ED.M. PROGRAM IN ELEMENTARY EDUCATION

I. PROGRAM DESCRIPTION: The 30-credit 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:
Fall admission - February 1 deadline
Spring admission - November 1 deadline

III. APPLICATION REQUIREMENTS: To be considered for admission to the program, applicants must provide the following before the deadline:
1. Personal statement
2. Three letters of recommendation
3. Current Graduate Record Exam (GRE) scores
   (Any test scores submitted must be less than 5 years old as of the application deadline. Scores must be official, not self-reported.)
4. Undergraduate and graduate transcripts

IV. HOW TO APPLY: Applications are submitted online at the Graduate Admissions website:
http://grad.rutgers.edu/
1. Click on “Apply Now” and follow the instructions given.
2. Choose “Degree Application”, for Application Type.
3. For Program Name choose “Education: Elementary/Early Childhood” from the drop down menu.
4. Across from “Education: Elementary/Early Childhood 15251”, click the link for the semester you want to apply for.
5. Complete the application by providing the requested information.
6. Supporting materials must be submitted online or mailed to the Graduate Admissions office at Office of Graduate and Professional Admissions (New Brunswick), Rutgers, The State University of New Jersey, 56 College Avenue, New Brunswick, NJ 08901-8530.
7. Enter payment information for the non-refundable application fee.
8. Submit your application and authorize payment for the non-refundable application fee.
V. **PROFESSIONAL EDUCATION REQUIREMENTS:** The master's program in early childhood/elementary education provides for (1) the study of the psychological foundations of education and (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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:255:512</td>
<td>Enhancing Learning and Development for Infants and Young Children</td>
<td>3</td>
</tr>
<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 Eight: Normal Development and Implications of Risk and Disability</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>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>15:295:578</td>
<td>Developmental Theory of Jean Piaget</td>
<td>3</td>
</tr>
<tr>
<td>16:300:591</td>
<td>Cognitive Development</td>
<td>3</td>
</tr>
<tr>
<td>16:300:595</td>
<td>The Psychology of Sex Differences</td>
<td>3</td>
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</table>

**Psychological Foundations of Education**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:251:570</td>
<td>Advanced Pedagogical Techniques for the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>15:251:577</td>
<td>Historical and Contemporary Issues in Early Childhood Education or Theories and Practices in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>15:251:578</td>
<td>Historical and Contemporary Issues in Early Childhood Education or Theories and Practices in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Early Childhood/Elementary Education**

<table>
<thead>
<tr>
<th>Content Area Study</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education &amp; Applied Child Development</td>
<td>Focus on settings for children birth through seven; child care, family and parenting issues; developmentally appropriate practices</td>
<td>12</td>
</tr>
</tbody>
</table>

| Electives | Grad Level | With advisor's approval, may be taken anywhere in the University | 6 | 6 |

**Total Credits** 30

VI. **PORTFOLIO:** 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.
VII. PROGRAM FACULTY:

Core Faculty:

Dan Battey  
Ph.D., University of California, Los Angeles  
phone: 848-932-0800  
email: dan.battey@gse.rutgers.edu  
office: 229C

Nora E. Hyland  
Ph.D., University of Illinois at Urbana-Champaign  
phone: 848-932-0775  
email: nora.hyland@gse.rutgers.edu  
office: 212

Carrie Lobman  
Ed.D., Teachers College, Columbia University  
phone: 848-932-0809  
email: carrie.lobman@gse.rutgers.edu  
office: 240

Helane Rosenberg  
Ph.D., Florida State University  
phone: 848-932-0773  
email: helane.rosenberg@gse.rutgers.edu  
office: 209

Sharon Ryan  
Ed.D., Columbia University  
phone: 848-932-0677  
email: sharon.ryan@gse.rutgers.edu  
office: 239

Affiliated Faculty:

Susan L. Golbeck  
Ph.D., Pennsylvania State University  
phone: 848-932-0828  
email: susan.golbeck@gse.rutgers.edu  
office: 322

Lorraine McCune  
Ed.D., Rutgers University  
phone: 848-932-0823  
email: lorraine.mccune@gse.rutgers.edu  
office: 318

Lesley M. Morrow  
Ph.D., Fordham University  
phone: 848-932-0764  
email: lesley.morrow@gse.rutgers.edu  
office: 206