Programs in Educational Leadership

Student Handbook
Educational Leadership

Department of Counseling and Educational Leadership
College of Education and Human Services
State University

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Introduction[1]

The Educational Leadership Program (ELAD) at Montclair State University (MSU) is part of the Department of Counseling and Educational Leadership (CEL) within the College of Education

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[1] The policies described here reflect those in the *Graduate Council Policy Manual for Masters and Post-BA Programs*, which can be found at http://www.montclair.edu/graduatecouncil/policies/Graduate-Policy-Manual.pdf as well as the *MSU Student Handbook* at http://www.montclair.edu/dean-of-students/handbook/. In the case of any discrepancies between this handbook and the *Graduate Council Policy Manual* or the *Student Handbook*, the *Graduate Council Policy Manual* or the *Student Handbook* is to be followed. The department also retains the right to make changes to the information in this handbook at any time.

and Human Services (CEHS). The Acting Dean of the College is Dr. Tamara Lucas, and the Chair of the Counseling and Educational Leadership Department is Dr. Kathy A. Gainor. The Department Administrator is Lucille Gesualdi; Program Administrator of the Educational Leadership Program is Eunice Grippaldi; and the Department Secretary is Mary Andreoli.

Currently, the Educational Leadership Program provides leadership programs for individuals to develop the knowledge competencies for positions as principals, supervisors, superintendents, and other leadership personnel.

The programs offered by ELAD are guided by and consistent with the goals of the College of Education and Human Services at MSU, the guiding principles of the MSU Network for Educational Renewal, and the standards of the Educational Leaders Consortium (ELCC), the Interstate School Leaders Licensure Consortium (ISLLC)[2], MSU standards for professionals and the New Jersey Professional Standards. Its content incorporates, where appropriate, knowledge of instruction, organizational development and change management, data analysis and the skills of collaborative and data driven decision-making.

Mission

The Educational Leadership program at Montclair State University is committed to preparing excellent and dedicated school leaders for the State of New Jersey. This practice-driven program will guide aspiring leaders to develop principles of moral leadership and cultivate a democratic vision for schools and learning. With both a strong theoretical foundation and a practical structure framed around the principles of adult learning theory the program will provide students an excellent academic background and professional preparation to become accomplished school leaders. The program integrates classroom-based studies with extensive and intensive fieldwork. It guides students to develop their own practical wisdom and to relate that wisdom to the scholarship of Educational Leadership

Programs for Aspiring Educational Leaders

The Department of Counseling and Educational Leadership at Montclair State University offers courses that lead to meeting the requirements for certification in various positions in Educational Leadership. Students should carefully consult the credentialing information for application and licensure requirements for administrators in the State of New Jersey. (See: http://www.state.nj.us/education/educators/license/)

Programs Leading to Certificate of Eligibility for Principal

M.A. in Educational Leadership

The M.A. in Educational Leadership is a 36 credit program and includes four introductory courses (12 credits); five intermediate courses (15 credits); and three advanced courses (9 credits), including a one semester field experience. Appendix 1A lists the required and elective courses.

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[2] For more information about the ISLLC Standards, go to
http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Our M.A. program is offered in three format options. The "Fast Track" option allows you to earn your MA in Educational Leadership in one year while working full-time. In this cohort-based program, students begin in May of one summer, and complete the program by the following summer. Courses in the Fast Track will be offered through a combination of online, face-to-face and hybrid models. Appendix 1B shows a sample schedule for the Fast Track cohorts

The M.A. program's second option is an all online degree. Students enroll in one course per session of 8 weeks, and 2 courses per semester. Students earn their degree in 2 years. The online program offers the same accredited curricula as both other options, and is taught by accomplished and credentialed faculty. Classes are delivered asynchronously online and blend both theory and practice. Appendix 2 shows the schedule for the All Online degree.

The M.A. is also offered in a third option format giving the student greater choice as to when they select their courses and the time it takes to complete the degree. Courses are offered in a variety of formats on either weekdays or weekend schedules. These classes are offered online, face-to-face or hybrid with the student working with an advisor to select courses within each semester. In addition, we have several cohorts of students who work off-campus at selected sites to complete the degree and certificate programs. For more information about the schedules, please contact Eunice Grippaldi at grippaldie@mail.montclair.edu.

Admission Requirements: Students interested in applying must have completed a minimum of three years teaching or educational service to be eligible for certifications (minimum four years for "Fast Track" option). If students do not have the years of experience they will get the degree only. For more information, visit http://www.state.nj.us/njded/educators/license/admincert.htm.

Internship Requirements

Students who are in the **Master of Arts in Educational Leadership Program** and the **Principal Certification Program** need to take one semester (3 credits) of *ELAD 615: Internship*. For this requirement, students work under an established administrator for 300 hours during the semester on standard-based tasks and projects approved through mutual agreement among the student, the administrator and the college supervisor. A final portfolio aligned with the ISLLC standards is required. This portfolio must demonstrate the work completed and reflections upon that work, along with other documentation, and will be submitted to the college supervisor, who will evaluate the total experience.

Each student seeking a permit to register for *ELAD 615: Internship* must meet the following requirements:
1. 27-30 credit hours earned in the program by the start of internship for students in the M.A. in Educational Leadership program, or 24 credit hours earned in the program by the start of internship for students in the Principal Certification program.
2. Minimum Grade Point Average of 3.0

Before the semester of your internship, you should:
- Complete the registration for ELAD 615 in the semester prior to enrolling in the course (the registration form is distributed to the ELAD listserv each semester and is available on the ELAD Blackboard Community);
- Identify a practicing administrator who will serve as your administrative mentor; and

- Complete (with your mentor) the "On-Site Administrative Approval Form" (provided here in Appendix 3).
- Fast Track Students will have a separate orientation for the semester they choose to take their internship.

Portrait of a Principal

The ELAD "Portrait of a Principal," adapted from and modeled on Montclair State University's "Portrait of a Teacher" (see http://www.montclair.edu/cehs/academic/cop/teacher/portrait.shtml) seeks to capture the core goals of the programs we offer that prepare school leaders.

Specifically, graduates of the program will be able to:

1) Apply principles of adult learning to work closely with teachers, counselors and other school professionals to ensure ongoing development and growth in the areas of content knowledge, pedagogy, and assessment, and to nurture ongoing reflection and inquiry about practice.
2) Develop a school context where culturally responsive teaching and administering is the norm, all learners have opportunities to learn and grow, and where the backgrounds of students, families, teachers, staff, and community members are used to create rich instructional opportunities.
3) Foster a school vision focused on high expectations of learning for all students, and a clear understanding and greater attention to issues of diversity, class, gender, race, ethnicity, language, sexual orientation, age, and special needs.
4) Model the skills and abilities of an educated leader, including critical thinking and questioning; creative problem solving; clear, professional, and fluent communication; critical self-reflection, critical analysis and technological proficiency.
5) Act as a moral leader by guiding stakeholders (including students, teachers, staff, parents, and community members) in ways that are moral, fair, and ethical and making decisions consistent with a democratic vision.
6) Manage the school setting efficiently and effectively, using resources in ways that enable members of the school community to realize the school vision.
7) Systematically use data from a variety of sources to build a culture of inquiry that values the use of data for sound decision-making to drive school improvement.
8) Guide teachers and other staff members to meet the needs of all students through an ongoing system of supervision, evaluation, and professional development.
9) Relate to community members both in and out of the school system in positive, productive, inclusive ways.
10) Display dispositions and the ethical and enculturating responsibilities expected of professional educators. These include belief in the potential of schools to promote social justice; passion for public education; and commitment to ensuring equal learning opportunities for every school stakeholder. Personal traits of critical reflection; inquiry and thinking; life-long learning; and serving as agents of change and stewards of best practice within their districts.

Essential Questions

As students progress through the programs leading to the certificate of eligibility for principal, essential questions about leadership will guide them toward the articulated goals. Inquiry and

reflection about these questions will be integrated into coursework, and students will explicitly consider them in relation to each component of the program.

1) **What is the nature of power, authority, and leadership in education?**
   As school leaders, individuals must consider the ways in which power, authority, and leadership affect their professional lives, and clearly understand the distinction between the three concepts. All educators are influenced by decisions made by the government, local school boards, parents and community members, and even textbook publishers. School principals, in turn, must interpret the decisions that are made outside of the school, and enact them within the school. They also have the power to organize people and programs within the school in ways that deeply impact the school culture and stakeholders. Before assuming formal leadership roles, it is essential for leaders to decide how they will use the power that has been given to them, what principles will influence how they use it, and how power can (or should) be distributed among the stakeholders of the school

2) **What are the roles of school leaders?**
   Leaders in schools are responsible for managing resources, resolving conflict, establishing a positive climate, creating and nurturing a school vision, acting as instructional leaders, maintaining a positive presence in the community, facilitating learning, building the capacity for change, providing and structuring opportunities for learning, and building a community. It is necessary, but not sufficient, to understand how to perform each of these roles. In addition, prospective leaders must think about how to integrate and prioritize them according to personal and school visions, how the roles interact with one another, and that school cultures accommodate a number of leaders, both formal and informal. School leaders must be able to diagnose the needs of a school building, and help to choreograph and orchestrate a process to solve them. The various roles of a school leader live not only in the end result, but also in the processes which lead to those results.

3) **How do relationships impact the school setting?**
   The daily decisions of a school leader affect teachers, counselors, students, staff, community members, and parents. Interpersonal skills and understanding how to interact, communicate, and collaborate with each of these groups is essential, as is the process of facilitating change and resolving conflict. Prospective leaders must recognize the importance of relationship building in scenarios that range from hiring and supervising teachers, recommending and setting policy, and seeking approval for a budget. In each case, the relationships with stakeholders can determine the outcome, and a leader's approach to earning trust and respect may be the key determinant of success.

4) **What information matters?**
   The sources of information with which a school leader is presented vary greatly. Formal reports of local, state, and federal legislation, district policy, assessment data, and teacher qualifications compete with a myriad of informal sources, including parent requests, teacher concerns, and information about the broader community. School leaders must have clear and comprehensive plans to collect and analyze data from current scholarship and research in curriculum, instruction and learning with the educational leadership research which will give them the clearest picture. They must also understand how to

sort pertinent information from extraneous, as well as how to let data-based information lead to meaningful action.

Student Advisement

All graduate students in the Department will have their program of study developed with the Program Coordinator or their assigned advisor after they have been accepted. In a few cases, students may be granted Conditional Acceptance into the program due to minimal deficiencies in their application materials. All aspects of this acceptance must be met for Full Matriculation to be considered.

Your advisor will serve as a mentor throughout your graduate work at MSU. The advisor will help you with your program of study, discuss your development as a professional, and assist in any problems you may encounter. You advisor for the Fast Track Program is Dr. Joseph Oluwole oluwolej@mail.montclair.edu.

Program Policies and Information

Departmental/Program policies will be developed throughout your program of study. You should be constantly reviewing your MSU e-mail account to remain current with new policies. The diversity policy is of particular importance.

Diversity Policy

In keeping with the guiding principles of Montclair State University, the faculty of the Educational Leadership Program in the College of Education and Human Services is committed to the belief that it is everyone's responsibility to foster an atmosphere of respect, tolerance, understanding and good will among all members of our diverse student population. The Educational Leadership Program supports the mission of the University that seeks to create an inclusive community and to oppose any form of racism, ethnocentrism, religious intolerance, sexism, ageism, heterosexism, harassment, and discrimination against those with disabling conditions.

The faculty of the Educational Leadership Program at Montclair State University embraces diversity through learning and does not discriminate on the basis of race, color, gender, age, religion, sexual orientation, national origin, ancestry, marital status, and physical or mental disability. The Program actively seeks a diverse student population that is encouraged to share their experiences within the classroom and to learn from other differing world views. Students and faculty aspire to multicultural competency in beliefs, self-awareness, knowledge and skill. The Program will periodically review the student enrollment to determine underrepresented minority populations and actively recruit individuals from these communities. Students will also learn the role of the educational leader as an advocate for social justice that fosters empowerment for all within the greater national and global society.

Students with Disabilities. If you have a documented disability that requires an accommodation, please notify the course instructor within the first week of the semester

Writing and APA Style

The courses in all the ELAD programs require students to write at levels appropriate for graduate work. If students need help with their writing, as determined either by the student or a course instructor, they are encouraged to utilize a range of resources. Two such resources are the MSU Writing Center (more information is available in Appendix 5), and the website of the UW-Madison Writing Center's Writer's Handbook (available at http://writing.wisc.edu/Handbook/index.html).

Papers for courses in ELAD programs should follow the style manual of the American Psychological Association (commonly referred to as "APA Style"). Information about APA style can be found in a variety of sources. One helpful source is: http://owl.english.purdue.edu/owl/resource/560/01/.

For the most part, graduate-level papers must show evidence that the author has done some reading (sometimes extensively) on a particular topic. Hence, you must support your work with references from original sources. (Textbooks are typically <u>not</u> primary sources.)

Proper Citation and Plagiarism

Keep direct quotes to a minimum. As much as possible, paraphrase the author's main ideas by using your own words. CITE ONLY ORIGINAL SOURCES. If an author cites someone else's work or ideas, and you want to include those points in your paper, read the original work and then cite it accordingly. You may cite a secondary source when the original source is out of print.

Plagiarism is presenting someone else's words and/or ideas as if they are your own, whether these ideas are found in a printed text or online. Please review http://www.plagiarism.org/ for important guidelines and tips about how to avoid plagiarism. Keep in mind that failure to present and cite the ideas of others appropriately constitutes plagiarism (whether intentional or unintentional) and will negatively affect your grades and, potentially, your standing in the program. It could also result in disciplinary action. (See the "Academic Dishonesty" section of the Montclair State University Code of Conduct, available at http://www.montclair.edu/DeanStudents/studentconduct/codeofconduct.html.)

Graduate Student Policies

Course Numbering System

Courses numbered below 500 are not acceptable for graduate credit.

Courses numbered 500 to 699 are master's level courses and are open only to graduate students and last-term seniors with prior approval. Courses numbered 700-899 are doctoral-level courses and are open to doctoral students only.

Filing for Final Audit and Receiving Certification

It is the student's responsibility to complete the curriculum prescribed in the University catalog in effect, or as modified, when he/she matriculates. Students who will be completing their curriculum requirements for degrees, certification, or Post Master's certificates must file an *Application for Final Audit* in the Office of the Registrar. The current form can be found on: http://www.montclair.edu/registrar/forms/index.html. In order to be evaluated for completion of requirements and subsequently become eligible for degree conferment, or certifications certification, students must adhere to the following deadlines in filing an application:

 June 1 for the following January graduation
 October 1 for the following May graduation
 March 1 for the following August graduation

If you would like to check your progress in your program, you can log into *WESS* (see information below on Technology at MSU) and go to "degree audit."

When you file for "final audit" in a program leading to a certificate, the Registrar's Office will contact you about the process and fees for obtaining certification. Students seeking a Certificate of Eligibility for Principal must also take (and receive a "passing" grade according to New Jersey requirements) the *School Leaders Licensure Assessment (SLLA)* given by ETS. Information on the SLLA is available at http://www.ets.org/sls. Additional information is available at http://www.montclair.edu/registrar/graduation/.

Final Examinations

All final examinations must be given during the regularly scheduled examination periods. The days and times of final examinations for each class period can be found on the website of the Office of the Registrar (http://www.montclair.edu/registrar/). No final examination may be given during the last week of classes before the examination period. If no formal examination is scheduled, the class must meet for one hour during the scheduled final examination time for a class evaluation session. Thus, all classes are required to meet during the examination period.

Grade & Standards

The grading system for graduate students is as follows:

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

Effective fall semester 1989, the grade "D" has been eliminated as a possibility for all students in graduate courses. Graduate students must maintain a 3.0 grade point average (GPA) in his or her program of study. Any student is automatically considered to be on academic probation if his/her GPA falls below 3.0.

Grade Grievance Procedure

Please refer to http://www.montclair.edu/dean-of-students/handbook/university-policies/ -d.en.14540 for a complete description of formal grade grievance procedures.

Receiving a Grade of "C"

A degree student who receives three "C" level or lower grades (i.e., "C+", "C", "C-", or "F") will be dismissed from the program. The Office of Graduate Admissions and Support Services will notify the Graduate Program Coordinator or designee about students who have received a third "C" level or lower grade. The Graduate Program Coordinator will notify the Office of Graduate Admissions and Support Services to confirm the dismissal action. The dismissal notification to the student will be sent out by the Office of Graduate Admissions and Support Services.

Repeated Courses

Graduate students who receive a grade of "F" are not permitted to repeat the course. Exceptions to this policy may be made in special cases and extenuating circumstances. Students must submit a request to repeat such a course in writing to the Dean of The Office of Graduate Admissions & Support Services.

Restrictions for Graduate Credit

- No credit is granted toward the Master of Arts degree for certain 400 level courses, which are required for instructional certification.
- Courses taken ten or more years prior to the date of the student's matriculation will not be accepted for credit toward the Master's Degree, except upon recommendation by the major department and approval of the Office of Graduate Admissions & Support Services.
- No more than six (6) semester hours of credit may be allowed for courses completed at Montclair State or other colleges/universities prior to matriculation for the master's degree, except in specially designated programs.
- No graduate credit is allowed for courses taken at other colleges while the student is enrolled at Montclair State unless the student obtains prior approval from the appropriate academic GPC.
- Credit is not allowed for courses taken on an audit basis. It is the obligation of each student to ensure that no course taken for graduate credit duplicates a course previously taken by that student. Courses may not be taken more than once for credit regardless of any change in the course number or title.

Technology at Montclair State

Technology plays an important role in all programs at MSU. There are two websites frequently used within the Montclair State University student community, *WESS* and Canvas. Students should become familiar with both of these tools since they will be asked to use them often.

NetID and Webmail

At a very basic level, your MSU email address is a critical way in which you will receive information about the program, courses, field experience, etc. In order to use MSU email, you must establish a NetID and a password. Information about obtaining your NetID is available at https://netid.montclair.edu.   You can then access your email via "Webmail" on the "Quick Links" tab of the MSU homepage.

WESS

WESS is designed to provide students with a convenient method of registering, accessing their schedules, grades and financial accounts. To gain access to the system, students should use their current nine digit Student ID Number and six digit PIN. Students should visit WESS frequently to check registration status, course schedules, academic standing, and financial accounts.

To visit your WESS account and learn more about using the site, go to https://wfs.montclair.edu/ahomepg.htm

Canvas

Canvas is the Learning Management System (LMS) that allows students to manage their courses as well as interact with fellow classmates and instructors. It is most easily accessed through the "Quick Links" tab at the top to the MSU website (www.montclair.edu). Your NetID (see above)

is used to sign in . In the case of hybrid courses, Canvas may be used to supplement the days class does not meet. In the case of online courses, the entire course will be conducted through Canvas. Canvas has its own built in help support in the upper right hand corner of the first page.

Questions about technology can be directed to the Office of Information Technology Helpdesk at 973-655-7971 or by emailing helpdesk@mail.montclair.edu.

Appendix 1A: Sample Work Program for M.A. in Educational Leadership

Individual Program Plan: Master of Arts Degree in **Educational Leadership**

The following table shows the sequence and categories of required course work.

Sequence	Leadership Knowledge	Supervisory Processes	Curriculum Development	Core Academic Understanding
Introductory	ELAD 510	ELAD 540	ELAD 635	ELRS 504
Intermediate	ELAD 521 ELAD 622	ELAD 543		Electives (2)
Advanced	ELAD 690		ELAD 680	ELAD 615

All courses are required unless substitutions are approved by the advisor or specifically noted as "elective"

Leadership Knowledge   **Semester Taken**

ELAD 510 Effective Leadership in a Diverse Society (3 credits)   _____

ELAD 521 Education Law (3 credits)   _____

ELAD 622 School Finance (3 credits)   _____

ELAD 690 School and Community Relations (3 credits)   _____

Supervisory Processes

ELAD 540 Differentiated Supervision (3 credits)   _____

ELAD 543 Leadership and the Learning Organization (3 credits)   _____

Curriculum Development

ELAD 635 Curriculum, Instruction, and Assessment (3 credits)   _____

ELAD 680 Leading Curriculum Change for Student Achievement (3 credits)   _____

Research and Internship

EDFD 504 Action Research or ELAD619(3 credits)   _____

ELAD 615 Internship in School Leadership (3 credits, 300 hours Principal CE)   _____

ElectivesChoose two:

ELAD 527 School District, State, and Federal Planning/Policymaking
ELAD 545 Leadership Skills in Communication
EDFD 578 Testing and Evaluation
ELAD 610 Fieldwork in District Leadership (150 hours for Superintendent CE)
ELAD 611 Ethical Leadership and Decision Making
ELAD 612 Theories and Strategies in Educational Administration
ELAD 624 School Plant Maintenance and Operations
ELAD 629 Accounting, Auditing and Reporting School Systems
ELAD 643 Staff, Personnel Administration and Supervision
ELAD 644 Collective Bargaining, Impasse, Grievance and Resolution
SPED 579 Special Education for Students with Disabilities
ELAD 670 Selected Topics: Administration and Supervision (1-3credits)
COUN 559 Dynamics of Group Process

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                                                                                              Total credits: 36

Appendix 1B: Fast Track M.A. in Educational Leadership
Montclair State University Educational Leadership
Fast Track Option Program of Study 2012-13

Montclair State University Educational Leadership

Fast Track Option Program of Study 2015-16

Summer Session 2015	
ELAD 521 Online *(3 credits)* *Education Law* Meeting Dates: 5/13/2015 - 8/2/15 **Cohort A & Cohort B**	
ELAD 510 Hybrid *(3 credits)* *Effective Leadership in a Diverse Society* Semester Dates:5/19/13 - 6/25/13 Meeting Dates/Times: MT 5/11,12, 6/22,23 5-8:10PM **Cohort A** WR 5/13,14, 6/24,25 5-8:10PM **Cohort B**	**ELAD 643 Hybrid** *(3 credits)* *Staff, Personnel Administration and Supervision* Semester Dates: 7/9/13 - 7/27/13 Meeting Dates/Times: MW 7/13,15,20,22,27.29 1-5PM **Cohort A** TR 7/14,16,21,23,28,30 1-5PM **Cohort B**
Fall Session 2015	
ELAD 619*(3 credits)* Admin in Curriculum Research Hybrid Semester Dates: 9/8/15 - 12/18/15 (W) **Cohort A** T 5:30-8:15 **Cohort B** W 5:30-8:15	
ELAD 543 Online (3 *credits*) *Leadership and the Learning Organization* Semester Dates: 9/2/14 - 10/25/15 Meeting Dates: All Online **Cohort A & B**	**ELAD 635 Online** *(3 credits)* *Curriculum, Instruction and Assessment* Semester Dates: 10/26/14 - 12/20/15 Meeting Dates: All Online **Cohort A&B**
Spring Session 2016	

ELAD 680 Online *(3 credits)*

Leading Curriculum Change for Student Achievement

Semester Dates: 1/11/16 – 3/6/16

Meeting Dates: All Online

Cohort A & Cohort B

ELAD 540 Hybrid *(3 credits)*	**ELAD 622 Hybrid** *(3 credits)*
Differentiated Supervision	*School Finance*
Semester Dates: 1/20/15 - 5/6/15	Semester Dates: 1/21/15 - 4/28/15
Meeting Dates/Times: F/5:30-7:30 S/9-1PM	Meeting Dates/Times: F/5:30-7:30 S/9-1PM
Fri/Sat 1/22,23,2/5,6,26,27, **Cohort A**	Fri/Sat 3/18,19, 4/8,9,15,16 5/6,7, **Cohort A**
Fri/Sat 3/4,5, 18,19,4/15,16,29,30 **Cohort B**	Fri/Sat 1/15,16,29,30 2/12,13 **Cohort B**

Summer Session 2016

ELAD 615 Hybrid *(3 credits)*

Internship

Semester Dates: 5/19/16 - 8/7/16

ELAD 690 Hybrid *(3 credits)*	**Elective Course (ELAD 611)**
School and Community Relations	OR **Second Internship (ELAD 610)**
Meeting Dates/Times:	for Superintendent Certification
MT 5-8:10 5/16,17, 6/27,28 **Cohort A**	TBA
WR 5-8:10 5/18, 19, 6/29,30 **Cohort B**	

Appendix 2: Professional Resources

Association of Supervision and Curriculum Development (ASCD)

Founded in 1943, ASCD is an educational leadership organization dedicated to advancing best practices and policies for the success of each learner. Our 175,000 members in 119 countries are professional educators from all levels and subject areas—superintendents, supervisors, principals, teachers, professors of education, and school board members. ASCD is a nonprofit, nonpartisan membership association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

For more information, please visit: http://www.ascd.org/about_ascd.aspx

American Association of School Administrators (AASA)

The American Association of School Administrators, founded in 1865, is the professional organization for more than 13,000 educational leaders in the United States and throughout the world. AASA members range from chief executive officers, superintendents and senior level school administrators to cabinet members, professors and aspiring school system leaders.

AASA members are the chief education advocates for children. AASA members advance the goals of public education and champion children's causes in their districts and nationwide. As school system leaders, AASA members set the pace for academic achievement. They help shape policy, oversee its implementation and represent school districts to the public at large.

For more information, please visit: http://www.aasa.org/about/index.cfm

National Association of Elementary School Principals (NAESP)

The National Association of Elementary School Principals was founded in 1921 by a group of principals who sought to promote their profession and to provide a national forum for their ideas. They were a small group with a big vision—to help the nation's schools by "raising the standards of professional services they rendered." In just five years, the group grew to 3,000 members and today represents nearly 30,000 elementary and middle level principals. Today, NAESP is a vast network of principals and leaders, including: a visionary board of directors, dedicated staff, leaders in Pre-K-8 education, state affiliates, and committed supporters of education.

For more information, please visit: http://www.naesp.org/History.aspx

National Association of Secondary School Principles (NASSP)

Since 1916, the National Association of Secondary School Principals (NASSP) is the preeminent organization of and national voice for middle level and high school principals, assistant principals, and aspiring school leaders from across the United States and more than 45 countries

around the world. NASSP provides our members with the professional research-based and peer-tested resources, and practical tools and materials they need to serve as visionary school leaders. NASSP also promotes the intellectual growth, academic achievement, character and leadership development, and physical well-being of youth.

For more information, please visit: http://www.principals.org/s_nassp

New Jersey Principals and Supervisors Association (NJPSA)

NJPSA is a professional association dedicated to the improvement of the quality of teaching and learning in New Jersey. Since 1981, NJPSA has taken the lead in providing the highest quality professional development opportunities for its members. Representing nearly 7,000 principals, vice principals, supervisors, directors, assistant superintendents, superintendents and chief school administrators, NJPSA has redefined professionalism for both practicing and aspiring school leaders.

Education Resources Information Center (ERIC)

ERIC - the Education Resources Information Center - is an online digital library of education research and information. ERIC is sponsored by the Institute of Education Science (IES) of the U. S. Department of Education. ERIC provides ready access to education literature to support the use of educational research and information to improve practice in learning, teaching, educational decision-making, and research.

Computer Sciences Corporation (CSC) operates the ERIC Project under contract with the U.S. Department of Education. The ERIC contract supports development and management of the digital collection, ERIC *Thesaurus*, Web site, and associated technologies, as well as outreach to ERIC users. IES has authorized the work of two expert advisory panels to foster ERIC's ongoing development: the ERIC Steering Committee and Content Experts.

ERIC continues to explore new approaches to enhancing and expanding services to the user community. Through collaborative efforts and with feedback provided by the ERIC user community, the ERIC program continues to enhance online services, expand access to full-text materials, and increase the number of journal and non-journal sources indexed in the Collection.

For more information, please visit: http://www.eric.ed.gov/

Appendix 3: Campus Resources

Montclair State University offers an array of services to all students currently enrolled at the University. These services can be especially beneficial for those graduate students experiencing some academic difficulty. These services are free and they are not just for undergraduates!

Sprague Library

http://library.montclair.edu/

Sprague Library is a valuable resource to all students. Whether you are looking for a quiet place to study, need assistance with research, or internet access, the library is a great place to start. There is even a quiet reading room for graduate students.

- Online journals, databases, periodicals
- Print material (periodicals, books)
- Wireless internet connection, laptop lending and a computer lab
- Multimedia resources (microfilm, microfiche, CDs, videocassettes, audiocassettes, phonograph records slides and filmstrips)
- Student technology resource room
- Reference librarians specializing in specific academic disciplines, who can help with research and topic development

Specifically For Graduate Students

- Faculty/Graduate Reading Room
- Graduate Research Assistance Form

Center for Academic Development and Assessment

Location: Moorehead Hall, Room 139-145

Phone: 973-655-4476 or 973-655-4364

http://www.montclair.edu/pages/cada/

Often graduate students are faced with increased workloads, strict deadlines and extensive research papers and exams. The Center for Academic Development and Assessment (CADA) offers workshops, tutoring and other resources that will help you to manage your graduate studies more effectively. Many of their services offered are listed below:

- Tutoring and testing services
- Test taking strategies and ways to cope with test anxiety
- Study skills and time management
- Assistance with writing skills and reading comprehension for research papers
- Note taking and active reading

The Center for Writing Excellence

Location: Sprague Library

Phone: 973-655-7442

http://www.montclair.edu/cwe/

The Center for Writing Excellence is available to all university students, faculty, staff, and alumni who are committed to developing and improving as writers. Sessions with experienced writing consultants are designed to provide help on every aspect of the writing process, with the goal of enabling writers to achieve long-term improvement, confidence, and independence. Conferences are generally a maximum of 25 minutes, and are available on a first-come, first-served basis. There is no charge for these services.

Services for Students with Disabilities

Location: Moorehead Hall, Room 305

Phone: 973-655-5431

The office of Services for Students with Disabilities provides support services to students with physical, psychological, sensory, chronic medical or learning disabilities. If you believe that you may need assistance with one of the above related areas, please contact Services for Students with Disabilities. Some of the services offered (depending on the student's need) are listed below:

- Academic accommodations
- Equipment loans and adaptive technology
- specialized academic advising and counseling services
- Priority registration
- Parking and housing accommodations

The Center for Career Services and Cooperative Education

Location: Morehead Hall, Room 337

Phone: 973-655-5194

The Center for Career Services and Cooperative Education provides students with the opportunity to advance their career development. Through one-on-one counseling, interest testing, online tools, workshops, internships, job fairs, and experiential course work through co-operative education, the Center helps students apply classroom learning to the workplace, prepare for their future and continue steps in their professional development.

Counseling and Psychological Services (CAPS)

Location: Gilbreth House

Phone: 973-655-5211

Counseling and Psychological Services offers individual/group, educational and consultative services to the students enrolled at the university. CAPS offers short term counseling services to

all students. Some of the issues addressed by counselors relate to stress, difficulty with academic performance, anxiety, depression, social or relationship problems, etc. If you are having difficulty at the graduate level and believe that these services may be of some assistance to you, CAPS can be reached confidentially at the contact information above.

* Remember to also contact your Graduate Program Coordinator or Faculty Advisor. They can be extremely helpful and offer valuable information.

** These are just a few services offered to graduate students at Montclair State University. We understand the importance of a graduate education and the amount of dedication and hard work that it takes to succeed. Remember, it is essential that you maintain at least a 3.0 GPA with no more than two C´s in your coursework. If you are having academic difficulty please refer to the services listed above. Your graduate education is important to us. Feel free to contact us at The Graduate Admissions & Support Services 973-655-5147 if you have any questions or concerns.

Student Services of Interest

1. Books and Materials: University Bookstore; located on lower level of the Student Center, 973-655-5460.

2. University Police: Montclair State University Police; dispatcher at 973-655-5222.

3. Alcohol and Drug Issues: Alcohol and Drug Program; located in Gilbreth Hall (behind Freeman Hall, south end of campus), 973-655-5211.

Additional Sites of Interest

1. *MSU Graduate Catalog*: http://www.montclair.edu/catalog/

2. Office of Graduate Admissions and Support Service: http://www.montclair.edu/graduate

3. MSU: : http://www.montclair.edu

4. College of Education and Human Services: http://cehs.montclair.edu

5. Counseling & Educational Leadership: http://www.montclair.edu/cehs/academics/departments/cel/