ED.M. PROGRAM IN SPECIAL EDUCATION

I. PROGRAM DESCRIPTION

The master’s degree program in special education provides advanced graduate preparation for both certified special and general education teachers.

The program does not include coursework leading to teacher certification in special education. Students with an earned bachelor’s degree in a related field who are interested in initial teacher certification in special education should contact the Office of Student and Academic Services at 848-932-3232.

Course work and internship experiences address the instructional needs of students with mild and moderate disabilities. The 36-credit program is composed of a special education core (18 credits); a learning, cognition, and development (LCD) requirement (6 credits); educational statistics, measurement, and evaluation courses (6 credits); and electives (6 credits).

The 18-credit special education core is required of all students. This core develops competencies in the assessment and remediation of students with learning disabilities, collaborative teaching/consultation skills, and knowledge about New Jersey special education law.

The program does not include coursework leading to teacher certification in special education

II. APPLICATION DEADLINES AND ADMINISTRATIVE INFORMATION.

Fall admission - February 1 deadline
Spring admission - October 15 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

Students not interested in pursuing a master’s degree but interested in taking graduate courses can enroll in special education courses. An individual must be admitted as a non-matriculated student prior to registering for a course. Non-degree students may take an unlimited number of credits, but only 12 of these (approved by advisor) can be transferred toward the master’s degree.
III. PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title of Course</th>
<th>Crs</th>
<th>Grad Credits</th>
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<tbody>
<tr>
<td>15:293:522</td>
<td>Learning Disabilities</td>
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<tr>
<td>15:293:525</td>
<td>Psychology of the Exceptional Child</td>
<td>3</td>
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<tr>
<td>15:293:526</td>
<td>Identification and Assessment of Learning Disabilities</td>
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<tr>
<td>15:293:527</td>
<td>Remediation of Learning Disabilities</td>
<td>3</td>
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<tr>
<td>15:293:521</td>
<td>Intellectual and Developmental Disabilities</td>
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<tr>
<td>15:293:529</td>
<td>Instructional Decision Making in Special Education</td>
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<td>15:293:610</td>
<td>New Jersey Special Education Law</td>
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<td>15:293:630</td>
<td>Current Topics in Special Education</td>
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<td>15:291:531</td>
<td>Statistical Methods I (previously 16:960:531)</td>
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<tr>
<td>15:291:515</td>
<td>Psychometric Theory I</td>
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<td>15:295:580</td>
<td>Psychology of Learning</td>
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<td>15:290:583</td>
<td>Biological Bases of Behavior</td>
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<td>Grad Level</td>
<td>Select courses in consultation with an advisor.</td>
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TOTAL MINIMUM CREDITS 36

IV. PROGRAM FACULTY

**Angela O’Donnell, Ph.D.**  
Ph.D., Texas Christian University  
Phone: 848-932-0830  
Email: angela.odonnell@gse.rutgers.edu  
Office: GSE 325  
Dr. O’Donnell’s research interests include cooperative and collaborative learning, text processing, and learning strategies. She is interested in understanding the conditions in which students learn best from one another. Her research focuses on how and what students learn from one another and what teachers can do to support this kind of learning.

**Matthew J. Mayer, Ph.D.**  
Ph.D., University of Maryland, College Park  
Phone: 848-932-0843  
Email: matthew.mayer@gse.rutgers.edu  
Office: GSE 335  
Dr. Mayer’s research interests include school violence and disruption, cognitive-behavioral interventions, and methodological issues in school violence and related social and behavioral research. He continues to examine national level data on school violence, working to better our understanding of school-level processes that may influence school violence and disorder. Dr. Mayer has a rich background of 13 years of educational support work with at-risk children and adolescents in neighborhood outreach programs, foster care, and as a special education teacher.

**Dake Zhang, Ph.D.**  
Ph.D., Purdue University  
Phone: 848-932-0821  
Email: dake.zhang@gse.rutgers.edu  
Office: GSE 312  
Dr. Zhang’s research interests include assessment and intervention in mathematics and science instruction for K-12 students with, or at risk for learning disabilities, and developing and examining the effectiveness of assistive technology for teaching students with, or at risk for learning disabilities in mathematics and science. She teaches the following courses: Introduction to Special Education, Assessment and Measurement for Special Education, and Current Topics in Special Education.

**Judith R. Harrison, Ph.D.**  
Ph.D., Texas A&M University  
Phone: 848-932-0822  
Email: judith.harrison@gse.rutgers.edu  
Office: GSE 317  
Dr. Harrison’s research interests include the effectiveness, acceptability, feasibility, and sustainability of classroom based services provided to youth with or at risk for emotional or behavioral disorders. Her primary focus is on the evaluation of interventions teachers can utilize to teach students the skills they need to overcome impairment and function successfully.