



MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

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- Urban Education
- Teacher Mentor
- Technology Integration
- Collaboration for Inclusionary Education
- Department Leadership
- Interdisciplinary and Integrated Curriculum
- Multicultural and Diversity Curriculum
- Application of Cognitive Learning Principles
- Instructional Design

The Master of Arts in Curriculum and Instruction is designed for students who seek to use prior education and experience as a base for developing reflective practitioner skills as a teaching professional. Two graduate degree programs are offered, one for certified teachers who wish to be master teachers and one for persons who seek teacher certification.

Students acquire an operational framework of core competencies which utilize a comprehensive knowledge and skill base to plan, monitor, and adjust teaching strategies within the complex and rapidly changing contextual situations of education settings.

Using sound principles of curriculum development and instructional design, implementation and evaluation, students learn to create a meaningful and significant teaching-learning environment.

Students work closely with their program advisor to select a program focus and to plan a course of study which includes prior knowledge, experience, and special interests.

Curriculum and Instruction for Teachers

Designed for the experienced teacher, the course of study for the Master of Arts in Curriculum and Instruction for Teachers provides the conceptual, technical, and decision-making skills needed to be a master teacher and leader in school renewal.

Students build their knowledge and experience base by engaging in active learning situations which bridge the gap between theory and research findings with practical action toward the achievement of clear educational goals.

Emphasis is given to classroom and school-wide strategies, which enable the student to collaborate with professional colleagues, parents, and community resources within rapidly changing educational situations.

Students who pursue this degree program can use course work to prepare for application to the National Board of Professional Teaching Standards (NBPTS) for national teaching certification. See your program advisor for current requirements.

Special interests which can be pursued within the program may include but are not limited to the following:

Admission Requirements

Applicants must qualify for graduate study, have a 3.0 GPA, and a state teaching certificate. Program applicants must give evidence of their ability to pursue this program of study as well as to apply learning principles in their chosen specialty area and submit three letters of recommendation on official letterhead as verification.

Degree Requirements

Eighteen of the 30 credit hours develop core competencies for ethical and skilled decision making toward effective teaching and learning. The core courses are:

EDU 5000	Methods of Educational Research	3 cr.
EDU 5160/70	Curriculum Construction	3 cr.
EDU 5250	Educational Policy Studies	3 cr.
EDU 5960	Program Planning & Evaluation	3 cr.
EDU 6090	Advanced Seminar in Curriculum Planning & Administration	3 cr.
EDU 6200	Supervision of Instruction	3 cr.
Special interest electives are chosen in consultation with an advisor.		9 cr.

Master degree level research, in consultation with your advisor, is conducted and written as a culminating project in either EDU 5510 – Seminar in Curriculum and Instruction, 3 cr., EDU 6980 Field Research 3 cr. or EDU 5990 – Master Thesis, 6 cr.

Core competency courses are continuously adjusted to meet the changing demands of effective education. Students in the Curriculum and Instruction program need to work closely with their program advisor to determine current requirements and possibilities for course offerings that fulfill this degree.

Curriculum and Instruction with Teacher Certification

Designed to meet the needs of students who elect to change careers and enter the teaching profession, the Master of Arts

in Curriculum and Instruction with Teacher Certification combines the required courses for Michigan teacher certification with the knowledge and skill base necessary for understanding the broader context of the teaching-learning process. Course projects, activities, and action research are designed to successfully apply prior knowledge and experience in an educational setting.

It is designed for persons seeking to change career plans, to answer the call to teaching, and to be prepared for the wide range of issues and challenges of the teaching profession.

The Master of Arts in Curriculum and Instruction with Teacher Certification combines the required courses for Michigan teacher certification with the knowledge and skill base necessary for understanding the broader context of the teaching-learning process. Course projects, activities, and action research are designed to successfully apply prior knowledge and experience within the educational setting.

Admission Requirements

Applicants must qualify for graduate study and **must** show evidence of both teaching major of at least 30 hours and a teaching minor of at least 20 hours. A 3.0 GPA in the applicant's overall undergraduate record and at least a 2.7 GPA in a teaching major and minor is required for admission to the program. In addition, teacher certification candidates must submit passing MBST scores or an MBST registration form for the next upcoming test, submit three letters of recommendation indicating ability to pursue a career path in teaching, and be accepted by the Teacher Education Council.

Secondary Teacher Certification Requirements

EDU 4000	Introduction to Education	3 cr.
EDU 5130	Principles of Learning, Development & Adjustment	3 cr.
EDU 5140	Society & Education	3 cr.
EDU 5250	Educational Policy Studies	3 cr.
EDU 6000	Computer Uses in Education	3 cr.
EDU 5600	Exceptional Persons	3 cr.
EDU 4690	Curriculum & Methods of Teaching in the Secondary Schools	3 cr.
EDU 4700	Curriculum & Methods of Teaching in Major	3 cr.
EDU 5780	Reading in the Content Areas	3 cr.
EDU 4900	Student Teaching	8 cr.

Sub-Total: 35 cr.

Elementary Teacher Certification Requirements

EDU 4000	Introduction to Education	3 cr.
EDU 5130	Principles of Learning, Development & Adjustment	3 cr.
EDU 5140	Society & Education	3 cr.
EDU 5250	Educational Policy Studies	3 cr.
EDU 6000	Computer Uses in Education	3 cr.
SED 5600	Exceptional Persons	3 cr.
EDU 4410	Methods & Materials of Instruction in Science	

	in the Elementary/Middle Schools	2 cr.
EDU 4420	Methods & Materials of Instruction in Social Science in the Elementary/Middle Schools	2 cr.
EDU 4430	Teaching Reading in the Elementary/Middle Schools	3 cr.
EDU 4480	Methods & Materials of Instruction in Reading & Language Arts in the Elementary/Middle Schools	3 cr.
EDU 4490	Methods & Materials of Instruction in Mathematics in the Elementary/Middle Schools	2 cr.
EDU 4890	Student Teaching	8 cr.
		Sub-Total: 38 cr.

Teacher certification subject area tests for major and minor must be passed.

Note: The above requirements are subject to change if state requirements for certification change. Students must be sure to consult with their advisor to remain current regarding State Department of Education requirements.

Core Courses of Master's degree

EDU 5000	Methods of Educational Research	3 cr.
EDU 5160/70	Curriculum Construction	3 cr.
EDU 5960	Program Planning & Evaluation	3 cr.
EDU 5510	Seminar in Curriculum & Instruction	3 cr.
		Overall Total: 47-50 cr.

Completion of the master's research paper is required during EDU 5510, which is the culminating course of this program. Students need to consult with a program advisor to ensure that master-level course work projects contribute to successful application of previous education and experience as a teaching professional.

Core competency courses are continuously adjusted to meet the rapidly changing demands of effective education. Students in the Curriculum and Instruction program with Teacher Certification need to work closely with their program advisor to determine current requirements and possible course offerings, which fulfill this degree program.

EDU 5990, a master-level thesis for six credit hours, may be elected in place of EDU 5510 in consultation with a program advisor.

For further information, please write, call or e-mail:

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 Detroit, MI 48221-3038
 letschjl@udmercy.edu
 (313) 578-0483

or

Theresa Carson
 Graduate Admissions Counselor
 carsonta@udmercy.edu
 (313) 993-3309

International Students: contact Steven Coddington at coddinism@udmercy.edu or (313) 993-3310

Education Course Descriptions

Courses for Advanced Undergraduate and Graduate Students

EDU 4000 Introduction to Education 3 cr.

Serves as an introduction to the teaching profession through classroom activities, relevant study and research, and field work. Thirty hours of field experience in elementary or secondary schools is mandatory and forms the core of this course. Students considering teaching gain “first hand” classroom experience to clarify career goals and aspirations. For those already in the field, the course allows time for critical self-reflection and focus. Students are introduced to departmental policies, procedures, and personnel as well as the State of Michigan Standards for Teaching. Extensive student interaction and participation creates a community of learners that is central to the experience and to the profession.

EDU 4210 Values and Moral Development in the Educational Process 3 cr.

Curriculum and methods of teaching values and moral education in grades K-12. A critical review of major contemporary trends, problems, and issues in public and private schools. Provides the student with the necessary skills to plan and develop an effective curriculum and methodology in valued education.

EDU 4230 Curriculum and Methods of Teaching Children Infancy Through Age Eight 3 cr.

(Formerly: Curriculum and Methods of Teaching Early Childhood Education.) (Field experience required.) Basic principles involved in the development of curriculum for children from infancy through age eight with specific emphasis on preschool/kindergarten years. Students learn developmentally appropriate activity-based curriculum adaptation strategies for working with all children and their families to guide their

cognitive, socio-emotional, creative, and physical development. Strategies for adopting methods and materials for children with special needs.

EDU 4410 Methods and Materials of Instruction for Science in the Elementary/Middle Schools 2 cr.

(Prerequisites: EDU 4320/5130, MBST.)
 A laboratory, hands-on approach focusing on the methodologies as well as a review/analysis of current trends in elementary science and their integration into the curriculum. Research on contemporary issues in this area.

EDU 4420 Methods and Materials of Instruction for Social Science in the Elementary/Middle Schools 2 cr.

(Prerequisites: EDU 4320/5130, MBST.)
 A laboratory, hands-on approach focusing on the methodologies as well as a review/analysis of current trends in elementary social sciences and their integration into the curriculum. Research on contemporary issues in this area.

EDU 4430 Teaching Reading in the Elementary/Middle Schools 3 cr.

(Prerequisites: EDU 4320/5130, MBST.)
 The theoretical and practical knowledge necessary for understanding reading as a dynamic, interactive, and constructive process. Planned observation and participation in schools.

EDU 4480 Methods and Materials of Instruction in Reading and the Language Arts 3 cr.

(Prerequisite: EDU 4430.)
 The theoretical background and instructional strategies needed to implement an integrated approach to teaching the language arts throughout the curriculum K-8. Planned participation and observation in schools.

EDU 4490 Methods and Materials of Instruction for Mathematics in the Elementary/Middle Schools 2 cr.

(Prerequisites: EDU 4320/5130, MBST.)
 A laboratory, hands-on approach focusing on the methodologies as well as review/analysis of current trends in elementary mathematics and their integration into the curriculum. Research on contemporary issues in this area.

EDU 4690 Curriculum and Methods of Teaching in the Secondary Schools 3 cr.

(Prerequisites: EDU 4320/5130, MBST.)
 An introduction to curriculum and instructional methods at the secondary level. Constructing of lessons and units for use at junior high and senior high schools levels. Topics include: curriculum structure and content at the lesson and unit level; academic task structures; participant structures; methods of instruction; classroom leadership; lesson design; assessment, evaluation and reporting of student progress. Course experiences will increase students’ repertoires of instructional

strategies and techniques, and knowledge about curriculum and instruction. Students begin to develop a professional portfolio.

EDU 4710 Curriculum and Methods of Teaching in the Secondary Schools: Mathematics 3 cr.

Objectives and curricular organization of secondary school mathematics courses. Content, sequence, and methods to accomplish objectives. Measurement, evaluation, and reporting to parents. Preparation of plans with class demonstration.

EDU 4730 Curriculum and Methods of Teaching in the Secondary Schools: Social Studies 3 cr.

A foundation of knowledge and skills to teach various courses within the social studies at the high school level. Focus is on design, implementation, and evaluation of social studies units and lessons that have well-articulated outcomes, appropriate instructional strategies, and relevant assessments. Topics included: communication of social studies concepts; curricular organization of secondary social studies; resources for instructional strategies, and relevant assessments. Topics included: communication of social studies concepts; curricular organization of secondary social studies; resources for curriculum development and instruction; and critical examination of practice. Students continue the development of a professional portfolio.

EDU 4740 Curriculum and Methods of Teaching in the Secondary Schools: Communication Arts 3 cr.

Objectives and curricular organization of secondary school communication arts courses. Content, sequence, and methods to accomplish objectives. Measurement, evaluation, and reporting to parents. Preparation of plans with class demonstration.

EDU 4750 Curriculum and Methods of Teaching in the Secondary Schools: Science 3 cr.

Objectives and curricular organization of secondary school science courses. Content, sequence, and methods to accomplish objectives. Measurement, evaluation, and reporting to parents. Preparation of plans with class demonstration.

EDU 4760 Developmentally Appropriate Early Childhood Assessment 3 cr.

An examination of issues and controversies surrounding assessment of young children. Emphasis is placed on the need to use multiple ways of gathering information, which result in increased sensitivity to children's, developmental and classroom needs. The action research model is used to link observation and assessment to curriculum planning and instruction.

EDU 4790 Diagnostic-Prescriptive Reading for Elementary Grades 3 cr.

(Prerequisite: EDU 4430.)

The process of using assessment and instruction at the same time to identify the instructional modifications that enable problem readers to become independent learners.

EDU 4820 Student Teaching in the Elementary/Middle Schools 6 cr.

(Prerequisite: EDU 4320/5130 and methods courses.)

Teaching and related activities five days per week in an elementary or middle school in the metro Detroit area under the supervision of the department classroom teacher and a University supervisor. Conferences throughout the term.

EDU 4830 Student Teaching in the Secondary Schools 6 cr.

(Prerequisite: EDU 4320/5130 and methods courses.)

Teaching and related activities five days per week in a secondary school in the metro Detroit area under the supervision of the department classroom teacher and a University supervisor. Conferences throughout the term.

EDU 4890 Student Teaching in the Elementary/Middle Schools 8 cr.

Teaching and related activities five days per week in an elementary school under the supervision of the classroom teacher and a University supervisor. Fifteen weeks. Seminars and conferences throughout the term.

EDU 4900 Student Teaching in the Secondary Schools 8 cr.

Teaching and related activities five days per week in a secondary school under the supervision of the classroom teacher and a University supervisor. Fifteen weeks. Seminars and conferences throughout the term.

EDU 4930 Fundamentals of Statistics 3 cr.

An introduction to statistics as they are used in education and social sciences. The basic logic underlying descriptive, inferential, and non-parametric statistics. Knowledge of the concepts involved and some familiarity with basic formulas.

Graduate Programs

EDU 5000 Methods of Educational Research 3 cr.

The methodology of educational research, including the nature of scientific thinking, selection of research techniques, analysis and interpretation of data, formulation of conclusions, and generalizations. Required of all candidates for the Master of Arts degree in Education and Counseling.

EDU 5010 Integration of the Arts in Content Curricula 3 cr.

Emphasizes integration of content across disciplines. Focus is on integrating visual and performing arts across the program.

Developing content relevancy through creative cross-disciplinary relationships is stressed. There is a section of this course that uses the arts to foster volunteerism in schools. Through the use of ideas developed in this course, teachers are able to encourage students to develop a greater sense of self through the arts and through volunteerism in their schools and neighborhoods, thus creating a more aesthetically pleasing environment.

EDU 5030 Independent Study 1-3 cr.
(Permission of instructor and dean required.) Intensive, independent work on a topic or problem of the student's choice under the direction of his/her advisor.

EDU 5130 Principles of Learning, Development, and Adjustment 3 cr.
In-depth study of research findings in learning theory including the nature and direction of the learning process, intelligence, critical and creative thinking, evaluation and measurement, and motivation. Principles of development (infancy to senescence) and the influences on learning and adjustment including cultural, learning styles/patterns, etc. are examined.

EDU 5140 Society and Education 3 cr.
A critical review of societal changes in contemporary American society and their impact and implications on the structure of American education. Examination of various movements designed to meet these changes and projections for schools of the future including the status of the American teaching profession, the cultural diversity of the school, and multicultural education.

EDU 5160 Curriculum Construction for Elementary/Middle Teachers 3 cr.
(Formerly: EDU 496.) An examination of the foundations of curriculum construction, focusing on course design. Areas of study include: principles of curricular development; analysis of the process of curricular design and development; evaluation of curriculum and course designs; application of curriculum models to specific situations; issues surrounding curriculum design; preparation of outcomes and selection of content; design approaches, strategies, and techniques. Students redesign an existing course or design a new course to address current needs.

EDU 5170 Curriculum Construction for Secondary Teachers 3 cr.
(Formerly EDU 497.) An examination of the foundations of curriculum construction, focusing on course design. Areas of study include: principles of curricular development; analysis of the process of curriculum design and development; evaluation of curriculum and course designs; application of curriculum models to specific situations; issues surrounding curriculum design; preparation of outcomes and selection of context; design approaches, strategies, and techniques. Students

redesign an existing course or design a new course to address current needs.

EDU 5250 Educational Policy Studies 3 cr.
Educational policies that affect the contemporary American school. An analysis of the policy development process through conflicting visions with a special emphasis on the role of philosophy of education as a factor driving policy decision-making in education. Students engage in policy decision-making situations required by educational professionals.

EDU 5260 Collaboration and Consultation in Education 3 cr.
Explanation of the integration of family, school, and community utilizing the interdisciplinary team approach. The process includes care, education, and treatment, which enhances the ongoing holistic framework in planning educational experiences for all students. Experts in related fields will address theory and practice through demonstration of the interactive process among professionals, support services, family, and agencies.

EDU 5510 Seminar in Curriculum and Instruction 3 cr.
(Prerequisite: EDU 5000.)
Research problems in education. An opportunity for the student to work in some phase of education according to his/her needs and interests. A master's research paper is completed in this course.

EDU 5620 Developing Creative Environments for Children 3 cr.
(Material fee applicable.) Practical applications in story telling techniques and a variety of artistic activities used to enhance the young child's natural creativity. The relationship between play and the social, emotional, cognitive, and psychomotor development of the young child will also be examined.

EDU 5670 Instructing Students Who Have Literacy Problems 3 cr.
Provides teachers with specific practical assessment and instructional strategies for use with students having literacy problems. Remedial techniques, approaches, and materials that can be integrated into a literacy based reading program are analyzed and applied in a variety of contexts. Information from learning styles and multiple intelligences are covered.

EDU 5730 Administration of Elementary/Middle Schools 3 cr.
Introductory course in school administration. Focus is on personal and professional leadership and the changing role of the school principal in a dynamically changing school environment. Issues and trends.

EDU 5740 Administration of Secondary Schools 3 cr.
Introductory course in school administration. Focus is on personal and professional leadership and the changing role of

the school principal in a dynamically changing school environment. Issues and trends.

EDU 5750 School Finance and Management of Education Services 3 cr.

A basic understanding of school finance theory and practice. The focus is on how the nation's schools are financed and how the resources are distributed on a national, state, and local level. Recent changes in Michigan's school financing are studied. Individual school budgets are analyzed.

EDU 5780 Reading in the Content Areas 3 cr.

Strategies and approaches to help teachers enable students to read, write, think, and study more effectively and efficiently throughout the curriculum.

EDU 5810 Multicultural Issues in Education 3 cr.

Designed to promote analytical and evaluative abilities to confront issues such as participatory democracy, racism, sexism, and the parity of power; to develop skills for values clarification; to examine the dynamics of diverse cultures and the implications for developing professional educational strategies; and develop these strategies.

EDU 5820 School/Community Relations 3 cr.

Understanding, developing, and managing school/community relations. How the "school story" can be effectively communicated to the citizens of a school district. Various methods of collecting data on community attitudes and beliefs. Analysis of school board meetings.

EDU 5860 Legal Foundations of American Education 3 cr.

The structure of American educational law is studied from the Constitution to local rules and regulations. Important case laws, current changes in statutes, rules and regulations, and its effects on school decision making are studied.

EDU 5920 Field Experience in Elementary School Administration and Supervision 2-3 cr.

(Prerequisite: EDU 5730.)

Supervised field experience in elementary/middle school administration and supervision including actual job performance in both supervisory and administrative work. Arranged with the program director.

EDU 5930 Field Experience in Secondary School Administration and Supervision 2-3 cr.

(Prerequisite: EDU 5740.)

Supervised field experience in secondary school administration and supervision including actual job performance in both supervisory and administrative work. Arranged with the program director.

EDU 5940 Seminar in Educational Leadership 3 cr.

(Prerequisite: EDU 5000.)

Research problems in school administration. An opportunity for the student to work in some phase of educational administration according to his/her needs and interests. A master's research paper is completed during this seminar.

EDU 5960 Program Planning and Evaluation 3 cr.

(Prerequisites: EDU 5160/5170.)

Strategies for planning, designing, and implementing educational programs. Principles and procedures for assessing the quality and effectiveness of educational programs and materials. Analysis of evaluation models with emphasis on instruments, methods, and practical applications.

EDU 5990 Master's Thesis 6 cr.

Directed research project. Students should consult their graduate advisor for format requirements.

EDU 6000 Computer Uses in Education 3 cr.

(Prerequisite: EDU 4590 or consent of instructor.)

Advanced study of current trends and methodology strategies in technology and their integration into the curriculum. Hardware and software applications utilized in education and human services. Research of contemporary issues in this area.

EDU 6040 Internship in Educational Leadership 1-3 cr.

(Prerequisite: consent of advisor arranged at least one semester prior to registration.)

Placement in a field situation in educational administration under the supervision of a faculty advisor and field preceptor.

EDU 6050 Independent Research Projects 1-3 cr.

Research project in area of specialized interest. Restricted to students who have completed a major portion of course work in the Education Specialist degree. By arrangement only.

EDU 6090 Advanced Seminar in Curriculum Planning and Administration 3 cr.

(Prerequisites: EDU 5160/5170.)

Current curriculum issues and problems, educational research findings, practical perspectives, and implications. Emphasis on curriculum leadership roles in the classroom, school, and administration of curricular policy in a school system.

EDU 6200 Supervision of Instruction 3 cr.

Evolution and present status of supervision. Methods and techniques of aiding teachers with planning for instruction and for working with children. Problem areas in supervision. In-service education. Evaluation of instruction and supervision.

EDU 6310 School and Classroom Management 3 cr.

Humanistic principles and strategies for dealing with classroom behavior. The causes and prevention of disruptive behavior, positive corrective measures, reinforcement, punishment, and the principles of logical consequences.

EDU 6400 Advanced Research and Statistics in Education 3 cr.

(Prerequisites: EDU 4930 or equivalent and EDU 5000.)

Techniques and procedures for conducting research investigations in the social science area. Emphasis on systems of statistical analysis employed in the interpretation of research data. Use of the computer in research. This course is a prerequisite to EDU 698 in which the student undertakes an independent research project in educational leadership.

EDU 6980 Field Research Project 3-6 cr.

(Prerequisites: EDU 6400 and consent of advisor.)

Study of a problem in the student's area of concentration utilizing appropriate research design and techniques.
Education specialist degree students only.

University of Detroit Mercy

Master of Arts in Curriculum and Instruction

Admission Recommendation

Name of Applicant _____ Social Security Number _____

Applicant: This form is to be given to three people who are able to comment on your qualifications for graduate study. They may be professors, employers, or supervisors.

My preference regarding confidentiality of this recommendation is as follows:

_____ I wish to have access to this letter of recommendation; it will not be confidential and will be incorporated into my application for graduate study.

_____ I waive my right of access to this letter of recommendation and request it be incorporated as confidential material into my application for graduate study.

(Signature)

(Date)

Note to Recommender: The person named above is applying for admission to the graduate program indicated and has requested that your evaluation be included as part of the information in which the faculty will base its decision. Under THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT of 1974, this applicant (if admitted and enrolled) will have access to the information provided unless the statement above has waived the right to such access.

Please indicate how long and how well you have known the applicant, and tell what you can of the person's aptitude, emotional adjustment, oral/written expression, personal appearance, and potential for success. Accordingly, our students must exhibit a high level of emotional and social maturity. If you are aware of any weakness in this applicant's social or emotional adjustment that might hamper his/her function within this field, specify this below. Please feel free to use both sides of this form, or an extra sheet, if necessary.

Name _____

Title _____

Organization _____

Address _____

Signature _____ Date _____

Return recommendation to:

**University of Detroit Mercy
Admissions Office
4001 West McNichols Rd.
FAC 100
Detroit, MI 48221-3038**

Please photocopy this sheet for additional recommendations.

