



We Want Great Things for You

MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION

Director: Diane Manica
Office: Reno Hall 239
McNichols Campus
Telephone: (313) 578-0425
Fax: (313) 578-0507
E-mail: manicadi@udmercy.edu
Website:
http://liberalarts.udmercy.edu/education/ma_earlychildedu.php

Master of Arts in Early Childhood Education

The Master of Arts in Early Childhood Education prepares professionals to work with children from birth to age eight. The degree is designed for those who hold elementary teacher certification and are seeking careers as early childhood teachers, infancy through age eight, or other positions related to the care and education of young children.

The program emphasizes the National Association for the Education of Young Children (NAEYC), developmentally appropriate practices in educating young children as well as the need for multicultural educational programs that promote respect and understanding of family, ethnic, cultural, racial, and socioeconomic diversity of the young child.

The program requires a minimum of 36 hours of graduate credit. Each student's program is worked out in consultation with the director according to the background and needs of the individual student.

Requirements for the Master's degree in Early Childhood Education fulfill all requirements for the Early Childhood (ZA) endorsement. Requirements are subject to change by the Michigan Department of Education.

Admission Requirements

The requirements for admission to graduate study in early childhood education are a 3.0 GPA and fulfillment of requirements for a state teaching certificate, or a background of education and experience satisfactory to the department, and three letters of recommendation written by persons capable of evaluating potential for this field.

Degree Requirements (36 cr.)

*EDU 4230 Curriculum & Methods of Teaching Children Infancy Through Age Eight	3 cr.
*EDU 4760 Developmentally Appropriate Early Childhood Assessment	3 cr.
*EDU 4860 Young Children in Peril: Educational Implications	3 cr.

EDU 5000 Methods of Educational Research	3 cr.
*EDU 5020 Internship in Early Childhood Education	3 cr.
EDU 5160 Curriculum Construction for Elementary/Middle Teachers	3 cr.
EDU 5500 Seminar in Early Childhood Education	3 cr.
*EDU 5580 Cognitive Development in the Young Child	3 cr.
*EDU 5590 Perceptual & Language Development in the Young Child	3 cr.
*EDU 5620 Developing Creative Environments for Children	3 cr.
*EDU 5630 Philosophies & Models of Early Childhood Education	3 cr.
Elective in Consultation with Program Director	

Suggested Electives:

EDU 4810 Early Childhood Administration	3 cr.
EDU 5260 Collaboration & Consultation in Education	3 cr.
SED 5850 Educating Diverse & Special Populations in the Inclusionary Setting	3 cr.
PYC 5420 Principles & Issues in Child & Adolescent Development	3 cr.

The master's research paper is required to be completed in conjunction with EDU 550.

*Early Childhood Certificate Endorsement (ZA)

An early childhood education endorsement may be obtained by completing the following 24 semester hours of course work: EDU 423, EDU 476, EDU 486, EDU 502, EDU 558, EDU 559, EDU 562, and EDU 563.

For further information:

Diane Manica, Program Director
University of Detroit Mercy
4001 W. McNichols Rd.
Detroit, MI 48221-3038
manicadi@udmercy.edu
(313) 578-0425

or

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

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

Overall Course Descriptions

Courses for Advanced Undergraduate and Graduate Students

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 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 that 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 4860 Young Children in Peril: Educational Implications

3 cr.

Critical examination of some of the difficult conditions that many children and their families are confronting today and the impact of these conditions on children's development and learning. Conditions that include poverty, homelessness, child abuse, family violence, neglect, separation or divorce, substance abuse, and AIDS are explored. Effective child advocacy and educational interventions are developed sensitive to the ethnic, racial, cultural, and socio-economic diversity of the child.

Graduate Courses

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 5020 Internship in Early Childhood Education

3 cr.

(Prerequisites: EDU 4230, 4760, 5580, 5590)

Supervised field experience of 14 weeks, half-days, or seven weeks, full days, in a developmentally appropriate early childhood setting. Campus seminar included.

EDU 5160 Curriculum Construction for Elementary/Middle Teachers

3 cr.

(Formerly: EDU 4960.) 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 5500 Seminar in Early Childhood Curriculum and Instruction

3 cr.

(Prerequisite: EDU 5000.)

Research problems in early childhood education. An opportunity for the student to work in some phase of preschool or primary education according to his/her needs and interests. A master's research paper is completed.

EDU 5580 Cognitive Development in the Young Child

3 cr.

Theories of Piaget, Vygotski, information processing and current brain research will be analyzed. Emphasis placed on translating theory into developmentally appropriate education practices in the classroom.

EDU 5590 Perceptual and Language Development in the Young Child

3 cr.

Theories on the acquisition of language and early literacy. Identification and assessment of language development and early socio-linguistic differences. Students learn various ways to observe and record language functioning in the early childhood setting. Students are required to engage in a language observation project and to develop an in-service for parents and professionals on language literacy development.

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 5630 Philosophies and Models of Early Childhood Education

3 cr.

(Formerly: EDU 495 - Issues in Early Childhood Education.) An opportunity to review, analyze, and evaluate current philosophies, educational practices, and issues in early childhood education (i.e., Montessori, Waldorf, Reggio Emilia, Head Start, High Scope, and other early intervention programs.) Students are encouraged to co-generate their own vision and philosophy of early childhood education. The role of the family in the education of the child is emphasized.

Suggested Electives:

EDU 4810 Early Childhood Administration 3 cr.

(Formerly: EDU 2580.)

Organizing and administering child development programs including licensing, budgeting, and recordkeeping; staffing, scheduling, and curriculum; approaches to working with staff, parents, and the community including safety and nutrition.

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 that 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.

SED 5850 Educating Diverse and Special Populations in the Inclusionary Setting 3 cr.

(Prerequisites: SED 5600, SED 5710, SED 5810, EDU 5260.)

The effective development and implementation of IEPs and IFSPs in the inclusionary setting. Planning, assessment, and management techniques for intellectual, academic, affective, and social, individual, and group growth. Focuses on collaborative/consultative approaches. Methodological approaches including those which meet vocational and transitional needs of students. Effective use of technology, resources, and materials in the inclusionary setting.

PYC 5420 Principles & Issues in Child & Adolescent Development 3 cr.

Fundamental theories, principles of development and research trends as they apply to child and adolescent development.

University of Detroit Mercy Master of Arts in Early Childhood Education

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, please specify. Please feel free to use the other side of this form, or an extra sheet, if necessary.

Name _____

Title _____

Organization _____

Address _____

Signature _____ Date _____

Please photocopy this sheet for additional recommendations.

