

Section 5: Collaboration/Partnerships Chemistry (DC): Secondary Minor and Major

A. Early Field Experiences

During their Chemistry program, minors and majors do not have formal, required opportunities to work and study as a scientist in the field except as they conduct experiments in university laboratories and work with secondary students in on campus events to encourage students to become scientists and/or engineers. As members of the Chemistry club, students participate as instructors, laboratory supervisors, advisors etc with the K-12 students who participate in these programs: STEPS (Science Technology Engineering Program, which is a program designed to encourage girls to study science.); DAPCEP (Detroit Area Pre-College Engineering Program, which is designed to interest students in engineering.); and the Girl and Boy Scout Merit Badge Program, where students come to earn their science related badges. Education candidates are especially active in these activities. Teacher education candidates are not required to work in a K-12 school setting until they take EDU 401/402 Introduction to Elementary and Secondary Education. In EDU 401/402, the candidates conduct and write up a case study based in a K-12 classroom related to their major and/or minor area of study. A major outcome for the class is that they realize the appropriateness of Education as a career for themselves. EDU 478/578 Reading in the Content Areas also requires students to spend time in K-12 settings and to reflect upon their experiences in written and oral presentations. Other courses such as 420 Philosophy of Education and EDU 512 Educational Policy Studies require students to support their presentations and papers with K-12 classroom experience, even to become involved in a service project and or community service. The candidate with a secondary Chemistry minor or major is expected to include the grades 9-12 in their projects based on interaction with secondary faculty and students. The Education faculty is responding to candidates' complaints that they are overburdened with such field experiences by reviewing all pre-student teaching Education courses for their required field experiences. Once the data is gathered, the Department will make any adjustments it deems philosophically and pedagogically sound.

B. Collaboration/Partnerships with K-12 Schools

Postponed until 2005-2010

The Education Department of UDM is currently maintaining and establishing new collaborative efforts and/or partnerships with the Detroit Public Schools, the Archdiocese K-12 Schools, metropolitan suburban school districts, public academies as well as Wayne County RESA (Intermediate School District). The partnerships will be detailed in the 2005-2010 PR/PE reports.

C. Collaboration/Partnerships with Community Organizations

Postponed until 2005-2010

The Education Department of UDM is currently establishing a new strategic plan which involves collaborative efforts and/or partnerships with various community organizations such as the Urban League and New Detroit. The partnerships will be detailed in the 2005-2010 PR/PE reports.

D. Collaboration/Partnerships with Other Post-Secondary Institutions

Postponed until 2005-2010

The Education Department of UDM is currently establishing collaborative efforts and/or partnerships with various post-secondary institutions such as Wayne State University, University of Michigan-Dearborn, Marygrove and Macomb Community College. The partnerships will be detailed in the 2005-2010 PR/PE reports.