Master of Arts in Education (MAED) in Elementary Education
Department of Curriculum and Instruction, East Carolina University

Professional Core: 12 semester hours
- EDUC 6482 (3) Research Course (or SCIE 6500 or EDUC 6480)
- EDUC 6001 (3) Introduction to Differences in Human Learning in Schools
- SPED 6002 (3) Addressing Differences in Human Learning in Schools
- ELEM 6550 (3) Leadership and Communication (or LEED 6000 or ADED 6550)

Elementary Specialty Area: 15 semester hours
- ELEM 6000 (2) Professional Development, Issues and Trends in Elementary Education
- ELEM 6001 (1) Elementary Product Documentation
- ELEM 6200 (3) Leading Curriculum Revision and Implementation
- ELEM 6300 (3) Instructional Response to Diversity in the Elementary School
- ELEM 6400 (3) Advanced Instruction and Assessment in the Elementary School
- ELEM 6500 (3) Management and Problem Solving in the Elementary School

Elementary Content Strands - Choose ONE of the following strands:
Strand: Content Pedagogy (9 semester hours)
- ELEM 6488 (3) Teaching the Integrated Language Arts in the Elementary School
  OR
  - ELEM 6412 (3) Emerging Literacy
  - ELEM 6406 (3) Social Studies in the Elementary School
  - MATH 6320 (3) Advanced Elementary Mathematics Methods
  - SCIE 6019 (3) Science in Elementary Education
  - READ 5316 (3) Applied Phonics
  - READ 6421 (3) Clinical Procedures in the Id. and Eval. of Reading Disabilities

Strand: Academically Gifted (9* semester hours)
- SPED 6104 (3) Introduction to Gifted Education
- SPED 6401 (3) Methods and Materials in Gifted Education
- SPED 6402 (3) Differentiated Curriculum for the Gifted
*SPED 6403 is a requirement for add on licensure in gifted education. Licensure requires 12 S.H. in the academically gifted subject area.
- SPED 6403 (3) Practicum in Gifted Education

Strand: Teacher Leadership in the Elementary School (9 semester hours)
- ELEM 6408 (3) Collaboration, Teaming, and Leading in the Elementary School
- LEED 6805 (3) Ethical and Legal Decision Making for Teachers
- LEED 6830 (3) Teacher Leadership

Strand: Early Childhood (9 semester hours)
- ELEM 6412 (3) Emerging Literacy
- ELEM 6408 (3) Collaboration, Teaming, and Leading in the Elementary School
- ELEM 6410 (3) Concepts and Principles of Early Childhood Education

Thesis Option
- ELEM 7000 (3) (May be repeated. May count a max. of 6 s.h. toward the degree. Can be substituted for 3 s.h. of one strand.)
MAED ELEM Program Goals

By the end of the program a successful graduate will be able to:

1. Improve instructional effectiveness, student achievement and student learning through...
   a. reading educational literature critically, including theoretical, philosophical and research materials,
   b. analyzing and articulating relationships between and among theory, philosophy, research findings, and current practice,
   c. designing and modifying instruction based on well articulated theory, philosophy, educational research, and best practice, and
   d. incorporating findings from educational literature into school and classroom strategies to improve student learning.

2. Develop effective communication for collaborative leadership through...
   a. initiating professional inquiry through reading, dialogue, professional development and action research,
   b. seeking, evaluating and applying well-grounded suggestions for improvement provided by educators, parents, students, and community leaders, and
   c. participating in collaborative leadership and mentorship activities to solve educational problems at the levels of classroom, school building, school system, and community.

3. Respond effectively to the diverse needs of students in inclusive classroom setting through...
   a. designing and modifying instruction that is responsive to differences among learners that are influenced by development, exceptionalities, and diversity,
   b. actively seeking to increase understanding of and respect for differences in students’ development, exceptionalities and diversity,
   c. creating a classroom environment in which all learners feel welcome and can be successful,
   d. reflecting on, diagnosing, and prescribing instruction that fosters student learning,
   e. understanding and linking subject matter and students' developmental and diverse needs in context of school settings,
   f. planning, implementing, and evaluating instruction that reflects intellectual rigor and depth of knowledge in both subject matter disciplines and students' diverse learning needs, and
   g. understanding and respecting differences between the learning behaviors and outcomes expected in diverse communities.

4. Expand the depth and breadth of specific teaching areas and linking of this knowledge to learners through...
   a. demonstrating knowledge in content areas,
   b. assisting students in the acquisition of knowledge appropriate for their developmental level,
   c. assisting students in making sense of their own learning through connecting teaching area content knowledge and students' personal lives,
   d. supporting students' learning through the effective use of technology, and,
   e. assisting students in development competencies that cross content curriculum areas.

5. Demonstrate the act and art of teaching in public school classrooms.

The specific goals for the teaching area of elementary are:

By the end of the program a successful elementary education graduate will be able to:

6. Effectively implement the goals and objectives of the core (items #1-5 above), specifically in elementary schools with elementary students,
7. Demonstrate advanced understandings and implementation of elementary curriculum content and methods of teaching in elementary classrooms,
8. Reflect on and evaluate one’s own elementary classroom practices and experiences,
9. Demonstrate mastery level teaching through documented expertise in the design and delivery of instruction for elementary education students, with the use of appropriate technology and presentation methods for both instruction and documentation of teaching expertise, and
10. Demonstrate the ability to locate, interpret, evaluate, and utilize relevant educational research to address school-related issues in the elementary school as well as design and implement action research focused on school-based issues.