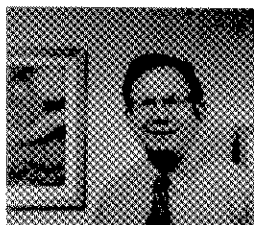


Department Mission

Our mission is to create a dynamic partnership of faculty, students, administrators and local communities working collaboratively to prepare outstanding educators to work with a diverse population of students in today's schools.

Our goal is for all within this partnership to demonstrate the highest levels of ethical standards, current theoretical understandings, and application of best practices, structured within the guidelines of state administrative code.



Dr. Peter Griswold - Department Chair

"Please join us for an exciting innovative learning experience as we prepare tomorrow's educators today."

1600 Valley Road — Wayne, NJ

Office: V3010

Phone: 973-720-2118

ADDITIONAL INFORMATION

For additional information about the special education program, please visit the College of Education's webpage: <http://www.wpunj.edu/coe>. Click on departments > Special Education & Counseling.

Please direct questions to the Director of this program:

Dr. Christopher Mulrine (mulrinec@wpunj.edu) or 973-720-3123

WILLIAM PATERSON UNIVERSITY

Since its founding in 1855, William Paterson University has grown to become a comprehensive regional institution committed to academic excellence and student success. Accredited by the Middle States Association of Schools and Colleges, William Paterson offers 32 undergraduate and 19 graduate degree programs as well as professional development programs through its five colleges: Arts & Communication, Christos M. Cotsakos College of Business, Education, Humanities and Social Sciences, and Science and Health.

Nearly 10,500 full- and part-time students from a diversity of backgrounds are enrolled at the University. Occupying a 370-acre, wooded campus, the University is located in the hills of suburban Wayne, New Jersey, within an hour of the ocean, the mountains, the Meadowlands, and New York City.

William Paterson offers a wide variety of student activities, modern on-campus housing, and the most up-to-date educational facilities. Financial aid is available including a limited number of graduate assistantships to qualified students.

You are invited to visit our campus. Please check the university's webpage for announcements of upcoming Open Houses scheduled. Students interested in graduate programs should telephone the Office of Graduate Admissions & Enrollment Services at 973-720.3641

NCATE



MASTER'S OF EDUCATION IN SPECIAL EDUCATION WITH A CONCENTRATION IN ADVANCED STUDIES PROGRAM



WILLIAM PATERSON UNIVERSITY

Department of Special Education and Counseling

*A accredited by the National Council of Accreditation
of Teacher Education [NCATE]*

MASTER'S OF EDUCATION IN SPECIAL EDUCATION
WITH A CONCENTRATION IN ADVANCED STUDIES
PROGRAM

The Advanced Studies concentration is a 36 credit hour concentration that focuses on enhancing the pedagogical skills of special education teachers currently working with students with disabilities. The concentration will offer courses through online formats, extended weekend classes and specialized summer course schedules. It is specifically designed for special education teachers who have their Teacher of Students with Disabilities or Teacher of the Handicapped certificates. Its focus is on improving pedagogical skills needed to work with special learning needs students in both included and resources room settings. This concentration will also help to prepare special education teachers to serve as teacher leaders and consultants within their respective school systems.

***Program Specific Admission Requirements:**

- Standard Teacher of Student with Disabilities or Teacher of the Handicapped Certificate.
- Cumulative undergraduate GPA of 2.75 (4.0 scale)
- Two letters of reference from professional sources
- A total score of 850 on GRE (450 minimum score on verbal) or a minimum of 388 on the Millers Analogies Test

**subject to change, please consult department webpage & contact current program director/ advisor, Dr. Christopher Mulrine at 973-720-3123 and mulrine@upnj.edu*

COURSE OFFERINGS:

SPED 636: Family and School Collaboration Practices (online) This online course examines the collaboration skills necessary to function as team members and to ensure the success of students with disabilities in inclusive school settings. (3 credits)
SPED 619: Curriculum and Content Instruction In Special Education (online) This course is designed to provide individuals with the instructional knowledge, curricular understanding and technological skills that they will need to teach students with disabilities in included classroom settings. (3 credits)
SPED 637: Transition Programs and Practices for Adolescents with Diverse Learning and Behavioral Needs (hybrid) This course examines the characteristics of adolescents and young adults with mild/moderate disabilities in the context of normative expectations for adult performance in today's society. (3 credits)
SPED 646: Advanced Math Strategies This course focuses on the pedagogical principles and classroom practices essential for successful teaching of mathematics. (3 credits)
SPED 659: Language and Literacy Strategies (hybrid) This course prepares participants to use advanced strategies and accommodations to teach reading and language arts to struggling readers. (3 credits)
SPED 623: Learning Environments and Social Interactions (online) This course explores the facilitation of social-emotional growth through the replacement of disruptive act with constructive behaviors that meet the P-12 students' needs, and are maintained and generalized across different educational settings. (3 credits)
SPED 566: Assistive Technology Online This Is an advanced course in the implementation of universal design and assistive technology in the inclusion classroom. (3 Credits)
SPED 628: Special Education Law This course will provide instruction in the legal issues involved in the education of students with disabilities. The class will examine the history of special education law, current New Jersey and federal legislation, and pertinent case law. (3 credits)
SPED 629: Current Issues in Special Education This course provides: current perspective on issues and controversies special educators confront, with emphasis on relationships between regular and special education programs and teachers. (3 credits)
SPED 632: Research in Special Education 1 This course focuses on the planning and preparation needed to conduct empirical research. Topics include ethical issues in research, stylistic requirements for manuscript preparation, and methods of comprehensive literature search. (3 credits)
SPED 633: Research in Special Education 2 This course focuses on candidates' conduct of empirical research based on the first three chapters of their thesis, and preparation of the 'results' and 'conclusions' chapters. (3 Credits)
SPED Directed Elective (3 credits)

Reclaiming Educational Foundations of Rigorous Math and Science (REFORMS II) Grant

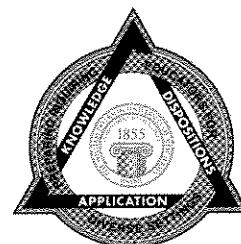
William Paterson University

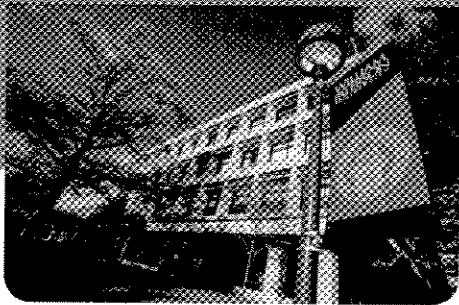
The Reclaiming Educational Foundations of Rigorous Math and Science II (REFORMS II) Grant is a United States Department of Education Math and Science Partnership (MSP) Grant funded by Title II, Part B of the No Child Left Behind Act and administered by the New Jersey Department of Education. It is a \$1.75 million award to be used over three years in partnership with William Paterson University College of Science and Health, William Paterson University College of Education, Clifton Public Schools, Lodi Public Schools, Paterson Public Schools, Diocese of Paterson Schools, and Dr. FH LaGarde Academy.

The intent of the REFORMS II Grant is to increase academic achievement of students in mathematics and science in high need school districts through enhancing teacher pedagogical content knowledge (PCK) in those subjects. Each year, 70 teachers in partner school districts will form mathematics and science vertical teams comprised of elementary, middle, and high school teachers. Those vertical teams will work with WPU Department of Mathematics, WPU Department of Science and College of Education faculty in professional learning communities and participate in professional development activities for a total of 120 hours. Professional development activities include a two week on-campus summer institute and an online professional learning community for the duration of the school year, as well as access to a Professor in Residence in partner schools to support the ongoing implementation of initiatives learned during professional development activities. Participants will use the Curriculum Topic Study (www.curriculumtopicstudy.org) model of professional/curriculum development, which incorporates a research-based understanding of student learning to bridge the gap between what students already know and the knowledge of core concepts in state and national curricular standards. The teams will also vertically and coherently integrate the Common Core Standards for mathematics and New Jersey Core Curriculum Content Standards (NJCCCS) for science into lesson plans based on rigorous content and research-based inquiry teaching methods.

For additional information about the REFORMS II MSP Grant, please contact David Ferrier at 973-720-6214 or ferrierd@wpunj.edu.

COLLEGE OF SCIENCE AND HEALTH





William Paterson University

William Paterson University is a comprehensive public University with approximately 11,000 students enrolled in undergraduate and graduate degree programs offered by five academic colleges: College of the Arts and Communication, Cotsakos College of Business, College of Education, College of Humanities and Social Sciences, and College of Science and Health.

Founded in 1855 as an institution dedicated to the professional preparation of teachers, the University moved to its current 370-acre hilltop campus in suburban Wayne in 1951. The institution now provides courses of study in 250 academic programs, including a number of programs leading to endorsement for teacher certification and other professional licensing qualifications.

The University offers a wide range of learning opportunities in its classrooms, laboratories, and studios, and throughout the campus, as well as at various off-campus locations. William Paterson's faculty members provide a valuable blend of accomplished scholarship and practical, applied experience. Among the University's faculty are 36 Fulbright scholars and recipients of numerous other awards, grants, and fellowships. Students benefit from individualized attention from faculty mentors, small class sizes, and numerous research, internship, and clinical experiences.

William Paterson offers a wide variety of student activities, modern on-campus housing, and the most up-to-date educational facilities. Financial aid—including a limited number of graduate assistantships—is available to qualified students.

At William Paterson University, we'll help you turn what's possible into what's next.

For more information, call the Office of Graduate Admissions and Enrollment Services at 973.720.3641, visit www.wpunj.edu or email graduate@wpunj.edu.



WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY • WWW.WPUNJ.EDU

GRADUATE STUDIES WILLIAM PATERSON UNIVERSITY

Master of Education

COUNSELING

College of Education

Master of Education in Professional Counseling

The purpose of the master of education degree (M.Ed.) in professional counseling at William Paterson University is to prepare educators and mental health and counseling professionals knowledgeable in issues of multiculturalism and life span development. The program further seeks to enhance development of self-awareness so that students become effective supervisors in a diverse and technologically changing world.

William Paterson's M.Ed. in professional counseling in the Department of Special Education and Counseling prepares students to enter the counseling profession through rigorous training in two key areas: school counseling and mental health counseling.

The professional counseling degree program at the University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the national accreditation for counseling programs.

Graduates of the M.Ed. in professional counseling who successfully complete all education requirements and pass the National Certification Exam (NCE) become National Certified Counselors (NCC). With the addition of 12 credit hours (offered by the department) and 4,500 hours of field experience over three years, graduates are eligible for the New Jersey Licensed Professional Counselor (LPC) credential.



For additional information about the Professional Counseling program, please contact:

Paula Danziger, Ph.D., Director
Professional Counseling Program
pdanziger@wpunj.edu • 973.720.3085

or visit our website at:



Program Objectives

The curriculum of the M.Ed. program is designed to meet a number of academic and professional goals, including:

- To teach counselors to have a broad understanding of multicultural issues and to be competent to meet the needs of culturally diverse clients.
- To prepare counselors to provide competent and effective direct services to clients across the life span in schools and community settings.
- To train counselors to be competent and effective consultants in school, community, and business settings.
- To train counselors to demonstrate sound ethical decision-making in their counseling practices.
- To prepare counselors to utilize and participate in current research in the counseling field.

The school counseling concentration at William Paterson University is a 45-credit-hour program leading to a master of education degree in professional counseling with a concentration in school counseling. Graduates of the program are eligible to obtain school counselor certification in New Jersey.

The mental health counseling concentration at William Paterson University is a 60-credit concentration directly leading to eligibility as a Licensed Associate Counselor (LAC), the first step towards obtaining the Licensed Professional Counselor (LPC) credential in the state of New Jersey.

Note: a passing score on the National Certification Exam (NCE) is required in order to apply for the LAC or LPC.

These requirements are subject to change.

1. The student must complete 45 credits (school counseling) or 60 credits (mental health counseling).
2. Satisfactory completion of a comprehensive examination, which carries no course credit, is required of all students.

Please be advised that the curriculum is subject to modification.

Required Courses	45 Credits
CSP 601 Counseling Skills and Techniques	3
CSP 603 Multicultural Counseling	3
CSP 604 Assessment and Appraisal in Counseling	3
CSP 605 Ethical and Legal Issues in Counseling	3
CSP 606 Individual Counseling Theories and Practices	3
CSP 608 Career Development Across the Lifespan	3
CSP 609 Human Growth and Development Across the Lifespan	3
CSP 610 Group Counseling: Theories and Practices	3
CSP 614 Community Resource Agencies and Social Welfare Policy	3
CSP 616 Research in Counseling	3
CSP 620 Foundations of School Counseling	3
CSP 621 Case Studies in Counseling	3
CSP 625 Counseling Children and Their Families: Applications for Schools and Community	3
CSP 628 Crisis Intervention and Management	3
CSP 651 Substance Abuse Counseling	2
CSP 656 Practicum in Counseling	3
CSP 687 Internship in Counseling	3

(in addition to 45 core credits - see above)

CSP 654 Clinical Supervision in Counseling	2
CSP 693 Psychopharmacology for Counselors	1
CSP 695 Counseling Gay, Lesbian, Bisexual and Transgendered Clients	3
Elective	3

Mathilda Catarina, Ph.D., Fordham University, LPC

Paula Danzinger, Ph.D., Cleveland State University, LPC, CCMHC, Director, Professional Counseling Program

Karen Decker, M.Ed., William Paterson University, LPC

Henry Henik, Ed.D., Columbia University, Certified School Counselor, Coordinator, School Counseling concentration

Tim S. VanderCast, Ph.D., University of North Carolina, LPC, Coordinator, Mental Health concentration

The College of Education is accredited by



WILLIAM PATERSON UNIVERSITY

Master of Arts in Teaching (M.A.T.)

College of Education

Department of Elementary and Early Childhood Education

Department of Secondary and Middle School Education

Department of Special Education and Counseling

The M.A.T. graduate program enables college graduates holding a baccalaureate degree in either a liberal arts or science discipline to obtain various teacher certifications (phase one) in as few as three semesters, and, then, earn a master's degree, as well (phase two). This contemporary teacher-training program encompasses the major elements of effective instruction, including a repertoire of cogent teaching models; successful classroom management practices; various strategies for providing differentiated learning experiences to accommodate student diversity, curriculum design and implementation, and research methodologies; field experiences; and a student teaching internship.



Master's degree courses begin after student teaching and include advanced content area and pedagogical study, plus research opportunities. For students' convenience, courses are held mostly during weekday evenings or on Saturdays in the fall, spring, and summer.

The Program

The M.A.T. program enables college graduates who already hold a baccalaureate degree in an acceptable major to obtain teaching certification and a M.A.T. degree in a two-phase program. The program requires the completion of 45-61 credits depending on the certification sought.

Certification is available in:

- * elementary education (K-5)
- * K-5, with a 5-8 endorsement in a subject field specialization (English, math, science, social studies, world languages) (K-5/5-8)
- * dual certification—K-5, K-5/5-8—together with a teacher of students with disabilities endorsement, or,
- * K-12 subject field specialization (art, biology, English, French, math, music, physics, social studies, or Spanish).

During phase one, students complete program-specific coursework, including a part-time practicum field experience and a full-time student teaching internship. The traditional internship requires a full semester of supervised work in a public school. Students holding a teaching contract in an acceptable private school may complete the student teaching internship through the supervision of the college for two semesters. Upon completion of the student teaching internship, the student is eligible for teacher certification and may seek employment as a teacher in New Jersey.

During phase two, the student begins the final 15 credits of advanced study for the M.A.T. degree. The completion of an empirical/action research thesis in the field of specialization—produced as a capstone experience—is required.

The state of New Jersey also requires a minimum score on the general knowledge test of the Praxis/NTE series to obtain certification.

Admission and Program Requirements

- * Successful entry into, or completion of, a post-baccalaureate initial teacher certification at William Paterson, including passing the appropriate PRAXIS II. M.A.T. requirements must be fulfilled within four years of completing the post-baccalaureate.

OR

- * A bachelor's degree with an appropriate major (necessary for K-12 and 5-8), or 60 liberal arts credits from an accredited college or university with a cumulative undergraduate GPA of 2.75 on a 4.0 scale and passing of appropriate PRAXIS II.

AND

- * A minimum verbal score of 450 on the Graduate Record Exam or a minimum score of 388 on the Miller Analogies Test. Music majors must complete an audition, as well (contact Professor Diane Falk at falkd@wpunj.edu).
- * Two letters of recommendation from an educational, professional, or business source
- * An essay that requires the candidate to describe his/her educational philosophy
- * An interview with program director/coordinator
- * Individual departments might have additional requirements. Contact the program director or coordinator.

Contact Information

For an application, please contact the graduate admissions office at:

wpunj.edu/admissions/graduate/apply-now.dot
or call 973.720.3641.

For more information, please visit our website at:
www.wpunj.edu/coe or contact

Professor Julie Rosenthal

rosenthalj@wpunj.edu • 973.720.3087



WILLIAM PATERSON UNIVERSITY

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Directed Elective

With the approval of their advisor, students select a graduate level course in an area of interest; recommended choices include coursework on special education law and assistive technology for the inclusive classroom.

SPED 629 Current Issues in Special Education

This course provides current perspective on issues and controversies special educators confront, with emphasis on relationships between regular and special education programs and teachers

SPED 632 Research in Special Education I

This course focuses on the planning and preparation needed to conduct empirical research. Topics include ethical issue in research, stylistic requirements for manuscript preparation, methods of comprehensive literature statistical analysis and experimental design. The first three chapters of the thesis are completed in this course.

SPED 633 Research in Special Education II

During this course, students conduct their research study, gathering and analyzing data, and preparing the final two chapters of the thesis.

FOR FURTHER INFORMATION

Please contact **Dr. Peter Griswold**, Program Director
1600 Valley Road • Suite 3010 • 973.720.2118
or e-mail: griswoldp@wpunj.edu

Contact the Office of Graduate Admissions at 973.720.2237
or visit their webpage through the university's website
www.wpunj.edu to apply online.

The College of Education is accredited by

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WILLIAM PATERSON UNIVERSITY

Since its founding in 1855, William Paterson University has grown to become a comprehensive regional institution committed to academic excellence and student success. Accredited by the Middle States Association of Schools and Colleges, it offers 42 undergraduate and 22 graduate degree programs as well as professional development programs

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Life at William Paterson University can be exciting and challenging. You are invited to visit our campus. Students interested in graduate work should telephone the Office of Graduate Studies and Research at 973.720.2237.



WILLIAM PATERSON UNIVERSITY

Master of Education in Special Education
Specialization in Learning Disabilities
College of Education

Master of Education in Special Education

College of Education

M.ED. IN SPECIAL EDUCATION WITH A SPECIALIZATION IN LEARNING DISABILITIES

This program enables teachers with certification in regular or special education to earn a master's degree and with three years of full-time teaching experience, to earn endorsement as a Learning Disabilities Teacher – Consultant (LDT-C). The LDT-C is a member of the Child Study Team in school districts, responsible for conducting educational evaluations and collaborating with colleagues and parents to prepare IEPs for children and adolescents with disabilities. The role is one of support and consultation to maximize the success of at-risk learners. It is an ideal role for teachers seeking to move beyond the classroom and whose ability to adapt instruction for students with academic weaknesses makes them a natural resource for colleagues. Many LDT-C's also engage in private practice, providing testing and tutoring services for families.

This 39-credit program includes coursework in the characteristics associated with learning disabilities and other types of disabilities, learning theory, the physiological basis of learning disabilities, procedures for assessing and remediating academic problems, and strategies for adapting instruction, and collaborating with parents and teachers in the development and implementation of successful interventions. Students take a comprehensive exam and prepare a master's thesis as part of the requirements for graduation. The program concludes with a 100-hour summer internship under the direction of a supervising LDT-C.

Admission Requirements

1. Completion of all general graduate admission requirements including a cumulative undergraduate GPA of 2.75 or higher (on a 4.0 scale).
2. Standard New Jersey Teaching Certificate or New Jersey C.E.A.S. in regular or special education.
3. Written statement describing how the program will help the applicant meet his/her career goals.
4. A score of 850 on the GRE (with 450 on the Verbal portion) or a score of 388 on the Miller Analogies Test.
5. Admission application form submitted to the office of Graduate Admissions & Enrollment including two letters of recommendation from an educator.

Please Note:

- This program does not enable students to earn Endorsement as Teacher of Students with Disabilities (TSD).
- The Department of Special Education and Counseling and all classes given by this department are located off the main campus at 1600 Valley Road, Wayne, NJ.
- State requirements for the LDT-C Endorsement include three years of full-time teaching experience. Candidates can enter the program prior to the completion of the three years, but will not be recommended for the LDT-C Endorsement until they have met that requirement.

THE LDT-C ENDORSEMENT PROGRAM

Applicants who are already in possession of a master's degree in an educational field are eligible for the 30-credit LDT-C Endorsement program. This program includes coursework to meet the New Jersey requirements, but does not require the research courses or the comprehensive exams that are part of the M. Ed. program.

Admission Requirements

1. Standard New Jersey Teaching Certificate or New Jersey C.E.A.S. in regular or special education.
2. Evidence of a masters degree.
3. Application form and a letter of recommendation.

COURSE DESCRIPTIONS

SPED 531 Orientation to Psychological Testing

This course acquaints students with the theoretical, statistical and practical aspects of intelligence testing.

SPED 542 Foundations of Learning Disabilities

This course provides an overview of the characteristics of learning disabilities and their effect upon classroom achievement. This course requires a one day shadowing of an LDT-C in an urban district.

SPED 543 Diagnosis of Learning Disabilities

This introduces the theory and application of diagnostic testing of students with disabilities. Students become proficient in the administration of standardize and informal surveys of academic achievement practice. The preparation of an educational evaluation serves as the capstone of the course.



SPED 621 Physiological Basis of Learning Disabilities

This course provides a comprehensive introduction to current research on the relationship between brain function and anatomy, and language, motor coordination, memory and learning.

SPED 622 Learning Theory and Application

A study of the nature of learning; the major theories of learning and language development and how these theories may be applied to an understanding of the various approaches to educating students with disabilities.

SPED 624 The Universally Designed Differentiated Classroom for the LDT-C

This course introduces the practical issues, concerns and trends in Universal Design and Differentiated Instruction

PED 625 Collaborative Theory and Practice

This course explores the methods and challenges of working effectively with others to provide educational services to students with disabilities. The focus is upon communication and cooperation with colleagues, individuals with disabilities, their parents and community agencies.

SPC 644 Correction of Learning Disabilities

Research-based methods for the correction of deficits in reading, writing, math and study skills are presented in the classroom.

SPED 657 Seminar in Clinical Application to Learning Disabilities

This 100 hour summer internship in a school setting consists of a supervised field experience in the daily functions of the LDT-C in the public schools. Students work under the supervision of a practicing LDT-C.



COUNSELING SERVICES FACULTY

Paula Danzinger, Ph.D., Cleveland State University; LPC, CCMHC, Director, Counseling Services Program

Mathilda Catarina, Ph.D., Fordham University; LPC, Coordinator, Agency Counseling Program

Henry Heluk, Ed.D., Columbia University; Certified School Counselor, Coordinator, School Counseling Program

Karen Decker, M.Ed., William Paterson University

TO LEARN MORE ABOUT US

For additional information about the counseling services program, please visit the College of Education's web page: www.wpunj.edu/coe or contact **Dr. Paula Danzinger**, director of the counseling services program at danzingerp@wpunj.edu or 973.720.3085.

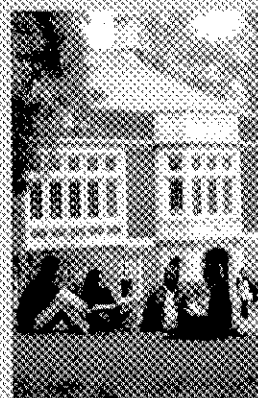
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WILLIAM PATERSON UNIVERSITY

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WILLIAM PATERSON UNIVERSITY



Master of Education in Counseling Services

Master of Education in Counseling Services

College of Education

The purpose of the master of education degree (M.Ed.) in counseling services at William Paterson University is to prepare, educate, and mentor ethical and competent counselors who are knowledgeable in issues of multiculturalism and life-span development. The program further seeks to enhance development of self-awareness so that students become effective counselors in a diverse and technological society.

PROGRAM PURPOSE

The curriculum of the M.Ed. program is designed to meet a number of academic and professional goals, including:

- To teach counselors to have a broad understanding of multicultural issues and to be competent to meet the needs of culturally diverse clients.
- To prepare counselors to provide competent and effective direct services to clients across the life span in schools and community settings.
- To instruct counselors to be competent and effective consultants in school, community, and business settings.
- To train counselors to demonstrate sound, ethical decision-making in their counseling practices.
- To prepare counselors to utilize, and participate in, current research in the counseling field.

ABOUT THE PROGRAM

William Paterson's M.Ed. in counseling services in the Department of Special Education and Counseling prepares students to enter the counseling profession through rigorous training in two key areas: school counseling and agency counseling.

The counseling services degree program at the University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the national accreditation for counseling programs.

Graduates of the M.Ed. in counseling services who successfully complete all education requirements and pass the National Certified Counselor Exam (NCE) become National Certified Counselors. With the addition of 12

credit hours (offered by the department) and 4,500 hours of field experience over three years, graduates are eligible for the New Jersey Licensed Professional Counselor (LPC) credential.

CURRICULUM

Please be advised that the curriculum is subject to modification.

Core Requirements and School Concentration

Required Courses		48 Credits
CSP 601	Counseling Skills and Techniques	3
CSP 602	Introduction to Counseling	2
CSP 603	Multicultural Counseling	3
CSP 604	Assessment and Appraisal in Counseling	3
CSP 605	Ethical and Legal Issues in Counseling	3
CSP 606	Individual Counseling: Theories and Practices	3
CSP 608	Career Development Across the Lifespan	3
CSP 609	Human Growth and Development Across the Lifespan	3
CSP 610	Group Counseling: Theories and Practices	3
CSP 614	Community Resource Agencies and Social Welfare Policy	3
CSP 616	Research in Counseling	3
CSP 620	Foundations of School Counseling	3
CSP 621	Case Studies in Counseling	3
CSP 626	Counseling Children and Their Families: Applications for Schools and Community	3
CSP 628	Crisis Intervention and Management	3
CSP 686	Practicum in Counseling	3
CSP 687	Internship in Counseling	3

SCHOOL COUNSELING

The school counseling concentration at William Paterson University is a 48-credit-hour program leading to a master of education degree in counseling services with a concentration in school counseling. Graduates of the program are eligible to obtain school counselor certification in New Jersey.



AGENCY COUNSELING

The agency counseling concentration at William Paterson University is a 60-credit concentration directly leading to eligibility as a Licensed Associate Counselor (LAC), the first step towards obtaining the Licensed Professional Counselor (LPC) credential in the state of New Jersey.

Note: a passing score on the national certificate exam is required in order to apply for the LAC and/or LPC.

Additional Agency Concentration Requirements

in addition to 48 Core Credits (see above)

12 Specialty Course Requirements

CSP 654	Clinical Supervision in Counseling	3
CSP 692	Psychopharmacology for Counselors	1
CSP 695	Counseling Gay, Lesbian, Bisexual, and Transgendered Clients	3
Elective		3

REQUIREMENTS FOR THE DEGREE

These requirements are subject to change.

1. The student must complete 48 credits (school concentration) or 60 credits (agency concentration).
2. Satisfactory completion of a comprehensive examination, which carries no course credit, is required of all student.



Distinguished Content and Educational Foundations Faculty

***Dr. Sondra Akins:** Science Education;
Math Education; akins@wpunj.edu

***Dr. Thomas Fallace:** Social Studies Education; fallace@wpunj.edu

Dr. Djanna Hill: Multicultural and Urban Education; Science Education;
hild@wpunj.edu

***Dr. Althea Hylton-Lindsay:** Chairperson Mathematics Education; Science Education; Multicultural Education; hyltona@wpunj.edu

Dr. Kathleen Malu: Reading/Language Arts; ESL/Bilingual Education; maluk@wpunj.edu

Dr. Kelly McNeal: Urban Education; Multicultural Literacy; mcnealk@wpunj.edu

***Dr. Cynthia Northington-Purdie:** Developmental Psychology; Educational Psychology;
northingtonc@wpunj.edu

***Dr. Darlene Russell:** English/Literacy Education; Multicultural Education;
russellid@wpunj.edu

*Undergraduate Faculty Advisors

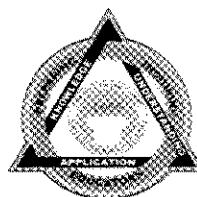
Department Mission and Vision

The mission of the Department of Secondary and Middle School Education is to provide opportunities for all students to engage in course work relevant to their area of specialty and to introduce them to current, innovative, and culturally-relevant teaching strategies enabling them to be effective teachers.

Our vision is to prepare inquiring secondary educators who think critically and creatively; understand the inter-relatedness in the disciplines and the professional knowledge base; engage in professional inquiry and problem-solving and, as a result, inspire learners to responsibly create, interpret, and act upon knowledge for the fulfillment of individuals and the good of a diverse democratic society.

For more information on our undergraduate and graduate programs please contact us at:

Department of Secondary/Middle School Education
1600 Valley Road, suite 4017
Wayne, New Jersey 07474-0920
Phone: (973) 720-2120
Fax: (973) 720-3670
Web: www.wpunj.edu/coe/Departments.Sec_Ed/secedhome.htm

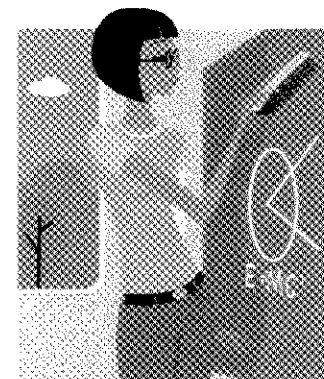


WILLIAM PATERSON UNIVERSITY

LEARN TO TEACH - LEARN TO SUCCEED

K - 12 Subject Field/Initial Certification Programs

- *Undergraduate
- *Post- Baccalaureate
- *Masters of Arts in Teaching



COLLEGE OF EDUCATION DEPARTMENT OF SECONDARY AND MIDDLE SCHOOL EDUCATION

Accredited by the National Council for Accreditation of
Teacher Education (NCATE)

1

LEARN TO TEACH - LEARN TO SUCCEED

K-12 MAJOR/CERTIFICATION IN THE FOLLOWING AREAS:

ART: HISTORY, STUDIO, FINE

**ASIAN STUDIES: CHINESE
LANGUAGE**

ENGLISH: LITERATURE, WRITING

MATHEMATICS

**MUSIC*: PERFORMANCE, VOCAL,
INSTRUMENTAL, JAZZ STUDIES**

PHYSICAL EDUCATION*

**SCIENCE: BIOLOGY, CHEMISTRY,
EARTH**

**SOCIAL STUDIES: GEOGRAPHY,
HISTORY, POLITICAL SCIENCE**

**WORLD LANGUAGES: FRENCH,
SPANISH**

*Please note that the Music program and Physical education program have separate steps. There is no Physical education certification at the graduate level.

Undergraduate and Graduate Program Highlights

Undergraduate Program

Admittance to the K-12 major

In order to satisfy program matriculation, students are required to declare their appropriate majors, maintain a 2.75 G.P.A. or higher, successfully complete a written assessment, and a speech and hearing test. Program requirements are presented in the College of Education's informational sessions throughout the year. Students should enroll in CIED 203 one year before they begin their practicum field experience, preferably, the sophomore year. In order to take this course, students need PSY 110 - General Psychology and ANTH 202 - Foundations of Teaching Anthropology in Education as prerequisites. Students are assigned an education advisor in addition to a Liberal Arts or Science advisor.

Undergraduate & Post-Baccalaureate Programs

Program Credits

Students need thirty (30) credits in order to complete either the K-12 undergraduate major or the K-12 post baccalaureate program. The 30 credits are comprised of education courses and field experiences.

Field Experiences in Diverse K-12 Classrooms

Both undergraduate and post-baccalaureate students are required to complete two field experiences: practicum and student teaching. The undergraduate CISE 352 course is a two day per week practicum field experience with an accompanying seminar. The final field experience, EDUC 419, is student teaching. This experience is full-time Monday through Friday (8:00 AM - 3:15 PM) for 16 weeks. CISE 450 is the undergraduate capstone seminar taken with EDUC 419. At the graduate level, practicum is a one day per week experience, CISE 530. The full time student teaching experience for post-baccalaureate/MAT students is CISE 540. Both have an accompa-

nying seminar. In addition to the normal field experiences, students are also required to complete informal field observations in several education courses in diverse classrooms. In seminars, foundation and methods courses students are encouraged to analyze field placements, create inclusive lesson plans and reflect on their teacher development and disposition.

Office of Field Experiences:
<http://www.wpunj.edu/coe/Departments/OFE/ofehome.htm>

Receiving K-12 Certification

Prior to completion of the program students should apply for certification with the Office of Certification (located in Valley Road, #3108). Once the student successfully completes the WPU approved program, the Office of Certification will submit the application to the New Jersey State of Department of Education. The student will then receive their certification directly from the State.

Office of Certification:
<http://www.wpunj.edu/coe/Departments/Cert/certhome.htm>

Masters of Arts in Teaching Program

The Masters of Arts in Teaching (MAT) program requires the completion of 15 -21 credits beyond post-baccalaureate certification, depending on the certification sought. The complete course of study encompasses the major elements of effective instruction including a repertoire of evidence based teaching models, assessment, successful classroom management practices, strategies for providing differentiated learning experiences to accommodate student diversity, curriculum design and implementation, field experiences embedded into courses, research methods and thesis, and the student teaching internship.

Graduate Programs

Innovative course delivery
formats available to help your
staff members reach their highest
level of professionalism.

M.Ed., Literacy
concentrations in:

Reading
Language Arts

M.Ed., Educational Leadership

M.Ed., Special Education

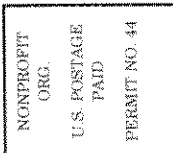
M.Ed., Professional Counseling

M.Ed., Curriculum and Learning
concentrations in:

Learning Technologies
Mathematics
Early Childhood
School Library Media
Bilingual/ESL

For more information regarding
ITLL services, please contact:

Georgette Van Vliet
ITLL Coordinator
College of Education
William Paterson University
Wayne, NJ 07470
973-720-6240
<http://www.vanvlietg@wpunj.edu>



WILLIAM
PATERSON
UNIVERSITY

College of Education

1600 Valley Road · Wayne · New Jersey 07470

The Institute for Teaching, Learning and Leadership

WILLIAM PATERSON
UNIVERSITY

College of Education



*William Paterson University
is committed to providing
professional development
that inspires and
supports teachers as
lifelong learners.*

1

The ITLL Advantage

The Institute for Teaching, Learning and Leadership (ITLL) can help you create dynamic professional development programs that promote innovative and reflective learning experiences for teachers and students.

Nationally recognized faculty members present customized, sustained, professional development in areas such as:

- Early Childhood Education
- Literacy (Reading & Writing)
- Special Education
- Middle School Education
- Inclusion and Differentiated Instruction
- Building Leadership Teams
- Content Area Expertise
- Educational and Assistive Technology
- Curriculum Development
- Mentoring Support
- Novice Teacher Support

Professor-in-Residence

Professional Development Schools (PDS) create a partnership between your school district and the University. A Professor-In-Residence (PIR) is on-site once a week providing in class support whether by modeling lessons, co-teaching or leading lunch and learns. These relationships promote a professional community, collaborative learning and insightful teaching practices to continuously improve student achievement.

A Professional Development School:

- Provides a PIR who brings University resources to the district
- Assists districts in meeting professional development goals
- Creates a strong professional community, which promotes collaboration among teachers and administrators
- Supports innovative, dynamic teaching practices and promotes school leaders
- Encourages thoughtful inquiry about teaching and learning which fosters a reflective teaching process
- Benefits students because pre-service students (practicum and student teachers) assist in the teaching/learning process
- Includes free workshops offered on campus and a 10% discount on all other WPUNJ workshops and conferences

Center for Lesson Study

Lesson Study is the Japanese approach to professional learning for improving classroom teaching. It is recognized by the National Staff Development Council as one of the most powerful designs for building professional learning communities.

Lesson study is:

- Teachers working in teams to study instructional materials and develop research lessons that are implemented in classrooms
- Continuous improvement of instruction, student learning, and responding to the individual needs of students
- A process of analyzing and improving classroom practices

Our services include:

- On-site consulting, workshops, conferences and summer institutes
- Website and resources that promote a lesson study network
- Study groups in the tri-state area

For additional information on Lesson Study, please contact:

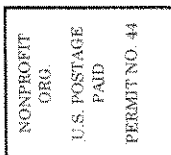
Makoto Yoshida, Ph.D., Director
Center for Lesson Study
William Paterson University
973-720-2760 or yoshidam@wpunj.edu
<http://www.wpunj.edu/coe/lessonstudy/>

What is Lesson Study?

Lesson Study is a professional learning approach whereby teachers collaborate to study content, instruction, and how students learn and reach for understanding in order to improve instruction and learning in the classroom.



Lesson Study is recognized by the National Staff Development Council as one of the most powerful designs for building professional learning communities.



Center for Lesson Study

WILLIAM PATERSON UNIVERSITY

1600 Valley Road, Wayne, NJ 07474

Center for Lesson Study 授業研究

WILLIAM PATERSON UNIVERSITY



Building Professional Learning Communities through Lesson Study

Focused on learning and ensuring the success of each student

1

Why Lesson Study?

The goals of lesson study are to foster a commitment to continuous improvement of instruction, student learning, and schooling and respond to the needs of the students in a more directed individualized way.

Schools practicing lesson study build a capacity to implement strategies and practices that result in students achieving at a higher level.



The Lesson Study Process

Reflection • Discussion Action Planning

- Planning the research lesson
- Seeing the research lesson in action
- Discussion of the research lesson
- Revising the lesson
- Teaching the new version of the lesson
- Sharing reflections about the new versions of the lesson

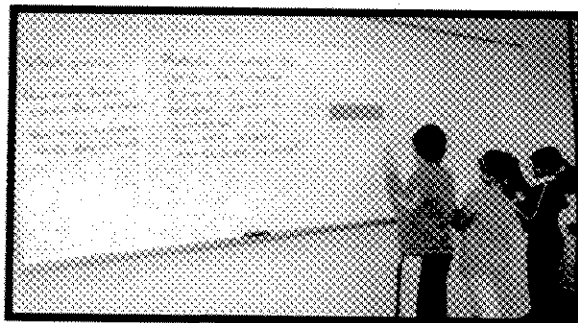
A Collaborative Process

Teachers work in teams to study instructional materials and develop research lessons that are implemented in actual classrooms.

These research lessons are observed and discussed with colleagues and other educators to determine the effects of the lessons on the students' learning, understanding and achievement. There is a continuous process of analyzing and improving classroom practices.



This ongoing cycle of questions results in promoting deep team learning and higher levels of student achievement.



Services Offered by Center for Lesson Study

- Offers on-site consulting and workshops on lesson study (long and short term).
- Organizes conferences, workshops, and summer institutes on lesson study.
- Provides opportunities for practitioners to observe and discuss research lessons by arranging public research lessons.
- Provides workshops on elementary and middle school mathematics content to help improve the lesson study experience.
- Maintains a lesson study website to provide resources for lesson study and promotes a lesson study network.
- Collaborates with teachers in conducting lesson study research.
- Promotes and develops regional lesson study and mathematics study groups in the tri-state area.

For additional information, please contact:
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Center for Lesson Study
William Paterson University
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Wayne, NJ 07474
973-720-2760 or yoshidam@wpunj.edu
<http://www.wpunj.edu/coe/lessonstudy/>



William Paterson University

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Founded in 1855 as an institution dedicated to the professional preparation of teachers, the University moved to its current 370-acre hilltop campus in suburban Wayne in 1951. The institution now provides courses of study in 250 academic programs, including a number of programs leading to endorsement for teacher certification and other professional licensing qualifications.

The University offers a wide range of learning opportunities in its classrooms, laboratories, and studios, and throughout the campus, as well as at various off-campus locations. William Paterson's faculty members provide a valuable blend of accomplished scholarship and practical, applied experience. Among the University's faculty are 36 Fulbright scholars and recipients of numerous other awards, grants, and fellowships. Students benefit from individualized attention from faculty mentors, small class sizes, and numerous research, internship, and clinical experiences.

William Paterson offers a wide variety of student activities, modern on-campus housing, and the most up-to-date educational facilities. Financial aid—including a limited number of graduate assistantships—is available to qualified students.

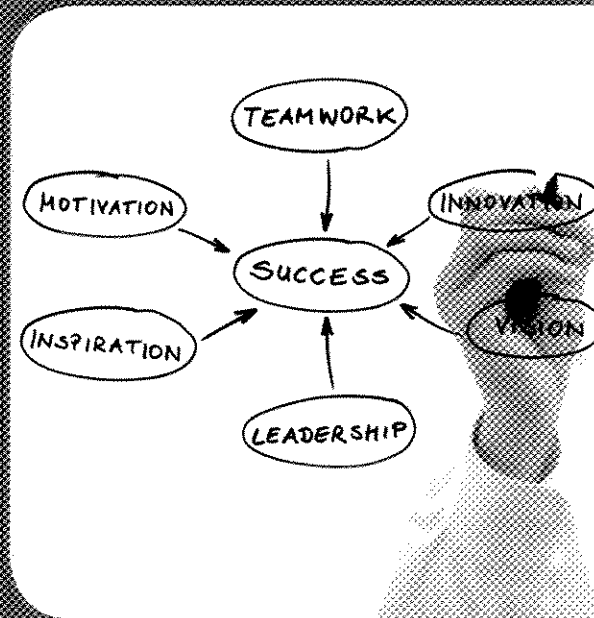
At William Paterson University, we'll help you turn what's possible into what's next. For more information, call the Office of Graduate Admissions and Enrollment Services at 973.720.3641, visit www.wpunj.edu or email graduate@wpunj.edu.



WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY • WWW.WPUNJ.EDU

GRADUATE STUDIES WILLIAM PATERSON UNIVERSITY

Master of Education in Educational Leadership



College of Education

Master of Education in Educational Leadership

William Paterson University's graduate M. Ed. program in educational leadership is designed for teachers and administrators who desire to take on these challenges. It also seeks to support aspiring principals who want to become architects of continuous change through supportive, collaborative leadership. At the conclusion of their studies, graduates embrace shared leadership, diversity, equity, reflective inquiry, and ethical values that support relationships in caring, nurturing learning environments for all students. They also bring meaning, values, and focus to their school communities, leading them far beyond the ordinary.

America's schools are looking for leaders. They need highly competent principals who:

- * promote the success of all students with a vision that is shared and supported throughout the school community;
- * nurture and sustain school cultures and instructional programs conducive to student learning and the professional development of staff;
- * collaborate with families and community members;
- * act with integrity and fairness;
- * understand and respond to political, social, economic, legal, and cultural forces.

Significant, continuing changes in society have created a shift in the roles, responsibilities, and relationships of school principals. To meet these new expectations, principals must move beyond *reforming* and concentrate on *transforming* school

organizations. They should lead as transformational leaders who can overcome the challenges of agrarian and industrial America and harness the power of technology and the Internet to create new paradigms and reform education. They should support a belief in a lifelong learning

To find out more about the graduate program, contact:

Kevin Walsh, Ed.S., Ed.D., Edine Program Director
973.720.3136 • walshk@wpunj.edu

Robert Rimmer, Ed.D., Supervisory Program Coordinator
973.720.3974 • rimmer12@wpunj.edu

Thelma Baxter, Ed.D., EdLP, Faculty
973.720.3086 • baxtert@wpunj.edu
or visit our website at:



Leadership for the New Millennium

The University's graduate program prepares degree candidates to both lead and manage schools successfully. Candidates spend pattern courses that become focal points around which students form smaller groups that vary from course to course according to individual needs and interests. These micro-groups meet throughout each course to engage in discussions and prepare collaborative presentations for the larger group. Candidates are given opportunities to become facilitators for the micro-groups and lead other participants in reflective inquiry and problem-centered learning activities.

This is a two-year, 39-credit program. The course of study for the M.Ed. in educational leadership incorporates:

- extended, weekend classes that meet twice a month during each semester;
- two one-week summer courses;
- team teaching with outstanding clinical faculty;
- two years of field experience as candidates continue in their current job;
- national technology competencies in each of its courses;
- opportunities to apply theory to practice through performance-based assessments in each course.

In addition, the program incorporates the Standards for School Leaders (ISLLC) and the Educational Leadership Constituent Council Standards (ELCC). Upon completing the program and passing the Praxis in Educational Leadership, candidates are eligible for principal licensure by the New Jersey Department of Education.

**Off campus program schedules may differ.*

Degree Program

M.Ed. in Educational Leadership (39 credits)

Successful candidates receive a master of education degree, a supervisory endorsement, and a NJ certificate of eligibility for principal. This two-year cohort model program is intended for candidates who have:

- completed a bachelor's degree, and;
- completed five years of successful, full-time teaching or educational services experience.

Non-Degree Program

Principal Licensure program (30 credits)

Successful candidates will receive a NJ certificate of eligibility for principal. This two-year cohort program is intended for candidates who have:

- completed a master's degree, and;
- completed five years of successful, full-time teaching or educational services experience.

Principal Licensure program (21 credits)

Success candidates will receive a NJ certificate of eligibility for principal. This one-year cohort model program is intended for candidates who have:

- completed a master's degree, and;
- completed five or more years of supervisory experience.

Supervisory Endorsement program (12 credits)

Successful candidates will receive a supervisory endorsement on their NJ teaching certificate. This evening program is intended for candidates who have:

- completed a master's degree, and;
- completed three years of successful, full-time teaching or educational services experience.

Admission to the Program

The minimum requirements for admission to the M.Ed. program are:

- a bachelor's degree from an accredited college or university;
- the Miller Analogies Test (scale score 400) or the Graduate Record Exam (4/5 on the verbal score and a minimum score of 525 on the quantitative score or a total score of at least 1000 and obtain at least a 4.5 on the written essay);
- five years of successful school experience under a teaching, educational service, and/or supervisor certificate*;
- a standard or permanent teaching or educational service certificate;

- two letters of professional recommendation;
- a portfolio that supports effectively, with clearly documented with analytical and evaluative evidence that the prospective candidate has successfully undertaken leadership and/or communities;
- a personal interview with our faculty.

*Prospective candidates who have had successful experience and who are applying with additional materials demonstrating leadership potential and teaching experience are encouraged to apply.

Our application deadline is

Early applications are

The College of Education

NCATE

"Let us begin by saying that you have developed a great program, one of the two or three most thoughtful and carefully built masters programs that we have seen in our travels throughout the United States. It really looks like a national model about how to undertake the business of preparing school leaders for tomorrow's schools...we plan to talk about William Paterson as an exemplary model as we roam about the U.S."

— Excerpt from the NJ DOE Critical Friends Review Process, Professor Joseph Murphy, Vanderbilt University, Peabody College (TN), August 2005

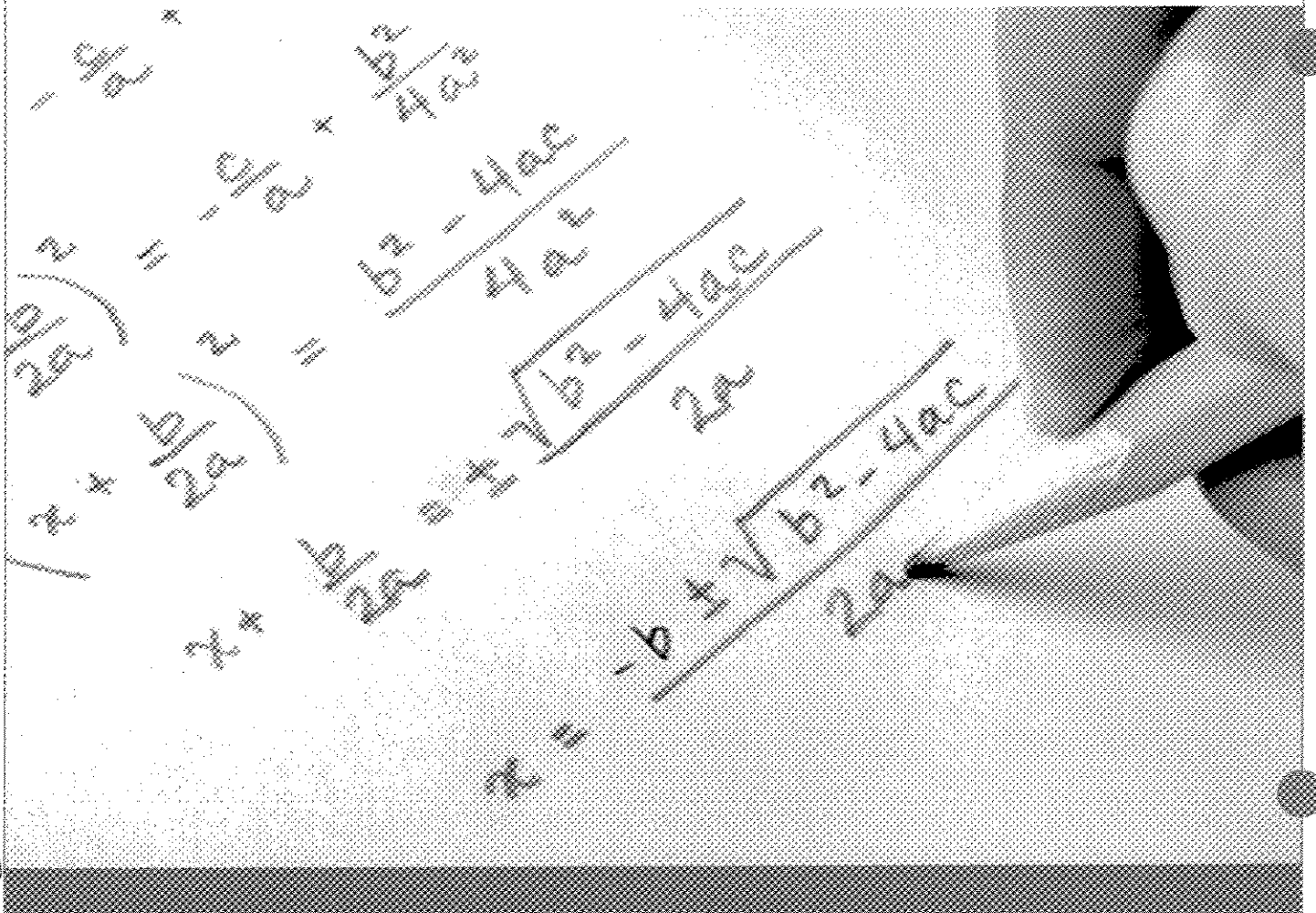
Middle and High School Mathematics

College of Education

Department of Educational Leadership and Professional Studies

M.Ed. in Curriculum and Learning

The Middle and High School Mathematics program is designed for previously certified teachers who want become endorsed in middle or high school mathematics and who want to obtain a master's degree in the process.



The track in Middle and High School Mathematics consists of a combination of mathematics courses offered by the Mathematics Department and education courses offered by the Department of Educational Leadership and Professional Studies. Graduates of this 33-credit program will have completed 3-6 of the 12 credits needed for a New Jersey Supervisory Endorsement.

Courses are offered in the evening with some summer and online options. Up to 9-credits may be taken for non-degree credit and eventual application to the master's degree. Graduate Assistantships are available for full-time students.

Highlights of Concentration-Specific Coursework: for Middle School Endorsement Candidates

Mathematics Content Core: 15 credits

- MAEN 500 Algebra in Middle School Mathematics
- MAEN 502 Algebra and Applications
- MAEN 503 Mathematical Problem Solving
- MAEN 504 Geometry and Applications
- MAEN 505 Statistics and Applications

Core Courses in Education

- ELCL 614 Multiple Representations
Mathematics Across Curriculum
- ELCL 616 Contemporary Trends and Issues in
Mathematics Education
- ELCL 628 Mathematics Education
Research Seminar
- ELCL 629 Research in Education I
- ELCL 630 Research in Education II

For High School Endorsement Candidates

Additional Mathematics Content Core:

- MAEN 500 Algebra in Middle School Mathematics
- MAEN 502 Algebra and Applications
- MAEN 506 Elementary Function Theory
- MAEN 507 Differential Calculus
- MAEN 510 Integral Calculus
- MAEN 511 Topics in Discrete Mathematics
- MAEN 512 Multivariable Calculus
- MAEN 513 Topics in Linear Algebra
- MAEN 514 Topics in Number Theory

Contact Information

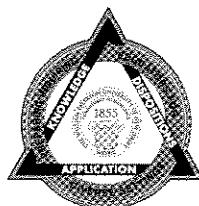
For an application, please contact the Graduate Admissions Office at www.wpunj.edu/admissions/graduate/apply-now.dot or 973.720.2237

Diane Kalish

kalishd@wpunj.edu • 973.720.2376

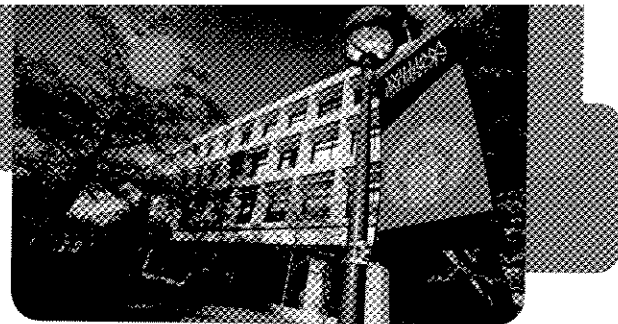
or visit our website at:

http://cms.wpunj.edu/coe/departments/elps/med_teach_math.dot



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WILLIAM PATERSON UNIVERSITY
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GRADUATE STUDIES WILLIAM PATERSON UNIVERSITY

Master of Education

in Curriculum and Learning



College of Education

Master of Education in Curriculum and Learning

If you are a teacher in preschool through high school and are looking for a challenging, motivating, and practical master's degree program to enhance your career in education, then take a look at the many options that the M.Ed. in Curriculum and Learning can provide for you.

This 36-credit program has six specialization areas and is an ideal program for teachers who want to become expert teachers and faculty leaders in their schools. Most classes are housed in our state-of-the-art Valley Road facility in a stimulating and supportive environment.

What are the degree advantages?

- Career change and professional growth opportunities.
- Additional endorsements in content areas for previously certified teachers.
- Partial completion of the NJ Supervisor's Endorsement upon completion of the master's program.
- Preparation for leadership roles in your own field (e.g., technology coordinator, math coach, literacy coach, subject field supervisor).
- Networking opportunities across school districts.

- Classrooms equipped with technology.
- Classes offered in evenings sessions.
- Some online and hybrid co
- Opportunities for carrying projects in your own school
- Opportunities to work with sional conferences with oth

What Are Some of the Program Advantages?

- Flexible program options that meet the needs of teachers in varied fields at the preschool, elementary, middle, and high school levels.
- Highly qualified faculty with experience in P-12 schools, scholarship, and professional organizations.
- Small class sizes and lots of personal contact with other students and faculty.
- Individualized advisement and program planning.

For full program details go to:

or contact:

Ruchelle Goldberg Kaplan, C
kaplanr@wpunj.edu • 973.720.22

Heejung An, Graduate Progr
anh2@wpunj.edu • 973.720.22

Program Concentrations



BILINGUAL/ESL

Bruce Williams, Coordinator
williamsb@wpunj.edu • 973.720.2651

This concentration develops advanced practitioners in the fields of bilingual education and English for speakers of other languages. Option for an endorsement in ESL or bilingual education is available.

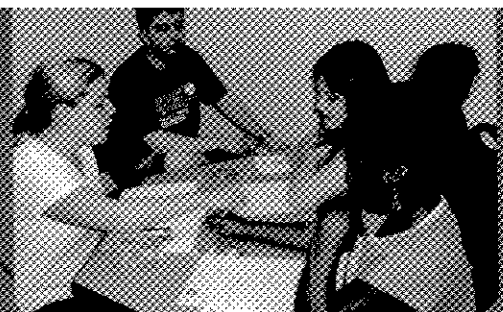
EARLY CHILDHOOD

Janis Strasser, Coordinator
strasserj@wpunj.edu • 973.720.3140

This concentration focuses on inquiry-based learning of developmentally appropriate practices, curriculum planning and implementation, family involvement, technology, and issues and trends in early childhood education. Option for an endorsement in early childhood education is available.

Diane Kalish, Coordinator
kalishd@wpunj.edu
973.720.2376

This concentration prepares teachers for middle or high school mathematics endorsement within an M.Ed. program. Courses are taken in both the Mathematics Department and the Educational Leadership and Professional Studies Department.



Rochelle Goldberg Kaplan, Co-Coordinator
kaplanr@wpunj.edu • 973.720.2598

Sandra Alon, Co-Coordinator
alons@wpunj.edu

This concentration is for certified elementary, middle school, and high school mathematics teachers who seek to increase their teaching competence and develop leadership skills. Program includes an on-campus mathematics clinic experience with school-aged children. Endorsement in middle school mathematics is available.

For full program details go to:
www.wpunj.edu/cpe/departments/clps/med-ed.html



DIGITAL TECHNOLOGIES

Hilary Wilder, Coordinator
wilderh@wpunj.edu • 973.720.2410

This concentration focuses on developing leadership capabilities in the use of digital technologies in education in order to support and sustain K-12 schools for the 21st century.

SCHOOL LIBRARY MEDIA SPECIALIST

Michelle Kowalsky, Coordinator
kowalsky.m@wpunj.edu
973.720.3972

This concentration focuses on developing the school library media specialist as a teacher, instructional partner, informational specialist, and program administrator for pre-school through high school grades. Endorsement as a school library media specialist is available.



ADMISSIONS REQUIREMENTS

1. A bachelor's degree from an accredited college or university and official transcripts from all institutions of higher learning attended.
2. A cumulative grade point average from past degrees of at least 2.75 on a 4.00 scale.*
3. A minimum of 358 on the Miller Analogies Test or a minimum verbal score on the Graduate Record Examination*.
4. A two-page essay by the applicant about how the degree will enhance professional development and what the important issues are in the proposed field of study.
5. A copy of the applicant's standard or eligibility with advanced standing teaching certificate or resume of teaching experience.
6. Two professional letters of reference, at least one from a professor or other person who can attest to the applicant's academic abilities.
7. Each applicant should have a personal interview before being accepted for matriculation.

*Applicants who do not meet the grade point average or standardized test requirements may

supplement the application with in support of their academic potential completion of the graduate degree.

PROGRAM REQUIREMENTS

The degree requirements include 33 credits of course work, completion requirement, and a research-based also includes an oral presentation when completed.

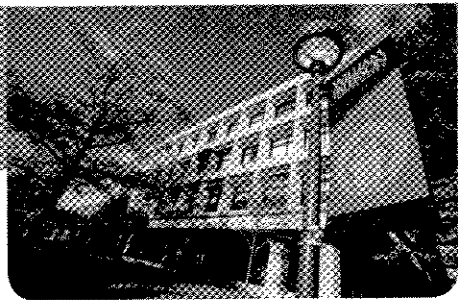
Thesis Requirement - 6 credits:
ELCL 629 Research in Education
ELCL 630 Research in Education

Concentration-Specific Requirements:
A combination of core and elect individual concentration inform for specific course listings.)

The College of Education

NCATE





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Founded in 1855 as an institution dedicated to the professional preparation of teachers, the University moved to its current 370-acre hilltop campus in suburban Wayne in 1951. The institution now provides courses of study in 250 academic programs, including a number of programs leading to endorsement for teacher certification and other professional licensing qualifications.

The University offers a wide range of learning opportunities in its classrooms, laboratories, and studios, and throughout the campus, as well as at various off-campus locations. William Paterson's faculty members provide a valuable blend of accomplished scholarship and practical, applied experience. Among the University's faculty are 36 Fulbright scholars and recipients of numerous other awards, grants, and fellowships. Students benefit from individualized attention from faculty mentors, small class sizes, and numerous research, internship, and clinical experiences.

William Paterson offers a wide variety of student activities, modern on-campus housing, and the most up-to-date educational facilities. Financial aid—including a limited number of graduate assistantships—is available to qualified students.

At William Paterson University, we'll help you turn what's possible into what's next. For more information, call the Office of Graduate Admissions and Enrollment Services at 973.720.3641, visit www.wpunj.edu or email graduate@wpunj.edu.



WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY • WWW.WPUNJ.EDU

GRADUATE STUDIES WILLIAM PATERSON UNIVERSITY

Master of Education

in Reading



College of Education

Master of Education in Reading

The master's in education (M.Ed.) in reading program at William Paterson University, the first of its kind to be established in New Jersey, has been training reading specialists at all levels of education for nearly fifty years. Graduates of this NCATE approved course of study are eligible for New Jersey certification as a reading specialist.

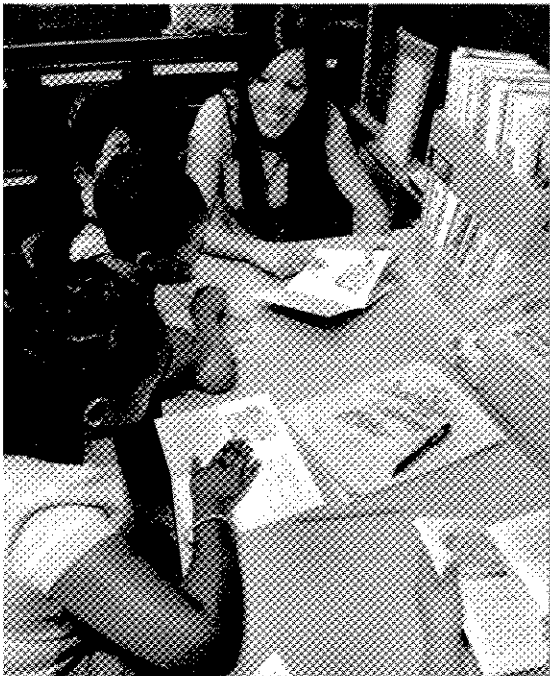
The University's 33-credit program is designed for certified teachers who want to teach reading and writing to students in preschool through twelfth grade (P-12). Graduates are also qualified to work with college-level students and adults who are experiencing literacy problems. In addition, six credits in the core curriculum count toward meeting requirements for the 12-credit New Jersey Supervisory Certificate.

Through course offerings, research, and clinical experiences, students develop an "inquiry stance" toward literacy education at William Paterson. In seeking to establish an effective literacy program, specialists in reading must be able to diagnose and correct reading and writing problems. They must organize and administer school/district literacy programs and counsel parents of children who have literacy difficulties, as well. Reading specialists also work cooperatively with other concerned professionals, such as classroom teachers, basic skills instructors, and community resource people.

For further information
on the courses and
Sahika Lawrence, PhD
973.720.3688 • lawrence@wpunj.edu
or visit the University

Courses are offered
summer session and
program may be led
development of the
degree. Graduate as
students.

Applications and
are available from the
Enrollment Office, 973.720.



Course of Study

At William Paterson, M.Ed. candidates gain a broad theoretical foundation of knowledge in language development and literacy learning, and develop a solid research base in order to diagnose and correct specific reading and writing difficulties. Technology is an important component and is integrated throughout the program. In order to graduate, a master's thesis, as well as an oral comprehensive exam, must be completed.

The degree requirements include the completion of 33 credits of course work, completion of an oral comprehensive examination, and a research-based master's thesis.

Required Foundations Courses: (6 Credits)

- ELRL 601 Theoretical Foundations of Literacy
- ELRL 603 Socio-Psycholinguistics and Reading

Required Curriculum Courses: (6 Credits)

- ELRL 617 Children's Literacy in the 21st Century
- ELRL 625 Adolescent and Adult Literacy in the 21st Century

Required Clinic Courses: (6 Credits)

- ELRL 620 Diagnosis of Reading Difficulties: Practicum
- ELRL 621 Remediation of Reading Difficulties: Practicum

Required Literature Elective: (at least 3 Credits)

Choose at least one of the following:

- ELRL 604 Recent Trends in Children's Literature
- ELRL 605 Advanced Inquiry into Literature for Children and Youth
- ELRL 626 Literature and Adolescents
- ELRL 635 Folklore

Required Practicum Course: (3 Credits)

- ELRL 623 Practicum in Reading

Required Research Course: (3 credits)

- ELRL 627 Research in Reading

Required Administrative Course: (3 Credits)

- ELRL 624 Administration and Supervision of Reading Programs and Personnel

Choose one approved elective from below OR another literature elective from previous list: (3 Credits)

- CIEC 618 Language Development and Emergent Literacy
- CIEC 604 Writing in the Elementary School
- ELRL 622 Educating the Adult: Basic Reading
- ELRL 631 Written Expression with Technology
- ELRL 634 Teaching Critical Reading in the Content Areas
- SOC 630 The Ethnic Experience
- SPC 555 Educational Foundation in a Diverse Society

(all courses 3 credits)

The University also offers a literacy endorsement program. Qualified participants who apply for admission to a post-baccalaureate endorsement program are required to have a New Jersey certificate (Standard Certificate or Certificate of Eligibility with Advanced Standing).

• **Reading Specialist** For teachers who already possess a master's degree and are seeking certification only as a reading specialist (30 credits).

Members of the College of Education, who display their commitment to innovative teaching and scholarship, earned their distinguished credentials at a variety of renowned institutions of higher learning. They include:

- Carrie Euyoung Hong, Ph.D.
- Salika Lawrence, Ph.D.
- Kathleen E. Malu, Ph.D.
- Geri Mongillo, Ph.D.
- Marion Turkish, Ph.D.

1. A bachelor's degree or university and institutions of higher learning
 2. A cumulative grade point average of at least 3.0
 3. A minimum verbal and quantitative score on the Miller Analogies Test
 4. A 250-500 word personal philosophy statement applying to this program
 5. A copy of the applicant's resume of teaching experience
 6. Two professional letters from a professor or administrator of the applicant's previous institution
 7. Each applicant must be interviewed before being accepted
- * Applicants who do not meet the average or standard requirements must supplement the application materials in some way to demonstrate the successful completion of the program.

The College of Education is accredited by

NCATE



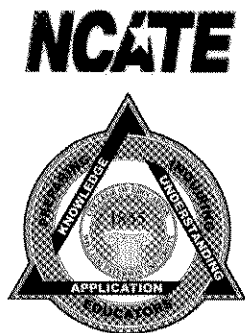
Since its founding in 1855, William Paterson University has grown to become a comprehensive, public, liberal arts institution committed to academic excellence and student success. Accredited by the Middle States Association of Schools and Colleges, it offers 30 undergraduate and 18 graduate degree programs as well as professional development programs through its five colleges: Arts and Communication; Business; Education; Humanities and Social Services; and Science and Health.

Ten thousand full- and part-time students from a diversity of backgrounds are enrolled at the University. Occupying a 370-acre, wooded campus, the University is located in the beautiful rolling hills of suburban Wayne, New Jersey, within an hour of the ocean, the highlands and New York City.

As a state-supported institution, the University offers students the value of a first-rate education at a fraction of the cost experienced by those at private colleges and universities. It also offers a wider variety of student activities, modern on-campus graduate housing, and the most up-to-date educational facilities. Financial aid is available- including a limited number of graduate assistantships to qualified students.

You are invited to visit our campus. Students interested in graduate work should telephone the Office of Graduate Studies and Research at 973-720-2237.

The College of Education is accredited by



WILLIAM PATERSON UNIVERSITY
300 Pompton Road
Wayne, New Jersey 07470
www.wpunj.edu

Admission to the M. Ed. in Curriculum and Learning Program

1. A bachelor's degree from an accredited college or university and official transcripts from all institutions of higher learning attended.
2. A cumulative grade point average from past degrees of at least 2.75 on a 4.00 scale*.
3. A minimum verbal score of 450 on the Graduate Record Examination or a minimum score of 388 on the Miller Analogies Test*.
4. A 250-500 word essay by the applicant on his or her philosophy of education and reasons for applying to this graduate program.
5. A copy of the applicant's standard or eligibility with advanced standing teaching certificate or resume of teaching experience.
6. Two professional letters of reference, at least one from a professor or other person who can attest to the applicant's academic abilities.
7. Each applicant should have a personal interview before being accepted for matriculation.

*Applicants who do not meet the grade point average or standardized test requirements may supplement the application with additional materials in support of their academic potential for the successful completion of the graduate degree.



M. Ed. in Curriculum and Learning

Early Childhood Concentration

Department of Educational Leadership and Professional Studies

College of Education



1

WILLIAM PATERSON UNIVERSITY

M. Ed. in Curriculum and Learning- Early Childhood Concentration

The *Early Childhood* program is one of seven specialization options in the 33-credit M.Ed. in Curriculum and Learning master's degree program*. This program is designed for elementary or early childhood teachers, supervisors, master teachers, directors, curriculum coordinators, advocates, and other early childhood professionals, who work (or plan to work) in various early childhood public school and/or preschool settings. All courses in the program are 3-credits (45 hours) and may be counted toward the state-mandated 100 hours of required professional development in most school districts. Also, six credits in the core curriculum count toward meeting requirements for the **12-credit New Jersey Supervisory Certificate**. For more information on the Supervisor Certificate go to http://www.wpunj.edu/coe/Departments/Ed_Leader/programs/edlp_supervisory12c.htm

This program offers graduate students the opportunity to explore in-depth such topics as:

- * child development
- * child-centered curriculum
- * diversity/multiculturalism
- * creativity and play
- * language development/emergent literacy
- * technology in early childhood
- * observation/assessment
- * including children with special needs
- * role of the family

Courses are offered in the late afternoon and in the evening with some summer session options. Up to nine (9) credits may be taken for non-degree credit for professional development or for eventual application to the master's degree. Graduate Assistantships are available for full-time students.

* Additionally, there is a 15-credit Early Childhood P-3 Endorsement program. For more information, contact the concentration coordinator.

Early Childhood Program Contacts

M. Ed. in Curriculum & Learning, Program Director:
Rochelle Goldberg Kaplan, Ph.D.
(973) 7202598; kaplanr@wpunj.edu; Room V4087
Concentration Coordinator:
Janis Strasser, Ed.D.
(973) 7203140; strasserj@wpunj.edu, Room V4104

The Program and Its Requirements

The courses in this program provide early childhood educators with an expanded understanding of theory and practice in the field. Graduate students engage in action research projects, develop curriculum, and create developmentally appropriate environments for young children in a range of settings. Students are prepared to take leadership roles in the field of early childhood education. Graduates of this program become expert classroom teachers, researchers, staff developers, and curriculum leaders with a commitment to equity and diversity in early childhood education.

The degree requirements include the completion of 33 credits of course work, a portfolio exit requirement, and a master's thesis.

Common Core: (9 credits)

ELCL 619 Applied Developmental Psychology OR
TBED 542 Social & Psychology Processes of the Multicultural Experience

ELCL 629 Educational Research I
ELCL 630 Educational Research II

Elective Courses: (6 credits) Choose two other related courses on advisement.

Concentration Core: (18 credits)

ELEC/CIEC 601 Technology in Early Childhood Education

The primary focus of this course is to examine how technology can be integrated into the early childhood curriculum. Students review research, examine, and analyze developmentally appropriate software and hardware, and professional development.

ELEC/CIEC 602 Curriculum Development and Classroom Management in Early Childhood Education**

This course examines the current literature on developmentally appropriate curriculum and classroom management. Integrated curriculum is designed emphasizing active student participation, high level thinking, cooperative learning and utilizing children's literature, concrete and semi-concrete abstract representations, objects and pictures. The course also examines how to increase student motivation, and classroom management.

ELEC/CIEC 611 Parenting and Parent Involvement in School and Community

This course will review the literature on parent-child relationships and parent involvement in preschool and public school classrooms. The course examines parenting from the humanistic, behavioral, social and developmental perspectives. Topics include temperament, stress, self-esteem, school readiness, and techniques for involving families in the school and communicating through parent-teacher conferences.

ELEC/CIEC 618 Language Development and Emergent Literacy

The natural development of language is examined as part of the reading/literacy program of the preschool and primary grade child. The child's physical, intellectual, social, emotional, cultural, and experiential backgrounds are studied in relation to emergent literacy. Exploration of current research, theory, strategies and resources enable graduate students to evaluate and design literacy programs and diverse environments for children. Emphasis is on the integration of all the language arts: listening, speaking, reading, writing, and thinking. Teachers will integrate theories with practice.

ELEC/CIEC 634 Issues and Trends in Early Childhood**

This course is designed to examine recent trends and issues in early childhood education. Inclusion of children with special needs, observation and authentic assessment, and multicultural perspectives, are some of the topics to be explored. Students will engage in case studies and mini-studies.

ELEC/CIEC 635 Creativity and Play in Early Childhood

Creativity and play are examined with emphasis on their relationship to the development and education of young children. Theory and current research are discussed, as well as active exploration of the ways in which these processes can be used to develop creative learning experiences. Specific topics include art, music, and movement, creative drama, room arrangement and the environment and play materials, and play and literacy development. Students will implement a qualitative research study

** This course counts toward 12-credit Supervisory Certificate

[EDLP 604 and EDLP 609 taken post-master's toward Supervisory Certificate]

Early Childhood Concentration

College of Education

Department of Educational Leadership and Professional Studies

M.Ed. in Curriculum and Learning

The overarching goal of the Early Childhood concentration is to provide early childhood educators with an expanded understanding of theory and practice in the field. Candidates engage in action research projects, develop curriculum, and create developmentally appropriate environments for young children in a range of settings. Candidates are prepared to take leadership roles in the field of early childhood education.



The Program

The capstone of the program involves:

- writing a Masters thesis which incorporates coursework and research, and
- the development of a portfolio to demonstrate mastery of the National Board for Professional Teaching Standards (NBPTS) for early childhood and the National Association for the Education of Young Children (NAEYC) professional standards.

Courses in the program can also lead to a Supervisory Certificate in New Jersey. Graduates of this program become expert classroom teachers, curriculum developers, researchers, master teachers, staff developers, and directors with a commitment to equity and diversity in early childhood settings from birth through age eight.

Required Coursework

- Technology in Early Childhood Education
- Curriculum Development and Classroom Management in Early Childhood Education
- Parenting and Parent Involvement in School and Community
- Language Development and Emergent Literacy
- Issues and Trends in Early Childhood
- Creativity and Play in Early Childhood

Additionally, candidates complete two elective courses, one directed elective course, and Research I and II, for a total of 33 credits.

Contact Information

For an application, please contact the Graduate Admissions Office at:
wpunj.edu/admissions/graduate/apply-now.dot
or 973.720.2237.

For more information, please contact:

Dr. Janis Strasser, Coordinator
strasserj@wpunj.edu • 973.720.3140

or visit our website at:

cms.wpunj.edu/coe/departments/elps/med_earlyChildhood.dot



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FOR FURTHER INFORMATION

For more information on the certification courses of study, visit:

K-5:

www.wpunj.edu/coe/Departments/Eled_EC/programs/pb_k5.htm

K-5/5-8:

www.wpunj.edu/coe/Departments/Eled_EC/programs/pb_k5_58.htm

K-5/TSD:

www.wpunj.edu/coe/Departments/SPED_COUNSEL/sped_programs/g_toswd_dual.htm

K-12 Subject Field Specialization:

www.wpunj.edu/coe/Departments/sec_ed/programs/programs.htm

Julie Rosenthal, Ph.D. Director of Master of Arts in Teaching
973.720.3087 • rosenthalj@wpunj.edu • Room V4108

Master of Arts in Teaching

Departments of:

Elementary and Early Childhood Education

Secondary and Middle School Education

Special Education and Counseling

Program Features:

- A graduate program for teacher certification plus master's degree (certification may be obtained in as few as three semesters). Master's degree courses begin after student teaching.
- Classes mostly held on weekday evenings in the fall, spring, and summer sessions.
- A contemporary teacher training program plus master's degree combining the elements of effective teaching models and classroom management practices, differentiation in learning methods, field experiences, and student teaching internship. Master's courses include advanced content area and pedagogical study, and research opportunities.

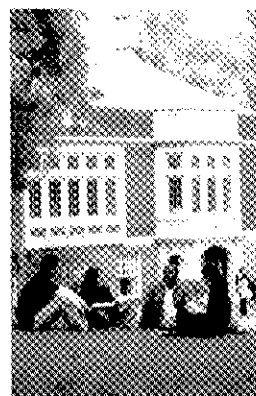
The College of Education is accredited by

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Since its founding in 1855, William Paterson University has grown to become a comprehensive regional institution committed to academic excellence and student success. Accredited by the Middle States Association of Schools and Colleges, it offers 42 undergraduate and 22 graduate degree programs as well as professional development programs



through its five colleges: Arts and Communication, Cotsakos College of Business, Education, Humanities and Social Sciences, and Science and Health.

More than 10,200 full- and part-time students from a diversity of backgrounds are enrolled at the University. Occupying a 370-acre, wooded campus, the University is located in the hills of suburban Wayne, New Jersey, within an hour of the ocean, the mountains, the Meadowlands, and New York City.

William Paterson offers a wide variety of student activities, modern on-campus housing, and the most up-to-date educational facilities. Financial aid is available to qualified students.

Life at William Paterson University can be exciting and challenging. You are invited to visit our campus. Students interested in graduate work should telephone the Office of Graduate Studies and Research at 973.720.2237.



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WILLIAM PATERSON UNIVERSITY



Master of Arts in Teaching (M.A.T.)

College of Education

PREPARING A NEW GENERATION

William Paterson's M.A.T. program enables college graduates holding a baccalaureate degree in an acceptable major to obtain teaching certification* and a master's of teaching degree in two phases. Certification is available in the following areas: Elementary K-5; K-5 with a 5-8 endorsement in a subject field specialization; K-5 and Teacher of Students with Disabilities; and K-12 Subject Field Specialization. Courses are held in fall, spring, and summer semesters, mostly during the evening on weekdays.

During phase one, students complete program specific coursework, including a part-time practicum field experience, and a full time student teaching internship. The traditional internship requires a full semester of supervised work in a public school. Students holding a teaching contract in an acceptable private school may complete the student teaching internship through the supervision of the college for two semesters. Upon completion of the student teaching internship, the student is eligible for teacher certification and may seek employment as a teacher in New Jersey.

In phase two, the student begins the final fifteen credits of advanced study for the master of arts in teaching degree. The completion of an empirical/action research thesis in the field of specialization, produced as a capstone experience in Research in Education I and II, is required.

The program requires the completion of 45-61 credits depending on the certification sought. The course of study encompasses the major elements of effective instruction, including a repertoire of evidence-based

teaching models, assessment, successful classroom management practices, strategies for providing differentiated learning experiences to accommodate student diversity, curriculum design and implementation, field experiences embedded into courses, research methods and thesis, and the student teaching internship.

*The state of New Jersey also requires a passing score on the Praxis II series. The appropriate Praxis II test(s) must be passed for admission.

ADMISSION REQUIREMENTS

1. Successful completion of a post-baccalaureate initial teacher certification at William Paterson University, which includes passing of the appropriate PRAXIS II.

OR:

1. A bachelor's degree with an appropriate major from an accredited college or university with a cumulative undergraduate GPA of 2.75 on a 4.0 scale and passing the appropriate PRAXIS II.

AND:

2. A minimum verbal score of 450 on the Graduate Record Exam or a minimum score of 388 on the Miller Analogy Test
3. Two letters of recommendation from education, professional, or business sources
4. An essay that requires the candidate to describe his/her educational philosophy
5. An interview with program director/coordinator
6. Individual departments might have additional requirements. Contact the program director or coordinator

PROGRAM OBJECTIVES

In addition to post baccalaureate program objectives, successful M.A.T. program completers will be able to:

- Evaluate and apply educational research related to teaching and learning within the content area of specialization.
- Plan and implement instruction that meets the needs of diverse learners.
- Analyze classroom and school data to identify student strengths and needs in meeting New Jersey's Core Curriculum Content Standards.
- Reflect on their teaching and student learning to identify their own professional development needs and strategies to meet them.



- Design and implement a research project to answer questions about improving teaching and learning in the classroom.

M.A.T. PROGRAM OF STUDY

PHASE ONE

Successful completion of a William Paterson University post-baccalaureate initial teacher certification in one of the following:

- K-5, Elementary Education; 30 credits
- Elementary Education with 5-8 Subject Field Specialization; 34 credits
- Elementary Education and Teacher of Students with Disabilities Dual Certification; 46 credits
- K-12 Subject Field Specialization; 30 credits

All initial certification programs include at least two field components: a part time practicum (one day per week) and full time student teaching (five days per week). The dual certification program includes an additional part time practicum.

PHASE TWO

- Nine (9) credits of advanced study. Course sequence is to be determined in consultation with department adviser. For all concentrations, at least 3 credits of advanced content area study is required.
- CMAT 681 Research in Education I (3 Credits)
- CMAT 682 Research in Education II (3 Credits)



Bilingual/ESL Concentration

College of Education

Department of Educational Leadership and Professional Studies

M.Ed. in Curriculum and Learning

The Bilingual Education/ESL Concentration prepares leaders who are experts in teaching in a multicultural environment and providing resources to English language learners.



The Program

The core curriculum of the program has a linguistic and cross-cultural base, and views ethno-linguistic diversity as one of the most enriching characteristics of United States schools. There is a commitment to the belief that all languages and cultures are worthy of respect and appreciation, and that diverse groups offer special linguistic, cognitive, and social perspectives which enrich the human experience.

The program examines how language learning/teaching takes place and is facilitated by positive, affirming instruction. It considers how languages are embedded in the surrounding frameworks of cultures and social institutions. The Bilingual Education/ESL Concentration is not only ideal for those teachers involved in K-12 instruction in these fields, but also addresses the needs of individuals interested in teaching English language learners overseas or in non-public school settings.

- A thorough grounding in the structural components of the English language and an exploration of how this language is used in real-life contexts.

Contact information

For more information, please visit:

cms.wpunj.edu/coe/departments/elps/med_bi_esl.dot

or contact

Dr. Bruce Williams

williamsb@wpunj.edu • 973.720.3654

For applications, contact the Office of Graduate Admissions at:

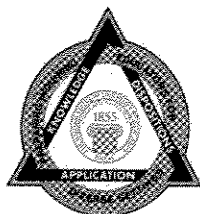
wpunj.edu/admissions/graduate/apply-now.dot

e-mail: graduate@wpunj.edu

phone: 973.720.2237

Program Highlights

- An examination of how language learners acquire and are socialized into both first and second languages, as well as a hands-on study of how these theoretical concepts translate themselves into practical methods.
- An in-depth study of multiculturalism and the complexities of acculturation to a new environment, particularly insofar as these concepts address English language learners in United States schools.
- A solid overview of the history and cultural roots of bilingual populations and English language learners in the United States.



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Teaching Children Mathematics

College of Education

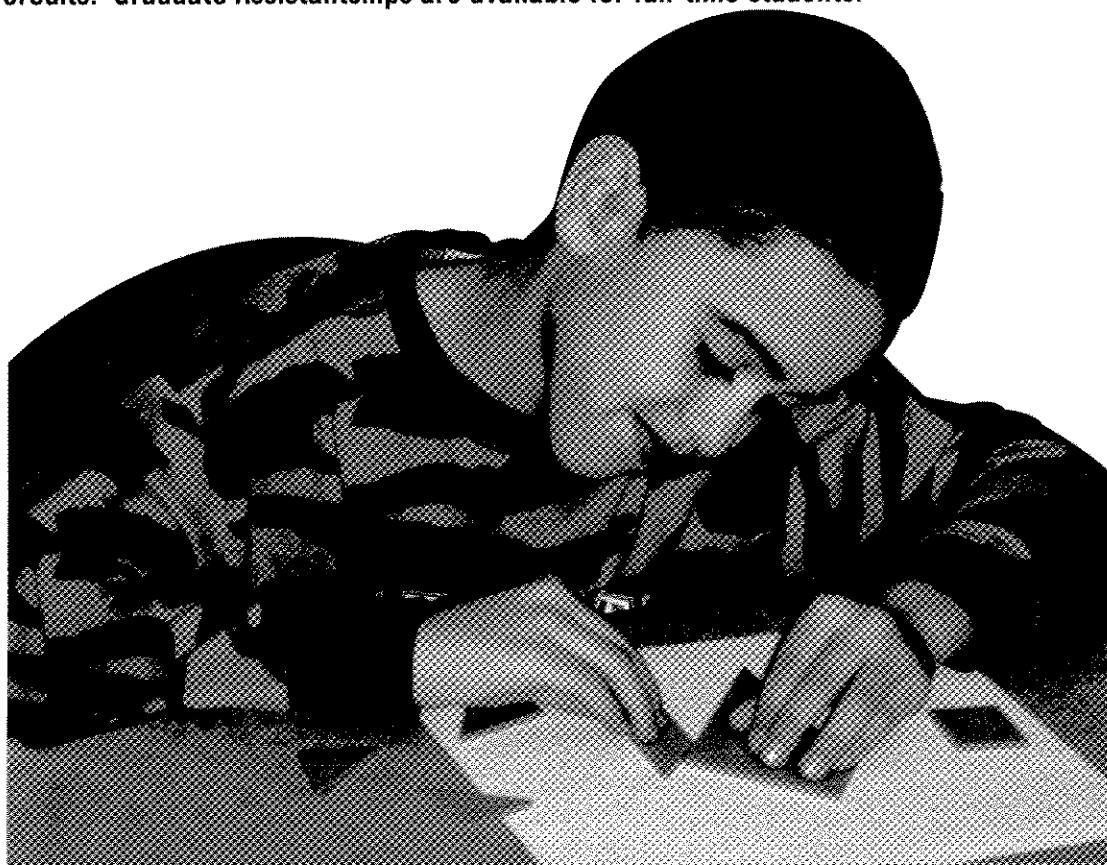
Department of Educational Leadership and Professional Studies

M.Ed. in Curriculum and Learning

The Teaching Children Mathematics program is designed for previously certified elementary, middle school, or high school mathematics teachers who teach mathematics at any level and want to develop in-depth knowledge of current practices in teaching mathematics, including incorporating technology and applying research approaches. Program emphasis is on developing mathematics teacher leaders.

Graduates of this 33-credit program will have completed 6 of the 12 credits needed for a New Jersey Supervisory Certificate.

Courses are offered in the evening with some summer and online options. Up to 9-credits may be taken for non-degree credit and eventual application to the master's degree. Post-master's students may take up to 30 credits. Graduate Assistantships are available for full-time students.



Highlights of concentration-specific coursework:

- **Contemporary Issues and Trends in Mathematics Education:** Offered online or face-to-face, this course focuses on issues and trends currently affecting mathematics education in grades K-12 and their implications for educational practices and research.
- **Math Clinic:** This course provides a semester-long clinical experience in identifying and rebuilding mathematics conceptions of school-age children. Each teacher works with one or two children who are having difficulty in learning mathematics.
- **Mathematics Content for Elementary Teacher Leaders:** This course provides the necessary mathematics content knowledge to enable elementary teachers to teach more effectively and become leaders in their schools.
- **Multiple Representations of Mathematics Across the Curriculum:** This course presents an in-depth examination of multiple forms of representation of concepts and procedures in major strands of K-8 mathematics curriculum. Technology and manipulative materials are explored.
- **Adapting Math Instruction for the Inclusive Classroom:** This course provides general and special education mathematics teachers with an opportunity to explore techniques for adapting mainstream mathematics curricula, instruction, and assessment strategies to meet the learning needs of all students. Working with learning disabled students and English Language Learners is emphasized.
- **Exploration of Number and Algebra:** Central to the course is the investigation of the set of real numbers, algebraic concepts, probability exercises, and the compilation and analysis of data.



- **Exploration of Number and Geometry:** This course enables teachers to enhance students' learning of geometry using a variety of manipulative materials. Van Hiele levels of geometric reasoning are explored.

Contact Information

For an application, please contact the Graduate Admissions Office at:

wpunj.edu/admissions/graduate/apply-now.do
or 973.720.2237

For more information, please contact

Dr. Rochelle Goldberg Kaplan
kaplanr@wpunj.edu • 973.720.2598
or

Dr. Sandra Alon
alons@wpunj.edu • 973.720.3973

or visit our website at at:

cms.wpunj.edu/coe/departments/elps/med_teach_math.dot



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WILLIAM PATERSON UNIVERSITY

School Library Media Concentration

College of Education

Department of Educational Leadership and Professional Studies

M.Ed. in Curriculum and Learning

The School Library Media Specialist program focuses on developing the school library media specialist as an educational researcher, as well as a teacher, instructional partner, informational specialist, and program administrator for preschool through high school grades.



The Program

The program follows the standards of the American Association of School Librarians. Principles of inquiry and application are addressed in every course and are assessed by professional application projects, field experiences, case studies, and research. This concentration includes options for state endorsement as a school library media specialist. The capstone of the program involves writing a Masters Thesis which incorporates coursework and research, and the development of an electronic portfolio. Courses in the program can also lead to a Supervisory Certificate in New Jersey. This program is accredited by the American Library Association and American Association for School Librarians.

Graduates of this program become expert collaborators with classroom teachers, instructional designers, curriculum developers, literacy coaches, educational researchers, and technology facilitators with a commitment to equity and diversity in the access and use of information in the schools.

The core courses include courses relating to foundations of school librarianship, the integration of media into the curriculum, management of the school library media center, technical library processes, information access and reference, children's and young adult literature, technology in the school media center, and 150 hours of field experience.

The core courses are offered as online, hybrid, or in-person laboratory sessions. Courses are offered so that students can complete their degree in a timely fashion, including summer courses.

Contact Information

For an application, please contact the Graduate Admissions Office at:
wpunj.edu/admissions/graduate/apply-now.dot
or 973.720.2237.

For more information, please contact

Professor Michelle Kowalsky
kowalskym@wpunj.edu • 973.720.3972

or visit our website at:
cms.wpunj.edu/coe/departments/elps/med_school_libraryMedia.dot



WILLIAM PATERSON UNIVERSITY

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Department Mission

Our mission is to create a dynamic partnership of faculty, students, administrators and local communities working collaboratively to prepare outstanding educators to work with a diverse population of students in today's schools.

Our goal is for all within this partnership to demonstrate the highest levels of ethical standards, current theoretical understandings, and application of best practices, structured within the guidelines of state administrative code.



Dr. Peter Griswold - Department Chair

"Please join us for an exciting innovative learning experience as we prepare tomorrow's educators today."

1600 Valley Road – Wayne, NJ

Office: V3010

Phone: 973-720-2118

ADDITIONAL INFORMATION

For additional information about the special education program, please visit the College of Education's webpage: <http://www.wpunj.edu/coe>. Click on departments > Special Education & Counseling.

Please direct questions to the Director of this program:
Professor Christine Besko-Maughan (beskoc@wpunj.edu) or
973-720-2115

WILLIAM PATERSON UNIVERSITY

Since its founding in 1855, William Paterson University has grown to become a comprehensive regional institution committed to academic excellence and student success. Accredited by the Middle States Association of Schools and Colleges, William Paterson offers 32 undergraduate and 19 graduate degree programs as well as professional development programs through its five colleges: Arts & Communication, Christos M. Cotsakos College of Business, Education, Humanities and Social Sciences, and Science and Health.

Nearly 10,500 full- and part-time students from a diversity of backgrounds are enrolled at the University. Occupying a 370-acre, wooded campus, the University is located in the hills of suburban Wayne, New Jersey, within an hour of the ocean, the mountains, the Meadowlands, and New York City.

William Paterson offers a wide variety of student activities, modern on-campus housing, and the most up-to-date educational facilities. Financial aid is available including a limited number of graduate assistantships to qualified students.

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NCATE



TEACHER OF STUDENTS WITH DISABILITIES ENDORSEMENT PROGRAM



WILLIAM PATERSON UNIVERSITY

Department of Special Education and Counseling

*Accredited by the National Council of Accreditation
of Teacher Education [NCATE]*

1

TEACHER OF STUDENTS WITH DISABILITIES ENDORSEMENT PROGRAM

This program is for teachers holding a standard New Jersey teaching certificate or a New Jersey Certificate of Eligibility with Advanced Standing (CEAS) who wish to earn endorsement as Teacher of Students with Disabilities (TSD). This program is intended for students who wish to complete the requirements for TSD endorsement prior to teaching special education.

This 22-credit program includes coursework in principles and practices of special education, and emphasizes preparation of individuals to instruct students with diverse learning and social needs in a variety of general education and special education settings.

A 1 credit field experience with special needs students is required.

*Program Specific Admission Requirements:

- B.A. degree from an accredited institution of higher education
- Standard New Jersey Teaching Certificate or New Jersey C.E.A.S. in regular education
- Admission application form submitted to the office of Graduate Admissions & Enrollment including one letter of recommendation from an educator

**subject to change, please consult department webpage & contact current program director/advisor, Professor Christine Besko at 973-720-2115 and BeskoC@npunj.edu*

COURSE OFFERINGS:

SPC 555: Educational Foundations in a Diverse Society - This introductory course provides essential educational foundations for aspiring teacher candidates. Philosophical, historical and legal precedents provide the knowledge base, and national and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. Learner characteristics are examined, with particular attention to the range of abilities, races/ethnicities, genders, socioeconomic factors, and others, that contribute to the diversity in the classroom. Emphasis is placed on physical, psychological, academic and socio-behavioral characteristics, and the ways they can facilitate or impede student learning. (3 cr.)

SPC 560: Understanding School Based Assessment of Diverse Learners - This course provides a comprehensive foundation to understand the integral relationships between assessment & instruction, emphasizing the use of standards-based high-stakes and informal assessments in relation to educational decision making for learners from diverse backgrounds and ability levels. (3 cr.)

SPC 564: Managing Challenging Behaviors in Diverse Settings - This course focuses on creating classroom environments that foster learning, safety, positive social interactions and acceptance of diversity consistent with the Career Education and Consumer, Family, and Life Skills standards in the NJ CCCS. Methods to manage group behavior are presented with emphasis on motivational learning activities, the organization of the environment, and the teaching of expectations and routines that govern behavior during instruction and transition. (3 cr.)

SPC 566: Assistive Technology in the Inclusion Classroom - This is an introductory course in the implementation of assistive technology in the inclusion classroom. Teacher candidates will learn how various strategies, modifications and technologies can improve the learning environment for all learners. (3 cr.)

SPC 570: Language, Literacy and Learning in a Diverse Society - This course provides a comprehensive foundation to link language development and the emergence of literacy skills to the acquisition of knowledge for students with disabilities using learner characteristics as the basis to explore current theories and research. (3 cr.)

SPC 580: Collaboration with School, Home and Community - This course examines political, economic and cultural beliefs toward school and schooling for individuals from diverse backgrounds, focusing on students with disabilities. (3 cr.)

SPC 582: The Universally Designed Inclusive Classroom - The purpose of the course is to introduce teacher candidates to practical issues, concerns and trends in Inclusive Education, including Standards-Based Teaching, Universal Design, and Differentiated Instruction, and to provide students with concrete strategies and teaching methodologies to address diverse learners' needs. (3 cr.)

SPED 654: Demonstration Teaching - This course affords the student an opportunity to integrate theory and application in a classroom environment. Emphasis is placed on practical classroom procedures and student participation in this area of specialization. (1 cr.)

WILLIAM PATERSON UNIVERSITY

Learning Technologies Concentration

College of Education

Department of Educational Leadership and Professional Studies

M.Ed. in Curriculum and Learning

The overarching goal of the Learning Technologies program is to help students develop leadership capabilities in the use of digital technologies in education, in order to support and sustain K-12 schools for the 21st century.

Program coursework relies heavily on modeling the use of technologies in teaching and is designed to help students not only learn about educational technologies to develop technical skills, but also to learn with educational technologies and appropriately apply technology to improve teaching and learning in a diverse array of school environments.



The Program

The capstone of the program involves:

- writing a Masters thesis which incorporates coursework and research, and
- the development of an electronic portfolio to demonstrate mastery of the Technology Facilitation Standards, as specified by the International Society for Technology in Education.

Courses in the program can also lead to a Supervisory Certificate in New Jersey. Graduates of this program become expert classroom teachers, instructional designers, curriculum developers, educational researchers, technology facilitators, coordinators, and directors with a commitment to equity and diversity in the use of technology in the schools.

Required Coursework

- **Educational Technology Foundations:** This introductory course will help students become proficient in basic technology skills and concepts including hardware, standard software applications, and networking fundamentals.
- **Designing and Facilitating Technology-Integrated Learning:** This course focuses on the instructional design process used to create developmentally-appropriate, learner-centered instructional experiences which support curricular content and technology-literacy standards.
- **Assessing Educational Achievement with Technology:** This course focuses on the use of technology to assess, evaluate, and manage students' instructional development.
- **Technology-Mediated Learning:** This course explores the use of traditional, current, and emerging information and communication technologies (ICTs) to provide instruction across time and/or space for a range of educational opportunities.



- **Leadership and Learning Technologies:** In this culminating technology course, students will use the skills and knowledge they have gained from previous courses to explore ways in which new technology strategies can be used to promote systemic change aligned with national and state policies.

Contact Information

For an application, please contact the Graduate Admissions Office at:

wpunj.edu/admissions/graduate/apply-now.dot
or 973.720.2237.

For more information, please contact

Dr. Hilary Wilder

wilderh@wpunj.edu • 973.720.2410
or

Dr. Heejung An

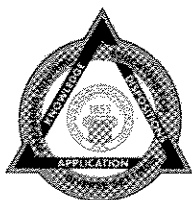
anh2@wpunj.edu • 973.720.2280
or

visit our website at: cms.wpunj.edu/coe/departments/elps/med_learnTech.dot

COMING SOON!

Look for our 5-Course Learning Technologies Certificate aligned with National ISTE Technology Facilitator Standards.

For more information, contact Dr. Hilary Wilder at wilderh@wpunj.edu.



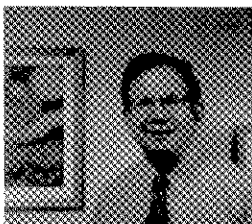
WILLIAM PATERSON UNIVERSITY

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Department Mission

Our mission is to create a dynamic partnership of faculty, students, administrators and local communities working collaboratively to prepare outstanding special educators to work with a diverse population of students with mild and moderate disabilities in today's schools.

Our goal is for all within this partnership to demonstrate the highest levels of ethical standards, current theoretical understandings, and application of best practices, structured within the guidelines of state administrative code.



Dr. Peter Griswold - Department Chair

"Please join us for an exciting innovative learning experience in preparing tomorrow's educators today."

1600 Valley Road – Wayne, NJ
Office: V3010
Phone: 973-720-2118

ADDITIONAL INFORMATION

For additional information about the special education program, please visit the College of Education's webpage: <http://www.wpuni.edu/coe>. Click on departments > Special Education & Counseling.

Please direct questions to the Director of this program:
Dr. Jeanne D'Haem (dhaemi@wpuni.edu) or 973.720.2594)

WILLIAM PATERSON UNIVERSITY

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NCATE



M. ED IN SPECIAL EDUCATION (SPECIALIZATION: TEACHER OF STUDENTS WITH DISABILITIES ENDORSEMENT)



WILLIAM PATERSON UNIVERSITY

Department of Special Education and Counseling

*Accredited by The National Council of Accreditation of
Teacher Education [NCATE]*

M. Ed. in Special Education (Specialization: Teacher of Students with Disabilities Endorsement)

Coursework and field experiences in special education have enabled teachers to better meet the needs of students at risk for academic and/or behavioral problems in both special education and inclusive settings. Proficiency in designing and adapting instruction makes for a more effective teaching style and enhances the marketability of candidates for teaching positions.

This 37-credit M. Ed. program is designed for teachers who hold a standard New Jersey teaching certificate or a New Jersey Certificate of Eligibility with Advanced Standing (CEAS) and wish to earn a special education teacher license and a masters degree. It combines the 22-credit Teacher of Students with Disabilities Endorsement Program with an additional 15 credits at the graduate level. Graduates receive the M. Ed. in Special Education (specialization in Teacher of Students with Disabilities) and are eligible for the TSD Endorsement issued by the New Jersey Department of Education.

Phase One of the program, the TSD Endorsement program, includes coursework in the principles and practices of special education and emphasizes preparation of individuals to instruct students with diverse learning and social needs in a variety of general and special education settings. A one-credit practicum teaching experience with students with special needs may be completed during the summer. Upon completion of this first phase, students may apply for the TSD Endorsement.

Students may then choose to go on to Phase Two, the five graduate level courses in advanced topics and research. Students take a course in special education law, a directed elective in an area of interest and the three courses, during which the student plans and conducts a masters level research project.

Please be aware that the TSD Endorsement Program exists as a separate entity. Those students who already possess a Masters degree or who are not seeking to earn one may apply to the TSD Endorsement program by itself. There are two versions of the TSD Endorsement Program. There is no difference in coursework between these two versions.

- A traditional TSD Endorsement program for students who are not currently teaching special education
- An Alternate Route TSD Endorsement program for students who are teaching special education with a Certificate of Eligibility and need to complete a coursework as a condition of retaining their position.

Admission requirements:

Traditional TSD Endorsement Program:

1. Bachelor's degree from an accredited college or university
2. Standard New Jersey Teaching Certificate or Certificate of Eligibility with Advanced Standing (CEAS)
3. Completed Admissions Application and one letter of recommendation from an educator

Alternate Route TSD Endorsement Program:

1. All of the above items
2. New Jersey Certificate of Eligibility in Special Education
3. Contract or other evidence of employment as a special education teacher

M. Ed. in Special Education (Specialization: Teacher of Students with Disabilities)

1. Bachelor's degree from an accredited college or university with an overall minimum undergraduate GPA of 2.75 on a 4.0 scale
2. Standard New Jersey Teaching Certificate or Certificate of Eligibility with Advanced Standing (CEAS)
3. Completed Admissions Application and one letter of recommendation from an educator
4. 450 minimum score on the Verbal portion of the Graduate Record Exam or 388 minimum score on the Miller Analogies Test

Please note: Students may apply to the M. Ed. in Special Education prior to beginning the TSD Endorsement Program or while they are taking coursework. Students who have already completed a TSD Endorsement Program through William Paterson are also eligible. Students who are in the traditional TSD Endorsement program and obtain a teaching position with a Certificate of Eligibility must request a transfer to the Alternate Route TSD Endorsement Program. Students who do not do this may risk having the issuance of their TSD Endorsement delayed.

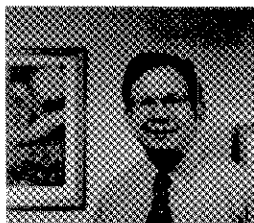
COURSE OFFERINGS:

PHASE ONE:
SPC 555: Educational Foundations in a Diverse Society (3 cr.)
SPC 560: Understanding School Based Assessment of Diverse Learners(3 cr.)
SPC 564: Managing Challenging Behaviors in Diverse Settings(3 cr.)
SPC 566: Assistive Technology in the Inclusion Classroom (3 cr.)
SPC 570 Language, Literacy & Learning in a Diverse Society (3 cr.)
SPC 580: Collaboration with School, Home and Community (3 cr.)
SPC 582:The Universally Designed Inclusive Classroom (3 cr.)
SPED 654: Demo Teaching Seminar - (1 cr.)
PHASE TWO:
SPED 628 Special Education Law (3 cr.)
Directed Elective (3 cr.)
SPED 629 Issues in Special Education (3 cr.)
SPED 632 Research in Special Education (3 cr.)
SPED 633 Research in Special Education II (3 cr.)

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NCATE



ALTERNATE ROUTE TEACHER OF STUDENTS WITH DISABILITIES ENDORSEMENT PROGRAM



WILLIAM PATERSON UNIVERSITY
Department of Special Education and Counseling


*Accredited by the National Council of Accreditation of
Teacher Education [NCATE]*

ALTERNATE ROUTE TEACHER OF STUDENTS WITH DISABILITIES ENDORSEMENT PROGRAM

This program is for teachers holding a New Jersey teaching certificate in regular education and who are currently teaching special education under a Certificate of Eligibility. This program is intended for students who must earn the TSD endorsement in order to retain their teaching position in special education.

This 22-credit program includes coursework in principles and practices of special education, and emphasizes preparation of individuals to instruct students with diverse learning and social needs in a variety of general education and special education settings.

A 1 credit field experience with special needs students is required.

*Program Specific Admission Requirements:

- B.A. degree from an accredited institution of higher education
- NJ Standard or Provisional Teaching Certificate in regular education
- NJ Certificate of Eligibility in special education
- Contract or other evidence of employment as a special education teacher
- Admission application form submitted to the office of Graduate Admissions & Enrollment including one letter of recommendation from an educator

**subject to change, please consult department webpage & contact current program director/ advisor, Dr. Jeanne D'Haem at dbaemj@wpunj.edu or 973-720-2594*

COURSE OFFERINGS:

SPC 555: Educational Foundations in a Diverse Society - This introductory course provides essential educational foundations for aspiring teacher candidates. Philosophical, historical and legal precedents provide the knowledge base, and national and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. Learner characteristics are examined, with particular attention to the range of abilities, races/ethnicities, genders, socioeconomic factors, and others, that contribute to the diversity in the classroom. Emphasis is placed on physical, psychological, academic and socio-behavioral characteristics, and the ways they can facilitate or impede student learning. **(3 cr.)**

SPC 560: Understanding School Based Assessment of Diverse Learners - This course provides a comprehensive foundation to understand the integral relationships between assessment & instruction, emphasizing the use of standards-based high-stakes and informal assessments in relation to educational decision making for learners from diverse backgrounds and ability levels. **(3 cr.)**

SPC 564: Managing Challenging Behaviors in Diverse Settings - This course focuses on creating classroom environments that foster learning, safety, positive social interactions and acceptance of diversity consistent with the Career Education and Consumer, Family, and Life Skills standards in the NJ CCCS. Methods to manage group behavior are presented with emphasis on motivational learning activities, the organization of the environment, and the teaching of expectations and routines that govern behavior during instruction and transition. **(3 cr.)**

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SPC 580: Collaboration with School, Home and Community - This course examines political, economic and cultural beliefs toward school and schooling for individuals from diverse backgrounds, focusing on students with disabilities. **(3 cr.)**

SPC 582: The Universally Designed Inclusive Classroom - The purpose of the course is to introduce teacher candidates to practical issues, concerns and trends in Inclusive Education, including Standards-Based Teaching, Universal Design, and Differentiated Instruction, and to provide students with concrete strategies and teaching methodologies to address diverse learners' needs. **(3 cr.)**

SPED 654: Demonstration Teaching - This course affords the student an opportunity to integrate theory and application in a classroom environment. Emphasis is placed on practical classroom procedures and student participation in this area of specialization. **(1 cr.)**



At William Paterson University, you will find a supportive and challenging environment that encourages you to push yourself, gain confidence, and come away with the knowledge that remarkable things are within your reach. A comprehensive regional public institution located in suburban Wayne, New Jersey, the University serves 11,000 full- and part-time students through five colleges: College of the Arts and Communication, Cotsakos College of Business, College of Education, College of Humanities and Social Sciences, and College of Science and Health.

The University was founded in 1855 and is accredited by the Middle States Association of Schools and Colleges. Our 43 undergraduate and 20 graduate degree programs create opportunities that help you succeed in our classrooms, laboratories, studios, and throughout our beautiful, 370-acre campus.

At William Paterson, you'll study in small classes taught by professors who are experts in their fields. You will also enjoy individualized attention from faculty mentors who are committed to helping you develop your strengths, and uncover new ones.

Whether you choose to join the nearly 2,600 active undergraduates living in our modern residence halls, or to commute, you'll share an active campus experience with students from every background and perspective. Financial aid is available to qualified students.

At William Paterson, we'll help you turn what's possible into what's next. For more information, visit www.wpunj.edu or call the Office of Admissions at 973.720.2125.

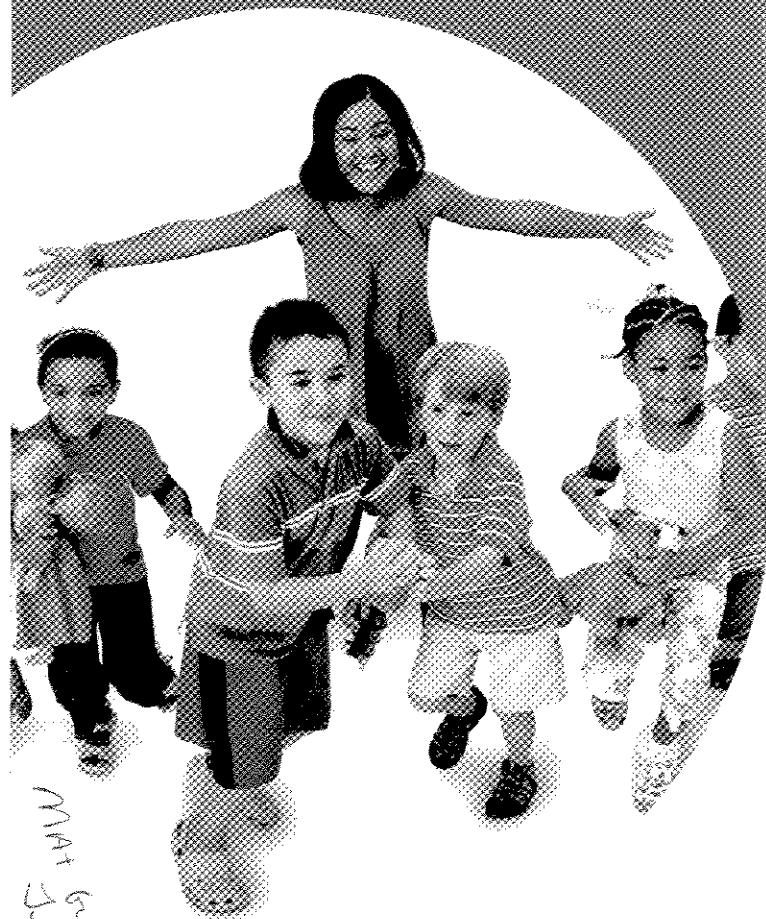


WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY • WWW.WPUNJ.EDU

College of Education

Elementary and
Early Childhood
Education



WILLIAM PATERSON
UNIVERSITY

Turn What's Possible Into What's Next

There is no more important concern for parents than the education of their children. At William Paterson University, education majors, particularly those who choose to teach in lower grades where good study habits begin, have a major impact on the lives of their students as never before.

The University's Department of Elementary and Early Childhood Education is at the forefront of a field that is being radically transformed. William Paterson students may major in either elementary or early childhood education. Whichever one they choose, the University will cultivate inquiring and reflective teachers who will instill in youngsters the skills they will use throughout their lives.

The College of Education is especially proud that, since 1954, the National Council for Accreditation of Teacher Education (NCATE) has recognized the college's success in promoting continuous accreditations.

The Course of Study for Elementary and Early Childhood Education Majors

The Department of Elementary and Early Childhood Education offers majors that lead to eligibility for initial state certification in the

Early Childhood Education (P-3 program)

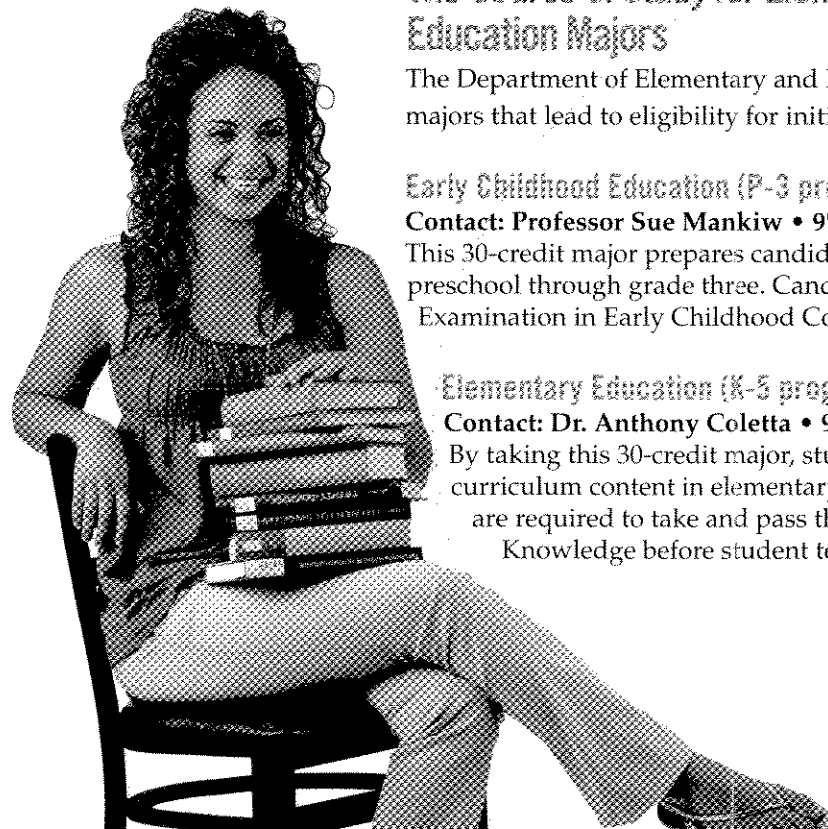
Contact: Professor Sue Mankiw • 973.720.3931 or mankiws@wpunj.edu

This 30-credit major prepares candidates to teach all of the core preschool through grade three. Candidates must take and pass the Examination in Early Childhood Content Knowledge before student teaching.

Elementary Education (K-5 program)

Contact: Dr. Anthony Coletta • 973.720.3144 or colettaa@wpunj.edu

By taking this 30-credit major, students become eligible to teach the core curriculum content in elementary school, kindergarten through grade five. Candidates are required to take and pass the Praxis II Examination in Elementary Education Content Knowledge before student teaching.



Elementary and
Early Childhood
Education
see
www.wpunj.edu/collegeofeducation/elementaryandearlychildhood

Elementary and Early Childhood Education

Preparing You to Take the Next Step

Dual Certification (P-3 and K-5)

Contact: Professor Sue Mankiw
973.720.3931 or mankiws@wpunj.edu

Students are prepared to teach all of the core curriculum content in preschool through grade five via this 36-credit major. Candidates are required to pass the Praxis II Examinations in Early Childhood and Elementary Content Knowledge before student teaching.

Elementary Endorsement in a Subject Field Specialization (K-5 with 5-8)

Contact: Dr. Anthony Coletta
973.720.3144 or colettaa@wpunj.edu

This 34-credit major prepares candidates to teach all of the core curriculum content in kindergarten through grade five and a subject field specialization endorsement in grades five through eight. Candidates are required to take and pass the Praxis II Examination in Elementary Content Knowledge before student teaching, as well as the Middle School Praxis in the subject specialization.

Liberal Arts or Science Second Majors

All students must complete a second major in an appropriate liberal arts or science area, in addition to their education major. Once the second major is declared, students obtain advisement from both the education department and the liberal arts or science department.

Students seeking early childhood (P-3) and/or elementary education certification (K-5) can select any of the following areas as their second major:

African, African American, and Caribbean Studies

Anthropology

Art: history, studio, fine arts (ceramics, graphic arts, painting, photography, sculpture)

Asian Studies

Asian Studies: Chinese or Japanese language concentration

Communication: interpersonal, journalism and public relations
English: literature, writing

Latin American Studies

Liberal Studies: arts, humanities, and social sciences

Liberal Studies: integrated science and math

Mathematics, Applied Mathematics

Philosophy

Psychology

Science: biology, chemistry, earth science, environmental

Social Studies: geography, history, political science

Sociology: general studies

Women's Studies

World Languages: French, Spanish

Students seeking the middle school endorsement (5-8 or the K-5 certificate) can select any of the following areas as their second major:

Asian Studies: Chinese or Japanese language concentration

English: literature, writing

Liberal Studies: arts, humanities, and social sciences (English, history, political science, or geography tracks)

Liberal Studies: integrated science and math

Mathematics, Applied Mathematics

Sciences: biology, chemistry, earth science, environmental

Social Studies: geography, history, political science

World Languages: French, Spanish



The Certification Process

To be eligible for certification in early childhood and elementary education, candidates must complete a prescribed teacher education major. This professional preparation program is an intensive one in the theoretical and practical aspects of teaching that culminates in a full-semester, senior teaching internship in a school system.

All certification candidates must take and pass the appropriate PRAXIS II exams before entering the student teaching semester. Information regarding the PRAXIS II is available from the Office of Certification, 1600 Valley Road, room 3104.

Frequently Asked Questions

Q: Can I major in elementary or early childhood education?

A: Yes. You also need a major in a liberal arts or sciences area. See the list of approved second majors.

Q: Are there requirements to meet before taking education courses?

A: Yes. You must achieve and maintain a cumulative GPA of 2.75 and have an approved second major. Course prerequisites include Anthropology 202, Foundations for Teaching: Anthropology of Education, Psychology 210, Developmental Psychology, as well as Computer Science 215: Computer and Information Technology for Educators (or you may pass a computer proficiency exam). You must fill out an application to the College of Education and take and pass the speech and hearing, as well as writing assessments.

Q: When can I start taking education courses?

A: The best time to begin taking education courses is during your junior year after you take course prerequisites, establish an appropriate GPA, and pass required assessments.

Q: Who should I contact for information about program admission and requirements?

A: You can contact the Office of Certification at 973.720.3685, or go online at www.wpunj.edu/coe/departments/cert/certhome.htm

Faculty and Staff

Linnea Weiland, Ph.D. Department Chair, Specialty: Elementary, early childhood, mathematics education • weilandl@wpunj.edu

Elaine Bush, departmental advisor • bushel@wpunj.edu

Heejung An, Ed.D. Specialty: early childhood education • anh2@wpunj.edu

Anthony Coletta, Ph.D. Specialty: early childhood education • colettaa@wpunj.edu

Alison Dobrick, Ph.D. Specialty: early childhood education • dobricka@wpunj.edu

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Holly Seplocha, Ed.D. Specialty: early childhood education • seplochah@wpunj.edu

Janis Strasser, Ed.D. Specialty: early childhood education • strassen@wpunj.edu

Marion Turkish, Ph.D. Specialty: early childhood education • turkishm@wpunj.edu

Ronald Verdicchio, Ed.D. Specialty: educational leadership, community relations • verdicchio@wpunj.edu

Stanley Wollock, Ed.D. Specialty: early childhood education • wollocks@wpunj.edu

To Apply to William Paterson University:
Please apply online by going to www.wpunj.edu/undergraduate or you may call the Admissions Office at 973.720.2100.

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NCATE



WILLIAM PATERSON UNIVERSITY

300 POMPTON ROAD • WAYNE, NEW JERSEY 07470
WWW.WPUNJ.EDU • 1.877.WPU.EXCEL

SPECIAL EDUCATION GRADUATE PROGRAMS:

- Master's of Education - Learning Disabilities
- Learning Disabilities Teacher - Consultant



WILLIAM PATERSON UNIVERSITY

COLLEGE OF EDUCATION

Department of Special Education and Counseling

*Accredited by the National Council of Accreditation of Teacher Education
[NCATE]*

1

WILLIAM PATERSON UNIVERSITY

This program enables teachers with certification in regular or special education to earn a master's degree and endorsement as a Learning Disabilities Teacher-Consultant.

Graduate Admission Information:

Please consult the university's webpage: www.wpunj.edu to navigate to the link to Graduate Admissions for the most up to date information and to apply online.

M. Ed. in Special Education Learning Disabilities concentration 39 credits

Program Specific Admission Requirements:

- B.A. degree from an accredited institution of higher education with an undergraduate cumulative GPA of at least 2.75 on a 4.0 scale
- Standard NJ Teacher's Certificate or NJ Certificate of Eligibility with Advanced Standing
- Written philosophy of education statement describing how the program will help the applicant meet his/her career goals
- Admission application form submitted to Graduate Studies including two letters of recommendation from professional sources
- A total score of 850 on GRE (450 minimum score on verbal) or a minimum of 400 on the Miller Analogies Test

Applicants who are already in possession of a master's degree in an education field are eligible for the 30-credit LDT-C Endorsement program.

LD Teacher-Consultant endorsement 30 credits

Program Specific Admission *Requirements:

- Master's degree in education or a related field
- Standard NJ Teacher's Certificate or NJ Certificate of Eligibility with Advanced Standing.

Required Courses

Please note: Students should consult the curriculum control sheet for the list of specific courses which are required and the recommended sequence for their chosen program and it is available from the program advisor.

- SPED 531 Orientation to Psychological Testing (3 cr.)
- SPED 542: Foundations of Learning Disabilities (3 cr.)
- SPED 543: Diagnosis of Learning Disabilities (3 cr.)
- SPED 621: Physiological Basis of Learning Disabilities – (3 cr.)
- SPED 622: Learning Theories and Applications (3 cr.)
- SPED 624: The Universally Designed Classroom - (3 cr.)
- SPED 625: Collaboration Theory and Practice (3 cr.)
- SPED 629: Current Issues in Special Education* (3 cr.)
- SPED 632 & SPED 633: Research I & II* (6 credits)
- SPED 644: Correction of Learning Disabilities (3 cr.)
- SPED 657: Clinical Application to Learning Disabilities (3 cr.)
- DIRECTED ELECTIVE (3 cr.)

*Not required for the LDT-C Endorsement program

PLEASE NOTE:

- This program does not enable students to earn Endorsement as Teacher of Students with Disabilities (TSD), but some courses may be applied towards the TSD Endorsement program
- State requirements for the LDT-C Endorsement include three years of full-time teaching experience. Candidates can enter the program prior to the completion of the three years, but will not be recommended for the LDT-C Endorsement until they have met those requirements

ADDITIONAL INFORMATION

For additional information about the special education programs at William Paterson University, please visit the College of Education's webpage: <http://www.wpunj.edu/coe>. Click on departments > Special Education & Counseling.

Inquiries may be directed to Dr. Peter Griswold, department chair and director of the Master's – Learning Disabilities concentration & L.D.T.-C endorsement programs. His e-mail address is griswoldp@wpunj.edu

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