

Section 2: Program Summary **Economics (CA): Secondary Major and Minor**

The University Detroit Mercy (UDM), a Catholic institution whose mission flows from the educational traditions of the Sisters of Mercy of the Americas and the Society of Jesus, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical, and social development of students. It emphasizes the worth of the individual. Further, the University expects its diverse graduates to be distinguished world citizens, community members, and leaders who:

- ∞ Reflect on the meaning of their lives.
- ∞ Think and communicate clearly, imaginatively, and effectively.
- ∞ Process the skills and competencies of a college education.
- ∞ Understand diverse cultural heritages.
- ∞ Have a sense of social responsibility and a desire to serve society.

(2003-2005 Undergraduate Catalog, 89-91)

UDM's Core Curriculum consists of a set of requirements (48 hours) based on six objectives that express, in further detail, this academic purpose. The list of approved core courses is published in the *Schedule of Classes* issued for each term. Education students must complete the same Core Curriculum as all UDM students with specific recommendations from Core options in Objectives 5 and 6. The following objectives remain the same: 1-Communication Skills, 2-Mathematical and Computer Skills, 3-Scientific Literacy, 4-Meaning and Value. Objective 5-Diverse Human Experiences meets the same requirements as the general Core outline plus two additional courses in history, literature, aesthetic experiences, or comparative experiences. Objective 6—Social Responsibility meets the same requirements as the central Core except that a capstone seminar (inside the major or interdisciplinary seminar) is another option for completing three of the six credits in this objective. The University of Detroit Mercy offers teacher certification with an Economics major or minor to those students who wish to teach in secondary schools.

The College of Liberal Arts and Education (CLAE) offers baccalaureate, post-degree, and master's degree teacher education programs with State of Michigan certification in three areas: Elementary Education, Secondary Education, and Special Education. Each program requires the completion of coursework in three areas:

- University core curriculum.
- A teaching major and minor in approved academic areas.
- Professional education, including student teaching.

In addition to these programs, UDM Education Department delivers the same graduate and postgraduate certification programs to cohorts of K-12 Detroit Archdiocese teacher candidates through Experience Plus. All programs may be completed on a full- or part-time basis either during the day, late afternoon, evening, or weekend. UDM majors and minors in Elementary, Special Education, and/or secondary education are completed in the following colleges and appropriate departments:

- ∞ College of Business Administration
- ∞ College of Engineering & Science (Includes Mathematics)
- ∞ College of Health Professions

The Department of Education, therefore, works closely with the faculty members throughout the University to ensure that each student is effectively advised and assisted to complete her/his Education program with a quality major and/or minor.

UDM offers teacher education programs at the elementary and secondary levels. Students can take course work leading to a major or a minor in Economics for Secondary certification. Using the standards of national associations such as the National History/Social Studies Association and the National Council for Accreditation of Teacher Education (NCATE) as well as the Michigan Standards and Teacher Certification Tests (MTTC) and K-12 Curriculum Framework and Student Testing (MEAP), the Economics program is a truly integrated social science curriculum. As explained in the Section 7 matrix, Geography professors infuse appropriate social science concepts to enhance the understanding of economical concepts and skills. The candidates with an Economics major or minor, therefore, are prepared to include core concepts from Sociology, Geography, Economics, and Political Science in their secondary Economics classes.

A. Philosophy, Rationale, and Objectives

Philosophy: The philosophies of the Education and Economics Departments complement the mission of UDM and its Core Curriculum objectives. Both departments share the common belief that knowledge and understanding begin with a strong foundation in the academic content and in the principles of inquiry inherent in the discipline of Economics. The Economics Department follows dual themes: to provide students with opportunities to develop deeper understandings of the contemporary world; and to cultivate the important skills of analyzing, synthesizing, evaluating, and interpreting various economies and economic policy. Both Economics and Education faculty members foster and integrate ethical development, a deepening of faith, and a commitment to social justice through the departmental curricula. Education students, therefore, are able to develop in their K-12 students the inquiry skills required for responsible citizenship in a democratic government and in understanding how one can contribute to a diverse world society. The Economics faculty believe that a strong pedagogy program must be a full partner with academic knowledge.

Rationale: A teaching Major or Minor in Economics allows students to obtain endorsement for teaching Economics at the Secondary level. The basic principles and skills learned in Economics would facilitate teaching any of the other Social Studies. Societal issues regarding international trade, monetary policy, full-employment, etc, all demand an understanding of the underlying economic concepts and principles which are inherent in implementing solutions to current world problems. Values analyses required for ethical and moral decisions regarding these problems are most effective when grounded in a solid conceptual knowledge base.

Objectives: The general objectives for the preparation of all secondary teacher education candidates, including those with an Economics major or minor, are delineated in the “Education Department’s Conceptual Framework,” which is published annually along with the “Education Department’s Code of Ethics” in its *Teacher Education Handbook*. This “Framework,” which complements the Michigan Department of Education’s Standards for all Social Studies programs and

the Entry-Level Standards for Michigan Teachers (ELSMT), identifies three dimensions of the role of teacher:

- ∞ A *scholar* who uses the research-knowledge base for teaching integrated with the liberal arts and sciences disciplines.
- ∞ An *inquirer* who is skilled in decision-making based on ethical, critical, and reflective thinking.
- ∞ A *moral agent* who values and acts according to the UDM values and the “Department of Education Professional Code of Ethics.”

These general objectives, in addition to complementing the University mission and the Economics department philosophy, reflect the key ideas expressed by the Michigan State Board of Education-January 2002 Content Guidelines/Standards (SBE Standards) and the National Council of Social Studies Program Standards for Economics . Additionally, they are aligned with the “Michigan Curriculum Framework Content Standards for Economics.” UDM’s Economics program is consistent with those topics:

- ∞ Historical Perspective
 - Time and Chronology.
 - Comprehending the Past.
 - Analyzing and Interpreting the Past.
 - Judging Decisions from the Past
- ∞ Geographic Perspective
 - Diversity of People, Places, and Cultures.
 - Human/Environment Interaction.
 - Location, Movement, and Connections.
 - Regions, Patterns, and Processes.
 - Global Issues and Events.
- ∞ Civic Perspective
 - Purposes of Government.
 - Ideals of American Democracy.
 - Democracy in Action.
 - American Government and Politics.
 - American Government and World Affairs.
- ∞ Economic Perspective
 - Individual and Household Choices.
 - Business Choices.
 - Role of Government.
 - Economic Systems.
 - Trade.
- ∞ Inquiry
 - Information Processing.
 - Conducting Investigations. Public Discourse and Decision Making
 - Identifying and Analyzing Issues.
 - Group Discussion.
 - Persuasive Writing.
 - Citizen Involvement
 - Responsible Personal Conduct.

As explained in Section 7, all these social science perspectives and skills are appropriately addressed as the Economic concepts are taught.

The objectives of UDM's Teacher Education Program in Economics also speak to the MTTC objectives for teacher candidate content. According to the Test Objectives, the sub areas and the approximate percentage of Questions on the MTTC are:

- ∞ Social Studies Skills and Citizenship (21%)
- ∞ United States Free Enterprise System (45%)
- ∞ International Economics (13%)
- ∞ Consumer Economics (21%)

The Economics Major and Minors who wish to become certified to teach Economics are prepared to do so upon completion of the course work in Economics.

B. Sequence of Courses and/or Experiences

UDM's College of Liberal Arts and Education offers baccalaureate, post-degree, and master's degree teacher education programs with State of Michigan certification in three areas: Elementary Education, Secondary Education, and Special Education. Each program requires the completion of coursework in these areas:

- ∞ University core curriculum.
- ∞ A teaching major and a teaching minor in approved academic subject areas.
- ∞ Professional education, including field experiences and student teaching.

The 48 Hour Core Curriculum is explained in the *2003-2005 Undergraduate Catalog* (89-91) and is published, with a list of approved courses for each of the six objectives, in the *Class Schedule* for each of the three terms (16-18 Term I 2003-2005). Education students are encouraged to select courses that will complement their certification as well as their major and minor areas of study. For example: Economics students would be encouraged to select courses in Economics, Psychology, Sociology, History, Math, Science, Literature, and the Fine Arts. This assumes that understanding of basic United States and world political science concepts would be gained in their major and/or minor studies. Those objective areas are:

1. Communication Skills (6 hours; 2 courses—Speech and Academic Writing).
2. Mathematical and Computer Skills (6 hours—choices in Mathematics and Computer).
3. Scientific Literacy (9 hours—choices from the Social Sciences and Natural Sciences).
4. Meaning and Value (9 hours—choices from Philosophy, Religious Studies).
5. Diverse Human Experience (12 hours—choices from Historical, Literary, Aesthetic, Comparative Experiences and Languages).
6. Social Responsibility (6 hours—choices from Ethics and Contemporary Social Problems, ranging from Philosophy, Health Services, Religious Studies across Social and Natural Sciences, Criminal Justice, Communication, Women's Studies.)

The sequence of courses listed in Form XX for Economics Majors and Minors provides a systematic study of economic principles and inquiry methods that ensures an interdisciplinary understanding in the fundamental ideas, concepts, and facts that are the basis of *K-12 Curriculum Framework* content standards in each of the four course

social studies disciplines: History, Geography, Economics, Political Science (Standard 2).

Economics majors and minors seeking a secondary teaching certificate take a number of the same core Economics classes; minors, however, are not required to take **ECN 315 Intermediate Microeconomics**, **ECN 316 Intermediate Macroeconomics**, or **STA 225 Statistics**.

C. Varied Instructional Approaches

The Economics faculty and the Education faculty prepare students to utilize a variety of instructional approaches by modeling creative, logical, and effective teaching practices in their classes. A review of the Economics course syllabi reveals the range of teaching methods used by that faculty to instill the skills and knowledge of the discipline: study guides for textbook assignments, lectures, discussion, model-analysis, research projects/papers, critical analysis of professional articles—especially articles from major news sources and scholarly journals, comparison of economies and theories, and examinations. The Education faculty members also use those instructional approaches. They also incorporate student led classes, creation of community of learners, essays, journal keeping, and field projects. UDM's location in Detroit provides majors and minors with a variety of practical experiences about the human consequences of economic policy on individuals, property, real estate, and public infrastructure. The teacher education candidates, therefore, are prepared to help their K-12 students understand economic principles and practice the unique skills of an economist. A review of the Education Courses listed in Form XXX, ***Section 9*** on the web site, as well as the Course Descriptions in Section 10 and the Syllabi in Section 11 at that same link, explicates the wide range of instructional methods taught to Elementary, Secondary, and Special Education teacher candidates. **EDU 400 Introduction to Education**, **EDU 469 Curriculum and Methods of Teaching in Secondary Schools**, and **EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies** concentrate on giving students the theory behind instructional methods uniquely effective for learning social studies and the opportunities to observe them in 7-12 classrooms as well as to practice methods within the college classroom and 7-12 classes. **EDU 478/578 Reading in the Content Areas** provide instruction in a variety of methods for teaching reading to middle and secondary students across the curriculum. In addition to a variety of technology methods used and demonstrated in all the Education courses, **EDU 459 Instructional Technology** and **EDU 600 Computer Use in Education** teach a variety of instructional approaches for using many kinds of technology to assess various learning styles of students and to accommodate those learning styles. These courses also develop the candidate's knowledge, skills, and attitudes for applying technology in education settings. These courses were developed to address the Seventh Standard of the Entry Level Standards for Michigan teachers. Student teaching, **EDU 490** for secondary (7-12 grades), provide students with a full semester of 7-12 real teaching experiences with both 7-12 and college supervisors. Observations early in those courses and eight seminars complement their experiences and encourage self reflection and feedback about their instructional methods in collaboration with 7-12 Co-operating Teachers and UDM College Supervisors.

D. Elementary and Secondary Level Preparation Differences

The Economics Major and Minor are only offered to secondary teacher education students.

Gender Equity, Multi-cultural, and Global Perspectives

The issues of gender equity, multicultural and global perspectives are addressed throughout the foundation courses of **ECN 295, ECN 296, ECN 305, ECN 315, ECN 316, STA 225** and in the electives. The Education Courses continue the infusing of equity issues throughout the program.

E. Multiple Methods of Student Assessment

Economics majors and minors learn a variety of assessment tools from personal experience in their Economics courses. Quizzes and exams in courses include objective type questions and essay questions that are evaluated using rubrics that connect the students' theoretical knowledge to practical, real life situations. While the study guides are not part of the grade, students understand that completion of the sheets does positively influence their performances on the quizzes and examinations. All the Education courses continue to model and to teach a variety of assessment processes, including authentic models and/or other alternative assessment procedures. The methods courses (EDU 469 Curriculum and Methods of Teaching in Secondary Schools, EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies) directly teach a variety of assessment processes that the students must incorporate appropriately into their curriculum, unit, and lesson plans. During the Student Teaching periods, candidates are expected to follow the assessment procedures of their cooperating teacher and school district as well as to implement appropriate assessments that they develop to evaluate their lessons and their students' learning.