resources at MSU

What resources are available to graduate students at MSU?

Montclair State University offers a wide variety of resources, programs, and centers that can assist graduate students with their studies:

The New Academic Building

The ECELE Department and the College of Education and Human Services are housed in the New Academic Building, University Hall. The ECELE Department is located on the 3rd floor. The department has three lab classrooms; 3032, 3034, 3036.

Center of Pedagogy: Teacher Education Handbook

This handbook provides useful information on the Teacher Education Program and is a 'must have' for every student in the Teacher Education Program. Copies can be obtained online on Blackboard by visiting:

<http://montclair.blackboard.com/bbcswebdav/orgs/COP/General%20Information/TE.Handbook.0607.doc>. Copies are also available for purchase in the Bookstore for \$8.00. All students

in initial certification programs must be well acquainted with the Teacher Education Handbook.

COP Blackboard Site

This website provides useful information to students who are currently doing their fieldwork/clinical experiences. The site has news and information on the programs as well as other valuable information, such as job searches. The address for the site is:
<http://montclair.blackboard.com/webapps/portal/frameset.jsp>.

COP Student Teacher Blasts

These email blasts are sent to students who are in the clinical experiences/student teaching portion of the program. The emails are sent bi-weekly and contain news, events and information relevant to the program. It is important that you regularly check and maintain your MSU email account.

ADP Center for Teacher Preparation and Learning Technologies

Beginning January 2006, the (Curriculum Resource Center) CRC's new name is the ADP Center for Teacher Preparation and Learning Technologies and it is located in the New Academic Building, University Hall, on the first floor. Any student in the Early Childhood and Elementary Education department should visit the ADP Center often. This is a spectacular resource and technology center designed for those who are studying how to teach. You can find a variety of books, lesson plans, classroom activities, visual arts portfolios, computer programs, and instructional videotapes in the ADP Center, as well as a wealth of modern computer technology. The ADP Center also offers a "classroom of the future" which can be used for videoconferencing and presentations. The hours change each semester, so please call ahead at (973) 655-5220 or visit:
<http://www.montclair.edu/Pages/CRC/>.

Graduate Workshops

The Graduate School has created a series of workshops that are offered throughout the school year to assist students with various aspects of their graduate career. For a detailed schedule of these seminars visit: <http://www.montclair.edu/graduate/current/workshops.shtml>.

Spring Conference

Each spring the department and the MSUNER sponsor a conference for Montclair State University students, classroom teachers and parents. Held in April, the conference focuses on important issues in education and provides opportunity for professional development.

Department Events

During the semester, the ECELE Department holds Graduate Forums on important issues in education as well as community events such as a faculty-student tea held last semester. Look for the Children's Literacy Initiative, which is held each semester as well as professional development opportunities. Additionally, there are occasional special events such as a visiting speaker. In Spring 2007, Dr. Maxine Greene from Columbia University came to MSU to speak with students and faculty.

Teacher Education Advocacy Center (TEAC)

The Teacher Education Advocacy Center exists to enhance the quality of the Teacher Education Program at Montclair State University, particularly by encouraging and supporting the recruitment and preparation of students from minority groups (e.g. linguistic; cultural; racial and/or ethnic) into teaching. Founded in 1998, TEAC promotes the development and implementation of culturally responsive educational programs, and academic assistance activities for pre-collegiate, undergraduate, and graduate students. For more information, please feel free to visit the TEAC in Center of Pedagogy in University Hall, or you can call (973) 655-4262. Their website is: <http://cehs.montclair.edu/academic/cop/teac.shtml>.

The Writing Center

The MSU Writing Center offers all MSU writers free one-on-one tutoring or feedback seminars. You may schedule a weekly appointment or simply stop by for a drop-in appointment at Dickson Hall Room 285. You can also call (973) 655-7442 or (973) 655-7502 to make an appointment or receive more information. Visit the Writing Center website at: <http://www.montclair.edu/facultyhandbook/writingcenter.html>.

Assistance with writing is also available through the Teacher Education Advocacy Center. Discuss the possibility of a writing coach with your faculty advisor.

MSU Children's Center

Completed in the summer of 2005, the Montclair State University 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 annually and the programs of the Children's Center are designed for both disabled and non-disabled children. 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 preschool instruction to youngsters, the Children's Center also serves as a learning laboratory and research facility for early childhood educators. Some ECELE courses are held at the Children's Center.

Sprague Library

How do I get materials from the library?

Your ID card is your library card, and you can use it to check materials out from Sprague Library for up to 28 days (unless you are a graduate assistant, in which case you can keep the book for up to a semester).

What are library hours?

The FALL 2007 hours for Sprague Library are as follows: Monday-Thursday 8 am-12 am; Friday 8 am-8 pm; Saturday 9 am-5 pm; Sunday 12 pm-9 pm. Summer 2007 hours are: Monday-Thursday 8am-9pm, Friday Closed, Saturday 9am-5pm, Sunday Closed. Hours change each semester and during holidays, so you will want to call (973) 655-4298 or check the website at: <http://library.montclair.edu/Dean/Hours.html>.

Are there any online resources from Sprague?

You can access several online databases, even if you are off campus. Some of the

databases include full-text articles and abstracts, which can be found at:
<http://library.montclair.edu/>.

If you need assistance, do not hesitate to talk to a librarian or call the reference desk at (973) 655-4291 or (973) 655-4297. Information regarding accessing databases remotely can be found at: http://library.montclair.edu/remote_access.html. The library also offers orientation workshops and specialized sessions regarding how to use the library's many resources.

Online MSU resources

Can I get an MSU email account?

Yes, all MSU students are required to establish an email account through the university. University offices will address messages to this account. If you use a different email account, be sure to direct your mail.montclair.edu emails to that account. To sign up, simply follow the easy instructions at: <http://oit.montclair.edu/resources/studentemail.html>.

You will be able to access your account using any Internet browser from any location. Detailed directions for using this system can be found at:
<http://oit.montclair.edu/resources/studentemail.html>.

Once I have my MSU account, can I sign up for any listservs?

MSU offers listservs for several different divisions of the university. Graduate students are advised to sign up for the Graduate School listserv. You can sign up via this site: <http://grad-lists.montclair.edu/cgi-bin/lyris.pl?site=grad>.

What other websites are available for graduate students?

The Graduate School has designed a comprehensive website to help all graduate students at the university. You can find forms, frequently asked questions, contacts, and other important information at: <https://montclair.blackboard.com/webapps/portal/frameset.jsp>. Blackboard serves as a gateway to communities students belong to such as the Graduate School and the Center of Pedagogy. Blackboard is also utilized by many faculty to extend and enhance the classroom experience. Professors may post digital copies of syllabi and other important documents, open discussion forums for course related topics, share jigsaw presentations, etc.

ECELE Web Site

The department website is located at <http://cehs.montclair.edu/academic/ecele/index.shtml>. In addition to academic programs, the department website includes Special Projects and Initiatives, Professional Links, Frequently Asked Questions, and the Comprehensive Exam Booklet.

Are there scholarships available for teacher education students?

Several awards ranging from \$100 to \$1,000 are available to students in the Teacher Education Program, based on the criteria of financial need or outstanding performance in the Program. Contact the Center of Pedagogy office early in the Spring semester to learn about the awards and obtain an application.

Student Life

Where do I get a university ID card?

On the first floor of the Student Center, past the computer lab, towards the back of the building, you will find the ID office. If you are a registered student, all you need to do is fill out a form and have your picture taken. Make sure you also bring two forms of personal identification, one with a photo (i.e. a driver's license) as well as a copy of your official semester schedule from MSU. You will receive your card immediately. The office is open during the regular academic year Monday, Tuesday, Wednesday and Friday from 8:30 am – 4:30 pm and Thursdays from 8:30 am – 7:00 pm, while classes are in session. During summer session, the ID office hours are Monday-Thursday 8:00am-5:15 pm. For more information, call (973) 655-4147.

Can I get a replacement card?

Yes, but you will be charged a \$10 fee.

Where can I park on campus?

There are several lots available on campus for student parking. In order to obtain a parking hang tag, apply online at: http://www.montclair.edu/parking/parking_info.htm.

Once your application is received you will be issued a decal. The cost of the tag is \$100.00 (plus tax) per vehicle. Hybrid vehicles are eligible for a 50% discount. A parking permit may also be obtained for students taking classes over the summer only. The cost of this permit is \$38 per vehicle. Students may park in lots: 18, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30 and 31. The lot locations can be found on the campus map, which is available at the Graduate School Office. For more information, please call (973) 655-5223.

Please note: If you attend a Graduate Student Orientation, you will have an opportunity to obtain both your ID card and your parking decal at that time.

What should I do if I don't want to walk from the lots to campus?

A shuttle bus service is available to all MSU students throughout the school year for transportation throughout the campus and the parking lots. During the fall and spring semesters, the shuttles run 24 hours a day, seven days a week. During the summer, the shuttles run from 7:00 am through 11:00 pm. Schedules Are available at <http://cehs.montclair.edu/academic/ecele/index.shtml>.

Where can I eat on campus?

MSU students have several dining options throughout the year. For a buffet-style, all-you-can-eat meal, visit the dining halls in Blanton or Freeman (both are dorm buildings). The Student Center has a large cafeteria on the main floor and a smaller café on the bottom floor, called the Rathskeller. A small convenience store is also located on the bottom floor of the Student Center, near the bookstore. In front of the Library is Café Diem, offering specialty sandwiches, Starbucks™ coffee, and baked goods. On the bottom floor of College Hall, you will find another small take-out café that offers soups, sandwiches, bagels and drinks. Another smaller eatery is the Red Hawk Express, which is actually a grill inside of a truck, usually parked outside of Dickson Hall. Finally, if you are in the mood for a sit-down meal, visit the Red Hawk Diner, behind the Student Center. Hours and locations of each dining area can be found online at: <http://www.montclair.edu/diningservices/locations.html>.

Expectations of Graduate Students

Professional Conduct

All students, faculty, and staff at MSU are expected to act professionally, ethically and respectfully toward members of the MSU community. If you have an issue or concern, please feel free to bring it to the attention of the chair of the department or the Dean of the College of Education and Human Services.

Academic Honesty

MSU does not tolerate any form of academic dishonesty, and it is therefore important that all graduate students fully understand what does and does not constitute plagiarism and/or other forms of unethical academic practice. The following policies regarding this issue can be found in the general MSU Student Handbook:

Tests and Examinations: No student may intentionally or knowingly give or receive aid on any test or examination, or on any academic exercise that requires independent work, or use prohibited materials of any sort.

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. The following guidelines for written work will assist students in avoiding plagiarism:

- (a) General indebtedness for background information and data must be acknowledged by inclusion of a bibliography of all works consulted.
- (b) Specific indebtedness for a particular idea, or for a quotation of four or more words from another text, must be acknowledged by an appropriate citation to the actual source, in APA format. Quotations of four words or more from a text must also be indicated by the use of quotation marks.
- (c) Student work shall be considered plagiarism if it duplicates in whole or in part, **without citation**, the work of another person to an extent that is greater than is commonly accepted. The degree to which imitation without citation is permissible varies from discipline to discipline. Students must consult their instructors before copying another person's work.

If a faculty member suspects academic dishonesty, the following sequence of events will take place:

1. The faculty member who suspects or finds evidence of dishonesty will first meet with the student(s) involved to discuss the concern.
2. The faculty member will then contact the chairperson of the appropriate department to explain and discuss the situation.

3. The chairperson of the department then contacts the Dean of Students Office to conduct a check on any instances of prior academic dishonesty on the part of the student(s) involved. If a prior record exists, the Dean of Students will take over the case.
4. If this is the first offence and the student seems to have made a mistake without intent, the faculty member has the option to either: give the work under question a failing grade, allow the student to complete the assignment honestly and receive either a full grade or the grade averaged with a zero.
5. If this is the first offence and the student(s) can be clearly shown to have cheated, the faculty member has the option to either: assign an “F” for the course, pending the results of any appeals, or to refer the case for adjudication through the Dean of Students Department.

For this and all further related information, please refer to the following website:
<http://www.montclair.edu/pages/deanstudents/regulations1.html>.

PLEASE NOTE: Any information found on a website or any other online resource must be clearly documented, even when no author is cited. Citation guides for online sources are available for both APA and MLA formats (see “APA/MLA Format” section below).

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 course 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. If this seems unfamiliar to you, don’t panic! There are lots of resources available to you, which include:

Sprague Library: The librarians at Sprague can help direct you to resources for writing in several different formats, and you can even send questions online from the following site:
<http://library.montclair.edu/reference/AskLibrarian.html>.

Writing Center: The Writing Center at MSU offers free tutoring and consultation services for all university students. You can call 973-655-7442 to make an appointment, or just drop by in Room 285 of Dickson Hall. For more information, visit their website at:
http://english.montclair.edu/Programs2/FirstYear/Writing_center.htm.

Graduate Workshop: The Graduate School offers a series of workshops throughout the year for all 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, and you can also check periodically for schedules at:
http://montclair.blackboard.com/webapps/portal/frameset.jsp?tab_id= 110 1.

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.

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://apastyle.apa.org/>

General Responsibilities

Graduate students at MSU are expected to take responsibility for their own course of study. This means that you must meet with advisors, register for courses, maintain deadlines, apply for any applicable certifications or final audits, take any required national or state-level exams (such as the Praxis) and read all informational documents pertaining to your program. While this may sound overwhelming, you are not on your own. Your advisor can offer a great deal of support, as can your colleagues in your classes.

Grades

MSU has adopted the following grading system for graduate courses (note there is no “D” grade):

A = 4.0	C+ = 2.3	IN Incomplete
A- = 3.7	C = 2.0	WD Withdrew
B+ = 3.3	C- = 1.7	WP Withdraw Pass
B = 3.0	F = 0.0	WF Withdraw Fail
B- = 2.7		NC No Credit
		AU Audit
		RF Repeated “F” Course

The Graduate School website (<http://www.montclair.edu/graduate/>) also notes the following:

The mark “F” signifies: (1) academic failure; (2) failure of the student to submit written notice of withdrawal; or (3) unofficial withdrawal after the mid-point in the semester. The mark “WD” is given to those who submit in writing their intention of withdrawing from a course before the midpoint of a semester.

Please note: any student must first petition the Graduate School in order to retake a course that has received an “F.”

Incomplete Grade

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. 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; February 15 for a Fall course, June 30 for a Spring course, and October 15 for a Summer course. **If work is not completed and a final grade posted within that time, the grade will revert to an F.**

Questions or Concerns about a Professor or course content

Students who have concerns about a course should meet first with their department advisor. If a solution is not found, students should meet with the Department Chair. The department is committed to addressing student concerns in a timely manner.

Withdrawal from classes

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.

Request for Course Withdrawal Exception

Withdrawal from classes after the ninth week through the last day of classes, AND 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.

Please note:

1. To receive a master's degree, a graduate student must attain a 3.00 overall grade point average as well as a 3.00 in the program of study. A graduate student may not present more than two grades of C (which includes C-, C, and C+) towards his or her degree at final audit.
2. When the GPA of a graduate student in a *degree* program falls below 3.00, the student will be placed on academic probation.
3. When the GPA of a *non-degree* graduate student (i.e. enrolled in a post-baccalaureate program) falls below a 2.50, the student will be placed on academic probation.

Some Very Important Information

READ THIS VERY CAREFULLY!!

About the Early Childhood and Elementary Certification Programs and the Dual-Certification (K-5/TSD and P-3/TSD) Programs

Please note: Unless otherwise noted, all information pertains to both Masters degree (MAT) and post-baccalaureate students.

1. Be sure you pick up a copy of the *Teacher Education Handbook* from the Bookstore. The bookstore is located in the Student Center. The Handbook can also be downloaded from <http://montclair.blackboard.com/bbcswebdav/orgs/COP/General%20Information/TE.Handbook.0607.doc>. This handbook is a goldmine of information, so be sure you spend some time reading through the whole document. The most updated versions are available on Blackboard at the Center of Pedagogy.
2. You will also want to obtain a copy of the Graduate Catalog and the University Student Handbook. The MSU Handbook contains descriptions of all university policies including grade grievances, student conduct, etc. It can be found at

<http://www.montclair.edu/studenthandbook/>. The catalog can also be downloaded from <http://www.montclair.edu/catalog/graduatecat.html>.

3. It is important to contact/meet with your advisor *before* registering for classes. Your advisor will help you make sure you are on track with your coursework.
4. Take the Praxis exam as soon as possible and make sure your scores are sent to both MSU and the state. You must submit your Praxis scores with your application for admission to all certification process. You can find more information in the Teacher Education Admissions Office, which is located in University Hall, Room 1160. All elementary teacher candidates, including initial certification students, are required to take this exam. Early Childhood students are strongly advised to take the Praxis – Elementary Education: Content Knowledge.
5. The Center of Pedagogy requires all students to apply for a substitute teaching license. Due to the increasingly important need for security in our schools and nationwide, school districts have begun to require that all individuals that spend time in their schools undergo a criminal history check, and part of the licensing process includes undergoing a criminal history check. Please note: you do not need to apply for your substitute teaching license through the district where you will be placed for fieldwork/student teaching; you can go through your local board of education and then have the license approved in the district you are placed in. The substitute teacher licensing process usually takes about 3-4 months but may take longer.
6. An Application for Clinical Experience I must be obtained from the Office of Teacher Education Admissions in University Hall, Room 1160 (Clinical Experience I is part of your coursework and requires you to observe and work in a school the semester prior to your student teaching). Applications are also available on Blackboard at the Center of Pedagogy. Be sure to turn in this application to the Center of Pedagogy in Room 1180 of University Hall as early as possible. Well before the deadline is best. Deadlines are October 1 for spring placements and March 1st for fall placements.
7. When you are about to complete your program requirements, you must file an Application for Final Audit in the Office of the Registrar (or you can download the application at <http://www.montclair.edu/registrar/forms/finalaudit.PDF> and then return it to the Office of the Registrar). You must file by June 1st for the following January graduation, October 1st for the following May graduation, and March 1st for the following August graduation.
8. After being audited, make sure you apply for your teacher certification *in person* at the Office of the Registrar. You will also need to pay a fee of \$75-\$170 (this is subject to change by the New Jersey State Department of Education). You can apply during the following periods: October 15th through November 15th for January graduation, March 15th through April 15th for May graduation, and July 1st through August 1st for August graduation. These forms are mailed from the Registrar's office approximately six weeks before the deadline.

9. All M.A.T. students are required to complete a Comprehensive Exam. The department strongly recommends that you complete this exam during your Clinical I semester. The Comprehensive Exam booklet is on the ECELE department website. Students should fill out the application and the information sheet and return them to the ECELE department secretary by the deadline – October 1 for the fall exam and February 1st for the spring exam. The exam is given on a Saturday morning in November and March. Students will be told the exam date when they submit the application.. This is a three hour exam, and students choose three questions among six possible questions. Students may choose to use a computer or hand-write the exam. Accommodations will be made for any student with special needs.

About the Early Childhood Special Education Masters Programs

1. You will want to obtain a copy of the Graduate Catalog and the Student Handbook, which you can find on the second floor of College Hall near the Registrar's Office. The catalog can also be downloaded from <http://www.montclair.edu/catalog/graduatecat.html>.
2. It is important to contact/meet with your advisor *before* registering for classes. Your advisor will help you make sure you are on track with your coursework.
3. Field Experience: Students who enroll for ECSE 510 must meet all prerequisites and must secure approval of the advisor.
4. When you are about to complete your program requirements, you must file an Application for Final Audit in the Office of the Registrar (or you can download the application at <http://www.montclair.edu/registrar/forms/finalaudit.PDF> and then return it to the Office of the Registrar). You must file by June 1st for the following January graduation, October 1st for the following May graduation, and March 1st for the following August graduation.

About the Literacy Education Programs

1. You will want to obtain a copy of the Graduate Catalog and the Student Handbook, which you can find on the second floor of College Hall near the Registrar's Office. The catalog can also be downloaded from <http://www.montclair.edu/catalog/graduatecat.html>.
2. It is important to contact/meet with your advisor *before* registering for classes. Your advisor will help you make sure you are on track with your coursework.
3. Students will participate in a supervised clinical experience within the framework of required courses and in addition to course work. Arrangements will be made to provide this experience in the Montclair State University Reading Center.

4. A reading portfolio containing representative work and personal contributions in reading will be compiled by the student. This portfolio will be used to assess students' development as they progress through the program.
5. When you are about to complete your program requirements, you must file an Application for Final Audit in the Office of the Registrar (or you can download the application at <http://www.montclair.edu/registrar/forms/finalaudit.PDF> and then return it to the Office of the Registrar). You must file by June 1st for the following January graduation, October 1 for the following May graduation, and March 1st for the following August graduation.

Advice and Ideas

As fellow graduate students, we know that graduate school can seem a bit intimidating at times. During our time at MSU, however, we have learned that graduate school can be fun and exciting, rather than overwhelming. Here are a few pointers and ideas that we have compiled:

1. **Stay organized!** Invest in a good filing system in order to keep track of the many documents that will be generated during your graduate career. Make sure you have files for your work program, various applications, course documents, letters of recommendation, and other miscellaneous papers. Also, a quality day planner is an essential tool for staying on top of deadlines, appointments, and coursework.
2. **Build a peer network.** Ask any seasoned graduate student and he or she will tell you that having friends that are in your program is extremely helpful. They will be in several of your classes and can help when it comes time to study. They also know what you are going through, which is good when you need to talk to someone.
3. **Pursue opportunities.** As a graduate student, you will encounter many new topics, ideas, and people through your coursework and your interactions with colleagues and professors. If you find a topic that seems particularly intriguing, pursue it as far as you can! What starts as a vague interest in an idea may lead to a career specialization, a published article, or some other unforeseen opportunity.
4. **Take advantage of what the department, college, and university can offer you.** Attend workshops (i.e. resume or portfolio builder workshop), attend job fairs, visit the COP and ECELE bulletin boards for up-to-date information, stay in constant communication with your advisor, and check your school email regularly because you will receive important information there.
5. **Maintain confidence.** You are smart, you are professional, and you have a plan of action (you must, if you are a graduate student!). If you maintain a high level of confidence in your own abilities and intelligence, you will find that your professors and colleagues will believe in your skills as well.
6. **Be assertive.** In order to have a highly successful graduate career, you will need to be your own best advocate. This sounds like a cliché, but it is extremely important in a fast-paced and competitive school environment. Don't be afraid to meet with professors, make follow-up phone calls to ensure that paperwork has been received, or to schedule appointments for advisement. Also, the more interaction you can do in person (rather than through emails or phone calls) the better.
7. **Be techno-savvy.** Computers are a must in graduate school. You will need to be very familiar with word processing programs, spreadsheets, paint programs, web browsers, and email. You may also want to know how to use digital cameras, scanners, web cams, printers, camcorders, and other technology. If this sounds overwhelming, don't panic! There are lots of resources available to you, including classes offered by the MSU

Information Technology department. Visit the training and events website at: <http://oit.montclair.edu>. Your friends, colleagues, and professors will also be invaluable resources for technology information.

8. ***Enjoy a hobby.*** Every student needs some down time, even (or especially!) when busy with school and work. Make sure you make time for a hobby, whether it is biking, reading, skydiving, crocheting, sculpting, or some other activity. You will have more energy and motivation for schoolwork if you also schedule time for fun.
9. ***Become a better writer.*** Writing is an essential tool that should be continuously developed, regardless of your current skill level. I would encourage all students to visit the Writing Center on campus, submit manuscripts to professors early for feedback, and form writing and proofreading groups among peers. You will be writing a great deal throughout your coursework – consider each assignment an opportunity to refine your skills!

Good luck and enjoy your graduate experience!

-Patricia Watson, Graduate Student for the Early Childhood, Elementary and Literacy Education Department at Montclair State University

– Maria Silva, Graduate Assistant for the Early Childhood, Elementary and Literacy Education Department at Montclair State University

– Anne Snyder, Graduate Assistant for the Early Childhood, Elementary and Literacy Education Department at Montclair State University

– Eric Stockholm, Graduate Assistant for the Early Childhood, Elementary and Literacy Education Department at Montclair State University

*Learning is not attained by chance, it must be sought for with ardor and diligence.
-Abigail Adams*

Disclaimer

Please note: The information in this guide is subject to change without notice. While every effort will be made to keep this guide up-to-date, please refer to the Montclair State University Graduate Catalog and the Graduate School website for the most current information available.

Appendix A

Master of Arts in Teaching: Early Childhood Education (Preschool – Grade 3) SUGGESTED SEQUENCE OF COURSES FOR FULL TIME STUDENT*

FIRST SEMESTER

_____	Child Development I graduate level (<i>pre-requisite Course</i>)	3 sh
_____	ECEL 501 Perspectives on EC and Elem. Education in a Diverse Society (10 hrs field experience)	3 sh
_____	ECEL 518 Families, Communities, Schools: Diversity, Culture Democracy	
	OR	
_____	ECSE 508 Assisting Families with Ch with Disabilities	3 sh

SECOND SEMESTER *APPLY TO COP TO COMPLETE FALL CLINICAL I ***

_____	Child Development II Graduate level (<i>pre-requisite Course</i>)	3 sh
_____	READ 500 The Nature of Reading	3 sh
_____	ECEL 516 Social Studies and the Arts: Understanding Democracy in El Classrm	3 sh
_____	ELRS 503 Methods or Research	3 sh

Summer Term

_____	ECSE 519 Language Dev of Preschool Ch w/Disabilities	OR
_____	READ 524 Teaching Multi Ethnic Literature	3 sh
_____	ECEL 517 Integrating Science and Technology in EC and EL Classrooms.	3 sh

THIRD SEMESTER *SUBMIT APPLICATION TO DEPT TO COMPLETE COMP EXAM****

_____	MATH 577 Math Ed in Elementary Schools	3 sh
_____	ECEL 528 Early Childhood Development and Learning	3 sh
_____	ECEL 510 Clinical Experience I: Inclusive EC and EL Settings	2 sh
_____	ECEL 502 Seminar I: Inclusive EC and EL Classrooms	1 sh

FOURTH SEMESTER

_____	ECEL 511 Clinical Experience II: Inclusive EC and EL Settings	5 sh
	OR	
_____	CURR 514/515 In-service Supervised Graduate Student Teaching I/II (Replaces Clinical Experience II for those in full time teaching positions: Policy change F 06)	4/4 sh
_____	ECEL 504 Seminar II: Inclusive EC and EL Classrooms	1 sh

*Full time student who enters in the fall semester and has NOT completed two semesters of child development.

Students are required to apply to the COP for Clinical I placement **the semester BEFORE placement begins.

***Students are required to apply to the department by the identified deadline the semester they plan to take the comprehensive exam. It is recommended that students complete the exam **BEFORE** the student teaching semester.

THIS IS A SUGGESTED SEQUENCE ONLY. THERE ARE MANY WAYS TO CONFIGURE THE SEQUENCE OF COURSES – CHECK COURSE PREREQUISITIES AND COREQUISITES CAREFULLY.

*During the student teaching semester, students should limit academic work to **ECEL 511 and 504.** Each student is responsible for discussing her/his course schedule **with her/his assigned advisor each semester.***

Appendix B

Master of Arts in Teaching: Elementary Education (K-5) SUGGESTED SEQUENCE OF COURSES FOR FULL TIME STUDENT*

FIRST SEMESTER

_____	Child Development I graduate level (<i>Pre-Req. Course</i>)	3 sh
_____	ECEL 501 Perspectives on EC and Elem. Education in a Diverse Society (10 hrs field experience)	3 sh
_____	ECEL 518 Families, Communities, Schools: Diversity, Culture Democracy	
	OR	
_____	ECSE 508 Assisting Families with Ch with Disabilities	3 sh

SECOND SEMESTER *APPLY TO COP TO COMPLETE FALL CLINICAL I ***

_____	Child Development II Graduate level (<i>Pre-Req. Course</i>)	3 sh
_____	READ 500 The Nature of Reading	3 sh
_____	ECEL 516 Social Studies and the Arts: Understanding Democracy in El CL	3 sh
_____	ELRS 503 Methods or Research	3 sh

Summer Term

_____	READ 503 Literature for Adolescents OR	
_____	READ 524 Teaching Multi Ethnic Literature	3 sh
_____	ECEL 517 Integrating Science and Technology in EC and EL Classrooms.	3 sh

THIRD SEMESTER *SUBMIT APPLICATION TO DEPT TO COMPLETE COMP EXAM****

_____	MATH 577 Math Ed in Elementary Schools	3 sh
_____	ECEL 522 Curriculum Development and Assessment in Diverse El Classrooms	3 sh
_____	ECEL 510 Clinical Experience I: Inclusive EC and EL Settings	2 sh
_____	ECEL 502 Seminar I: Inclusive EC and EL Classrooms	1 sh

FOURTH SEMESTER

_____	ECEL 511 Clinical Experience II: Inclusive EC and EL Settings	5 sh
	OR	
_____	CURR 514/515 In-service Supervised Graduate Student Teaching I/II (Replaces Clinical Experience II for those in full time teaching positions: Policy to change F 06)	4/4 sh
_____	ECEL 504 Seminar II: Inclusive EC and EL Classrooms	1 sh

*Full time student who enters in the fall semester and has NOT completed two semesters of child development.

Students are required to apply to the COP Center of Pedagogy, University Hall, Room 1180) for Clinical I placement **the semester BEFORE placement begins.

***Students are required to apply to the department by the identified deadline the semester they plan to take the comprehensive exam. It is recommended that students complete the exam **BEFORE** the student teaching semester.

THIS IS A SUGGESTED SEQUENCE ONLY. THERE ARE MANY WAYS TO CONFIGURE THE SEQUENCE OF COURSES – CHECK COURSE PREREQUISITIES AND COREQUISITES CAREFULLY.

*During the student teaching semester (Clinical II), students should limit academic work to **ECEL 511 and 504.** Each student is responsible for discussing her/his course schedule **with his/her assigned advisor each semester.***

Appendix C

Master of Arts in Reading Recommended Program of Study

Core course

READ 500: Nature of Reading (elementary and middle school focus)

(pre-requisite to READ 502, READ 511, READ 513/514, READ 505; Multiple sections offered Fall, Spring, and Summer)

Recommended order for required courses (as of 2005-6 academic year)

READ 508: Critical thinking and literacy (Multiple sections offered Fall, Spring, and Summer)

READ 501: Techniques of Reading Improvement in Secondary Schools (Multiple sections offered Fall and Spring)

READ 503: Literature for Adolescents (Offered Fall and Spring)

READ 502: Administration and Supervision of Reading Programs (Offered Fall only)

READ 511: Case Studies of Reading Difficulties

(Pre-requisite to READ 513/514; Offered in Spring only)

ELRS 503: Research methods

(pre-requisite to READ 505; Multiple sections offered Fall, Spring, and Summer)

READ 513 and READ 514: Supervised Clinical Practicum I & II

Both courses need to be taken concurrently and entails working on campus with school students from the local community.

(Pre-requisite is READ 511; Courses are offered in Fall and Summer)

READ 505: Seminar in Reading

This is the culminating course in the program and entails completing a small research project as part of the graduation requirements for the degree.

(Prerequisites are ELRS 503 and READ 513/514; Offered in the Fall only)

Elective courses

These can be taken at any time, but we recommend leaving elective courses till later in the program in order to maximize progression rate through the required courses.

We recommend students choose 1 elective from the following options:

READ 510: Field Experience in Reading

READ 600: Workshop in Contemporary Issues in Reading

READ 504: Literacy Needs of Adult Learners

READ 524: Teaching Multi Ethnic Literature (subject to change)

Appendix D
MASTER OF ARTS IN TEACHING (MAT)
Elementary Education K- 5 and Teacher of Students with Disability
Recommended Course of Study

Required Courses (27 sh)

ECEL 501 Perspectives on EC and Elem. Education in a Diverse Society (10 hrs field experience), 3
ECSE 508 Partnerships with Families: EC Special Education, 3
READ 500 The Nature of Reading (required for EC and EL), 3
SPED 566 Language-Based Learning Strategies for Inclusive Settings, 3
ELRS 503 Methods of Research, 3
SPED 579 Special Education for Students with Disabilities, 3
SPED 584 Assessment and Evaluation in the Inclusive Classroom, 2
SPED 588 Promoting Prosocial Behaviors in Inclusive Settings, 2
SPED 567 Instructional Planning for Students with Disabilities in Inc Settings I, 3
SPED 585 Technology for Inclusive Classrooms, 2

Content/Methods (9 sh)

MATH 577 Math Ed in Elementary Schools, 3
ECEL 517 Integrating Science and Technology in EC and EL Classrooms, 3
ECEL 516 Social Studies & Arts: Understanding Dem in EL Classrooms, 3

Professional Sequence (12 sh)

ECEL 522 Curriculum Dev and Assessment in Diverse EL Classrooms, 3
ECEL 510 Clinical Experience I: Inclusive EC and EL Settings, 2
ECEL 511 Clinical Experience II: Inclusive EC and EL Settings, 5
OR
ECEL 514 Inservice Graduate Student Teaching, 5
(Replaces Clinical Experience II for those in full time teaching positions)
ECEL 502 Seminar I: Inclusive EC and EL Classrooms, 1
ECEL 504 Seminar II: Inclusive EC and El Classrooms, 1

TOTAL

48credits

Note: One semester of Child Development is prerequisite. Any student who does not have one semester of Child Development as an undergraduate must take the course on a graduate level. In addition, students are responsible for state certification requirements: Physiology and Hygiene course, Speech requirement, Praxis exam, etc

Appendix E

MASTER OF ARTS IN TEACHING (MAT) Early Childhood P-3 and Teacher of Students with Disabilities Recommended Course of Study

Required Courses (30 sh)

ECEL 501 Perspectives on EC and Elem. Education in a Diverse Society (10 hrs field experience), 3
ECSE 508 Partnerships with Families: EC Special Education, 3
READ 500 The Nature of Reading (required for EC and EL), 3
ECSE 519 Language and Early Literacy Development, 3
ELRS 503 Methods of Research, 3
ECSE 506 Observation Assess of Young Children with Spec. Needs, 3
ECSE 509 Programs and Practices for Young Children with Spec. Needs, 3
ECSE 523 Communication, Collaboration & Consultation in EC, 3
ECSE 505 Risk and Resilience in Early Development, 3
SPED 579 Special Education for Students with Disabilities, 3

Content/Method (6 sh)

ECEL 513 Math, Science and Technology for Young Children in Inclusive Settings, 3
ECEL 516 Social Studies & Arts: Understanding Dem in EL Classrooms, 3

Professional Sequence (12 sh)

ECEL 528 Early Childhood Curriculum in Inclusive Settings, 2
ECEL 510 Clinical Experience I: Inclusive EC and EL Settings, 2
ECEL 511 Clinical Experience II: Inclusive EC and EL Settings, 5
OR
ECEL 514 In-service Supervised Grad Student Teaching I/II, 5
(Replaces Clinical Experience for those in full time teaching positions)
ECEL 502 Seminar I: Inclusive EC and EL Classrooms, 1
ECEL 504 Seminar II: Inclusive EC and El Classrooms, 1

TOTAL: 48

Note: One semester of Child Development (focus on birth – 8 years) is prerequisite. Any student who does not have one semester of Child Development as an undergraduate is encouraged to take the course on a graduate level. In addition, students are responsible for all state certification requirements: e.g., Physiology and Hygiene courses, Speech requirement, Praxis exams etc. Successful completion of a comprehensive exam is required for the Master's degree.