



October 13, 2006

Ms. Sue Wittick
Higher Education Coordinator
Office of Professional Preparation Services
Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909

Dear Sue:

I am writing to provide University of Detroit-Mercy's response to the review panel's recommendations regarding our Economics endorsement program as dated July 26, 2006.

Reviewers indicated that our program did not meet the following standards:

- ∞ *Standard 3.6 The teacher candidate is able to consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.*

Ethical and responsible behavior is a core value of the University given its history and mission and that is discussed in our Program Summary. In addition to that, three Economics courses specifically wrestle with issues related to this standard:

ECN 100 Introduction to Economics

ECN 305 Money and the Financial System

ECN 435 The Economic History of the United States

Please see our Program Summary and revised Standards Matrix for additional information.

- ∞ *Standard 4.1 The teacher candidate is knowledgeable about teaching methods, curriculum organization, and instructional materials in economics.*
- ∞ *Standard 4.2 The teacher candidate can design, present, and assess instructional activities in economics as described in the Michigan Curriculum Framework teaching and learning standards...*

Reviewer concern regarding these standards centered on those Economics minors who do not have a Social Studies-related major and therefore, did not take EDU 473, our methods course for secondary Social Studies teachers. We do require a general methods course (EDU 469 Curriculum and Methods of Teaching in Middle and Secondary School) in addition to the subject-specific methods courses. In an effort to address these two standards and better prepare all of our teacher candidates, regardless of subject area, we are requiring that all work in EDU 469 be done in the teacher candidate's subject area minor. This work includes, among other things, lesson planning, unit planning, assessment

development, and a multidisciplinary unit. Please see the EDU 469 syllabus and our revised Standards Matrix for additional information.

- ∞ *Standard 4.3 The teacher candidate has had multiple experience presenting economic content to students.*

While teacher candidates are strongly encouraged to use required field experiences as sites for work in both their major and minor, we realize we may need to provide a more explicit opportunity for teacher candidates to have teaching experience in their subject area minors. While it will take some time to develop, UDM is committed to developing a required field component to the EDU 469 course over the next semester. Since the work in that course is already based on the teacher candidate's minor, this is the most logical place to develop a subject area minor-related field experience. We will submit a revised EDU 469 syllabus to the MDE for review once this field component is integrated into the course. In the meantime, let us reiterate that we will work closely with our teacher candidates to ensure they have teaching opportunities related to their subject area minors in the existing required field experiences.

- ∞ *Standard 4.4 The teacher candidate has made sustained use of technology appropriate to teaching economics.*

Again, reviewer concerns related to how teacher candidates with Economics minors met this standard. Two of the Economics courses required for Econ minors, ECN 100 and ECN 137, utilize specific on-line resources for the teaching of Economics content. Additionally, in both of those courses, teacher candidates are expected to participate in the courses through Blackboard-type technology (called Knowledge at UDM). In Education coursework, besides taking an Educational Technology course (either EDU 459 or EDU 600), both the general methods course, EDU 469, and the subject-specific methods courses, require students to utilize on-line resources, including the Michigan Curriculum Framework and Benchmarks, to develop lesson plans, unit plans, assessments, etc. Please see the ECN 100, ECN 137, EDUC 459/600, and EDU 469 syllabi, as well as our revised Standards Matrix, for additional information.

Our response for Economics, dated October 13, 2006, can be viewed at:

<http://www.udmercy.edu/accredreport/economics.html>

We look forward to receiving comments from reviewers and the Michigan Department of Education regarding our Economics endorsement program.

Sincerely,

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and Interim Chair, Education Department
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