

## **Section 2: Program Summary**

### **History (CC): Secondary Major and Minor; Elementary 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. History majors and minors must complete HIS 499 Senior Seminar to qualify for certification.

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 t 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) and
- College of Health Professions
- College of Liberal Arts

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 in which students can take course work leading to a major or a minor in History. 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 history program is a truly integrated social science curriculum. As explained in the Section 7 matrix, History professors infuse appropriate social science concepts to enhance the understanding of historical concepts and skills. The candidates with a History major or minor, therefore, are prepared to include core concepts from Sociology, Geography, Economics, and Political Science in their secondary History classes. At the elementary level, teachers with a major or minor in History will probably teach the full range of elementary subjects, including Social Studies, in early elementary or History in later elementary grades. They too are well prepared to integrate all the Social Sciences into their teaching.

#### **A. Philosophy, Rationale, and Objectives**

**Philosophy:** The concentration for Elementary and Secondary Teaching is one of the four areas of concentration for History majors at UDM, the other areas being Public History, Pre-law, and Graduate Studies. The philosophies of the Education and History 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 History. The History 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 historical evidence. Both History and Education faculty members foster and integrate ethical development, a deepening of faith, and a commitment to social justice through the departmental curricula. History also has, among its major thematic emphases, a particular strength in the history of social movements and issues of social justice, ranging from coverage of black abolitionists, to women's rights, to civil rights movements, to human rights questions throughout the world, to poverty issues, to ethical questions related to technological change and environmental concerns. In this way, faculty believe that teacher candidates will be well-prepared to develop their students' understandings of the world, its peoples, its present, and its past. These beliefs support a systematic study of theory and principles, which is applied in the study of history concepts. 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. In order to teach students from diverse backgrounds, socio-economic status, and abilities in urban, suburban, and rural settings, UDM Education and History faculty believe that a strong pedagogy program must be a full partner with academic knowledge.

**Rationale:** The continuing debate among various History-related professional organizations over standards for what students and teachers should know and be able to do

is perhaps the most telling rationale for the focus of the teacher preparation program in History. Rather than viewing History as a relatively static body of knowledge, the teacher preparation program fosters the notion that the study of History is the study of ideas, and as such, is a challenging and lively pursuit. To engage in the on-going conversation about what constitutes History, students must gain the knowledge, skills, and dispositions that enable them to be articulate, contributing voices in that conversation. To that end, the teaching preparation program in History focuses on helping students to develop a broad-based knowledge of historical concepts, as well as skills in historical inquiry.

**Objectives:** The general objectives for the preparation of all elementary and secondary teacher education candidates, including those with a History 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 History 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.”

A more detailed explanation of these objectives is found in the *Teacher Education Handbook* and in Section 9 “Methods of Instruction,” of this report.

These general objectives, in addition to complementing the University mission and the History 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 History. Additionally, they are aligned with the “Michigan Curriculum Framework Content Standards for History.” UDM’s History programs are 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 history concepts are taught. Additionally, the geography concepts are addressed in courses taught in the Education Department, GEO 211 World Regional Geography, and GEO 212 Michigan Geography, which many of the Teacher Education candidates take, especially those seeking an Elementary Certificate.

The objectives of UDM's Teacher Education Program in History also speak to the MTTC objectives for teacher candidate content knowledge in History. The Test Objectives are organized into four History sub areas.

- U.S. History (14%)
- World History (18%)
- Connections Among Social Science Disciplines (34%)
- Social Science Perspectives and Skills (34%)

Teacher Education candidates with a major in minor in History are expected to:

- Model skills of inquiry in the teaching of History.
- Demonstrate a variety of methods for teaching knowledge and skills in History.
- Apply relevant and appropriate knowledge, skills and dispositions to design curriculum and instruction that addresses the following content in History:
  - History related concepts
  - Major developments of ancient peoples throughout the world
  - Major developments of modern peoples throughout the world.
  - Major developments in the United States
  - Major developments in Michigan and the region
  - Major developments in human discovery and innovation

## **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: History 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 history 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 History Majors and Minors provides a systematic study of history 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).

The content develops the knowledge and skills used in the History discipline to advance the field of study and to develop an understanding of issues related to history and how it informs contemporary issues and problem solving. The sequence begins with the following required courses: **HIS 150 Introduction to Western Civilization, HIS 264 Comparative Civilizations, HIS 200 Ancient Mediterranean World, HIS 250 United States to 1877, HIS 251 United States Since 1877, HIS 457 Michigan History**, and for Elementary and Secondary majors, **HIS 499 Senior Seminar**. These courses ground both History majors and minors in the standards for history content and model for them ways of teaching, researching, and inquiring as a historian. Then the candidates seeking the major must select six credits from 200 level courses and minors, three credits. The candidates with History majors continue to develop their historical understanding by electing three credits from a wide range of 300 and 400 History electives designed to enhance knowledge according to personal interests and MDE Standards. Teacher Education candidates are encouraged to broaden and deepen their knowledge in areas for which they will be responsible to teach at the K-12 levels. Regardless of the course elected to enhance the student's particular interests and

career plans, the course speaks to the MDE Standards. For example, a student might select **HIS 220 Early Modern Europe**, **HIS 290 African History** and/or **HIS 291 Historical Methods** for her/his intermediate courses. Each course will build on knowledge gained in the core History courses and broaden understanding of historical people, groups, and events in both a national and world context, while honing historical skills of research, inquiry, and dialogue. Courses selected at the 300- and 400-levels are designed to study more closely a specific era, whether world or national culture; while perfecting the skills of an historian. A student also pursuing a certificate in Women's Study might, therefore, elect **HIS 316 History of American Women** or **HIS 365 Introduction to Gender History**. While studying historical processes through the lenses of women's history, the candidates will deepen their content knowledge and their ability to think critically and analytically about the material and time periods. The same is true for any of the topical courses. **HIS 499 Senior Seminar** is the capstone class that provides the final opportunity for History Majors to synthesize and demonstrate their knowledge and history skills through inquiry, discussion, and writing a research and two exam essays about an identified topic or time period.

While students in the minor program select fewer electives, they acquire the same foundation of knowledge and skills. They still pursue historical inquiry in areas of specialization, which gives them practice in applying principles and inquiry skills that are useful in K-12 teaching.

### **C. Varied Instructional Approaches**

The History 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 History course syllabi reveals the range of teaching methods used by that faculty to instill the skills and knowledge of the discipline: lectures, discussion, simulations, debates, critical analysis of fiction and non fiction—especially articles from major news sources and scholarly journals, student lead 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 in history and rich opportunities to work with primary resources. The History Department operates two archives which offer unique hands-on training in a variety of historical sources. The Black Abolitionists Archives documents the roles played by African Americans in the transatlantic struggle against slavery. *The Carney Latin American Solidarity Archive (CLASA) is a depository for materials on Latin American solidarity work and human rights in Latin America.* These materials, along with the Burton Collection of the Detroit Public Library, the Henry Ford Museum and other historical agencies and museums such as the Wright Museum of African American and the Detroit Reuther Labor Archives offer UDM students unique opportunities for original historical research. The teacher education candidates, therefore, are prepared to help their K-12 students to understand history and practice historical skills.

A review of the Education Syllabi in **Section 11** of this report reveals a similar range of teaching methods practiced by the Education faculty. A review of the Education Courses listed in Form XXX, **Section 9** of this report, as well as the Course Descriptions in Section 10 and the Syllabi in Section 11 explicates the wide range of instructional methods taught to Elementary, Secondary, and Special Education teacher candidates. **EDU 400 Introduction to Education** and **EDU 442 Methods and Materials of Instruction for Social Science in**

**Elementary and Middle Schools** plus **EDU 469 Curriculum and Methods of Teaching in Secondary Schools**, and **EDU 473 Curriculum and Methods of Teaching in Secondary Schools: Social Studies (Curriculum II)** concentrate on giving students the theory behind instructional methods uniquely effective for learning social studies and the opportunities to observe them in K-12 classrooms as well as to practice methods within the college classroom and K-12 classes. **EDU 443 Teaching Reading in the Elementary and the Middle Schools** and **EDU 478/578 Reading in the Content Areas** provide instruction in a variety of methods for teaching reading to elementary, middle, and secondary students across the curriculum. In addition to a variety of technology methods used and demonstrated in all the Education courses, **EUD 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 489** for elementary and middle school candidates and **EDU 490** for secondary (7-12 grades), as well as **SED 474** and **SED 489** for Special Education candidates, provide students with a full semester of K-12 real teaching experiences with both K-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 K-12 Co-operating Teachers and UDM College Supervisors.

#### **D. Elementary and Secondary Level Preparation Differences**

The History major and minor programs are the same for both secondary and elementary level teacher education students, with two exceptions: 1) the HIS 499 capstone course, which is required for majors only, and 2) the number of elective credits selected. Since the Secondary teacher education candidates are likely to teach separate 8-12 History courses, they are encouraged to complete a History major. Elementary candidates would be more likely to minor in History or pursue a group Social Studies major or minor with an emphasis on History.

#### **Gender Equity, Multi-cultural, and Global Perspectives**

The issues of gender equity, multicultural and global perspectives are addressed throughout the foundation courses of **HIS 150, 264, 200, 250, 251, 457**, and the capstone seminar, **HIS 499**. As students engage in the study of world history, these principles take on a global perspective. The Education Courses continue the infusing of equity issues throughout the program.

#### **E. Multiple Methods of Student Assessment**

History majors and minors learn a variety of assessment tools from personal experience in every History course. Quizzes and exams in courses include objective type questions and rely heavily on essay questions that are evaluated using rubrics that connect the students' theoretical knowledge to practical, real life situations, events, people, and historical issues or eras. History students serve internships at metropolitan historical agencies such as the Detroit Historical Museum or the Crocker House Museum of Macomb County Historical Society. As with any course project or assignment, the students receive guidelines for their

activities and are required to reflect and share their learning through written and oral presentations. Study guides and class participation are assessed regularly and included as a percentage of the student's final grade. The History department requires its students to maintain a portfolio of their written and oral presentations, which is reviewed with advisors and faculty members throughout their UDM academic experience. Exit interviews with each senior by two members of the dept (one Americanist and one World/Europeanist) to cover content and skills as well as theory are also required. All the Education courses continue to model and to teach a variety of assessment processes, including authentic models and/or other alternative assessments procedures.