ED.M. PROGRAM IN ELEMENTARY EDUCATION

I. PROGRAM DESCRIPTION

The master's program in early childhood/elementary education is intended for certified teachers who wish to continue their study of learning and teaching in early childhood/elementary settings. The program has five major goals: (1) to foster a vision of learning as an active process in which students construct their own knowledge and understandings; (2) to foster a vision of teaching that promotes depth of understanding and problem solving rather than mere curriculum coverage and that recognizes children's individual and cultural differences; (3) to extend teachers' knowledge of current research and theory on learning and teaching so they can make informed decisions about educational practice and can help to bring about change in schools; (4) to encourage teachers to be teacher-researchers who reflect on and systematically inquire into their own practice; and (5) to provide an opportunity for teachers to acquire depth in an area of early childhood/elementary education that is of particular interest to them.

II. APPLICATION DEADLINES AND ADMINISTRATIVE INFORMATION

Fall admission - February 1 deadline
Spring admission - November 1 deadline

All applications are filed on-line (http://gradstudy.rutgers.edu).

Application support documentation is sent to:
Office of Graduate and Professional Admissions
Rutgers, The State University of New Jersey
56 College Ave, New Brunswick, NJ 08901-8530 USA
848/932-7711 Fax: 732/932-8231

Application packets should contain:
- Three letters of recommendation
- Current Graduate Record Exam (GRE) scores (no older than 5 years)
- Personal written statement
- All college transcripts

III. PROGRAM REQUIREMENTS

The master's program in early childhood/elementary education provides for (1) the study of the psychological foundations of education; (2) a concentration in one of two areas of interest (study of one or more content areas taught in elementary classrooms or study of early childhood education and applied child development). Programs of study are individually constructed by the student and the advisor, using the attached outline as a guide.
### Professional Education Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title of Course</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:290:501</td>
<td>Introduction to Educational Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>15:290:521</td>
<td>Child, Family, and Community: Relationships in Development</td>
<td>3</td>
</tr>
<tr>
<td>15:290:522</td>
<td>Cognition and Language from Birth to Five: Normal Development and Implications of Risk and Disability</td>
<td>3</td>
</tr>
<tr>
<td>15:255:512</td>
<td>Enhancing Learning and Development for Infants and Young Children</td>
<td>3</td>
</tr>
<tr>
<td>15:293:522</td>
<td>Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>15:293:525</td>
<td>Psychology of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>16:300:591</td>
<td>Cognitive Development</td>
<td>3</td>
</tr>
<tr>
<td>15:295:510</td>
<td>Cooperative and Collaborative Learning</td>
<td>3</td>
</tr>
<tr>
<td>15:295:512</td>
<td>Introduction to Child Psychology: Infancy through Adolescence (or more advanced course)</td>
<td>3</td>
</tr>
<tr>
<td>16:300:595</td>
<td>The Psychology of Sex Differences</td>
<td>3</td>
</tr>
<tr>
<td>15:295:578</td>
<td>Developmental Theory of Jean Piaget</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Psychological Foundations of Education
(Select 2 courses from this group - or others, with advisement)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title of Course</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:251:570</td>
<td>Advanced Pedagogical Techniques for the Elementary Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Early Childhood/Elementary Education Required Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title of Course</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Study</td>
<td>One or more of the following areas: creative arts education, literacy, ESL and bilingual education, instructional technology, mathematics education, science education</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Early Childhood/Elementary Education Area of Specialization (must be selected with advisement)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title of Course</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>Grad Level With advisor’s approval, may be taken anywhere in the University</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL MINIMUM CREDITS** 30

### Additional Requirements

To demonstrate the achievement of the goals of the program each student will create a portfolio with three components.

- **Part A:** Students will write a reflective essay where they will describe the key knowledge that they have developed in the areas of Early Childhood Education, Elementary Education, and their area of specialization.

- **Part B:** Students will compile relevant artifacts from coursework that demonstrate changes in knowledge, beliefs, and practice related to their identified goals. Each artifact will include a reflective essay that clearly indicates how this artifact demonstrates what the student has learned about their practice and what they still hope to change and develop.

- **Part C:** Students will create a “future directions” plan that identifies areas for improvement including additional knowledge and skills the student wishes to develop.
Taken as a whole the portfolio should demonstrate deep knowledge of core topics and an ability to synthesize and analyze research in early childhood and elementary education. The portfolio will be evaluated by the student’s advisor and one other member of the program faculty.

IV. PROGRAM FACULTY

Core Faculty:

Dan Battey  
Ph.D., University of California, Los Angeles  
phone: 848-932-0800  
email: dan.battey@qse.rutgers.edu  
office: 229C  
Research Interests: Professional development, Equitable mathematics teaching

Nora E. Hyland  
Ph.D., University of Illinois at Urbana-Champaign  
phone: 848-932-0775  
email: nora.hyland@gse.rutgers.edu  
office: 212  
Research Interests: Curriculum, anti-racist education, social justice, action research

Carrie Lobman  
Ed.D., Teachers College, Columbia University  
phone: 848-932-0809  
email: lobman@rci.rutgers.edu  
office: 240  
Research Interests: Early childhood education, play, creativity, and performance

Helane Rosenberg  
Ph.D., Florida State University  
phone: 848-932-0773  
email: helane.rosenberg@gmail.com  
office: 209  
Research Interests: Creative arts education, imagination, creativity

Sharon Ryan  
Ed.D., Columbia University  
phone: 848-932-0677  
email: lobman@rci.rutgers.edu  
office: 239  
Research Interests: Early childhood education, urban education, social justice and equity issues

Affiliated Faculty:

Susan Golbeck  
Ph.D., Penn State  
phone: 848-932-0828  
email: susan.golbeck@qse.rutgers.edu  
office: 322  
Research Interests: Cognitive development, spatial cognition, early education

Lorraine McCune  
Ed.D., Rutgers  
phone: 848-932-0823  
email: mccune@rci.rutgers.edu  
office: 337  
Research Interests: Infant and toddler development, developmental disabilities

Lesley M. Morrow  
Ph.D., Fordham University  
phone: 848-932-0764  
email: lmorro@rci.rutgers.edu  
office: 206A  
Research Interests: Early literacy development